



# English

Essential Learnings by the end of **Year 5**

## Learning and assessment focus

Students use their imagination and creativity to interpret and construct English texts that share their experiences of the world, to explore ideas and information, and to make sense of topics and issues beyond their immediate experience. They identify how people, characters, places, events and things are represented in particular or chosen ways. This includes considering whether Aboriginal and Torres Strait Islander knowledges, peoples, places, events and things have been included or excluded in texts. Students recognise how English develops their capacity to participate or work effectively in their communities.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively interpret and construct texts by identifying the audience, subject matter and purpose, and by applying their understanding of language elements and texts. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their understanding and ways of improving their use of English.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of ICTs when interpreting and constructing texts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- interpreting texts
- constructing texts
- appreciating texts
- reflecting.

# Ways of working

Students are able to:

- identify the relationship between audience, purpose and text type
- identify main ideas and the sequence of events, and make inferences
- recognise and select vocabulary and distinguish between literal and figurative language
- interpret how people, characters, places, events and things have been represented and whether aspects of the subject matter have been included or excluded
- construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose
- make judgments and justify opinions using information and ideas from texts, and recognise aspects that contribute to enjoyment and appreciation
- reflect on and describe the effectiveness of language elements and how the language choices represent people, characters, places, events and things in particular ways
- reflect on learning to identify new understandings and future applications.

# Knowledge and understanding

## *Speaking and listening*

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in personal and community contexts.**

- The purpose of speaking and listening includes informing, presenting simple arguments, negotiating relationships and transactions, and seeking opinions of others  
*e.g. talking to the teacher about a task may involve negotiation.*
- Speakers can adopt different roles, and make language choices appropriate to the level of formality  
*e.g. presenting an oral information report requires the use of subject-specific vocabulary.*
- Spoken texts have different structures from those of written texts  
*e.g. spoken texts are often interactive.*
- Statements, questions and commands generate and maintain discussions and conversations.
- Words and phrasing, modulation of volume, pitch, pronunciation and pace enhance expression of ideas, can be adjusted to match the purpose, audience and context, and are monitored by listeners.
- Nonverbal elements, including body language, facial expressions and gestures, enhance expression of ideas, can be adjusted to match the audience, purpose and situation of a text, and are monitored by listeners  
*e.g. increased volume shows authority when giving a command, compared with use of a whisper to build suspense in storytelling.*
- Active listeners identify the topic, main ideas and opinions, retell information accurately, ask clarifying questions and volunteer information.
- In presentations, speakers make meaning clear through the selection and sequencing of ideas and information and the use of visual aids as support  
*e.g. a poster can be used to support a presentation.*
- Conventions for turn-taking and interruption are used differently, depending on the context  
*e.g. a presentation to the class, compared with buying an item at a shop.*
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

## Reading and viewing

Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in personal and community contexts.

- Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes skimming and scanning titles, visuals, headings, font size, tables of contents, indexes and lists  
*e.g. selecting an appropriate website from a list of different resources to support a task.*
- Readers and viewers draw on their prior knowledge of language and texts when engaging with a text  
*e.g. readers familiar with newspapers will bring understandings about the way news reports are written.*
- Words, groups of words, visual resources and images can be included or excluded to elaborate ideas and information and to portray people, characters, places, events and things in different ways.  
*e.g. authors portray characters in a narrative favourably by including positive attributes and leaving out negative traits.*
- Reading fluency is supported by the use of decoding strategies, prediction, monitoring meaning and self-correction, in combination with a developing vocabulary and prior knowledge of subject matter  
*e.g. by pausing, re-reading words and phrases, and reading on when meaning is interrupted.*
- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate texts in personal and community contexts  
*e.g. connecting pronouns to the nouns to which they refer.*
- Unfamiliar words and their meanings are decoded using the three cueing systems together (grapho-phonetic, syntactic and semantic), and by using small meaning units and base words  
*e.g. tele is a small meaning unit meaning "distant, from afar" — television, telephone  
port is a base word meaning "carry" — portable, import, transport.*
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

## Writing and designing

Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.

- The purpose of writing and designing includes entertaining, informing and describing  
*e.g. designing a comic strip to entertain.*
- Writers and designers can adopt different roles, and make language choices appropriate to the audience  
*e.g. writing an information report using subject-specific vocabulary.*
- Words and phrases, symbols, images and audio affect meaning and interpretation.
- Text users make choices about grammar and punctuation, to make meaning.
- Sound, visual and meaning patterns, including word functions, are used to spell single-syllable and multisyllable words  
*e.g. doubling consonant at syllable break: begin, beginning; changing y to i: famil-y, famil-ies.*
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting  
*e.g. working with a partner to proofread each other's texts.*
- Fluent handwriting using Queensland Modern Cursive script has uniform slope, size and spacing.

## Language elements

Interpreting and constructing texts involve making choices about grammar, punctuation, vocabulary, audio and visual elements in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in personal and community contexts.

- Paragraphs separate ideas in texts and contain a topic sentence.
- A sentence can be either simple, compound or complex  
*e.g. a simple sentence contains one clause; a compound sentence contains two or more clauses joined by a conjunction; a complex sentence combines an independent clause with a dependent clause.*
- Subject and verb must agree in terms of person and number  
*e.g. She sings — the singular form of the verb, to sing, must be used with She*  
*They sing — the plural form of the verb, to sing, must be used with They.*
- Text connectives signal how things, ideas and information are related  
*e.g. I made my bed. Next I cleaned the bathroom. — Next is a text connective linking two actions.*
- Time connectives and tense are used to locate characters or action in time  
*e.g. Yesterday I lost my watch. — yesterday requires the past tense, lost.*
- Sentences can indicate what is happening (verbs), who or what is taking part (nouns), what it looks like (adjectives), and the circumstances surrounding the action (prepositional phrases and adverbs)  
*e.g. Robbie carefully rode her red bike to the park.*  
*Robbie and bike — nouns*  
*rode — verb describing what happened*  
*carefully — adverb describing how Robbie rode her red bike*  
*to the park— prepositional phrase explaining where the action took place*  
*red — adjective describing the bike.*
- Pronouns refer to nouns within and across sentences  
*e.g. Coorain said that the book belonged to him. It was given to him by his grandfather. — It is a pronoun and refers to the book.*
- Conjunctions signal relationships between things, ideas and events  
*e.g. I could cook spaghetti and meatballs, or we could order pizza. — and is a conjunction linking two things; or is a conjunction joining two alternative ideas.*
- Figurative language describes settings and characters  
*e.g. The forest was as dark as a train tunnel. — a simile describing a setting.*
- Punctuation marks, including commas, apostrophes and speech marks, signal meaning in texts  
*e.g. commas mark clause boundaries and separate listed words: I went to the grocer to buy carrots, potatoes, beans, spinach and apples*  
*apostrophes signal that letters have been omitted: it is becomes it's*  
*apostrophes also show possession: the book belonging to the teacher becomes the teacher's book*  
*speech marks show the beginning and end of direct speech: "Brush your teeth," Mum said.*
- Vocabulary is chosen to express ideas and information in a commonsense or technical way  
*e.g. "creeks running into a river" compared with "the tributaries of a river" — demonstrates how vocabulary can be subject specific.*
- Meaning can be made more specific by extending or changing the form of a word  
*e.g. forest can be extended to forestry; beauty can be changed to beautiful.*
- Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention  
*e.g. a creaking door is a sound effect that can signal suspense.*

## Literary and non-literary texts

Making choices about literary and non-literary texts involves identifying the purpose, audience, subject matter and text structure.

- Aspects of subject matter can be included or omitted to present a point of view  
*e.g. an article on cats as excellent pets may choose to omit information about their impact on native wildlife.*
- Texts represent Aboriginal and Torres Strait Islander knowledges, peoples, places, events and things in different ways  
*e.g. an Aboriginal painting using symbolism may tell a story associated with food preparation; an historical text can be written from an Indigenous or non-Indigenous perspective.*
- Literary texts entertain, evoke emotion, and convey messages and information.
- Narratives, myths, legends, Dreaming stories, ballads, form verse, song lyrics and simple scripts are types of literary texts.
- Narratives have structural features that set the scene, introduce and describe characters and plot (orientation), describe events or actions leading to a problem (complication), and describe how and why a problem is solved (resolution).
- Events can be sequenced to build tension and suspense within a text and are used to explore ideas and feelings through the invention of characters and situations.
- Poetry can include rhyme and rhythm.
- Non-literary texts report, inform, present and seek opinions, present arguments, persuade and negotiate.
- Information and news reports, articles, features, simple arguments, descriptions, explanations, group discussions and formal presentations are types of non-literary texts.
- Main ideas are established by identifying who, what, where, when, how and why.
- Reports and arguments have structures, including an introduction or a general statement, elaboration of information or reasons, and a conclusion.