West Torrens Partnership *(Draft 28/01/15)*	Australian Curriculum English V7.3	Year 5

Year Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Achievement Standard

Receptive modes (listening, reading and viewing)
By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)
Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.
Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Content Descriptors

Language	Literature	Literacy
• Understand that the pronunciation, spelling and meanings of words have histories and change over time • Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships • Understand how to move beyond making bare assertions and take account of differing perspectives and points of view • Understand how texts vary in purpose, structure and topic as well as the degree of formality • Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold • Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns • Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation • Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause • Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea • Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations • Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts • Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words • Recognise uncommon plurals, for example 'foci'	• Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts • Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others • Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences • Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses • Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes • Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced • Create literary texts that experiment with structures, ideas and stylistic features of selected authors	• Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context • Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view • Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes • Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements • Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text • Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning • Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources • Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience • Reread and edit student's own and others' work using agreed criteria for text structures and language features • Develop a handwriting style that is becoming legible, fluent and automatic • Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements