

Year 5 English

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 imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Language:** knowing about the English language
Language variation and change, Language for interaction, Text structure and organisation, Expressing and developing ideas, Phonics and word knowledge
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
Literature and context, Responding to literature, Examining literature, Creating literature
- **Literacy:** expanding the repertoire of English usage
Texts in context, Interacting with others, Interpreting, analysing and evaluating, Creating texts.

Delivery (mode, time requirements, lessons)

Students have access to four 1 hour scheduled lessons per week. Lessons are delivered via our Learning Management System. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, stationery, whiteboard and whiteboard markers.

Year 5 English

| Units, Learning Experiences and Summative Assessment | | |
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| Semester 1 | Term 1 | <p>Unit 1 Examining and creating fantasy texts Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p> |
| | | <p>Summative Assessment: Students write the first chapter of a fantasy novel, creating a ‘good’ and ‘bad’ character, and establish setting</p> |
| | Term 2 | <p>Unit 2 Examining Media texts Students listen to, read, view and interpret a range of news articles, online articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. They create a digital feature article, including written and visual elements, from a particular viewpoint. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a feature article</p> |
| | | <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Students interpret and analyse information from a feature article. • Students select information and create a multimodal feature article that presents a particular point of view about an issue. |
| Semester 2 | Term 3 | <p>Unit 3 Examining character in animated film Students listen to, read, view and interpret a range of multimodal texts including comics, cartoons and animations. They produce a digital multimodal stop motion video, exploring a character’s behaviour when faced with an ethical dilemma.</p> |
| | | <p>Summative Assessment: Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma.</p> |
| | Term 4 | <p>Unit 4 Exploring narrative through novel and film Students listen to, read and view narrative films and novels with a range of characters that include flashback. They demonstrate understanding of the depiction of characters, setting and events in the chosen film. They create a written comparison of a novel and the film adaptation. Students express and justify opinions about aspects of the novel and the film adaptation during group discussions. Students apply comprehension strategies, making inferences about a persuasive article.</p> |
| | | <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Students write a comparison of a novel and its film adaption and state a preference. • Students interpret and analyse information from a persuasive article. |

Disclaimer All of the above information is accurate at the time of development.