

Year 5 English

Achievement Standard

By the end of Year 5, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

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:

- Listening and speaking
- Reading and Viewing
- Writing and Creating

Delivery (mode, time requirements, lessons)

Students have access to 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, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	Unit 1 Imaginative: What do you seek? Students will create a written narrative text to entertain an audience of their peers. They will develop and expand on ideas with supporting texts around topics included in the narrative. They will use paragraphs to organise, develop and link ideas. They will use language feature including complex sentences, tenses, topic-specific vocabulary and literary devices. They spell using phonic, morphemic and grammatical knowledge.
		Summative Assessment: Students will create a short, literary narrative text describing a main character and multiple settings. The focus is a quest/journey where the character is seeking, and finds, 'something'.
	Term 2	Unit 2 Information Report: Outback Outlaws and Explorers Students will create a written and spoken, multimodal historical report about an Australian inland explorer or bushranger, including a personal reflection on their chosen person. They will share, develop and expand on ideas and opinions using supporting details, using subheadings and paragraphs to organise and link ideas. Students will use language and multimodal features in their written report and during their presentation.
		Summative Assessment: Students will create a multimodal historical report about an Australian inland explorer or bushranger, including a personal reflection on their chosen person. Could be presented as a poster/ PowerPoint – including map, source pictures, video
Semester 2	Term 3	Unit 3 Persuasive: Convince Me If You Can Students will create a written, persuasive letter to a leader on cause of importance to them. They will develop and expand on ideas with supporting details from topics to persuade their reader of their chosen cause. They will use paragraphs to organise, develop and link ideas. They will use language features, including complex sentences, topic-specific vocabulary and literary devices.
		Summative Assessment: Students will write a formal, persuasive letter to a leader of their choice outlining a persuasive argument on a topic of their choice e.g. environmental issue.
	Term 4	Unit 4 Imaginative: Earth, Wind and Fire (poetry) Students will listen to and create a written and spoken narrative poem on a natural event or disaster. They will share, develop and expand on ideas using supporting details from similar poetry texts and relevant topic information. They will use language features including topic-specific vocabulary, literary devices and spoken, multimodal features.
		Summative Assessment: Part A: Written narrative poem including visual features Part B: Students will present their poem to an audience of peers.

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