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School Curriculum  
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Kindergarten to Year 10

Years 11 and 12

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# Year 5 SyllabusTest

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**Year Level Description**

## Overview



Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing

General capabilities

Cross-curriculum Priorities

Links to other learning areas

Implications for teaching, assessment and reporting

Glossary



English P–10 Scope and Sequence for teaching in 2024 (PDF) [↗](#)



English P–10 Scope and Sequence for teaching in 2024 (DOC) [↗](#)

Professional learning [↗](#)



Revisions to the WA curriculum English P–6 Phonics and word knowledge (DOC) [↗](#)



ABLEWA English Scope and Sequ

## Year 5 Syllab

### Year Level Descri

The English curriculum literature and literacy integrate all three s knowledge, underst and creating. Learn in earlier years, and



In Years 5 and 6, st and schools, comm face and online/virt


Students engage w interpret and evalu purpose is aesthetic include various typ junior and early ad

The range of literar including the oral n Peoples, as well as classic and contem

Literary texts that s readers describe cc elaborated events i themes of interspers fantasy settings. In

ence 

 ABLEWA English Scope and Sequence (PDF) 

 EAL/D English Pre-primary to Year 10 

## Filters



### Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

### Year Levels

- ☒ Select All

### Strands

- ☒ Select All
- ☒ Literacy
- ☒ Literature
- ☒ Language

### General Capabilities



wide range of topic curriculum. Text str contents, indexes a unfamiliar technical various types of gra

Students create a r including narratives discussions.

## Language

### LANGUAGE VARIATION CHANGE

Understand that the pronunciation, spelling and meanings of words have histories and change over time ([ACELA1500](#))

-  Literacy
-  Intercultural understanding

### LANGUAGE FOR INTERA

Understand that pa of language interac

- ✔ Select All
- ✔ Literacy
- ✔ Numeracy
- ✔ Information and Communication Technology (ICT) capability
- ✔ Critical and creative thinking
- ✔ Personal and social capability
- ✔ Ethical understanding
- ✔ Intercultural understanding

vary across social contexts and types of texts and that they can be used to signal social role relationships

[\(ACELA1501\)](#)

📖 Literacy

👤 Personal and social capability

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view [\(ACELA1501\)](#)

📖 Literacy

👤 Personal and social capability

⚖️ Ethical understanding

## TEXT STRUCTURE AND ORGANISATION

Understand how texts vary in purpose, structure and topic as well as the degree of formality [\(ACELA1501\)](#)

## Literacy

Understand that the starting point of a sentence gives prominence to the message in the text allows for prediction how the text will unfold  
([ACELA1505](#))

## Literacy


Understand how the grammatical category possessives is signalled through apostrophe how to use apostrophe with common and proper nouns  
([ACELA1506](#))


## Literacy

Investigate how the organisation of text chapters, headings, subheadings, home pages and sub pages online texts and according to chronology

or topic can be used to  
predict content and  
assist navigation  
([ACELA1797](#))

 Literacy

 Information and  
Communication Techno-  
(ICT) capability

 Critical and creative  
thinking

## EXPRESSING AND DEVELOPING IDEAS

Understand the  
difference between  
main and subordinate clauses  
and that a complex  
sentence involves at  
least one subordinate  
clause ([ACELA1507](#))

 Literacy

Understand how nouns  
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 ([ACELA1508](#))


 Literacy

Explain sequences of images in print text and compare these to the ways hyperlinked digital texts are organised explaining their effect on viewers' interpretation ([ACELA1511](#))

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

Understand the use of vocabulary to express greater precision of meaning, and know words can have different meanings in different contexts ([ACELA1512](#))

## PHONICS AND WORD KNOWLEDGE

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Use phonic, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations (AC

Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origin, letter patterns and spelling generalisations (AC

Explore less common plurals, and understand how a suffix changes meaning or grammatical form of a word



(AC9E5LY10)

 Literacy

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## Year 5 Achievement

Handwriting behaviour  
the writing assessment  
*Handwriting Contin*  
monitoring of student  
*Handwriting Contin*  
of this website. Tea

### **Reading and View**

At Standard, student  
They understand how  
interpretations of cl  
and implied informa  
characters and sett  
them. When reading  
grammatical, sema

### **Writing and Creat**

Students use langu  
and explain a point  
from a range of res  
texts for different p  
understanding of gi

vocabulary and use  
cohesive structure

## **Speaking and Lis**

Students listen and  
show how ideas can  
about a text, select  
They create imagin  
and audiences. Stu  
defined purposes. T  
into account other

The English curriculum is built around the three interrelated strands. Programs should balance and integrate all three strands. Together, they build understanding and skills in listening, reading, viewing, speaking, and writing, building on skills and processes developed in earlier years, and teachers work to ensure that

In Years 5 and 6, students communicate with peers and teachers in a range of contexts, with individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to and read multimodal texts in which the primary purpose is aesthetic, as well as various types of media texts including newspapers, film and digital texts, and dramatic performances.

The range of literary texts for Pre-primary to Year 10 comprises texts from Aboriginal and Torres Strait Islander Peoples, as well as the canon and contemporary world literature, including texts from and about

Literary texts that support and extend students in Years 5 and 6 include texts that feature a range of non-stereotypical characters and elaborated events including interpersonal relationships and ethical dilemmas within real-world contexts. Texts contain content information about a wide range of topics of interest as structures include chapters, headings and subheadings, tables and diagrams. Texts contain complex sentences, unfamiliar technical vocabulary, figurative language and graphics.

Students create a range of imaginative, informative and persuasive texts including performances, reports, reviews, explanations and discussions.

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