

Downloaded from

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/english-v8/year-5> on 19/07/2019 check website for latest version.



Year 5 SyllabusTest

Year 5 Syllabus

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. 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.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and 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, 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.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

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.

Language

LANGUAGE VARIATION AND CHANGE

Understand that the

Literature

LITERATURE AND CONTEXT

Identify aspects of literary texts that convey details


Literacy

TEXTS IN CONTEXT

Show how ideas and points of view in texts are

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


 Literacy

 Intercultural understanding

LANGUAGE FOR INTERACTION

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and 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 [\(ACELA1502\)](#)


 Literacy


 Personal and social

or information about particular social, cultural and historical contexts [\(ACELT1608\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability


 Intercultural understanding

RESPONDING TO LITERATURE

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others [\(ACELT1609\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability


 Ethical understanding

Use metalanguage to

conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context [\(ACELY1698\)](#)

 Literacy


 Critical and creative thinking


 Personal and social capability

INTERACTING WITH OTHERS

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 [\(ACELY1699\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

capability

🗣️ Ethical understanding

TEXT STRUCTURE AND ORGANISATION

Understand how texts vary in purpose, structure and topic as well as the degree of formality

[\(ACELA1504\)](#)

📖 Literacy

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

[\(ACELA1505\)](#)

📖 Literacy

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

describe the effects of ideas, text structures and language features on particular audiences

[\(ACELT1795\)](#)

📖 Literacy

EXAMINING LITERATURE

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses [\(ACELT1610\)](#)

📖 Literacy

🗣️ Personal and social capability

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

[\(ACELT1611\)](#)

📖 Literacy

Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes [\(ACELY1796\)](#)

📖 Literacy

🗣️ Personal and social capability

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements

[\(ACELY1700\)](#)

📖 Literacy

🗣️ Information and

Communication Technology (ICT) capability


🗣️ Critical and creative thinking


🗣️ Personal and social capability

 Literacy

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 [\(ACELA1797\)](#)

 Literacy

 Information and Communication Technology (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 [\(ACELA1507\)](#)


 Critical and creative

thinking

CREATING LITERATURE


Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced [\(ACELT1612\)](#)

 Literacy

 Critical and creative thinking

Create literary texts that experiment with structures, ideas and stylistic features of selected authors [\(ACELT1798\)](#)


 Literacy

 Critical and creative thinking

INTERPRETING, ANALYSING, EVALUATING


Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text [\(ACELY1701\)](#)

 Literacy

 Critical and creative thinking

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning [\(ACELY1702\)](#)

 Literacy

 Critical and creative thinking

Use comprehension strategies to analyse

Literacy


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 [\(ACELA1508\)](#)


Literacy

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

Literacy


Numeracy


 Information and Communication Technology (ICT) capability

 Critical and creative thinking

information, integrating and linking ideas from a variety of print and digital sources [\(ACELY1703\)](#)

Literacy


 Information and Communication Technology (ICT) capability


 Critical and creative thinking

CREATING TEXTS

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 [\(ACELY1704\)](#)

Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

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

 Literacy

PHONICS AND WORD KNOWLEDGE

Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words [\(ACELA1513\)](#)

 Literacy


Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word [\(ACELA1514\)](#)

 Literacy

Re-read and edit student's own and others' work using agreed criteria for text structures and language features

[\(ACELY1705\)](#)

 Literacy

 Critical and creative thinking


Develop a handwriting style that is becoming legible, fluent and automatic [\(ACELY1706\)](#)

 Literacy

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

[\(ACELY1707\)](#)


 Literacy

 Information and Communication Technology (ICT) capability

Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations

[\(ACELA1829\)](#)

 Literacy

 Critical and creative thinking

Year 5 Achievement Standard

A resource is currently being developed to support teachers to monitor students' handwriting behaviours.

Reading and Viewing

At Standard, 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. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.

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. 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.

Speaking and Listening

Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. Students develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. They create imaginative, informative and persuasive texts for different purposes and audiences. Students make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives.

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. 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.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and 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, 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.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

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.