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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 5 SyllabusTest

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Year Level Description

Overview



Rationale

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Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

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Glossary



English P–10 Scope and Sequence for teaching in 2024 (PDF)



English P–10 Scope and Sequence for teaching in 2024 (DOC)



ABLEWA English Scope and Sequence



ABLEWA English Scope and Sequence (PDF)



EAL/D English Pre-primary to Year 12

Year 5 Syllabus

Year Level Description

The English curriculum integrates all three strands of knowledge, understanding and creating. Learning in earlier years, and

In Years 5 and 6, students and schools, communities face and online/virtual

Students engage with interpret and evaluate purpose is aesthetic include various types junior and early adult

The range of literary including the oral traditions Peoples, as well as classic and contemporary

Literary texts that students readers describe complex elaborated events in themes of interpersonal fantasy settings. In

Filters



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- ☒ Year level descriptors
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- ☒ Icons

Year Levels

- ☒ Select All

Strands

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

General Capabilities

- ☒ Select All
- ☒ Literacy
- ☒ Numeracy
- ☒ Information and Communication Technology (ICT)



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, spel and meanings of w have histories and change over time [\(ACELA1500\)](#)

-  Literacy
-  Intercultural understanding

LANGUAGE FOR INTERA

Understand that pa of language interac

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

Use phonic, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations (ACEL001)

Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origin and letter patterns and spelling generalisations (ACEL002)

Explore less common plurals, and understand how a suffix changes meaning or grammatical form of a word (ACEL003)

(AC9E5LY10)

 Literacy

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, both individually and in 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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