Chapel Hill State School
English Curriculum and Assessment Yearly Overview 2024
YEAR 5

Curriculum Intent

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 Foundation 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.

Achievement Standards
Spiral Progression and Alignment
Developing the same concepts from one grade level to the next in increasing complexity and application.

YEAR 4

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

YEAR 5

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

YEAR 6

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

Year 5	English Curriculum and Assessment Overview		Chapel Hill State School		
Term 1	**Term 2**		**Term 3**		**Term 4**
Unit 1	**Unit 3 Monitoring**	**Unit 2**	**Unit 4**	**Unit 5**	**Unit 6**
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.	**Examining Characters 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 short story exploring a character's behaviour when faced with an ethical dilemma.	**Examining Media Texts** Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts.	**Appreciating Poetry** Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.	**Responding to Poetry** Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem.	**Exploring Narrative through Novels and Film** Students listen to, read and view narrative films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation of the novel. Students express and justify opinions about aspect of the novels and films during group discussions.

Assessment

| **Imaginative Response U1** *Imaginative Response - Written* Students write a short fantasy story, creating a 'good' and 'evil' character, and establish setting. * Includes Diagnostic Pre-Test **Design for Mars Presentation** *Oral presentation* Students present their Moonlanderl (Linked to U2 Science and U3 Design Tech) | **Digital Multimodal Short Story** *Multi-modal Presentation - Written Short Story* Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma * Includes Diagnostic Pre-Test (Linked to U1 Media) | **Persuasive Feature Article** *Persuasive Text - Written* Students select information and create a feature article that presents a particular 'persuasive' point of view about an issue. **Comprehend a Feature Article U2** *Test* Students interpret and analyse information from a feature article. | **Poetry Analysis** *Informative Response - Written* Students write a poetry analysis, explaining the topic; purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem. **Poetry Presentation** *Oral response* Students recite a poem negotiated with teacher. (Linked to U2 Drama) | **Poetry Transformation - Narrative** *Imaginative Response - Written* Students create a transformation of a narrative poem. * Includes Diagnostic Pre-Test | **Written Comparison of a Novel and Film** *Comparison - Written* Students write a comparison of a novel and its film adaptation. * Includes Diagnostic Pre-Test |
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Achievement Standard – Elements Assessed

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