Australian Curriculum: English — Year 5
Year level plan-2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	**Term 2**	**Term 3**	**Term 4**
Unit name	Appreciating and responding to literary texts	Engaging with information reports https://kids.nationalgeographic.com/nature/habitats Bats in Week 1/2	Persuading others Using HASS template to develop an argument for a new facility/service or activity in the school	Completing a novel study Blueback
Unit description	Students engage with a variety of literary texts that support and extend students as independent readers. Texts include novels, poetry, dramatic performances and films, set in real world and imagined settings. Students read, view and comprehend texts to explore how ideas are conveyed through characters, setting and events and explain how characteristic features of imaginative texts are used to meet the purpose. Through texts, students examine how authors develop characters and settings, appealing to the reader's imagination using imagery, including simile, metaphor and personification, and sound devices. Students compare texts narrated from a first person and third person point of view and discuss why an author might choose a particular point of view. Students use appropriate interaction skills and features of voice to present opinions and ideas about texts, using specific terms about literary devices, text structures and language features. They engage in shared and independent writing to respond to and/or create imaginative texts, experimenting with figurative language, storylines, characters and settings. **For assessment, students:** share and expand on ideas and opinions about a literary text for an audience. Persuasive	Students engage with a variety of informative texts which supply technical information and/or content about a wide range of topics. Texts may include reports, explanations, reviews or digital texts. Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to evaluate information and ideas. Through texts, students explore how informative text features guide the reader to understand and access information in a text. They compare texts on the same topic to identify similarities and differences in the ideas or information included. Through teaching and learning, students use research skills to create texts organised in well-sequenced paragraphs with a concluding statement, using specialist and technical vocabulary. Students express and develop ideas using language features, including complex sentences and visual features for effect. They use phonic, morphemic and vocabulary knowledge to spell words. **For assessment, students:** read, view and comprehend an informative text create a written and multimodal informative text for an audience.	Students engage with a variety of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as speeches and arguments, as models for creating their own work. Students, read, view and comprehend texts that support and extend students as independent readers, monitoring and building meaning. Through texts, students explore ethical dilemmas in real-world and imagined settings. They examine point-of-view, positioning and influence in text, and how they affect interpretation and response from the audience. Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. They participate in a range of speaking and listening situations, including formal presentations, using appropriate interaction skills to present and justify opinions or ideas, experimenting with features of voice such as tone, volume, pitch and pace. **For assessment, students:** share, develop and expand on ideas and opinions for a particular purpose and audience. Persuasive	Through a novel study, students explore themes of interpersonal relationships (Able,mum and and/or ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected novel which includes complex sequences of events that may involve flashbacks and shifts in time, and a range of characters. Through texts, students explore how ideas are developed through fictional elements, for example: main idea, characterisation, setting, and devices such as imagery, including simile, metaphor and personification, in narratives. They compare texts narrated from a first person and third person point of view. Through teaching and learning, students create, edit and publish a written imaginative text, using typical stages and language features of narrative text. Ideas are developed and expressed in cohesive paragraphs, using language features to suit the purpose and audience, including complex sentences, text connectives, dialogue and expanded noun groups to provide fuller descriptions. **For assessment, students:** read, view and comprehend an imaginative text create a written narrative including a supporting image.

ASSESSMENT

		SEMESTER 1			SEMESTER 2		
		Term 1	Term 2		Term 3	Term 4	
		AT1	AT2	AT3	AT4	AT4	AT5
Range and balance of assessment conventions	**Type of text**	Narrative	Informative	Informative	Persuasive	Narrative	Narrative
	Technique	Performance/Presentation	Short response	Extended response	Performance/Presentation	Short response	Extended response
	If other, or more than one, specify					Observed demonstration	
	Mode	☐ Written ☒ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal	☒ Written ☒ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal	☒ Written ☐ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☒ Multimodal	☐ Written ☒ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal	☒ Written ☒ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal	☒ Written ☐ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal
	Conditions *consider and identify conditions that enable equitable access for all students.*	☒ Access to resources ☒ Individual task **or** ☐ Group work **Consider:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Consider:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Consider:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task ☐ Group work **Consider:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Consider:** ☐ Time considerations ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Consider:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students

Aspects of the achievement standard Year 5 ✓	AT1	AT2	AT3	AT4	AT5	AT6
Listening and speaking						
interact with others, and listen to and create spoken and/or multimodal texts including literary texts	Monitoring Task			Monitoring Task		
for particular purposes and audiences, share, develop and expand on ideas and opinions, using supporting details from topics or texts	✓			✓		
use different text structures to organise, develop and link ideas	✓			✓		
use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice	✓			✓		
Reading and viewing						
read, view and comprehend texts created to inform, influence and/or engage audiences		✓			✓	
explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts		✓			✓	
explain how characteristic text structures support the purpose of texts		✓			✓	

explain how language features, including literary devices, and visual features contribute to the effect and meaning of a text		✓			✓	
Writing and creating						
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			✓			✓
use paragraphs to organise, develop and link ideas			✓			✓
use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features			✓			✓
spell using phonic, morphemic and grammatical knowledge	**Monitoring Task** (Year 4 Handwriting Program)		**Monitoring Task** (Year 4 Handwriting Program)			

✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement.

Monitoring Task indicates opportunities for aspects to be demonstrated by students through monitoring strategies throughout the unit of work and evidence collated for student folios.