

# Australian Curriculum: English — Year 5

## Year level plan-2023

CURRICULUM	SEMESTER 1			SEMESTER 2			
	Term 1	Term 2	Term 3	Term 3	Term 4	Term 4	
<b>Unit name</b>	Examining and creating fantasy texts	Examining media texts	Appreciating and responding to poetry	Appreciating and responding to poetry	Exploring narrative through novels and film	Exploring narrative through novels and film	
<b>Unit description</b>	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. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.	Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.	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. They will participate in a small group round table discussion to demonstrate their ability to contribute actively to class and group discussions, taking into account other perspectives and to listen and clarify content.  Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.	Students listen to, read and view films and novels with a range of characters and 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. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.	Students listen to, read and view films and novels with a range of characters and 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. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.	Students listen to, read and view films and novels with a range of characters and 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. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.	
ASSESSMENT	SEMESTER 1			SEMESTER 2			
	Term 1	Term 2		Term 3		Term 4	
	Imaginative response- AT1	Toxic Invader- Comprehend a feature article- AT2	Multimodal feature article- AT3	Appreciating Poetry-A round table discussion-AT4	Digital multimodal narrative- AT5	Written comparison- novel & film-AT6	
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Extended response	Test	Extended response	Oral Response	Extended response	Extended response
	<b>Type of text</b>	Imaginative (Narrative)	Informative (Reading comprehension)	Persuasive (Feature article)	Persuasive (Responding to Poetry)	Imaginative (Narrative)	Informative (Comparison)
	<b>Mode</b>	Written	Written	Multimodal	Oral	Multimodal	Written
	<b>Conditions</b>	Individual Access to resources allowed Drafting in lesson time with access to teacher feedback and conferencing Length: 300 words	Supervised exam Completed in one uninterrupted session Undertaken individually Seen assessment with notice Stimulus materials provided with assessment Perusal time: 5 minutes			Individually Stimulus material provided with assessment Access to teacher feedback Length: 400 words (approx.)	Individual Access to resources allowed Access to teacher feedback Length: 400 words

Aspects of the achievement standard							
Receptive modes (listening, reading and viewing)	explain how text structures assist in understanding the text		✓		✓	✓	
	understand how language features, images and vocabulary influence interpretations of characters, settings and events		✓		✓	✓	
	when reading, encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge				✓		
	analyse and explain literal and implied information from a variety of texts		✓		✓		✓
	describe how events, characters and settings in texts are depicted and explain their own responses to them		✓		✓		✓
	listen and ask questions to clarify content				✓		
Productive modes (speaking, writing and creating)	use language features to show how ideas can be extended	✓		✓		✓	
	develop and explain a point of view about a text, selecting information, ideas and images from a range of resources			✓			✓
	create imaginative, informative and persuasive texts for different purposes and audiences	✓		✓		✓	✓
	make presentations which include multimodal elements for defined purposes					✓	
	contribute actively to class and group discussions, taking into account other perspectives				✓		
	when writing, demonstrate understanding of grammar using a variety of sentence types	✓		✓		✓	✓
	select specific vocabulary and use accurate spelling and punctuation	✓		✓		✓	✓
edit their work for cohesive structure and meaning	✓		✓		✓		

Term 1

Term 2

Term 3

Term 4

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