Chapel Hill State School
English Curriculum and Assessment Year Level Plan 2025
Year 5

Australian CURRICULUM

AC V9

Curriculum Intent

Year Level Description

The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

In Year 5, students interact with audiences for different purposes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.

The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Year 5 as independent readers may include complex sequences of events, elaborated events including flashbacks and shifts in time, and a range of characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may supply technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics. Texts may reveal that the English language is dynamic and changes over time.

Year 5 students create a range of imaginative, informative and persuasive types of texts that may include narratives, procedures, performances, reports, reviews, poetry, arguments and explanations for particular purposes and audiences.

From Year 5 onwards, students continue to develop legible handwriting.

Achievement Standard
Spiral Progression and Alignment

YEAR 4	YEAR 5	YEAR 6
Speaking and Listening	**Speaking and Listening**	**Speaking and Listening**
By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.	By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.	By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.
Reading and Viewing	**Reading and Viewing**	**Reading and Viewing**
They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.	They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.	They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.
Writing and Creating	**Writing and Creating**	**Writing and Creating**
They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.	They 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. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.	They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Queensland Government

Sequence of units	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit name	**Appreciating and responding to literary texts**	**Engaging with information reports**	**Persuading others**	**Completing a novel study**
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.	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.	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.	Through a novel study, students explore themes of interpersonal relationships 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.
Curriculum links	Arts/Drama U2 v8 Melodrama HASS U3 v8 Communities in Colonial Australia (1800s)	HASS U2/U4 v8 Managing Australian Communities & Participating in Australian Communities Science U1 v8 Survival in the Environment	HASS U1 v8 People and the Environment Europe vs Americas	

Assessment	Semester 1		Semester 2	
	Assessment task U1.1 *Share, expand on ideas, opinions about an imaginative text - podcast*	**Assessment task U2.1** *Reading, viewing and comprehending informative texts*	**Assessment task U3.1** *Share, extend ideas, opinions and information about a topic*	**Assessment task U4.1** *Read, view and comprehend an imaginative text*
Technique	Performance / Presentation Choose an item.	Short response Choose an item.	Performance / Presentation Other	Short response Choose an item.
Text Type	Persuasive text	Informative text	Persuasive text	Imaginative text
Mode	Multimodal	Written	Spoken/ Signed	Written
Conditions	☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☐ Individual task **or** ☒ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students	☒ Access to resources ☐ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students
Diagnostic				
Assessment		**Assessment task U2.2** *Writing and creating informative texts*		**Assessment task U4.2** *Reading fluency, handwriting and spelling*
Technique		Extended response		Extended response

(Left column label rotated: *Range and balance of assessment conventions*)

	Text Type		Informative text		Imaginative text
	Mode		Multimodal		Written
	Conditions		☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students		☒ Access to resources ☒ Individual task **or** ☐ Group task **Consideration of:** ☒ Time conditions ☒ Accessibility for all students
	Diagnostic				

Achievement Standard
Elements Assessed / Elements Monitored

	Unit 1	Unit 2	Unit 3	Unit 4
	Speaking and Listening **By the end of Year 5**, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. **For particular purposes and audiences,** they **share, develop and expand on ideas and opinions, using supporting details from topics or texts.** They **use different text structures to organise, develop and link ideas.** They **use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.** **Reading and Viewing** They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. 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Disclaimer: Please use this Year Level Plan (Curriculum Map) as a guide. Due to professional judgement or circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment