









Australian Curriculum: 2023 English — Year 5



CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Fantasy	Persuasion	Unit 5: Responding to poetry	Unit 6: Exploring narrative through novels and film
Unit description	In this unit, 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 and show understanding of character development. In this unit, students plan, write, edit and publish a chapter of a fantasy novel.	Students listen to, read, view and interpret a range of news articles, reports from journals and newspapers, advertisements and non-fiction texts to identify viewpoints and persuasive devices. In this unit, students plan, write, edit and publish a variety of persuasive texts.	In this unit students listen to, read and view a range of poetry, including narrative poems, to create a transformation of narrative poem to a digital multimodal narrative.	In this unit, students read, listen to and view narrative films and written narrative. They read a selection of book reviews and comparisons and express and justify opinions about films and books. In this unit, students plan, write, edit and publish an analysis of how effectively a text conveyed a message.
General capabilities	 	 	 	 
Cross-curriculum priorities				

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Term 1	Term 2	Term 3	Term 4
Range and balance of summative assessment conventions	Assessment	Fantasy Book: Chapter 1	Persuasive Newspaper Article	Poetry Transformation	Text analysis
	Technique	Extended response	Extended response	Extended response	Extended response
	Type of text	Imaginative	Persuasive	Imaginative	Informative
	Mode	Written	Written	Multimodal	Written
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, they 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					
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					

