


The Australian Curriculum

Subjects	English
Year levels	Year 5

Year 5 Content Descriptions

Language

Language variation and change

Understand that the pronunciation, spelling and meanings of words have histories and change over time ([ACELA1500 - Scootle](#) )



Elaborations


recognising that a knowledge of word origins is not only interesting in its own right, but that it extends students' knowledge of vocabulary and spelling



exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures



Language for interaction


Understand that patterns of language interaction vary across social contexts and **types of texts** and that they help to signal social roles and relationships ([ACELA1501 - Scootle](#) )



Elaborations

identifying ways in which cultures differ in making and responding to common requests, for example periods of silence, degrees of formality



Understand how to move beyond making bare assertions and take account of differing perspectives and points of **view** ([ACELA1502 - Scootle](#) )



Elaborations

recognising that a bare assertion (for example 'It's the best film this year') often needs to be tempered by: using the 'impersonal it' to distance oneself (for example 'It could be that it is the best film this year'); recruiting anonymous support (for example 'It is generally agreed that it is the best film this year.');

indicating a general source of the opinion (for example 'Most critics agree that it is the best film this year.');

specifying the source of the opinion (for example 'David and Margaret both agree that it is the best film this year') and reflecting on the effect of these different choices



Text structure and organisation

Understand how texts vary in purpose, structure and topic as well as the degree of formality

(ACELA1504 - Scootle [↗](#))



Elaborations

becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms



Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505 - Scootle [↗](#))



Elaborations

observing how writers use the beginning of a sentence to signal to the reader how the text is developing (for example 'Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected')

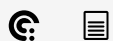


Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506 - Scootle [↗](#))

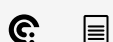


Elaborations

learning that in Standard Australian English regular plural nouns ending in 's' form the possessive by adding just the apostrophe, for example 'my parents' car'




learning that in Standard Australian English for proper nouns the regular possessive form is always possible but a variant form without the second 's' is sometimes found, for example 'James's house' or 'James' house'



Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797 - Scootle [↗](#))



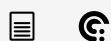
Expressing and developing ideas

Understand the difference between main and subordinate clauses and that a complex [sentence](#) involves at least one subordinate [clause](#) ([ACELA1507 - Scootle](#) )

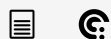



Elaborations

knowing that complex sentences make connections between ideas, such as: to provide a reason, for example 'He jumped up because the bell rang.'; to state a purpose, for example 'She raced home to confront her brother.'; to express a condition, for example 'It will break if you push it.'; to make a concession, for example 'She went to work even though she was not feeling well.'; to link two ideas in terms of various time relations, for example 'Nero fiddled while Rome burned.'



knowing that a complex sentence typically consists of a main clause and a subordinate clause

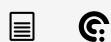


Understand how [noun](#) groups/phrases and [adjective](#) groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea ([ACELA1508 - Scootle](#) )

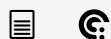



Elaborations

learning how to expand a description by combining a related set of nouns and adjectives – 'Two old brown cattle dogs sat on the ruined front veranda of the deserted house'



observing how descriptive details can be built up around a noun or an adjective, forming a group/phrase (for example, 'this very smelly cleaning cloth in the sink' is a noun group/phrase and 'as pretty as the flowers in May' is an adjective group/phrase)

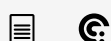


Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations ([ACELA1511 - Scootle](#) )



Elaborations

interpreting narrative texts told as wordless picture books



identifying and comparing sequences of images revealed through different hyperlink choices

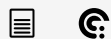


Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ([ACELA1512 - Scootle](#))



Elaborations

moving from general, 'all-purpose' words, for example 'cut', to more specific words, for example 'slice', 'dice', 'fillet', 'segment'



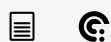
Phonics and word knowledge

Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words ([ACELA1513 - Scootle](#))



Elaborations

talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example 'policewoman' or 'salesperson'



using knowledge of known words and base words to spell new words, for example the spelling and meaning connections between 'vision', 'television' and 'revision'



learning that many complex words were originally hyphenated but are now written without a hyphen, for example 'uncommon', 'renew', 'email' and 'refine'



applying knowledge of spelling generalisations to spell new words, for example 'suitable', 'likeable' and 'collapsible'

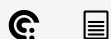


Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word ([ACELA1514 - Scootle](#))




Elaborations

Using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals, for example 'cactus' and 'cacti', 'louse' and 'lice'



understanding how some suffixes change the grammatical form of words, for example 'tion' and 'ment' can change verbs into nouns, 'protect' to 'protection', 'develop' to 'development'

Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations ([ACELA1829 - Scootle](#) )




Elaborations

recognising and writing less familiar words that share common letter patterns but have different pronunciations, for example 'journey', 'your', 'tour' and 'sour'



Literature

Literature and context

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts ([ACELT1608 - Scootle](#) )



Elaborations


describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs



identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples



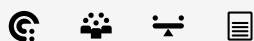
Responding to literature


Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others ([ACELT1609 - Scootle](#) )



Elaborations

posing and discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgments about the dilemmas characters face and relative merit and harm

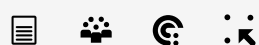


Use [metalinguage](#) to describe the effects of ideas, [text](#) structures and [language features](#) on particular audiences ([ACELT1795 - Scootle](#) )




Elaborations

orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views



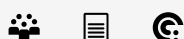
Examining literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses ([ACELT1610 - Scootle](#) )

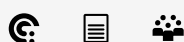


Elaborations

identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement




examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view



examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response

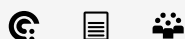


Understand, interpret and experiment with [sound devices](#) and [imagery](#), including simile, metaphor and [personification](#), in narratives, shape poetry, songs, anthems and odes ([ACELT1611 - Scootle](#) )



Elaborations


discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world



investigating the qualities of contemporary protest songs, for example those about Indigenous peoples and those about the environment



Creating literature


Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced ([ACELT1612 - Scootle](#) )



Elaborations

using texts with computer-based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen



Create literary texts that experiment with structures, ideas and stylistic features of selected authors ([ACELT1798 - Scootle](#) )




Elaborations

drawing upon fiction elements in a range of model texts - for example main idea, characterisation, setting (time and place), narrative point of view; and devices, for example figurative language (simile, metaphor, personification), as well as non-verbal conventions in digital and screen texts - in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts



Literacy

Texts in context

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context ([ACELY1698 - Scootle](#) )



Elaborations

identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement



Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of [view \(ACELY1699 - Scootle !\[\]\(e3f8612927870f2e0f9f5989e6dd3064_img.jpg\)](#))



Elaborations

asking specific questions to clarify a speaker's meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions



Use interaction skills, for example paraphrasing, questioning and interpreting [non-verbal cues](#) and choose vocabulary and [vocal effects](#) appropriate for different audiences and purposes ([ACELY1796 - Scootle !\[\]\(d3102649f02e825ddb76dc3de0190154_img.jpg\)](#))



Elaborations

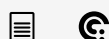
participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations



using effective strategies for dialogue and discussion including speaking clearly and to the point, pausing in appropriate places for others to respond, asking pertinent questions and linking students' own responses to the contributions of others




choosing vocabulary and sentence structures for particular purposes including formal and informal contexts, to report and explain new concepts and topics, to offer a point of view and to persuade others



experimenting with voice effects in formal presentations such as tone, volume, pitch and pace, recognising the effects these have on audience understanding

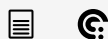


Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements ([ACELY1700 - Scootle](#) )




Elaborations

planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding



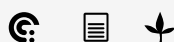
Interpreting, analysing, evaluating


Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text ([ACELY1701 - Scootle](#) )



Elaborations

explaining how the features of a text advocating community action, for example action on a local area preservation issue, are used to meet the purpose of the text



Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ([ACELY1702 - Scootle](#) )

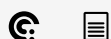


Elaborations

bringing subject and technical vocabulary and concept knowledge to new reading tasks



selecting and using texts for their pertinence to the task and the accuracy of their information



using word identification, self-monitoring and self-correcting strategies to access material on less familiar topics, skimming and scanning to check the pertinence of particular information to students' topic and task



reading a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information



Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703 - Scootle](#))



Elaborations

using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value, and the accuracy and currency of print and digital sources and summarising information from several sources



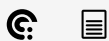
Creating texts

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing [text](#) structures, [language features](#), images and sound appropriate to purpose and [audience](#) ([ACELY1704 - Scootle](#))

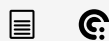


Elaborations

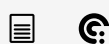
using research from print and digital resources to gather and organise information for writing



selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement



using vocabulary, including technical vocabulary, appropriate to purpose and context



using paragraphs to present and sequence a text



using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverb and noun groups/phrases for effective descriptions

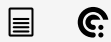



Re-read and edit student's own and others' work using agreed criteria for [text](#) structures and [language features](#) ([ACELY1705 - Scootle](#))



Elaborations

editing for flow and sense, organisation of ideas and choice of language, revising and trying new approaches if an element is not having the desired impact




Develop a [handwriting](#) style that is becoming legible, fluent and automatic ([ACELY1706 - Scootle](#) )



Elaborations

using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes



Use a range of software including [word](#) processing programs with fluency to construct, edit and publish written [text](#), and select, edit and place visual, print and audio elements ([ACELY1707 - Scootle](#) )



Elaborations

writing letters in print and by email, composing with increasing fluency, accuracy and legibility and demonstrating understanding of what the audience may want to hear

