



### Cross Curriculum Priorities



### General Capabilities



LANGUAGE	LITERATURE	LITERACY
<p><b>Understand that the pronunciation, spelling and meanings of words have histories and change over time [ACELA 1500]</b></p> <ul style="list-style-type: none"> <li>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</li> <li>exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures</li> </ul> <p>RV W</p>	<p><b>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts [ACELT 1608]</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p>L S W</p>	<p><b>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 [ACELY 1698]</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>L S W</p>
<p><b>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships [ACELA 1501]</b></p> <ul style="list-style-type: none"> <li>identifying ways in which cultures differ in making and responding to common requests, for example periods of silence, degrees of formality</li> </ul> <p>RV W</p>	<p><b>Present a point of view about particular literary texts using appropriate meta-language, and reflecting on the viewpoints of others [ACELT 1609]</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>RV W</p>	<p><b>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 [ACELY 1699]</b></p> <ul style="list-style-type: none"> <li>asking specific questions to clarify a speaker's meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions</li> </ul>
<p><b>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view [ACELA 1502]</b></p> <ul style="list-style-type: none"> <li>recognising that a bare assertion (for example 'It's the best film this year') often needs to be tempered by: using the 'impersonal I' 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</li> </ul> <p>RV W</p>	<p><b>Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences [ACELT 1795]</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>L S W</p>	<p><b>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes [ACELY 1796]</b></p> <ul style="list-style-type: none"> <li>participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations</li> <li>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</li> <li>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</li> </ul>
<p><b>Understand how texts vary in purpose, structure and topic as well as the degree of formality [ACELA 1504]</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>L S W</p>	<p><b>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses [ACELT 1610]</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> </ul> <p>L S</p>	<p><b>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements [ACELY 1700]</b></p> <ul style="list-style-type: none"> <li>planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding</li> </ul> <p>RV W</p>
<p><b>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 [ACELA 1505]</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>L S RV</p>	<p><b>Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes [ACELT 1611]</b></p> <ul style="list-style-type: none"> <li>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</li> <li>investigating the qualities of contemporary protest songs, for example those about Indigenous peoples and those about the environment</li> </ul> <p>L S W</p>	<p><b>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text [ACELY 1701]</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>L S W</p>
<p><b>Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns [ACELA 1506]</b></p> <ul style="list-style-type: none"> <li>examining how conventions of punctuation are used in written and digitally composed lists and learning that in Standard Australian English it is not necessary to add another 's' to the end of a plural noun to indicate possession ('James' house' / 'my parents' car')</li> </ul> <p>RV</p>	<p><b>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced [ACELT 1612]</b></p> <ul style="list-style-type: none"> <li>using texts with computer-based graphics, animation and 2D qualities; consider how and why particular traits for a character have been chosen</li> </ul> <p>RV</p>	<p><b>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning [ACELY 1702]</b></p> <ul style="list-style-type: none"> <li>bringing subject and technical vocabulary and concept knowledge to new reading tasks</li> <li>selecting and using texts for their pertinence to the task and the accuracy of their information</li> <li>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</li> </ul>
<p><b>Investigate how the organisation of texts into chapters, headings, sub-headings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation [ACELA 1797]</b></p> <p>L S W</p>	<p><b>Create literary texts that experiment with structures, ideas and stylistic features of selected authors [ACELT 1798]</b></p> <ul style="list-style-type: none"> <li>drawing upon fiction elements in a range of model texts - for example main idea, characterization, 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</li> </ul> <p>L S RV</p>	<p><b>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources [ACELY 1703]</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>L S W</p>
<p><b>Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas [ACELA 1507]</b></p> <ul style="list-style-type: none"> <li>knowing that the function of complex sentences is to 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 in order 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.')</li> </ul> <p>L S RV</p>	<div style="border: 2px solid black; padding: 10px;"> <h2 style="text-align: center;">Year 5 Achievement Standard</h2> <p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 5, students explain how <b>text structures</b> assist in understanding the <b>text</b>. They understand how <b>language features</b>, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of <b>texts</b>. They describe how events, characters and settings in <b>texts</b> are depicted and explain their own responses to them. They <b>listen</b> and ask questions to clarify content.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students use <b>language features</b> to show how ideas can be extended. They develop and explain a <b>point of view</b> about a text, selecting information, ideas and images from a range of resources. Students <b>create</b> a variety of sequenced <b>texts</b> for different purposes and <b>audiences</b>. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of <b>grammar</b>, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.</p> <p>May also be observed and assessed in the context of:</p> <p>L Listening      RV Reading and Viewing S Speaking      W Writing</p> </div>	<p><b>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 [ACELY 1704]</b></p> <ul style="list-style-type: none"> <li>using research from print and digital resources to gather and organise information for writing</li> <li>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</li> <li>using vocabulary, including technical vocabulary, appropriate to the type of text and purpose. Using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverbials and noun groups for lengthier descriptions</li> <li>using paragraphs to present and sequence a text</li> </ul> <p>RV</p>
<p><b>Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea [ACELA 1508]</b></p> <ul style="list-style-type: none"> <li>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'</li> </ul> <p>L S RV</p>		<p><b>Reread and edit student's own and others' work using agreed criteria for text structures and language features [ACELT 1705]</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations [ACELA 1511]</b></p> <ul style="list-style-type: none"> <li>interpreting narrative texts told as wordless picture books</li> <li>identifying and comparing sequences of images revealed through different hyperlink choices</li> </ul> <p>W</p>		<p><b>Develop a handwriting style that is becoming legible, fluent and automatic [ACELY 1706]</b></p> <ul style="list-style-type: none"> <li>using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes</li> </ul>
<p><b>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts [ACELA 1512]</b></p> <ul style="list-style-type: none"> <li>moving from general, 'all-purpose' words, for example 'cut' to more specific words, for example 'slice', 'dice', 'fillet', 'segment'</li> </ul> <p>L S RV</p>		<p><b>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 [ACELY 1707]</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>RV</p>
<p><b>Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words [ACELA 1513]</b></p> <ul style="list-style-type: none"> <li>learning that many complex words were originally hyphenated but have become 'prefixed' as in 'uncommon', 'renew' 'email' and 'refine'</li> <li>talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example 'policewoman', 'salesperson', 'air hostess'/'steward' or 'flight attendant'</li> </ul> <p>W</p>		<p><b>Filter to the mode of writing</b></p>
<p><b>Recognise uncommon plurals, for example 'foei' [ACELA 1514]</b></p> <ul style="list-style-type: none"> <li>using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plural</li> </ul> <p>W</p>		<p><b>Filter to the mode of Reading and Viewing</b></p>
		<p><b>Filter to the mode of Listening and Speaking</b></p>