

SCOPE AND SEQUENCE CHART: YEAR 5 AUSTRALIAN CURRICULUM

Year 5 Strand: Language

Language variation and change

Content Description

Understand that the pronunciation, spelling and meanings of words have histories and change over time

Ziptales Application

- SEL Writing Module: Spelling/Etymology (Yrs 5 & 6) *Why is English Spelt So Strangely?*
- Use *Spelling* module # 1 in **Skill Builders** to study the history of the English Language.

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

- SEL Oral Language Module: Speaking and Listening (Yrs 5 & 6) *Who Are We Talking To?*
- Discuss how language use differs depending on the social context using a **Main Library – Extending Literacy Library** story such as *The Caped Crusader (Comedy Capers)*.

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view

- SEL Oral Language Module: Expressing Opinions (Yrs 5 & 6) *Talking About Feelings*
- Select a **Children in History** photo story to view and identify how differing opinions about the story could be asserted.

Text structure and organization

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

- SEL Writing Module: Text Types (Yrs 5 & 6) *What Are the Shapes of Texts?*
- Study the *How to write...* series of lessons in **Write Time** to become familiar with the typical features of different text types.

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

- SEL Writing Module: Organising Texts (Yrs 5 & 6) *Topic Sentences*
- Identify how the sentence beginnings help predict how the text is unfolding using a **Main Library – Extending Literacy Library** story e.g. pg 1 of *Run, Roger, Run (Mystery Maze)*.

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns

- Study the *Apostrophes* module via the *Punctuation* link in **Skill Builders** to investigate uses of apostrophes.

SCOPE AND SEQUENCE CHART: YEAR 5 AUSTRALIAN CURRICULUM

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

- SEL Writing Module: Organising Texts (Yrs 5 & 6) *Separating Information in Texts*
- Use the Ziptales website to investigate how online texts are structured to assist navigation.

Expressing and developing ideas

Content Description

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one 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

Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts

Ziptales Application

- SEL Writing Module: Grammar (Yrs 5 & 6) *How to Join Sentences*
- Study the *Sentences* module via the *Grammar* link in **Skill Builders** to assist with building complex sentences via the use of conjunctions and other devices.

- SEL Writing Module: Grammar (Yrs 5 & 6) *What Are Noun Phrases?*
- SEL Writing Module: Grammar (Yrs 5 & 6) *Adding Descriptors*
- Study the *Nouns* and *Adjectives* modules via the *Grammar* link in **Skill Builders** to refine understanding of nouns and adjectives.

- SEL Reading Module: Visual Literacy (Yrs 5 & 6) *What Do Pictures Say? (Part A)*
- Navigate the Ziptales e-books to demonstrate how hyperlinked digital texts are organised and compare these to print texts.

- SEL Reading Module: Vocabulary Expansion (Yrs 5 & 6) *What Are Idioms?* Use a **Rhyme Time** poem to discuss how an author's choice of specific vocabulary helps express a precise meaning e.g. *The Pied Piper's 'sharp'* eyes and how such words can have different meanings in different contexts.

SCOPE AND SEQUENCE CHART: YEAR 5 AUSTRALIAN CURRICULUM

Phonics and word knowledge

Content Description

Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word

Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations

Ziptales Application

- Work through relevant *Spelling* modules in **Skill Builders** and complete associated worksheets to develop understanding of how to use knowledge of known words to spell new words for example:
 - base words – Module #14 - *The problem of 'y' endings*
 - prefixes and suffixes – Module #15 *The twins 'able and 'ible'* & Module #17 - *Disappearing Letters*
 - word origins – Module #11 – *Time Travel - Tense Endings*
 - letter patterns – Module #5 - *Double Trouble* & Module #6 - *Double Headers*
 - spelling generalisations – Module #16 - *The famous case of 'i' before 'e' (Extending Literacy)*.
- Explore less common plurals using **Skill Builders Spelling** Module #10 - *Weird Plurals* and study how suffixes change the grammatical form of a word by viewing *Spelling* Module #13 - *What goes after – suffixes (Extending Literacy)*.
- View the **Skill Builders Spelling** Modules #18, #19 & #20 - *Problem Consonants* and Modules #23, #24 & #25 - *Tricky Clusters* to study words that share common letter patterns but have different pronunciations (*Extending Literacy*).

Year 5 Strand: Literature

Literature and Context

Content Description

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts

Ziptales Application

- **SEL Reading Module: Visual Literacy (Yrs 5 & 6) *What Do Layouts Say to Us?***
- View the **Children in History** digital photo stories and identify the historical aspects of the literature.

Responding to Literature

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others

- **SEL Reading Module: Responding to Texts (Yrs 5 & 6) *Talking About Texts***
- Share points of view about the actions of characters from stories in the **Main Library – Extending Literacy Library** e.g. Tim in *A Laugh a Day (People Stories)*.

SCOPE AND SEQUENCE CHART: YEAR 5 AUSTRALIAN CURRICULUM

Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences

- SEL Reading Module: Responding to Texts (Yrs 5 & 6) *People Just Like Us*
- SEL Reading Module: Author's Use of Language (Yrs 5 & 6) *Interpreting Texts*
- Read a *True Tale* in the **Main Library** and reflect on how the ideas and features of the text could affect particular audiences differently.

Examining Literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses

- SEL Writing Module: Language Features (Yrs 5 & 6) *Identifying Narrative Voice*
- Use **Main Library – Extending Literacy Library** *Mystery Maze* stories to identify how the different use of narrative voice affects audience engagement e.g. *The Attic* (1st person) and *The Fool Fails* (3rd person). Compare to the *Choose Your Own Adventure* stories where the seldom-used 2nd person narrative voice is used.
- Study *The Rainbow Serpent* (*Myth & Legends – Main Library*) to discuss the significance of using an animal's perspective in aboriginal Dreamtime stories.

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

- SEL Reading Module: Studying Poetry (Yrs 5 & 6) *Engaging With Poetry*
- SEL Reading Module: Studying Poetry (Yrs 5 & 6) *Visual Imagery*
- Read *How to write poetry* in **Write Time** to develop understandings of poetic devices.

Creating Literature

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced

- Select a setting, character and plot in **Story Machine** to create an imaginative text using a variety of literary devices (e.g. figurative language) and present the text in digital animation format.

Create literary texts that experiment with structures, ideas and stylistic features of selected authors

- Use the *How to write a story* digital documentary in **Write Time** to assist with text creation.

SCOPE AND SEQUENCE CHART: YEAR 5 AUSTRALIAN CURRICULUM

Year 5 Strand: Literacy

Texts in Context

Content Description

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

Ziptales Application

- SEL Writing Module: Language Features (Yrs 5 & 6) *More and Better Words*
- SEL Writing Module: Language Features (Yrs 5 & 6) *Objective and Subjective Language*
- Read *The Mummy's Curse* in **True Tales (Main Library – Extending Literacy Library)** to model objective language. Then write a persuasive text using subjective language that states a point of view about whether the events in the story are a result of a curse or just a coincidence.

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

- SEL Oral Language Module: Working in a Group (Yrs 5 & 6) *Effective Group Work*
- Complete a **Main Library – Extending Literacy Library** *Choose Your Own Adventure* story with a partner clarifying reasons for individual choices made along the way.

Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes

- SEL Oral Language Module: Asking Questions (Yrs 5 & 6) *Asking Politely*
- Work in pairs or small groups to complete the *Amazing* and *Whodunnit* puzzles in **Puzzle Palace**.

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements

- SEL Oral Language Module: Oral Reports (Yrs 5 & 6) *Speaking to an Audience*
- Watch the *How to Draw Cartoons* video in **Make and Do** and use the information to instruct younger students in the art of cartoon drawing.

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

- SEL Writing Module: Text Types (Yrs 5 & 6) *Information Reports*
- SEL Writing Module: Text Types (Yrs 5 & 6) *Arguments*
- Study the characteristics of different text types using the *Comprehension* modules via the **Skill Builders** link.

SCOPE AND SEQUENCE CHART: YEAR 5 AUSTRALIAN CURRICULUM

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning

- SEL Reading Module: Reading Strategies (Yrs 5 & 6) *Readings Skills (Part B)*
- Use the *Fill the Gaps* activities provided at the completion of each story in the **Main Library – Extending Literacy Library** to refine text processing strategies.

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

- SEL Reading Module: Comprehension Skills (Yrs 5 & 6) *Understanding Texts*
- SEL Reading Module: Research Skills (Yrs 5 & 6) *Mapping Information*
- Use the *Multiple Choice* activities at the completion of each story in the **Main Library – Extending Literacy Library** and study the *Comprehension* modules in **Skill Builders** to build and refine comprehension skills.

Creating Texts

Content Description

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

Reread and edit student's own and others' work using agreed criteria for text structures and language features

Develop a handwriting style that is becoming legible, fluent and automatic

Ziptales Application

- Use the *How to write...* series of digital documentaries in **Write Time** to assist with planning and drafting imaginative, informative and persuasive texts.
- Use **Main Library – Extending Literacy Library** stories to springboard ideas for text creation e.g. *Blast Off! (True Tales)*
 - An imaginative text about an adventure in space.
 - An informative text about space travel.
 - An explanation text about how a rocket takes off.
 - A persuasive text about the amount of money governments spend on space travel – is it worth it or just a waste?
- SEL Writing Module: Punctuation (Yrs 5 & 6) *Why Punctuate?*
- Use the *Deconstructing a Story* digital documentary in **Write Time** to assist with editing strategies.
- Study *Spelling* module #30 *The fearful fifty* in **Skill Builders** to assist students with spelling and identifying famously difficult words.
- Handwriting skills can be developed and refined via the student worksheets that complement all **Main Library – Extending Literacy Library** stories and **Rhyme Time** poems.

SCOPE AND SEQUENCE CHART: YEAR 5 AUSTRALIAN CURRICULUM

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

- SEL Writing Module: Digital Texts (Yrs 5 & 6) *Digital Composition*
- Use appropriate software to create Ziptales-style digital documentaries and **Children In History** photo stories.