

## **What students need to know?**

By the end of Year 5

### **Reading and viewing**

- Students explain how **text structures** assist in understanding the **text**.
- They understand how **language features**, images and vocabulary influence interpretations of characters, settings and events.
- They analyze and explain literal and implied information from a variety of **texts**.
- They describe how events, characters and settings in **texts** are described and explain their own responses to them.

### **Writing**

- Students use **language features** to show how ideas can be extended.
- They develop and explain a **point of view** about a **text**.
- They **create** a variety of sequenced **texts** for different purposes and **audiences**.
- When writing, they demonstrate understanding of **grammar**.
- Select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.
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### **Speaking and listening**

- Students **listen** and ask questions to clarify content.
- They use **language features** to show how ideas can be extended.
- They develop and explain a **point of view** about a **text** selecting information, ideas and images from a range of resources.
- They **create** a variety of sequenced **texts** for different purposes and **audiences**.
- They make presentations and contribute actively to class and group discussions, taking into account other points of view.

**Taken from the Australian Curriculum.**

#### **Receptive modes (listening, reading and viewing)**

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

#### **Productive modes (speaking, writing and creating)**

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.