

# AusVELS ENGLISH: LEVEL 5



	Reading & Viewing	Writing	Speaking & Listening
LANGUAGE	<p>Understand how texts vary in purpose, structure and topic as well as the degree of formality</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>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</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. Many snakes are poisonous. However, in Australia they are protected')</li> </ul>	<p>Understand that the pronunciation, spelling and meanings of words have histories and change over time</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>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</p>	<p>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</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>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships</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>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations</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>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</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>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view</p> <ul style="list-style-type: none"> <li>recognising that a bare assertion (for example 'It's the best film this level') 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 level'); recruiting anonymous support (for example 'It is generally agreed that it is the best film this level. '); indicating a general source of the opinion (for example 'Most critics agree that it is the best film this level. '); specifying the source of the opinion (for example 'David and Margaret both agree that it is the best film this level') and reflecting on the effect of these different choices</li> </ul>
	<p>Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words</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>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts</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>Recognise uncommon plurals, for example 'foci'</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 plurals</li> </ul>	<p>Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns</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>Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words</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>Recognise uncommon plurals, for example 'foci'</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 plurals</li> </ul>	

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## Reading & Viewing

## Writing

## Speaking & Listening

# LITERATURE

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

- 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

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

- 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

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

- 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

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

- 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

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

- 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

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

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

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

- 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

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LITERACY	<p>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</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>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</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>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</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>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text</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>Reread and edit student's own and others' work using agreed criteria for text structures and language features</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>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes</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> <li>experimenting with voice effects in formal presentations such as tone, volume, pitch and pace, recognising the effects these have on audience understanding</li> </ul>
	<p>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning</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> <li>reading a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information</li> </ul>	<p>Develop a handwriting style that is becoming legible, fluent and automatic</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>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements</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>Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources</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>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</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>	

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<b>ACHIEVEMENT STANDARDS</b>	<b>Reading and viewing</b>	<b>Writing</b>	<b>Speaking and listening</b>
	By the end of level 5, 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.	By the end of Level 5, students 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.	By the end of Level 5, 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 perspectives.

\*This document intends to assist teachers in their implementation of the Australian curriculum through AUSVELS– it combines description and elaboration statements. The blue elaborations are examples of how the learning can be achieved; not a list of tasks that have to be done. Teachers are advised to consult the online documentation to clarify further detail for themselves. ‘AusVELS’ is the official documentation for Victorian schools.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (👉); Asia and Australia’s engagement with Australia (🌐); Sustainability (🌱)

Reference: <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.

This CEOB English AC document is organized in the Learning Modes of **Reading and Viewing, Writing, Speaking and Listening**. The Descriptors and Elaborators reflect the Strand Content from the English AC

## AC English Strands

**Language: knowing about the English language**

**Literature: understanding, appreciating, responding to, analysing and creating literature**

**Literacy: expanding the repertoire of English usage**