

Victorian Curriculum Statement:

- In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.
- Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.
- Literary texts that support and extend students in Levels 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.
- Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Vocabulary Development:

- **Reading: Question and Answer Relationship** - Right There/Literal questions, Inferential questions/Read Between the Lines, On My Own/Evaluative, Critical questions/Whose voice is/isn't represented?
- **Writing: Personal Writing - Six Writing Traits** – Word Choice and Voice
- **Writing: Directed Writing** – Persuasive Text: Text Structure - position statement/introduction followed by arguments/reasons with supportive evidence, conclusion/summary restating the opinion. Language features – timeless present tense, pros, cons, for, against, positive, negative, verbs (modal verbs, action verbs, thinking verbs, feeling verbs,) connectives to indicate sequence.
- **Writing: Spelling** - phonic strategy, high frequency words, proof reading, visual strategy

Common Assessment Tasks

Assessment FOR Learning	Assessment OF Learning	Assessment AS Learning
<p>Assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.</p>	<p>Assessment OF learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.</p>	<p>Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.</p>

Other Resources:

- Write Ways (Wing Jan)
- First Steps (WA Govt)
- Spelling K-8 (Snowball and Bolton)
- Craft Lessons- Teaching Writing K-8 Fiction and Non Fiction (Fletcher and Portalupi)
- Creating Young Writers Using the 6 Writing Traits (Vicki Spandel.)
- Teaching Phonics in Context (Hornsby and Wilson)
- How Writer's Work (Ralph Fletcher)

Teaching and Learning Sequence

Writing	Spelling	Reading & Viewing	Speaking & Listening
<ul style="list-style-type: none"> • Personal Writing – Word Choice and Voice • Teacher directed – Persuasive Text 	<ul style="list-style-type: none"> • High Frequency Words • Phonetic & Visual • Proof Reading • Investigation based on class needs 	<ul style="list-style-type: none"> • Question and Answer Relationships 	<ul style="list-style-type: none"> • Class Meetings • Reading Aloud • Whole Class Discussions • Assembly MC & Sports Reports • Reading and Viewing Texts • Present learning/reports.