The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Australian Curriculum, and the English Stars 5 modules that match these descriptions.

Year 5 Curriculum Match

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language variation and change	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	1.1 Comprehension – Our Changing Language 1.9 Roots and Affixes 3.1 Comprehension – Kerenza: A New Australian This descriptor is also covered by Spelling Spot (patterns and Greek and Latin roots). For more information see the Year 5 Spelling Spot Scope and Sequence.
	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 (ACELA1501)	2.13 Audience, Purpose and Context 7.3 Interaction Skills
		Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	2.9 Bare Assertions 5.3 Task – Review a Restaurant 5.6 Task – Review a TV Show
	Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	1.6 Task – Explain a Life Cycle 1.8 Explanation Text Structure 1.10 Task – Write an Explanation 2.6 Persuasive Essay Structure 2.7 Task – Write a Persuasive Essay 2.10 Task – Create a Persuasive Poster 2.13 Audience, Purpose and Context 3.6 Text Types 3.8 Task – Report a Discovery 4.3 News Article Structure 4.4 Task – Write a News Article 4.8 News Video Techniques 5.2 Plot Summary 5.3 Task – Review a Restaurant 5.5 Film Review Structure 5.6 Task – Review a TV Show 6.4 Task – Write a Second Person Narrative 7.4 Introduction to Biographies 7.5 Task – Write an Autobiography 7.9 From Interview to Biography 8.3 Task – Write a Short Story 8.6 Task – Write a Letter to an Author 8.10 Create a Fantasy Plot Outline 9.3 Poetry Types 9.6 Task – Write Any Poem 9.8 Sound Devices 9.9 Write in the Style of a Poet
		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 (ACELA1505)	3.9 Informative Sentences
		Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)	1.11 The Apostrophe
		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 (ACELA1797)	1.6 Task – Explain a Life Cycle 1.8 Explanation Text Structure 1.10 Task – Write an Explanation 2.11 Finding Facts 3.8 Task – Report a Discovery 4.4 Task – Write a News Article 7.4 Introduction to Biographies 7.5 Task – Write an Autobiography

	Expressing and developing ideas	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)	3.3 Clauses 3.5 Complex Sentences
		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 (ACELA1508)	4.6 Noun Phrases 4.7 Adjective Phrases
		Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)	8.11 Interpret Images
		Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	1.3 Precise Vocabulary 1.5 Homonyms
	Phonics and word knowledge	Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513)	1.2 Uncommon Plurals 1.9 Roots and Affixes This descriptor is also covered by Spelling Spot (patterns, prefixes, suffixes and Greek and Latin roots). For more information see the Year 5 Spelling Spot Scope and Sequence.
		Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514)	1.2 Uncommon Plurals 1.9 Roots and Affixes This descriptor is also covered by Spelling Spot (suffixes). For more information see the Year 5 Spelling Spot Scope and Sequence.
		Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations (ACELA1829)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 5 Spelling Spot Scope and Sequence.
Literature	Literature and context	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	7.2 Explore Contexts in Literature
	Responding to literature	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	6.1 Comprehension – A Long Walk to Water 8.6 Task – Write a Letter to an Author 9.4 Comprehension – Poems, Poems, Everywhere 9.9 Write in the Style of a Poet
		Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	5.4 Facts and Opinions in Film Reviews 6.3 Compare Narrative Voice 9.9 Write in the Style of a Poet
	Examining literature	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	6.1 Comprehension – A Long Walk to Water 6.2 Narrative Voice 6.3 Compare Narrative Voice 6.4 Task – Write a Second Person Narrative
		Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	6.4 Task – Write a Second Person Narrative 8.3 Task – Write a Short Story 9.3 Poetry Types 9.5 Metaphors and Similes 9.6 Task – Write Any Poem 9.7 Personification 9.8 Sound Devices 9.9 Write in the Style of a Poet
	Creating literature	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	6.4 Task – Write a Second Person Narrative 8.3 Task – Write a Short Story 8.8 Fantasy Characters 8.10 Create a Fantasy Plot Outline
		Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	6.4 Task – Write a Second Person Narrative 8.5 Sequels, Prequels and Spin-offs 9.6 Task – Write Any Poem 9.9 Write in the Style of a Poet

Literacy	Texts in context	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 (ACELY1698)	2.3 Persuasive Language 1 2.6 Persuasive Essay Structure 2.7 Task – Write a Persuasive Essay 2.9 Bare Assertions 2.10 Task – Create a Persuasive Poster 2.13 Audience, Purpose and Context 4.2 Objective and Subjective Language 5.3 Task – Review a Restaurant 5.4 Facts and Opinions in Film Reviews 5.6 Task – Review a TV Show 6.2 Narrative Voice 6.3 Compare Narrative Voice 9.2 Idioms
	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 (ACELY1699)	1.1 Comprehension – Our Changing Language 1.4 Comprehension – How Is a Rainbow Formed? 1.7 Comprehension – How Is Chocolate Made? 2.1 Comprehension – My Sport Rules! 2.2 Justify a Point of View 2.5 Comprehension – Who Says Burgers Are Bad? 2.7 Task – Write a Persuasive Essay 2.8 Comprehension – Don't Waste Water 2.12 Non-Verbal Cues 2.13 Audience, Purpose and Context 3.1 Comprehension – Kerenza: A New Australian 3.4 Comprehension – The Blobfish 3.7 Comprehension – Dinosaur Discovery 4.1 Comprehension – BTN: Future Jobs 4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.1 Comprehension – Paper Planes Film Review 5.7 Comprehension – Hunt for the Wilderpeople 6.1 Comprehension – A Long Walk to Water 7.1 Comprehension – The Adventures of Matthew Flinders 7.3 Interaction Skills 7.6 Comprehension – Interview with Sir Edmund Hillary 7.8 Conduct an Interview 8.1 Comprehension – Alice's Adventures in Wonderland 8.4 Comprehension – The Geeglenash 8.7 Comprehension – Two Weeks with the Queen 8.9 Comprehension – The Wandering Wand 9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 9.4 Comprehension – Poems, Poems, Everywhere
		Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)	2.12 Non-Verbal Cues 2.13 Audience, Purpose and Context 4.8 News Video Techniques 7.3 Interaction Skills 7.7 Interview Questions 7.8 Conduct an Interview 9.10 Task – Record a Poetry Recital
		Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)	2.6 Persuasive Essay Structure 2.14 Design a Slideshow 4.8 News Video Techniques 7.7 Interview Questions 7.8 Conduct an Interview 7.9 From Interview to Biography 7.10 Revise Slideshow Design 9.10 Task – Record a Poetry Recital
	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 (ACELY1701)	1.8 Explanation Text Structure 2.3 Persuasive Language 1 2.4 Persuasive Language 2 2.6 Persuasive Essay Structure 3.6 Text Types 4.2 Objective and Subjective Language 4.3 News Article Structure 5.2 Plot Summary 5.4 Facts and Opinions in Film Reviews 6.2 Narrative Voice

		Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	1.1 Comprehension – Our Changing Language 1.4 Comprehension – How Is a Rainbow Formed? 1.7 Comprehension – How Is Chocolate Made? 2.1 Comprehension – My Sport Rules! 2.5 Comprehension – Who Says Burgers Are Bad? 2.8 Comprehension – Don't Waste Water 2.11 Finding Facts 3.1 Comprehension – Kerenza: A New Australian 3.4 Comprehension – The Blobfish 3.7 Comprehension – Dinosaur Discovery 3.10 Skimming and Scanning 4.1 Comprehension – BTN: Future Jobs 4.3 News Article Structure 4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.1 Comprehension – Paper Planes Film Review 5.7 Comprehension – Hunt for the Wilderpeople 6.1 Comprehension – A Long Walk to Water 7.1 Comprehension – The Adventures of Matthew Flinders 7.6 Comprehension – Interview with Sir Edmund Hillary 8.1 Comprehension – Alice's Adventures in Wonderland 8.4 Comprehension – The Geeglenash 8.7 Comprehension – Two Weeks with the Queen 8.9 Comprehension – The Wandering Wand 9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 9.4 Comprehension – Poems, Poems, Everywhere
		Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	1.1 Comprehension – Our Changing Language 1.4 Comprehension – How Is a Rainbow Formed? 1.7 Comprehension – How Is Chocolate Made? 2.1 Comprehension – My Sport Rules! 2.5 Comprehension – Who Says Burgers Are Bad? 2.8 Comprehension – Don't Waste Water 2.11 Finding Facts 3.1 Comprehension – Kerenza: A New Australian 3.4 Comprehension – The Blobfish 3.7 Comprehension – Dinosaur Discovery 4.1 Comprehension – BTN: Future Jobs 4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 4.8 News Video Techniques 5.1 Comprehension – Paper Planes Film Review 5.7 Comprehension – Hunt for the Wilderpeople 6.1 Comprehension – A Long Walk to Water 7.1 Comprehension – The Adventures of Matthew Flinders 7.6 Comprehension – Interview with Sir Edmund Hillary 8.1 Comprehension – Alice's Adventures in Wonderland 8.4 Comprehension – The Geeglenash 8.7 Comprehension – Two Weeks with the Queen 8.9 Comprehension – The Wandering Wand 9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 9.4 Comprehension – Poems, Poems, Everywhere
	Creating texts	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 (ACELY1704)	1.6 Task – Explain a Life Cycle 1.8 Explanation Text Structure 1.10 Task – Write an Explanation 2.3 Persuasive Language 1 2.4 Persuasive Language 2 2.6 Persuasive Essay Structure 2.7 Task – Write a Persuasive Essay 2.10 Task – Create a Persuasive Poster 2.14 Design a Slideshow 3.8 Task – Report a Discovery 4.3 News Article Structure 4.4 Task – Write a News Article 4.8 News Video Techniques 5.2 Plot Summary 5.3 Task – Review a Restaurant 5.5 Film Review Structure 5.6 Task – Review a TV Show

			5.8 Design Principles 6.4 Task – Write a Second Person Narrative 7.4 Introduction to Biographies 7.5 Task – Write an Autobiography 7.7 Interview Questions 7.8 Conduct an Interview 7.9 From Interview to Biography 7.10 Revise Slideshow Design 8.3 Task – Write a Short Story 8.5 Sequels, Prequels and Spin-offs 8.6 Task – Write a Letter to an Author 8.8 Fantasy Characters 8.10 Create a Fantasy Plot Outline 9.6 Task – Write Any Poem 9.8 Sound Devices 9.9 Write in the Style of a Poet 9.10 Task – Record a Poetry Recital 9.11 Task – Publish an Anthology
		Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	1.6 Task – Explain a Life Cycle 1.10 Task – Write an Explanation 1.11 The Apostrophe 1.12 Punctuation 2.7 Task – Write a Persuasive Essay 2.10 Task – Create a Persuasive Poster 2.13 Audience, Purpose and Context 3.8 Task – Report a Discovery 4.4 Task – Write a News Article 5.3 Task – Review a Restaurant 5.6 Task – Review a TV Show 6.4 Task – Write a Second Person Narrative 7.5 Task – Write an Autobiography 8.3 Task – Write a Short Story 8.6 Task – Write a Letter to an Author 9.6 Task – Write Any Poem 9.11 Task – Publish an Anthology
		Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
		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 (ACELY1707)	2.10 Task – Create a Persuasive Poster 2.14 Design a Slideshow 4.8 News Video Techniques 7.8 Conduct an Interview 7.9 From Interview to Biography 9.8 Sound Devices 9.10 Task – Record a Poetry Recital 9.11 Task – Publish an Anthology

Note: Module 3.2 Commas revises content from the Year 2 Australian Curriculum.