



## Year 5 NAPLAN Literacy overview and teacher resources – download all

This overview outlines the skills and knowledge which require practice and consolidation in preparation for NAPLAN. The teaching suggestions and materials provided have been designed to support the on-going literacy instruction in classrooms. Teachers should draw upon this resource according to the needs of their students.

[Supporting students' participation in the NAPLAN assessment process](#)

Section	Resource	Year 2 Western Australian Curriculum code	Year 3 Western Australian Curriculum code	Year 4 Western Australian Curriculum code	Year 5 Western Australian Curriculum code	Year 6 Western Australian Curriculum code
<b>Year 5 Reading</b>  <a href="#">Reading (Download all)</a>  <b>Focus on reading</b>  Develop reading competency through a range of informational, persuasive and imaginative texts.	<a href="#">Inferring</a>				(ACELY1702) (ACELY1703)	
	<a href="#">Interpreting vocabulary</a>				(ACELY1698) (ACELY1512) (ACELY1701)	
	<a href="#">Synthesising</a>				(ACELY1702) (ACELY1703)	
	<a href="#">Sequencing</a>				(ACELY1702) (ACELY1703)	
	<a href="#">Figurative language</a>				(ACELT1611) (ACELY1703)	
	<a href="#">Interpreting character</a>				(ACELA1508) (ACELT1610) (ACELY1703)	
	<a href="#">Interpreting main idea, argument texts</a>				(ACELT1610) (ACELY1703)	
	<a href="#">Advertising conventions</a>				(ACELA1502) (ACELA1504) (ACELY1701) (ACELY1703)	
	<a href="#">Interpreting information texts</a>				(ACELA1797) (ACELY1703)	



Section	Resource	Year 2 Western Australian Curriculum code	Year 3 Western Australian Curriculum code	Year 4 Western Australian Curriculum code	Year 5 Western Australian Curriculum code	Year 6 Western Australian Curriculum code
<b>Year 5</b> <b>Language conventions</b> <b>– Grammar</b>  <a href="#">Grammar (Download all)</a>	<a href="#">Pronouns</a>			(ACELA1491)		(ACELA1520)
	<a href="#">Conjunctions</a>			(ACELA1491)	(ACELA1507)	(ACELA1520)
	<a href="#">Adjectives</a>				(ACELA1508) (ACELA1512)	
	<a href="#">Time connectives and tense</a>			(ACELA1491) (ACELY1692)		
	<a href="#">Varying sentence structure for effect</a>				(ACELA1504) (ACELY1704) (ACELY1705)	
	<a href="#">Using adjectives and adverbs to enhance meaning</a>				(ACELA1508) (ACELA1512) (ACELY1704) (ACELY1705)	
	<a href="#">Redundant words and phrases</a>			(ACELY1695)		
	<a href="#">Verb tense</a>		(ACELA1478) (ACELA1482)			(ACELA1523)

Section	Resource	Year 2 Western Australian Curriculum code	Year 3 Western Australian Curriculum code	Year 4 Western Australian Curriculum code	Year 5 Western Australian Curriculum code	Year 6 - 8 Western Australian Curriculum code
Year 5 Language conventions – Punctuation  <a href="#">Punctuation (Download all)</a>	<a href="#">Apostrophes</a>		(ACELA1480)		(ACELA1506)	
	<a href="#">Commas – to separate items in a list</a>	(ACELA1465)				
	<a href="#">Commas</a>	(ACELA1465)				Year 6 (ACELA1521)
	<a href="#">Direct speech</a>			(ACELA1492) (ACELA1494)		
	<a href="#">Sentence boundaries</a>			(ACELY1694)		
	<a href="#">Capitalisation of multiple-word proper nouns</a>	(ACELA1465) (ACELA1468)				
	<a href="#">Brackets</a>					Year 8 (ACELA1544)
	<a href="#">Punctuation of sentences</a>		(ACELA1480)	(ACELA1492) (ACELA1494)	(ACELA1506)	Year 6 (ACELA1521)
	<a href="#">Commas to separate dependent and independent clauses</a>					Year 6 (ACELA1521)

Section	Activity	Resource	Year 3 Western Australian Curriculum code	Year 4 Western Australian Curriculum code	Year 5 Western Australian Curriculum code	Year 6 Western Australian Curriculum code
<b>Year 5</b> <a href="#">Focus on writing</a> Developing writing competency through a range of informational, persuasive and imaginative texts.  <b>Writing</b> <ul style="list-style-type: none"> <li>Exposition structure</li> <li>Persuasive devices</li> <li>Sentence structure</li> <li>Text connectives</li> </ul>	Exposition structure	<a href="#">Persuasive writing background notes p. 2</a>			(ACELA1504) (ACELY1704)	
	Developing ideas	<a href="#">Persuasive writing teaching resource p.5</a>			(ACELA1502)	
	Introductions and conclusions	<a href="#">Persuasive writing teaching resource p.6</a>			(ACELA1505)	
	Vocabulary – emotive words	<a href="#">Persuasive writing teaching resource p.6</a>			(ACELA1502) (ACELY1698)	
	Modality	<a href="#">Persuasive writing teaching resource p.6</a>			(ACELA1502) (ACELY1698)	
	Pronouns	<a href="#">Persuasive writing teaching resource p.7</a>		(ACELA1491)		
	Rhetorical questions	<a href="#">Persuasive writing teaching resource p.8</a>			(ACELY1705)	
	Counter-argument/rebuttal	<a href="#">Persuasive writing teaching resource p.8</a>			(ACELY1705)	
	Writing and exposition under NAPLAN conditions	N/A				



Section	Activity	Year 3 Western Australian Curriculum code	Year 4 Western Australian Curriculum code	Year 5 Western Australian Curriculum code	Year 6 Western Australian Curriculum code	Year 7 Western Australian Curriculum code
<b>Year 5 Writing</b> <a href="#">Narrative (Download all)</a>  <a href="#">Multimodal narrative texts Year 3-7</a>  <a href="#">Narrative point of view Year 5-7</a>	<a href="#">Narrative structure</a>			(ACELA1504) (ACELY1704) (ACELT1798)		
	<a href="#">Developing possible storylines</a>			(ACELT1612) (ACELT1798)		
	<a href="#">Planning a narrative</a>			(ACELT1612) (ACELT1798)		
	<a href="#">Writing a narrative - Years 5-7</a>			(ACELY1704) (ACELT1798)		(ACELA1529) (ACELA1763) (ACELY1725)
	<a href="#">Using vocabulary and figurative language to enhance meaning</a>			(ACELA1512) (ACELT1611)		
	<a href="#">Representation of setting</a>			(ACELT1612) (ACELT1608)		
	<a href="#">Characterisation</a>		(ACELT1604)	(ACELT1608) (ACELT1610) (ACELT1612)		
	<a href="#">Punctuation of sentences including direct and reported speech</a>			(ACELA1492) (ACELA1494)	(ACELA1506) (ACELA1501)	

Year 5 Spelling	Information	Support	Strategies	Word study	Proof reading
<b>Spelling</b> <a href="#">(Download all)</a> <b>Western Australian Curriculum codes</b> <b>Year 4</b> (ACELA1779) (ACELA1780) <b>Year 5</b> (ACELA1500) (ACELA1513) (ACELA1514) <b>Year 6</b> (ACELA1526)	Spelling strategies	<a href="#">Support 1</a>	Visual memory of high frequency words	Plurals - adding s, es Etymology	Sentence of the day
	Word study	<a href="#">Support 2</a>	Visual memory Applying spelling rules Mnemonics	Plurals - changing f to v and adding es Etymology	Dictation check activity
	Understanding and use of: <ul style="list-style-type: none"> <li>consonant sounds</li> <li>short and long vowel sounds</li> <li>doubling</li> <li>affixes</li> <li>silent letters</li> <li>syllabification</li> <li>plurals</li> <li>etymology</li> </ul>	<a href="#">Support 3</a>	Mnemonics Word shapes	Double consonant Etymology	Paragraph of the day
		<a href="#">Support 4</a>	Syllabification	Prefixes Etymology	Proofreading checklist
		<a href="#">Support 5</a>	Chunking Generate alternative spellings	Prefixes Etymology	Modelled proofreading
		<a href="#">Support 6</a>	Word sorting Small words in big words	Suffixes Etymology	Shared proofreading
		<a href="#">Support 7</a>	Stressed and unstressed syllables	Suffixes Etymology	Focus on spelling generalisations
		<a href="#">Support 8</a>	Stressed and unstressed syllables Heteronyms	Root words Final consonant sequences	Focus on suffixes
		<a href="#">Support 9</a>	Stressed and unstressed syllables Comparatives and superlatives	Unstressed syllables Comparatives and superlatives	Dictation check activity

Year 5 Sample tests	2011	2012	2013
Practise responding to possible question formats.  Copies of the <b>previous year's</b> Year 5 <i>Reading Magazine</i> are required to answer questions 1-3 of each sample test i.e. to answer questions on the 2013 test, students will need the 2012 <i>Reading Magazine</i> .	<a href="#">All Year 5 2011 sample tests</a>	<a href="#">All Year 5 2012 sample tests</a>	<a href="#">All Year 5 2013 sample tests</a>
	<a href="#">Year 5 2011 Sample test 1</a>	<a href="#">Year 5 2012 Sample test 1</a>	<a href="#">Year 5 2013 Sample test 1</a>
	<a href="#">Year 5 2011 Sample test 2</a>	<a href="#">Year 5 2012 Sample test 2</a>	<a href="#">Year 5 2013 Sample test 2</a>
	<a href="#">Year 5 2011 Sample test 3</a>	<a href="#">Year 5 2012 Sample test 3</a>	<a href="#">Year 5 2013 Sample test 3</a>
	<a href="#">Year 5 2011 Sample test 4</a>	<a href="#">Year 5 2012 Sample test 4</a>	<a href="#">Year 5 2013 Sample test 4</a>
	<a href="#">Year 5 2011 Sample test 5</a>	<a href="#">Year 5 2012 Sample test 5</a>	<a href="#">Year 5 2013 Sample test 5</a>
	<a href="#">Year 5 2011 Sample test 6</a>	<a href="#">Year 5 2012 Sample test 6</a>	<a href="#">Year 5 2013 Sample test 6</a>
	<a href="#">Year 5 2011 Sample test 7</a>	<a href="#">Year 5 2012 Sample test 7</a>	<a href="#">Year 5 2013 Sample test 7</a>
	<a href="#">Year 5 2011 Sample test 8</a>	<a href="#">Year 5 2012 Sample test 8</a>	<a href="#">Year 5 2013 Sample test 8</a>
	<a href="#">Year 5 2011 Sample test 9</a>	<a href="#">Year 5 2012 Sample test 9</a>	<a href="#">Year 5 2013 Sample test 9</a>



## Supporting students' participation in the NAPLAN assessment process

It is through a well planned, focused, daily program that all students will have the best opportunity to develop the skills and strategies they need to become effective readers and writers and achieve well in the NAPLAN testing program.

The NAPLAN Planner is designed to support the literacy planning process by providing an overview of specific skills and knowledge that students need to learn in preparation for the NAPLAN test. It is intended that teachers select focus teaching areas based on their students' needs.

The following instructional approaches/practices are just a sample of the different ways teachers are currently supporting students to ensure that the NAPLAN assessment experience provides a fair opportunity to demonstrate what they can do as developing readers and writers.

### General

Success with the NAPLAN test requires particular skills and strategies that may be different to those employed in the literacy activities students engage with on a daily basis.

The integration of these 'test taking' skills and strategies into the normal literacy program will ensure that students are well prepared to engage positively and confidently with the tests.

It is recommended that teachers use the 'gradual release of responsibility' model that moves through a process of explicit modelling by the teacher, to guided teaching and learning, to independent student work to explicitly teach:

- the different answer sheet and test formats
- test question vocabulary and language
- what is required in a question type
- tips for managing multiple choice questions
- explicit teaching of specific comprehension strategies
- structures and features of different text types
- difference between main idea and supporting detail
- importance of information provided in the first and last paragraph
- importance of signal words.

A process for managing multiple choice in reading:

- Read the title
- Look at the structure and features of the text. Is it a story or poem or procedure or chart?
- Read any sub-headings
- Read the text
- Underline any key words or phrases
- Read through the question answer options

- Return to the text to confirm the correct answer
- Select the correct answer

### Spelling - Years 3, 5 and 7

Support for students' spelling focuses on systematically building up students' bank of words they know how to spell and developing the range of strategies needed to spell correctly. These include phonetic and graphophonic knowledge, recognising highly predictable patterns or letter sequences of English, visual memory, meaning and morphological knowledge (see [Principles and strategies to support the effective teaching of spelling](#)).

The NAPLAN spelling assessment requires that students do the following:

- Identify a misspelled word
- Identify a correctly spelled word – multiple choice
- Identify the missing digraph

### Instructional practices that support students spelling development include:

- Teaching spelling is an ongoing activity and will be most successful when time is allocated on a regular basis for students to study and learn words.
- Involve the students in analysis and explicit discussion of new words by looking at the patterns, structure, syllabification, derivation and meanings.
- Support students to systematically build up a spelling vocabulary of high frequency, commonly used sight-words.
- Teaching students that words must not only sound right, but they must also look right.
- Encourage them to use trial and error. When they feel a word does not look right, they can test and experiment with possible alternatives, until they think it looks right. Model this process on the board.
- Teach students to identify the **critical features** of words, ie the most significant features and patterns. Encourage them to write these words from memory, rather than to copy them.
- Mnemonics can be used to help students remember different words:
  - Place names all have **here** in them – here, there, where and everywhere.
  - Questions begin with **wh** – who, where, what, when, why.
  - My **pal** is the principal.
- Word sorting and categorising activities are useful. Ensure that explicit discussion about these patterns takes place as students are sorting words into categories.
- Encourage students to focus on common sequential letter patterns. That is, encourage them to talk about which particular letters in the English language are likely to follow other letters or sets of letters.
- Help students look for the common patterns in words. Mark them as you write them, eg need, feed, seed. Relate the spelling of new words to known word patterns and ask students to predict the pattern that might be used.
- Encourage students to group words containing common patterns, eg other brother, mother, bother.
- Editing of the sentence of the day. Students identify the error and generate an alternative spelling. The teacher corrects the misspelling and then students check their work by ticking the letters they have correct and circling any letters they may have wrong.
- Checking their writing of a dictated passage with the teacher's copy to identify any errors.
- Underlining any words in their own writing they are unsure about, generating an alternative spelling and then checking with a dictionary.
- Quizzes designed to focus on letters and patterns in words. Students are asked questions about a bank of words, eg Find the word ending with 'le'. Find the word that begins with 'sc'. Find the word with 'sat' in it.

## Grammar and punctuation - Years 3, 5 and 7

Support for the development of students' grammar and punctuation focuses on systematically teaching students how grammar works and about correct usage.

The teaching of grammar needs to focus on:

- how texts work as cohesive wholes through language features such as paragraphs, connectives, nouns and associated pronouns
- how punctuation works to perform different functions in a text.
- sentence level and clause level grammar
- word level grammar
- applying and recognising meta-language.

As grammar and punctuation in NAPLAN are assessed through multiple-choice items it is important to familiarise students with the different question types.

### Support strategies include:

Teacher modelling of how to think through a question type, eg

- Which sentence is punctuated correctly?
  - Which words complete this sentence correctly?
  - Choose the correct word or words to complete each sentence?
  - Which clause completes this sentence correctly?
  - Which option completes this sentence correctly?
  - Which sentence is **not** punctuated correctly?
  - Which option uses brackets correctly?
  - In which sentence is round used as an adjective?
  - Which of these words is a noun?
  - Which event happens first?
- 
- Develop class charts of words and phrases used in test instructions and questions.
  - After teaching a particular convention have students develop their own multiple choice questions as a way of developing familiarity with a question type and consolidating the learning.

### Support resources

Grammar and Punctuation online resources [Years 2/3](#), [Years 4/5](#) and [Years 6/7](#)

The section on developing grammar ([pages 183 -196](#)) in the *First Steps Writing Resource book* provides a range of ideas for supporting students' development in this aspect of writing.

Western Australian Curriculum: English Scope and Sequence

[Language Strand](#): Sub-strands;

- Text structure and organisation
- Expressing and developing ideas

## Reading - Years 3, 5 and 7

Activities that involve students in recognising different text forms, and identifying their language features, conventions and organisation will assist students with comprehension.

They need to be supported with understanding how information is presented in different ways through text layout and features. This may be achieved through:

- talking about purpose
- drawing attention to text organisation, eg headings, subheadings, tables, photos
- highlighting the type of language used, eg signal words, adjectives, tense
- comparing features of different kinds of texts.

### Support advice - for interpreting imaginative texts

#### 1. Shared big book reading

Shared reading provides the opportunity for teachers to model through 'thinking

aloud' how readers make meaning as they think their way through the text. They may model strategies such as:

- self-monitoring 'Is this making sense?'
- cross-checking information
- using multiple sources of information e.g. structure, visual cues, prior knowledge, graphophonic cues
- searching for detail and connections
- building meaning across the text i.e. predicting verifying
- identifying a sequence of events
- locating directly stated information from the written text and illustrations
- making connections between ideas stated directly and close together in different parts of the text 'How does this information connect with what was said before?'
- working out the meaning of some unfamiliar words and phrases.
- selecting a correct answer from four possible responses.

Other text related activities to assist comprehension may include:

- discussing characters, setting
- discussing orientation, problem and conclusion
- finding main idea
- focus on syntax or specialised language
- use of 'post it' notes for cloze activities
- replacing a word in the text with another similar word and then reading surrounding text to check and confirm meaning
- labelling using 'post it' notes e.g. students label setting, problem, characters in a text they are reading
- text innovation
- using a 'story grammar' to write about each element of a text that has been read
- collaborative writing of multiple choice items for a well known text.

## **2. Guided reading in small groups.**

As teachers guide students through reading a text they work through a process of predicting, verifying, confirming and self correcting. Students are involved in:

- making inferences
- returning to the text to substantiate a response or check meaning
- accountable talk (students find and read aloud parts of the text that provide the answers to teacher questions)
- noticing patterns in structure, language, eg use of illustrations or headings.

### **Support advice - for interpreting information and argument texts**

Teacher modelling through 'think alouds' of the following:

- locating information
- making inferences
- using headings, captions, labels
- using illustrations, photographs, diagrams, tables.

Other text related activities to assist comprehension may include:

- developing charts with students that list differences between fiction and non-fiction texts
- charting ways to locate information
- matching content to headings
- writing content to go with headings
- writing headings to go with content
- innovating on text.



### **NAPLAN Literacy Year 5: Reading**

This document contains all Year 5 Literacy materials for reading.

These items aim to develop students' skills of: making inferences, interpreting vocabulary, synthesising texts, sequencing, using figurative language, interpreting characters and main ideas, understanding advertising conventions and interpreting information texts.

Please note: Reading strategies should be introduced, developed and consolidated across all years of schooling. As students progress through the years there should be development in the number, integration and self-monitoring of strategies.





## Focus on reading

### Characteristics of teaching and learning programs that develop confident, effective readers

It is through a well planned, focused, daily program that all students will have the best opportunity to develop the skills and strategies they need to become effective readers and achieve well in the NAPLAN testing program. Features of effective reading support include:

#### 1. Daily reading for a range of purposes across the curriculum. This includes:

- Access to a wide range of imaginative, informative and persuasive texts.
- Regular opportunities to be involved in modelled, shared and guided reading.
- Time for independent reading for interest and pleasure.
- Explicit teaching in regards to the structure and features of different types of texts.
- Specific reading activities designed to build fluency.
- A focus on building vocabulary and the development of word consciousness across all learning areas and classroom activities.
- Systematic development of word attack skills.

#### 2. Monitoring and assessment

- Systematic monitoring and assessment of all students' reading development to determine progress over time.
- Use of progress maps to identify what students can and can't do and what they need to learn next.
- Use of precise knowledge of each student's progress and learning needs to inform planning of shared, modelled and guided reading lessons.
- Systematic gathering of information about each student's progress in the following areas: comprehension, fluency, vocabulary and word attack skills.

#### 3. Shared, modelled and guided reading lessons that scaffold and support learning for students

These instructional procedures focus on the systematic development of skills and strategies. They involve explicit teaching with the whole class or small groups in relation to the identified needs of students.

- *Shared reading* is an interactive process that can be used to expose students to a wide range of texts and engage them with different aspects of the reading process. Texts are selected with a specific learning focus in mind.
- *Modelled reading* involves the teacher in using the 'think aloud' strategy to model different comprehension strategies and the use of grammatical and lexical features of a text to make meaning.
- *Guided Reading* provides support to small groups of students who are reading at a similar level to read selected texts, pitched at the students' instructional level. The teacher guides the readers through the text using the following pattern: teacher sets the directing question; students read the nominated section of text; they answer the question orally and substantiate their answer by reading from the text.

**4. Explicit teaching of comprehension strategies (prediction, inference, visualisation, connecting, summarisation, questioning). This involves:**

- modelling the focus strategy in action using ‘think alouds’
- explicit description of the strategy and when it should be used
- collaborative use of the strategy in action
- guided practice using the strategy, with gradual release of responsibility
- independent practice using the strategy
- practice and consolidation activities.

**5. Focus on specific areas identified through *NAPLAN data***

- Use of the ‘item skill descriptions’ to determine a learning focus for the whole class or small groups of students.
- Monitoring the development of the reading skills identified in the ‘item skill descriptions.’
- Use of the ‘item skill descriptions’ to inform the development of questions asked ‘before, during and after’ guided reading.
- Use of mini-lessons to explicitly teach a specific skill or strategy, eg identifying the intended effect of a device in a narrative text.

**6. Supporting the development of effective test-taking strategies**

The development of effective test-taking strategies can be addressed through the regular reading program or through explicit small group teaching. Activities include:

- Developing familiarity with multiple choice questions during shared reading where students justify their selection of responses. Students can also write their own multiple choice questions and exchange with other students.
- Familiarising students with text question categories and question types.
- Developing class charts with the students that focus on test question vocabulary.
- Familiarising students with the answer sheet format.
- Before reading a new text engage students in discussion about the genre of the text. Ask them to identify features of this genre that they would expect to find in the text.
- Developing students ability to recognise the three levels of questioning; that is, literal ‘right there’, inferential ‘think and search’ and evaluative ‘on my own’.
- Teaching students the different types of text connectives that indicate how the text is developing, eg clarifying, showing cause/ result, indicating time, sequencing ideas, adding information and condition/concession.



## Reading: Inferring

### Teaching focus

Focus on developing students' understanding that:

- inferring involves using background knowledge to make decisions about texts
- inferring requires the reader to go beyond the literal text to make an assumption that is not explicitly stated. It is often referred to as 'reading between the lines'
- connecting information and interpreting ideas require 'close reading'
- the meaning of unknown words can be inferred using context clues from within the text.

Broadly, there are two categories of inference:

1. Cohesive inferences – aid the creation of a cohesive text using references such as One dark and stormy evening the servants heard a knock at the door. When they opened it they found a young girl who begged shelter for the night. The pronoun 'it' refers to the 'door', The reader infers that 'evening' in the first sentence, refers to the same time as 'night' in the second sentence. Readers relate the second sentence, 'begged shelter for the night', to the first, '...stormy evening', to infer that the girl wanted to get out of the storm.
2. Elaborative or extending inferences – enrich the mental representation of a text.  
eg Julie had bright blue eyes which would flash when she thought of something funny. You could actually see a tiny little golden spark dancing in the middle of each eye. The author has elaborated the meaning of the word 'flash' used in the first sentence by paraphrasing it in the second.

### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing, evaluating

**Thread:** Comprehension strategies

### Content descriptions:

**Year 5:** Navigate and [read texts](#) for specific purposes applying appropriate [text processing strategies](#), for example predicting and confirming, monitoring meaning, skimming and [scanning](#) (ACELY1702).

Use [comprehension strategies](#) to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

- **Close reading**

Highlight the need for close reading (as opposed to skimming) by giving students a short time to read a shared text (either electronic or paper), and then answer several questions without returning to it. Discuss the difficulties encountered, focussing on students' use of reading strategies. (NAPLAN texts need at least two re-reads and returns to the text to confirm answers.) Model this interrogation of text so students can see both the text and

the questions. Count the number of re-reads needed to correctly answer the questions. Students list ways that close reading differs from skimming. Finally, create a class list of the reading situations which require close reading (comprehension tests, understanding stories, instructions, recipes or facts), versus skimming and scanning (used for locating information or narrowing down a search).

- **Question types strategy**

Model the strategic use of the: 'right there', 'think and search', 'on your own' and 'the author and you' questions. Explain that in 'think and search' (inferential) questions, the reader connects several parts of the text together. Teach students to use the following process:

1. Locate key words from the question in the text (point out that the words may be synonyms).
2. Re-read the sentences before and after (this is close reading).
3. Think about what the question is asking for.
4. Use any diagrams or illustrations to assist understanding.

- **Prior knowledge connections**

Students need to know that there are three types of prior knowledge connections upon which to base inferences. It is vital that students understand when to use each of the following.

- Text to world connections (T-W)
- Text to self connections (T-S)
- Text to text connections (T-T)

Model each connection type, using a 'think aloud'. Read the text and stop, saying: (for example), "This makes me think about how the sun sparkles on the ocean in summer." (T-W) Or, "This reminds me of when our guest speaker talked about the war." (T-S)

Explain how text-to-text connections make use of the structure of a text to make meaning; "The slogan of this poster reminds me of the toothpaste advert we saw last week, because the slogan is in a large font at the top." (T-T) Teach students that if, after close reading, the answer to a question cannot be found in the text, it may require a text-to-world or text-to-self connection.

See [Connecting with the text](#) (p. 137) for more information and use the [Connecting with text template](#) as a student activity sheet.

- **Double entry journal**

This is a consolidation or practice activity in which students activate their prior knowledge during reading. Double entry journal is useful to record:

- comparisons the text and other texts
- connections made during reading
- similarities or differences between texts.

See the following links for further assistance:

[Double entry journal template](#)  
[Further instructions](#) pp. 142-143

- **Connect online resources** (Available through the Department of Education portal)

[Finders Keepers](#) activity – Level 1  
[Finders Keepers](#) activity – Level 3

- **Teacher resources**

- [Responding to texts](#): *First Steps Reading Map of Development*, pp. 205-206.
- [Connecting with the text information](#): *First Steps Reading Resource Book*, Second Edition, 2004, Rigby Heinemann p. 137.
- [Double entry journal template](#): *First Steps Reading Resource Book*, Second Edition, 2004, Rigby Heinemann.
- [Double entry journal information](#): *First Steps Reading Resource Book*, Second Edition, 2004, Rigby Heinemann, p. 142.



## Reading: Interpreting vocabulary

### Teaching focus

Focus on developing students' understanding that:

- vocabulary choices help to establish 'tone' in print texts
- authors choose specific vocabulary to represent gradations of an idea
- the general meaning of a word can be found in a glossary, thesaurus or dictionary, while specific word meanings can be inferred from the surrounding text, diagrams or pictures
- many different words can be used to express the same idea
- the meaning of subject specific words must be learned.

### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Texts in context

**Thread:** Texts and the contexts in which they are used

#### Content description:

**Year 5:** 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).

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Vocabulary

#### Content description:

**Year 5:** Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different [contexts](#) (ACELA1512).

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing and evaluating

**Thread:** Purpose and audience

#### Content description:

**Year 5:** Identify and explain characteristic [text structures](#) and [language features](#) used in imaginative, informative and persuasive [texts](#) to meet the purpose of the [text](#) (ACELY1701).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

- **Create word banks to expand vocabulary**

NAPLAN questions about vocabulary can be either inferential (working out the meaning of a word from its context and the words around it), or they can be entirely dependent on the students' prior experience with a word. It is important to ensure that students are

exposed to a broad range of vocabulary and that they develop a wide repertoire of word definitions.

Use an [Interesting words chart](#) to identify and investigate unknown words from informational texts. For [more information](#) on this activity see p. 162.

- **Synonyms**

NAPLAN Reading comprehension questions often paraphrase information found in text excerpts, so it is important to teach students to recognise a wide range of vocabulary, including less common synonyms for simple terms. Use a thesaurus to generate synonyms for:

- bright: eg brilliant, intense, dazzling, vivid
- scary: eg terrifying, forbidding, intimidating, menacing
- afraid: eg terrified, troubled, horrified, appalled, aghast
- small: eg diminutive, miniature, petite, insignificant
- large: eg generous, hefty, massive, vast, colossal
- good: eg superior, respectable, virtuous, enjoyable, talented.

Create a [Word wall](#) with the results.

- **Word cline**

This is a small group activity designed to help students to identify 'tone'. Select a word describing a character or place eg sneaky. Use the word document function 'synonyms' to generate related words. Print each word onto a card and ask students to rank the adjectives from least offensive to most offensive. See [Word cline](#) activity template (p. 234).

The following table shows some synonyms generated for the word sneaky.

astute	cheating	clever	conniving
crafty	deceiving	devious	dishonest
disloyal	double-crossing	fraudulent	ingenious
perfidious	scheming	shifty	shrewd
sly	sneaky	treacherous	tricky
underhand	unreliable	untrustworthy	wily

- **Determine word meanings using context**

Model the way the strategies of reading on, reading around and re-reading can help students to determine word meanings. Use a shared text, stop when a new word is encountered: Say (for example), 'I'm not sure what the word, abandon, means here.' Show students how to read on to the next sentence and back to the previous one in order to work out what the word means. Provide students with excerpts of information texts. Ask them to work out the meaning of specified words by following this process:

1. Read on to the next sentence.
2. Read back to the sentence before it.
3. Read around the word: Is the word used elsewhere? Which other words are repeated?
4. Go back to last heading: Does that provide a clue?
5. Go to the page title: What does this tell you?

### Teacher resources

[Interesting words chart](#) – *First Steps Reading Resource*, Second Edition, 2004, Rigby Heinemann p. 162.

[Word wall](#) - *First Steps Reading Map of Development*, Second Edition, 2004, Rigby Heinemann p. 182.



[Word cline](#) - *First Steps Reading Map of Development*, Second Edition, 2004, Rigby Heinemann p. 234.



## Reading: Synthesising

### Teaching focus

Focus on developing students' understanding that synthesising:

- involves processing and interacting with information rather than copying
- requires the reader to identify and reflect on the ideas, features and structures of texts
- may necessitate categorising, analysing, combining, reflecting and extracting details
- is relating the information gained to their prior knowledge and experiences and then summarising this to develop understanding
- assists comprehension as it requires connecting and comparing while posing questions in order to develop insight, to form ideas, perspectives or opinions about texts.

### Background information

Efficient readers and writers combine information from a range of sources from within one or across a number of texts about a topic or argument. When synthesising, students will use a range of strategies including: determining importance, connecting, comparing, creating images and self-questioning.

### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing, evaluating

**Thread:** Comprehension strategies

### Content descriptions

**Year 5:** Use [comprehension strategies](#) to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

Navigate and [read texts](#) for specific purposes applying appropriate [text processing strategies](#), for example predicting and confirming, monitoring meaning, skimming and [scanning](#) (ACELY1702).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

Synthesis extends the literal meaning of a text to an inferential level. Synthesising assists reading comprehension because it requires students to put parts together into a unified whole.

To encourage students to synthesise, provide opportunities to:

- make generalisations
- give opinions which are substantiated through evidence from the text/s
- stop and collect thoughts during reading before continuing to read on
- draw conclusions
- summarise the main points after reading and compare ideas with a partner
- students negotiate a list of main points.



- **Modelled reading**

Provide modelling of your thinking (think-alouds), while you are synthesising related information from a variety of sources before, during and after reading.

- **Guided reading**

Students practice their synthesising skills in a small group using multimodal texts with a variety of graphic images at their instructional level. The teacher provides scaffolding to support the students, when necessary, for example asking questions to promote student thinking, eg how do you think the main character will react to what has happened?

- **Independent reading**

Using a book at their independent reading level, students write a paragraph to show their synthesis of the text. In pairs, they compare their work and discuss or highlight differences.

- **Synthesising T-chart**

This is an activity to provide a scaffold to assist students to organise their thinking as they are reading. It supports them to connect what they are learning from the text they are reading to their existing knowledge base.

1. Introduce the T-chart (see right).
2. During modelling, read a short passage from the text using ‘think-alouds’ to demonstrate how to paraphrase the information.
3. Model recording ‘think-alouds’ and information on the T-chart.
4. Discuss and reflect on the facts by bringing together an oral synthesis of the text.
5. Model writing a synthesis. This could be one or two sentences.
6. After the modelling, students can then proceed independently.
7. As students become more familiar with the activity they can use the T-chart during reading and then write a synthesis (a paragraph), after reading.

Facts	What I’m thinking
details	questions
main idea	thoughts
notes	ideas
key points	observations
key words	reflections

Activities from the *First Steps Reading Resource Book*, Second Edition, 2005, Rigby Heinemann, pp. 148–151 can be adapted to practise synthesising. They include, [Turn on the lights](#), [Plot profile](#), [Great debate](#) and [Synthesis journal](#).

- **Prompts to support students to synthesise**

- This passage answered my questions about ...
- This helped me explain ...
- I was surprised that ...
- I began to think of ...
- I realised ...
- An important date is ...
- Some interesting facts are ...
- I don’t really understand ...

- **Connect online resources**

[Celebrity Garbage](#) – (Available through the Department of Education portal)

- **Teacher resource**

Synthesising journal: [First Steps Reading Resource, Chapter 4](#) p.106.



**Reading: Sequencing**

**Teaching focus**

Focus on developing students' understanding that:

- writers use signal words to order events or ideas in a text eg first, then, finally
- sequences can be inferred by tracking pronoun references
- information, action and idea sequences can be tracked by identifying noun and item referencing.

**Related links to the Western Australian Curriculum: English**

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing, evaluating

**Thread:** Comprehension strategies

**Content descriptions:**

**Year 5:** Use [comprehension strategies](#) to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

Navigate and [read texts](#) for specific purposes applying appropriate [text processing strategies](#), for example predicting and confirming, monitoring meaning, skimming and [scanning](#) (ACELY1702).

For more information visit the [Western Australian Curriculum](#).

**Learning experiences to support students**

• **Storyboarding**

Model how known stories can be summarised by creating a storyboard. Stories can usually be simplified to a list or plot points. Explain that the criterion for a plot point is any turning point in the story which could not be omitted without losing the sense of a story. Support students to complete a storyboard for another story by adding the details to a partially completed storyboard. See example:

• **Pronoun tracking**

Storyboard for <i>Little Red Riding Hood (LRRH)</i>				
Orientation	Development of setting	Introduction of minor characters	Initiating event	Complication
Once upon a time lived <i>LRRH</i>	in a cottage in the woods	mum said, 'don't take a short cut	going to see grandma	<i>LRRH</i> took short cut, spoke to wolf
development of action	development of characters	climactic event	resolution	conclusion
arrived at grandma's	'what big eyes you have...'	wolf eats grandma	woodcutter saves little red	live happily ever after



Demonstrate the way in which pronoun references can be tracked through a paragraph. Use one colour for each noun represented in the text, for example, in the following text.

Tony saw the egg; still and motionless. It was sitting in the middle of the dusty track. He lunged forward to grab it before Sean came thundering down the lane.

- **Conjunctions and text connectives**

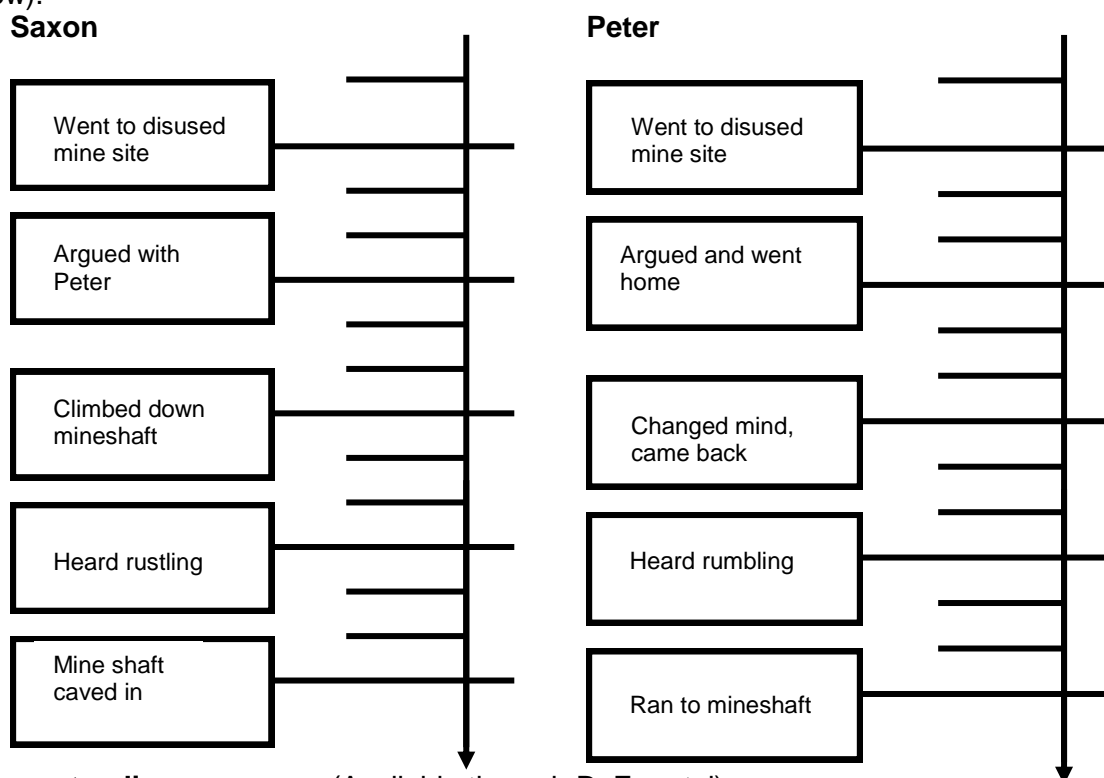
Teachers can help students to become aware of, and learn to identify, signal words which connect ideas, events and actions in a text. The following table shows the functions of signal words and gives examples.

Text structure patterns	Signal words
Cause and effect	because, therefore, as a result
Problem and solution	solution, trouble, answer
Compare and contrast	however, like
Sequencing	before, after, firstly
Details	such as, examples

For more information, see [Signal words](#) in *First Steps Reading Map of Development*, Second Edition, 2004, Rigby Heinemann p. 244.

- **Character timelines**

Model the way complex narrative text can be simplified by tracking the personal pronouns for a given character. It is important to do this for both the main character and minor characters in several sections of an extended story. Create a timeline for each of the characters and extend this activity to align the actions of several characters at a significant plot point in a text. For example, in a child's action novel, about a boy called Saxon, his friends Peter, Eliza, and Ben, the dog. Invite students to use the timeline to sequence the actions of each gang member (re-use in later sessions to examine point of view).



- **Connect online resources** (Available through DoE portal)

- [Point of view: Witness reports](#)
- [Writing narratives: Point of view](#)
- [Basketball clinic](#)
- [Point of view: Newspaper report 1 assessment](#)

[Celebrity garbage: Cal Calvino](#)

- **Teacher resources**

[Signal words](#) – *First Steps Reading Map of Development*, Second Edition, 2004, Rigby Heinemann pp. 244-255.



## Reading: Figurative language

### Teaching focus

Focus on developing students' understanding that:

- authors choose specific devices to represent ideas
- figurative language is used to create an image for the reader. Often the image that is evoked creates economy in texts, encapsulating an idea using few words.

Year 5 students should be able to identify the following figurative language devices in their reading:

- simile – a comparison in which one item, idea or character is said to have the qualities of another. Either the word 'like' or 'as' is always used eg as cute as a button.
- metaphor – a comparison in which one item, idea or character is said to be another. The word 'like' or 'as' is never used eg I am a night owl.
- onomatopoeia – a device in which the sound of a word is similar to the idea it describes, eg zoom, crash, boom.
- oxymoron – a contradiction in terms, eg freezer burn, deafening silence.
- hyperbole – exaggerations for effect, eg we were so poor we had to recycle tall tales.
- personification – comparisons in which non-human entities are said to possess human qualities, eg the dog grinned; the engine screamed angrily.
- idioms – a figure of speech with a particular (usually colloquial) meaning, in which the component words do not carry their literal meaning, eg white elephant, stumbling block, to swallow your pride, surf the net.

### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing, evaluating

**Thread:** Comprehension strategies

**Content descriptions:**

**Year 5:** Use [comprehension strategies](#) to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

**Strand:** Literature

**Sub-strand:** Examining literature

**Thread:** Language devices in literary texts including figurative language

**Content descriptions:**

**Year 5:** Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and [personification](#), in [narratives](#), shape poetry, songs, anthems and odes (ACELT1611).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

- **Literal drawings**

Idioms are expressions that are understood by language users who share a common

L5T1WK7R | Reading: Figurative language

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culture. The idioms used in Australia are quite often baffling to visitors from other countries, eg to get a guernsey. An idiom is usually comprised of a two or more word phrase which has a commonly understood meaning. When the literal meaning of each component word is considered, the results can be humorous. After discussing the implied meaning of given idioms, invite students to draw pictures of possible literal meanings that a visitor might make, eg to keep an eye on, catch a wave, looking daggers, eating out of his hand.

**Incomplete sentences**  
Figurative language creates images for the reader. Poems are particularly good sources of such language:

- Make a class collection of similes and metaphors found in poetry.
- Use this to create incomplete sentence stems for students eg *As funny as ...*
- Students find a word to complete the sentence, eg the word *lacy*, might be used to complete the sentence: \_\_\_\_\_ *like a butterfly wing*. The sentence beginning: *Pain is \_\_\_\_\_*, could be completed using the words: *purple – dark and intense*. Students can then swap statements with a peer, who illustrates the sentence.

- **Imagery wars**

Ask student to find examples of figurative language and create a poster naming the device and illustrating the example of figurative language.

- **Comics and cartoons**

Create opportunities for students to use onomatopoeia, by investigating the way it is used in super hero comic strips. Many successful animated feature films in recent times rely upon the personification of animals, robots, toys or even teapots! Comics and cartoons provide excellent examples of figurative language. Following the viewing of such text excerpts, invite students to consider, for example: how a letterbox is like a person; how a house could breathe; how a boy is like a rock; or, how a mop is like soldier.

Manga (Japanese comic books) can also be used to build students understanding and use of onomatopoeia.

- **Connect online resources** (Available through the Department of Education portal)

- [Dream machine: Similes](#)
- [Dream machine: Metaphors](#)
- [Meaning in context: Literal and figurative](#)
- [Manga maker samurai](#)
- [Manga maker skiing](#)
- [Manga maker robot dog](#)
- [Manga maker birthday cake](#)



### Reading: Interpreting character

#### Teaching focus

Focus on developing students' understanding that:

- readers use inference to determine a character's mood, motivation and reasons for behaviour or thinking
- readers infer the nature of characters' qualities, motives and actions
- imaginative texts may add or omit information about character, setting or plot to convey a particular set of beliefs or ideas
- readers identify how a person or event may be represented in a particular way, eg positively or negatively and suggest alternative representations.

#### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing, evaluating

**Thread:** Comprehension strategies

**Content description:**

**Year 5:** Use [comprehension strategies](#) to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

**Strand:** Literature

**Sub-strand:** Examining literature

**Thread:** Features of literary texts

**Content description:**

**Year 5:** Recognise that ideas in literary [texts](#) can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610).

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Word level grammar

**Content description:**

**Year 5:** 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).

For more information visit the [Western Australian Curriculum](#).

#### Learning experiences to support students

- **DIRDS**

Use a text to study characters. Students complete a retrieval chart containing the headings:

**Described** (How is the character described?)

**Illustrated** (Has the character been illustrated?)

**Responded to** (How do other characters respond to this character?)



Do (What kinds of things does this character do?)

Say (What does this character say in the text?).

Students find the answers and justify their responses using the text. See [DIRDS template](#).

- **Pronoun tracking**

Model how to track one character's actions and interactions by colour coding a section of text with all of the pronoun references for that character,

eg **T**ony was in a flap again. **H**e had forgotten **h**is guitar. **H**is teacher would kill **h**im!

Provide opportunities for students to practise this skill with small text excerpts.

- **Photographer's brief**

Give students practice in visualising the interactions between characters in a narrative text by:

- Showing them several examples of film poster flyers (these can usually be downloaded from the film's website), noting the use of colour, the characters depicted and identifying the particular scene of the film captured by the poster.
- Inviting them to create a photographer's brief for a particular section of a known story. Students produce a sketch (or storyboard frame) of the scene and provide notes to help a photographer to create a publicity photo for a text.

- **What is said, what is not said?**

Use text examples to make a chart with two columns. One column quotes character details. The other column interprets the meaning.

What is said	What is not said
Tony was in a flap again.	Tony has been in a flap before
He had forgotten his guitar. His teacher would kill him!	Tony is learning the guitar
Tony was in a flap again. He had forgotten his guitar. His teacher would kill him!	Tony is not a very organised student and his teacher won't be happy with him

- **Character interview quiz show**

Generate a class list of the main and minor characters encountered in a novel study or feature film. Designate groups of students to become text detectives, finding out everything they can about a particular character. Prepare a bank of interview questions for each character, eg Why did you...? What were you thinking when...? What happened in...? Which event came first...? Rearrange the class into three teams, each containing an expert for every character. Conduct a quiz show style question and answer session with team members deciding which of their experts should answer particular questions.

- **Reader's theatre**

Small groups convert a section of text into a script for each character. To focus students' research, use questions such as:

- What do you look like?
- Where do you live?
- What do you watch on TV?
- What is your voice like? (tone)
- Which game would you play?

See [Reader's theatre](#) p. 154 for more information.

- **Connect online resources** (Available through the Department of Education portal)

- [Riddle of the Black Panther](#)
- [Writing Narratives: Point of View](#)

### Teacher resources

- [DIRDS](#) - *First Steps Reading Map of Development*, Second Edition, 2004, Rigby Heinemann p. 21.



- [Readers' theatre](#) - *First Steps Reading Map of Development*, Second Edition, 2004, Rigby Heinemann p. 15.



### Reading: Interpreting main idea, argument texts

#### Teaching focus

Focus on developing students' understanding that argument texts:

- usually have a point of view
- are designed to appeal to an audience, or a particular group of readers
- seek to elicit a response from the audience
- reader response can be through emotion, call to action or raise issues.

At Year 5, students are expected to be able to:

- identify opposing positions in an argument
- combine ideas in an argument
- infer a writer's opinion.

#### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing, evaluating

**Thread:** Comprehension strategies

**Content descriptions:**

**Year 5:** Use [comprehension strategies](#) to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

**Strand:** Literature

**Sub-strand:** Examining literature

**Thread:** Features of literary texts

**Content descriptions:**

**Year 5:** Recognise that ideas in literary [texts](#) can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610).

For more information visit the [Western Australian Curriculum](#).

#### Learning experiences to support students

##### • Questioning the text

Persuasive texts are designed to appeal to an audience, or a particular group of readers, and to elicit a response from them. Provide students with a range of multimodal texts including pamphlets, brochures, posters, billboards, print ads, or TV commercials. Provide question prompt to scaffold investigations.

Why was this text created?

- to make readers feel something (emotion)
- to make readers do something, eg action – to buy a product or behave in a given way
- to make the reader think about something (issue)

Who was this text created for?

- children – pre-schoolers? boys? girls? teenagers?
- adults – parents? grandparents? teachers?

- **Synthesis journal**  
Students keep a journal for the purpose of synthesising arguments taken from various sources and written from different points of view and presenting differing points of view. Also see [Synthesis journal](#) template.
- **Fact or opinion**  
This is a small group activity through which students practise the skills involved in distinguishing fact from opinion. Following the modelled reading of news articles in which the teacher has identified facts and opinions by ‘thinking aloud’, students read a different article to carry out the same process as outlined below:
  - Obtain several copies of a newspaper article.
  - Groups are comprised of ‘Fact identifier’ and ‘Opinion identifier’ and at least one ‘Judge’.
  - Give each of the identifiers a different coloured highlighter.
  - The whole group reads through the article and decides whether a statement is fact or opinion. The judge in each group can break deadlocks but must be able to support their decisions citing evidence from the text.
  - One member of each group becomes an envoy; going to other groups to compare decisions.
  - If they can’t reach agreement, the whole class discusses the particular statement in a plenary session.
- **Identifying the writer’s opinion**  
Select an argument text in which an issue is debated with two clear sides. Students work in pairs to complete a table, similar to the following. Students identify all of the statements made in the text and sort them into either negative or positive column. Tally the statements, deciding on balance, if the writer’s opinion is for or against the topic.

<b>Topic:</b>			
Statements supporting the negative		Statements supporting the positive	
<b>Total</b>		<b>Total</b>	
Our conclusion:			

- **Connect online resources** (Available through the Department of Education portal)
  - [Improve our town: Arguments](#)
  - [Save our bridge: Arguments](#)
  - [Koala control: Points of view](#)
  - [Letters to the editor: Survey residents](#)
  - [Point of view: Editorial](#)
- **Teacher resource**  
[Synthesis journal and template](#) – *First Steps Reading Resource Book*, Second Edition, 2004, Rigby Heinemann p. 150.



## Reading: Advertising conventions

### Teaching focus

Focus on developing students' understanding that:

- Advertisements are a type of persuasive text, designed to appeal to an audience or a particular group of readers.
- Specific conventions are used in the construction of advertising material such as: typography, ideal and real layout, slogans and the symbolic representation of objects and colour to capture the reader's attention.

### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing, evaluating

**Thread:** Comprehension strategies

**Content description:**

**Year 5:** Identify and explain characteristic [text structures](#) and [language features](#) used in imaginative, informative and persuasive [texts](#) to meet the purpose of the [text](#) (ACELY1701).

Use [comprehension strategies](#) to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

**Strand:** Language

**Sub-strand:** Language for interaction

**Thread:** Evaluative language

**Content description:**

**Year 5:** Understand how to move beyond making bare assertions and take account of differing perspectives and [points of view](#) (ACELA1502).

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Purpose audience and structures of different types of texts

**Content description:**

**Year 5:** Understand how [texts](#) vary in purpose, structure and topic as well as the degree of formality (ACELA1504).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

#### • Healthy eating deconstruction

Collect postcards, brochures and pictures of billboards to examine public health campaigns about healthy eating. Relevant material is freely available through government agencies in Western Australia.

- During modelled reading, use the 'think aloud' technique to deconstruct elements of one of these visual texts, eg brochures.
- Label an enlarged example pointing out:
  - the symbolic use of colour, eg white means pure and simple

- the symbolic use of settings and props, eg a clean white kitchen with bowls of fruit placed prominently
- simple (and usually bold) typography
- the slogan and the division of ideal images at the top of the text and the real details at the bottom of the advertisement.
- Invite students to deconstruct other advertisements, searching for patterns, eg do the mums in the ads always prepare the food?
- Ask students to consider the effectiveness of changes to conventions such as swapping:
  - a colour, eg black for white
  - an object, eg a box of chocolates instead of fruit
  - the slogan, eg a full sentence instead of simple phrase.
- **Slogan match-ups**  
Students cut-up sporting advertisements, separating the picture from the slogan. Match the image most likely to go with the slogan and discuss the possible meanings for the slogan. Encourage students to try mixing and matching, eg ask, why could that slogan go with that advertisement? Why not?
- **Text analysis jigsaw**  
This is a small group activity designed to scaffold an understanding about the structural elements of a persuasive text. Collect at least six copies of persuasive texts. Create a retrieval chart similar to the one below. Create groups of four students. Number the students one to four, to correspond with the labelled columns on the table. The students numbered one will form an expert group to analyse 'purpose', while the students numbered two, will be experts about 'intended audience', and so on. Expert groups meet to analyse a single element i.e. purpose, intended purpose, vocabulary and layout techniques. They then return to their group of origin to share their findings and complete the retrieval chart.

<b>Text</b>	<b>1. Purpose</b> (Why was this text created?)	<b>2. Intended audience</b> (Who is likely to read it?)	<b>3. Vocabulary</b> (Are words repeated? Which words are in the largest font?)	<b>4. Layout techniques</b> (Ideal / Real? Font types, sizes? Colours?)
Martial arts club flyer				
Combat game brochure				
Soccer club pamphlet				
Fast food company's party advertisement				
Ten pin bowling coupon				

- **Connect online resources** (Available through the Department of Education portal)
  - [Fix the mix-up advertisement](#)
  - [Fashion design: Advertising](#)
  - [Garage beat: Advertisement](#)
  - [Design a layout: Advertisement](#)
  - [Online news: Island holiday](#)
  - [Online news: Perfect pets](#)
  - [Selling: Chocolate](#)
  - [Selling: Biscuits](#)
  - [Robots: Make a catalogue](#)

- **Teacher resource**

The Australian Children's Television Foundation resource [Persuasive text](#) has many clips and background reading for teachers.



### Reading: Interpreting information texts

#### Teaching focus

Focus on developing students' understanding that:

- information texts usually organise ideas by the use of headings, sub-headings, captions, text boxes and colour coding
- information texts contain facts and sometimes opinions
- information and argument texts usually have a point of view
- layout conventions for information texts include 'given and new' and 'centre and margin'.

Students at Year 5 level are expected to:

- identify differences and similarities in information in texts on the same topic
- locate supporting details and background events
- recognise main ideas by identifying who, what, where, when and why.

#### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Concepts of print and screen

#### Content description

**Year 5:** 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).

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing, evaluating

**Thread:** Comprehension strategies

#### Content description

**Year 5:** Use [comprehension strategies](#) to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).

For more information visit the [Western Australian Curriculum](#).

#### Learning experiences to support students

- **Text variety**

Students are increasingly asked to use and interpret information from web pages, brochures, documentaries and multi-modal print texts. Students should be exposed to a wide variety of these text types, and helped to identify the conventions and devices which are specific to these information texts.

- **Graphic outline**

1. Use a clear acetate overlay over an information big book to create a graphic outline of the structural elements of the text.
2. Draw boxes around each of the following: headings, sub-headings, diagrams and captions.

3. Model the way these elements work together to produce information in segmented 'chunks'.
4. Note whether the information is divided left to right, with known or given information on the left and new information on the right. The text may make use of a large graphic in the centre of a two-page spread, with smaller text boxes, captions and diagrams placed around the edges. This is known as 'centre and margin layout'.
5. Offer students the opportunity to create their own graphic outlines focussing on the purpose of each element in the text, eg the sub-headings show that the topic can be broken into five 'chunks'. The pictures show an example of a volcano whereas the diagram shows how volcanoes usually work.

- **Reconstructing paragraphs**

Following a modelled reading session on the structure of information paragraphs, give students the opportunity to reconstruct text using the following process:

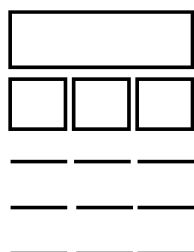
1. Locate a well-written paragraph text and cut it up into component sentences such as heading, paragraph, and diagrams.
2. Group students to reconstruct the text. They will need to pay attention to the topic sentence as well as connective devices, such as 'If...then' statements.
3. When all students in a group agree about the correct order of the sentences, compare their version with the original.
4. Ask, for example: Why did you put this sentence first? How do you know that one is next? Why can't those two sentences be swapped?

- **Summarising**

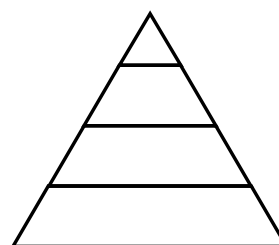
Show students how to use a variety of diagrams to summarise an information text using graphic organisers such as a fishbone or structured overview. Use a graphic outline with an information text to scaffold for students how to identify and record the number of points in a 'chunk' of text. Teach them how and where to identify the following:

- big ideas – headings
- parts of a big idea – sub-headings, diagrams and captions
- little ideas (interesting facts) – text boxes in different fonts

Provide a variety of note-making frames to support students to make notes to summarise information texts. As well as Venn diagrams and flow charts, consider these:



**Structured overview**



**Pyramid chart**

The [Teacher toolkit templates](#) document has a wide variety of frames for student use. Click on the link to download it.

- **Connect online resources** (Available through the Department of Education portal)

[Design a layout: local newspaper](#)

[Design a layout: movie poster](#)

[Design a layout: advertisement](#)

[Design a layout: magazine](#)

[Pacific adventures: journey conditions](#)

- **Teacher resources** (Available through DoE portal)

[Graphic organisers](#) – *First Steps Reading Map of Development*, Second Edition, 2004, Rigby Heinemann, p. 264

Text organisational features - [Table of terminology and function](#) – *First Steps Reading Resource Book*, Second Edition, 2004, Rigby Heinemann, pp. 96–9.

[Teacher toolkit templates](#)





## NAPLAN Literacy Year 5: Grammar

This document contains all Year 5 Literacy materials for grammar.

These items aim to develop students' usage of adjectives, conjunctions, pronouns, verbs, adverbs, and tense.



**Language conventions: Grammar - Adjectives**

**Teaching focus**

Support students' use of adjectives to enhance the quality of their writing.

**Background Information**

An adjective gives more information about a noun or pronoun. Adjectives are used to enhance the meaning of sentences and can be used to express ideas and information, positively or negatively.

The different types of adjectives include:

- quantity adjectives, eg five, a dozen
- opinion adjectives, eg scary, beautiful, hilarious
- factual adjectives, eg striped, furry, mottled
- comparing, eg smoother, the best, more beautiful
- classifying, eg metal, Australian, Indonesian.

**Related links to the Western Australian Curriculum: English**

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Word level grammar

**Content descriptions:**

**Year 5:** 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).

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Vocabulary

**Content descriptions:**

**Year 5:** Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different [contexts](#) (ACELA1512).

For more information visit the [Western Australian Curriculum](#).

**Grammar vocabulary (metalinguage)**

The following terms have been used in past *NAPLAN Language conventions* tests. Teachers should ensure that students are familiar with this vocabulary.

<b>Grammatical terms</b>
action verb
adverb
capital letters

command
correct sentence
pronoun

## Learning experiences to support students

The following links and pages refer to online First Steps and [Grammar and Punctuation resources](#). See *Teacher resources* at the end of this document for further resources.

### Shared reading

- During shared reading activities, ask students to identify adjectives. Discuss how these help provide the reader with more detail and make the text more interesting.
- Use examples from the text to demonstrate how adjectives tell the reader more about the noun or pronoun.

### Modelled writing

- 'Think aloud' about using adjectives to enhance the meaning of sentences.
- Model using adjectives to express ideas and information, positively or negatively, eg the dark, stormy clouds rolled in over the ocean. The blue, cloudless sky stretched over the ocean.

### Shared writing

- Collaboratively write a recount. Encourage the use of adjectives to describe events.
- Collaboratively write a procedure for a science experiment. Discuss how the adjectives used are factual and precise.
- Edit a text and ask students to suggest adjectives to improve sentences.

### Word wall charts

- Highlight adjectives in a passage of text and add to an ongoing class chart. Develop lists of different types of adjectives. Students add to the list as they identify adjectives in texts they are working with.

### Cloze

- Use sections of a familiar text and delete adjectives. Students work in pairs or individually to fill in the blanks. They check that the text makes sense and sounds right. They share responses and discuss the variations provided and the impact they have on meaning.

### Precise words

- The [precise words](#) activity involves students selecting words that are similar in meaning, but create different connotations in a sentence or text.
  1. Provide students with a sentence in which an adjective or adverb has been omitted, eg Alex \_\_\_\_\_ asked the group who was supposed to hand in their assignment.
  2. Students fill the blank with a suitable word, eg warily.
  3. Students generate at least four possible synonyms for the inserted word.
  4. Students work in pairs to compare each new sentence and discuss how each synonym impacts on the meaning of the sentence.
  5. As a whole class, discuss how the use of the different words impacts on the text.
  6. Have students review a piece of their own writing to identify words that do not portray the precise meaning intended.
  7. Provide time for them to generate alternative words and select the most precise ones to convey their thoughts.
- Ask students to select a piece of their writing where they think they have used adjectives very well. They label the adjectives with a post it note and share with a partner.
- The [meaning continuum](#) activity encourages students to look at words and their nuances of meaning. (See [template](#) for activity sheet.) During this activity students:
  1. Select an adjective or adverb from a text or their writing.
  2. Write this word on the left side of the continuum.

3. Write the opposite of the word on the right side of the continuum.
4. Brainstorm or use a thesaurus to generate similar words to these two words.
5. Arrange the brainstormed words in order along the continuum.
6. Share their continuum with a partner.

### **Dictogloss**

- Students record adjectives as they listen to a short piece of text being read to them. They then work collaboratively to clarify or add information before working in pairs or small groups to reconstruct a version of the original text that contains the main messages.

### **Poetry**

- Brainstorm words to describe a given topic and then use these words to write poems such as string poems.

### **Connect online resources** (Available through The Department Of Education portal)

- Education Services Australia Ltd - [Wonderful words, creative stories – food](#)
- Education Services Australia Ltd - [Wonderful words, creative stories – beach](#)
- Education Services Australia Ltd - [Wonderful words – pets](#)

### **Teacher resources**

- [Year 4/5 Grammar and Punctuation](#) resource
- [First Steps Writing Map of Development](#), Second Edition, Rigby Heinemann, 2005 – [Dictogloss p. 279](#)
- [First Steps Writing Map of Development](#), Second Edition, Rigby Heinemann, 2005 – [Precise words p. 297](#)
- [First Steps Writing Map of Development](#), Second Edition, Rigby Heinemann, 2005 – [Meaning continuum p. 298](#)



## Language conventions: Grammar - Conjunctions

### Teaching focus

Support students to use appropriate and more complex conjunctions in their writing.

### Background Information

- An independent clause makes sense on its own, eg the dog barked.
- A subordinate clause does not make sense on its own and needs the independent clause to complete it, eg the dog barked when the postman arrived.

There are three distinct types of sentences:

- Simple sentence - contains one independent clause, eg the dog can run fast.
- Compound sentence - contains two or more independent clauses. Each clause must be able to stand alone in conveying a complete message, eg Janet walked to school but the others rode their bikes.
- Complex sentence - contains a clause expressing the main message and one or more clauses which elaborate on that message, eg the lady got sunburnt because she didn't apply enough sunscreen.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Text cohesion

### Content descriptions:

**Year 4:** Understand how [texts](#) are made cohesive through the use of linking devices including pronoun reference and [text connectives](#) (ACELA1491).

**Year 6:** Understand that cohesive links can be made in [texts](#) by omitting or replacing words (ACELA1520).

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Sentence and clause level grammar

### Content descriptions:

**Year 5:** Understand the difference between main and subordinate [clauses](#) and that a [complex sentence](#) involves at least one subordinate [clause](#) (ACELA1507).

For more information visit the [Western Australian Curriculum](#).

### Grammar vocabulary (metalanguage)

The following terms have been used in past *NAPLAN Language conventions* tests. Teachers should ensure that students are familiar with this vocabulary.

Grammatical term
action verb
adverb
capital letters
command
correct sentence
pronoun

## Learning experiences to support students

### Create a sentence

- Provide a sentence stem and a list of conjunctions. Have students create appropriate endings to the sentences using the list of conjunctions. Read the sentences created and discuss the meanings associated with each conjunction. For example:
  - She went swimming because it was a hot day.
  - She went swimming after...
  - She went swimming but...
- Construct a chart of conjunctions that students can add to as they encounter them in oral and written texts. Students should refer to this when writing.
- Discuss the function of conjunctions.
- Group words on the class chart according to their function:
  - compare and contrast, eg similarly, on the other hand
  - indicate time, eg afterwards, the next day
  - cause and effect, eg because, consequently
  - build on ideas, eg such as, too.

### Sentence reconstruction

- Given strips of paper which contain simple sentences, students work in pairs or individually to join the sentences using a conjunction and any punctuation required. When students have finished, explore the effect of different conjunctions in sentences.
- Select a range of sentences from a familiar text and write them on sentence strips. Students sort according to dependent and independent clauses. Students match a dependent to an independent clause to reconstruct the sentence. Share sentences made and confirm correct use of conjunctions and any punctuation.

### Cloze

- Use sections of a text that students are familiar with and delete conjunctions. Students work in pairs or individually to fill in the blanks so the text makes sense and sounds right. Share responses and reasons for word selection.

### Connect online resources (Available through The Department Of Education portal)

- Education Services Australia [Conjunctions quiz](#)
- Education Services Australia [Missing conjunctions](#)

### Teacher resources

- [Year 4/5 Grammar and Punctuation resource - conjunctions](#)



## Language conventions: Grammar - Pronouns

### Teaching focus

- Support students' correct use of pronouns in their writing and develop their understanding of when to write in first, second or third person.
- Support students to understand pronoun referencing and use correctly in their writing.

### Background Information

Pronouns replace nouns and are used to avoid constantly repeating a noun. Pronouns make sentences less cumbersome, eg **Frogs** are amphibians and are (frogs) characterised by **their** short bodies, webbed digits and protruding eyes.

Pronouns must be consistent with the subject or object to which they refer.

First person pronouns, eg I, we, me, us, mine

Second person pronouns (person you are writing for), eg you, yours

Third person pronouns (some other person or people), eg he, she, it, his, they, them

- Personal pronouns acting as the:
  - Subject – the person doing the action, eg **He** ran very quickly.
  - Object of the verb or preposition, eg After crossing her fingers, **she** uncrossed them
  - Object of a preposition, eg I was surprised **to see you** here
- Possession pronouns - to show who owns a particular object, eg this is **mine**.
- Possessive pronouns include: my, our/s, your/s or their.
- Relative pronouns - link a phrase or clause to another phrase or clause. These include: who, whom, that and which.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Text cohesion

### Content descriptions:

**Year 4:** Understand how [texts](#) are made cohesive through the use of linking devices including pronoun reference and [text connectives](#) (ACELA1491).

**Year 6:** Understand that cohesive links can be made in [texts](#) by omitting or replacing words (ACELA1520).

For more information visit the [Western Australian Curriculum](#).

### Grammar vocabulary (metalinguage)

The following terms have been used in past *NAPLAN Language conventions* tests. Teachers should ensure that students are familiar with this vocabulary.



Grammatical term
action verb
adverb
capital letters
command
correct sentence
pronoun

## Learning experiences to support students

### Modelled and shared writing

- Following modelled writing of a narrative, highlight examples of noun/pronoun agreement, then demonstrate with a marker and arrows which pronouns link to which nouns.
- Demonstrate how to write in the 'first person', eg we are going on holidays soon. Model writing a diary entry using first person pronouns.
- Demonstrate how to write in the 'second person', eg your dog is very friendly. Model writing some interview questions to develop students understanding of writing in second person.
- Demonstrate how to write in the 'third person', eg they are going to the beach. Model writing an advertisement in third person.
- Collaboratively construct texts that contain pronouns. Have students make decisions about the pronouns being used and check whether they have subject-pronoun agreement and are using pronouns to avoid repetition. When reading the modelled text, check that students can identify the noun that the pronoun is referring to.

### Shared and guided reading activities

- An understanding of pronouns greatly assists students' reading comprehension skills. Have students identify and discuss the use of pronouns in the texts they are reading to develop their understanding of the different types of pronouns and how they link to a particular subject.

### Practice and consolidation

- Using a photocopied extract from a familiar text, highlight when personal pronouns have been used. Show the connection between pronouns and the subjects by using different coloured highlighters for pronouns that refer to different characters, eg 'He' refers to the character Jack.

### Multiple choice activity

- Students are provided with a sentence with a missing pronoun. They need to choose the correct pronoun from four options so that the sentence makes sense.

### Teacher resources

- [Year 4/5 Grammar and Punctuation resource](#)
  - [Pronouns](#)





## Language conventions: Grammar - Verb tense

### Teaching focus

Support students to use the correct verb tense to locate characters or actions in time.

### Background Information

The tense of a verb gives information about whether something is happening in the past, present or future. Students do not need to know the names of all the different tenses, however they need to be able to interpret and use them correctly when reading and writing texts.

### Present

- The present tense is generally formed by a single word and expresses an unchanging, repeated or recurring action or situation happening now, eg every year, we go to Skyworks.
- The present continuous tense describes an ongoing action and is formed by using is/are with verbs ending in –ing, eg he is researching the effects of radiation.

### Past

- The past tense expresses an action or situation that was started and finished in the past.
- The past continuous tense describes a past action which was happening when another action occurred and is formed using was and were with a verb ending in ‘ing’, eg He was researching the effects of radiation.
- The perfect tense describes an action that happened at an indefinite time in the past or it began in the past and continues in the present. This tense is formed by using has/have with the past participle of the verb. Most past participles end in ‘ed’.

### Future

The future tense expresses an action or situation that will occur in the future. This tense is formed by the words such as will, shall, am, is, are and are added to the main verb.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Word level grammar

### Content descriptions:

**Year 3:** Understand that [verbs](#) represent different processes for example doing, thinking, saying, and relating and that these processes are anchored in time through [tense](#) (ACELA1482).

**Year 6:** Understand how ideas can be expanded and sharpened through careful choice of [verbs](#), elaborated [tenses](#) and a range of [adverb](#) groups/[phrases](#) (ACELA1523).

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Purpose audience and structures of different types of texts

L5LCVERBT | Language conventions: Grammar - Verb tense

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**Content descriptions:**

**Year 3:** Understand how different [types of texts](#) vary in use of language choices, depending on their purpose and [context](#) (for example, [tense](#) and types of [sentences](#)) (ACELA1478).

For more information visit the [Western Australian Curriculum](#).

**Grammar vocabulary (metalanguage)**

The following terms have been used in past *NAPLAN Language conventions* tests. Teachers should ensure that students are familiar with this vocabulary.

Grammatical term
action verb
adverb
capital letters
command
correct sentence
pronoun

**Learning experiences to support students****Student writing**

- Students review a piece of their writing and identify the verbs they have used. They discuss their choices with a partner and then consider any verbs they could change to enhance their writing.

**Multiple choice activity**

- Students select sentences that are written with the correct verb tense from a choice of four options.

**Changing tense**

- Students work in pairs to identify the tense of a particular text and recreate it in a different tense. Provide time for students to share newly created texts and identify the parts of speech that were altered according to the new tense.

**Cloze**

- Prepare cloze passages using familiar texts and delete letters or words that determine the tense of the passage. Encourage discussion about the responses selected.

**Base words plus**

- Students create as many words as possible by adding prefixes and suffixes to a given base word. Use a verb as the base word to develop students' knowledge of how to use the verb with different tenses.

**Cumulative charts**

- Make charts of past tense families

-ed	-ew	-ught	Words that remain the same	Words that change
spied envied	knew threw	caught fought	cut hurt	be – been come – came

**Changing tenses**

- List students' predictions of what they will see, hear, do, smell and find on a future excursion. After the event, change the verbs into the past tense.

**Connect online resources** (Available in The Department of Education portal)

- Education Services Australia - [Super stories: The abandoned house - verbs and adverbs](#)
- Education Services Australia - [Viking Britain](#)
- Education Services Australia - [Super stories – verbs and adverbs](#)

**Teacher resources**

- [First Steps Writing Map of Development](#), Second Edition, 2005, Rigby Heinemann – [Changing tense p. 261](#)



## Language conventions: Grammar - Varying sentence structure for effect

### Teaching focus

Skill focus: The production of grammatically correct, structurally sound and meaningful sentences.

In Year 5, students need to learn to correctly use:

- simple, compound and complex sentences
- statements, questions, commands and exclamations
- sentences that demonstrate variety in length, structure and beginnings
- sentences in which meaning is clear and enhance the meaning of the text.

### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Creating texts

**Thread:** Creating texts

**Content descriptions:**

**Year 5:** 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).

**Strand:** Literacy

**Sub-strand:** Creating texts

**Thread:** Editing

**Content descriptions:**

**Year 5:** Re-read and edit student's own and others' work using agreed criteria for [text structures](#) and [language features](#) (ACELY1705).

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Purpose audience and structures of different types of texts

**Content descriptions:**

**Year 5:** Understand how [texts](#) vary in purpose, structure and topic as well as the degree of formality (ACELA1504).

For more information visit the [Western Australian Curriculum](#).

### Grammar vocabulary (metalinguage)

The following terms have been used in past *NAPLAN Language conventions* tests. Teachers should ensure that students are familiar with this vocabulary.

Grammatical term
action verb
adverb
capital letters
command
correct sentence
pronoun

## Learning experiences to support students

### Modelled writing

- During modelled writing sessions, write compound and complex sentences using different conjunctions. Explain to students the decisions you are making about the use of different sentence types and how you are creating these as you write. Develop their understanding of how to write the different types of sentences and when it is appropriate to use them.

### Sentence search

- Have students highlight simple, compound and complex sentences in different photocopied texts. Discuss why the types of sentences have been chosen by the author. Discuss the conjunctions used and the additional information compound and complex sentences provide.
- Students examine texts to locate examples of the use of variation in sentence length for effect. This could also be discussed as part of shared and guided reading sessions.
- Demonstrate how to transform simple sentences into compound and complex sentences. Ask questions (who, why, when and how) to get the students to elicit further information, and then demonstrate how this information could be used to make a compound sentence or complex sentence. Explore the use of conjunctions to develop sentences with students.

### Sentence Construction

- Students are given words/phrases and asked to form compound and complex sentences.
- Build simple sentences into compound and complex sentences. Have students write simple sentences on strips of paper. The students then write additional words on sticky notes and add them to their sentences to form compound or complex sentences. Discuss how the meaning has been changed by the addition of the extra word/s. Has it improved the sentence?

### Sentence Manipulation

- Provide opportunities for students to create sentences of varying length. Discuss the effects of short (to create a sense of urgency) or long (to describe). Allow students to change one type of sentence to another, eg changing command to exclamations, questions or statements. Experiment with the position of words and phrases and expand sentences by adding further details.

### Stretch a sentence

- In groups, individuals add a word to a sentence to add further information. Discuss the use of adjectives and adverbs to add interest and detail to sentences.
- Using conjunctions. Provide students with a sentence stem. Ask them to experiment with a variety of conjunctions to write new sentences. Discuss the effect of the conjunction on the meaning of the sentence.
- Collaboratively edit a sample of persuasive writing with a focus on combining some sentences to improve coherence or add detail.

### Writing review

- Highlight simple, compound and complex sentences in a piece of their own writing. Share with a partner.

**Connect online resources**

- Education Services Australia - [Fix the mix-up: school assembly](#)

**Teacher resources**

- [Year 4/5 Grammar and Punctuation](#)
  - [Simple, complex and compound sentences](#)
  - [Commas](#)



## Language conventions: Grammar - Using adjectives and adverbs to enhance meaning

### Teaching focus

Support students to select precise words to add detail and interest into their writing.

In Year 5, students need to learn to consistently use a range of precise words and phrases that enhance the meaning or mood of the text.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Word level grammar

#### Content descriptions:

**Year 5:** 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).

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Vocabulary

#### Content descriptions:

**Year 5:** Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different [contexts](#) (ACELA1512).

**Strand:** Literacy

**Sub-strand:** Creating texts

**Thread:** Creating texts/Editing

#### Content descriptions:

**Year 5:** 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).

Re-read and edit student's own and others' work using agreed criteria for [text structures](#) and [language features](#) (ACELY1705).

For more information visit the [Western Australian Curriculum](#).

### Grammar vocabulary (metalanguage)

The following terms have been used in past *NAPLAN Language conventions* tests. Teachers should ensure that students are familiar with this vocabulary.

Grammatical term
action verb
adverb
capital letters
command
correct sentence
pronoun

## Learning experiences to support students

### Modelled writing

- During modelled, shared and interactive writing sessions, model using a variety of adjectives to enhance the meaning of sentences. Have students brainstorm other adjectives/adjectival phrases that could be used and discuss why you are selecting each particular one.

### Shared writing

- Given a sample of writing, ask students to identify when words/phrases could be added to enhance meaning by placing a red spot as a marker. As a class then brainstorm words/phrases that could be added in each 'red spot' to enhance the text.

### Shared reading

- Revise the term 'adjective' and the function of these words in sentences. Then, during shared reading sessions, ask the students to identify adjectives/adjectival phrases. Discuss how these help provide the reader with more detail and make the text more interesting.
- Using relevant photocopied texts, have students highlight adjectives in sentences. Discuss the author's use of these.

### Cloze

- Provide students with a text with adjectives and adverbs omitted. Students insert missing adjectives and adverbs in a text and justify their decisions.
- With a partner, add words/phrases to a piece of writing to enhance meaning. Share with another pair.
- Students select a piece of their own writing. Ask them to choose two sentences to improve by adding adjectives to enhance the meaning.
- Provide students with a sentence that has been written a number of ways using different adjectives. Have them identify and justify which sentence is the best.
- Have students look at a piece of their own writing and highlight the adjectives they have used. They then discuss their work with a partner.
- Have students edit each other's writing, focusing on the use of adjectives and how to further enhance the meaning that has been created. Students can write suggested words on sticky notes and place them on the writing.
- Write a sentence with no adjectives on a large sheet of paper. Up to six of these can be written and spread around the room. Working in groups, students rewrite the sentence underneath with added adjectives to enhance the sentence. Once they have done this, rotate the groups onto the next sentence.



- They read what the previous group wrote and then write the sentence that is at the top again, this time using different adjectives. Continue until each group has written on each chart. Share these with the class and display them around the room.

**Teacher resources**

- [Year 4/5 Grammar and Punctuation](#)
  - [Adverbs](#)



**Language conventions: Grammar – Redundant words and phrases**

**Teaching focus**

Support students to identify and edit redundant words and phrases from their writing to improve clarity and meaning.

- Redundant words should be omitted in the editing process, eg My Dad **he** likes fishing.
- Redundant phrases should be replaced with a word which conveys the precise meaning intended by the author, eg Dad has two fishing rods; he took **both of them**. In this example, **both of them**, is redundant and should be replaced with the word **both**.

**Related links to the Western Australian Curriculum: English**

**Strand:** Literacy

**Sub-strand:** Creating texts

**Thread:** Editing

**Content descriptions:**

**Year 4:** Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695).

For more information visit the [Western Australian Curriculum](#).

**Grammar vocabulary (metalanguage)**

The following terms have been used in past *NAPLAN Language conventions* tests. Teachers should ensure that students are familiar with this vocabulary.

Grammatical term
action verb
adverb
capital letters
command
correct sentence
pronoun

Students' ability to identify a redundant word in a sentence has been tested in previous NAPLAN tests. The test items could be written as follows:

- Which word is not needed in this sentence?
- Which underlined word can be left out of this sentence, without losing any information?

**Learning experiences to support students**

**Sentence of the day**

- Write a sentence that includes a redundant or unnecessary word. Ask students to identify the word and explain why it should be omitted.
- 



### Modelled writing

- Model sentences including redundant or unnecessary words. Use the ‘think aloud’ strategy so that students understand the decisions you are making as you write to include or delete information.

### Shared editing

- Collaboratively edit a piece of writing, specifically focusing on deleting redundant or unnecessary words. Ask students to identify ‘extra’ words that do not need to be included in the piece of writing. Re-read the text after it has been edited for redundant words to determine if meaning and clarity has been improved.

### Partner editing

- Students edit a partner's writing by circling any redundant words they can find. Students should read each sentence with and then without the identified word to ensure that no information has been removed.

### Redundant words mingle

- Students work in pairs and are given a different example of text with redundant words or phrases. They discuss which words or phrases are redundant and why. Students then mingle around the classroom and share their findings with a different pair of students, for example ‘bald-headed’. The word ‘bald’ means a lack of hair on the head, therefore the word ‘headed’ is unnecessary.

The following table has some examples which may be used to supplement any that the students may discover.

ATM machine	join together
best ever	LCD display
blend together	may possibly
bouquet of flowers	made out of
cash money	mix together
closed fist	none at all
different kinds	originally created
disappear from sight	protest against
empty space	repeat again
end result	5 a.m. in the morning
exact same	unexpected surprise
hurry up	visible to the eye

### Teacher resources

- [Year 4/5 Grammar and Punctuation – Word selection](#)



## Language conventions: Grammar – Time connectives and tense

### Teaching focus

Support students to be able to track the action within complex sentences by attending to the following:

- time connectives, eg yesterday, after
- text connectives, eg however, by contrast
- tense, eg walk, walking, walked
- pronouns, eg he, her, their
- determiners, eg this, that, those.

Revise how characters can be tracked through a text by identifying pronouns that refer to nouns. Revise verb tenses which indicate past, present and future.

### Background information

Year 5 students should understand that the function of complex sentences is to make connections between ideas.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Text cohesion

### Content descriptions:

**Year 4:** Understand how [texts](#) are made cohesive through the use of linking devices including pronoun reference and [text connectives](#) (ACELA1491).

**Strand:** Literacy

**Sub-strand:** Interpreting, analysing, evaluating

**Thread:** Comprehension strategies

### Content descriptions:

**Year 4:** Use [comprehension strategies](#) to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating [texts](#) (ACELY1692).

For more information visit the [Western Australian Curriculum](#).

### Grammar vocabulary (metalinguage)

The following terms have been used in past *NAPLAN Language conventions* tests. Teachers should ensure that students are familiar with this vocabulary.

Grammatical term
action verb
adverb
capital letters
command
correct sentence
pronoun

## Learning experiences to support students

### Environmental scan

- Students find time connectives in environmental print and brainstorm further examples. Construct a chart of time connectives, sorted according to past, present and future. Add words to the chart as they are found.

### Cloze

- Give students a text with all time connectives and/or verb tenses omitted. Students use the class co-constructed chart to put in the missing words.

### Sentence of the day

- Write a short complex sentence on the board, this could be related to an activity that the class was involved with the previous day. Students read the sentence and determine the order based on their knowledge of time connectives and tenses. Students suggest which words should be highlighted to signal them as time connectives or tenses. For example:

Yesterday the class went on an excursion to AQWA, however before we left we had to do the attendance register and send someone to get the First Aid kit.

time connective      tenses

- Students then suggest the order of events using the grammar clues.
  - Someone went to get the First Aid kit.
  - Teacher completed the attendance register.
  - Bus driver arrived late.
  - Class went on excursion.

### Time tracker

- Give students a photocopied text composed of complex sentences, the text should relate a series of events and contain verb tenses and time connectives. Students work in pairs with two different coloured highlighters. Students use one colour to highlight all time connectives and a different colour to highlight all verb tenses. Students then list the order of events within the text, numbering from the first to the last event. Students compare their numbered order of events with another pair of students, discussing any differences in their sequence and justify the reasons for their decisions.

### Online activities

- [Writing narratives: narrative flow](#)
- [Writing narratives: plotline](#)

### Teacher resources

- [Year 4/5 Grammar and Punctuation](#)
  - [Time connectives](#)



### NAPLAN Literacy Year 5: Punctuation

This document contains all Year 5 Literacy materials for punctuation.

These items aim to develop students' skills of punctuating sentences using apostrophes, commas, capitalisation, brackets and quotation marks.



## Language conventions: Punctuation – Apostrophes

### Teaching focus

Support students to use apostrophes to show contractions and ownership and to be aware of the difference.

### Background information

Apostrophes are used to mark:

- omissions and placed where the letter(s) has/have been replaced, eg she's, can't.
- possessions and are placed;
  - before the 's' to show singular possession one boy's bike
  - after the 's' to show plural possession the three boys' bikes
  - before the 's' where the noun that should follow is implied This is your father's, its not your book.

Apostrophes are **not** used:

- when the noun is descriptive (plural) rather than possessive, eg ladies toilets
- to indicate possession for the following pronouns – i.e. its (not it's), hers (not her's), ours (not our's), yours (not your's), theirs (not their's), whose (not who's).

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

### Content descriptions:

**Year 3:** Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480).

**Year 5:** Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper [nouns](#) (ACELA1506).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

#### Class cumulative chart

- During reading sessions, ask students to identify when contractions are used in texts and what two words they are short for. Add these to a cumulative class chart. Repeat this process when focussing on apostrophes that are used to show ownership.

#### Word transformation

- Students are given pairs of words that can be joined to form a contraction. They then write them as a contraction. Alternatively, provide students with the contraction and they write the two words that the contraction represents.

### Flash cards

- Students make up flash cards with a contraction on one side and the two words that make up the contraction on the other. Students test each other by holding up one side and asking their partner what word(s) are on the other side of the card.
- Make up cards of words with apostrophes for contraction and apostrophes for ownership. Teacher writes a phrase on the board with **two** missing words, these may be a word showing a contraction or a word showing ownership. Students must select the appropriate flash card to complete the text and justify their choice. Tom thinks \_\_\_\_\_ funny to see a dog with a bucket on \_\_\_\_\_ head. (Cards: **it's** and **its**)

### Writing review

- Students review a piece of their writing and highlight (using different two colours) when apostrophes are used for contractions or ownership. Students add any apostrophes that may have been missed previously.

### Multiple choice activity

- Students are provided with various sentences. Given four options, they need to choose where the apostrophe should be placed. Sentences should include apostrophes for contraction or possession.

### Memory game

- Level 1: Apostrophes for contractions  
This game requires cards to be made with contractions and the words that form each contraction, for example,

**don't**    **do not.**

Students play in pairs, taking turns to try and turn over a matching pair. If they are correct, students keep the cards and have another go. If incorrect, they turn the cards back over and it is the next person's go. These cards can also be used to play Snap.

- Level 2: Apostrophes to show ownership  
Make up cards with phrases containing a space where a contraction for ownership should be placed. The other set of cards has the word with a contraction of ownership. Students match the word to the phrase and justify their decision, for example.

**boy's**

the \_\_\_\_\_ bike

- Level 3: Apostrophes for contractions and apostrophes to show ownership  
Mix both sets of cards from the previous activities (level 1 and 2) to increase the difficulty of the activity.

The following table identifies some phrases which can be used in the memory game.

the bike belonging to one <b>boy</b>	the <b>boy's</b> bike	the enclosure of an <b>elephant</b>	the <b>elephant's</b> enclosure
the bikes belonging to three <b>boys</b>	the three <b>boys'</b> bikes	the enclosure of a herd of <b>elephants</b>	the <b>elephants'</b> enclosure
the feathers of the <b>bird</b>	the <b>bird's</b> feathers	the tails of the flock of <b>birds</b>	the <b>birds'</b> tails

### Exceptions exploration

- Students should know that the following words are only correct if they are a contraction. It's is a contraction for it is, it was or it has. The possessive form of it is its (no apostrophe).



Pronoun	it	her	our	your	their	who
Possessive form	its	hers	ours	yours	theirs	whose

### **Apostrophe catastrophes**

- Students can find examples in the community where apostrophes have been used incorrectly; such as on shop signs. A written description or a photo can be displayed; these should be annotated so that the error has been corrected.

### **Proper nouns**

- To signal possession for names that end in s, there are two variant forms, eg the car belonging to James can be written as
  - James's car
  - James' car.

### **Connect online resources** (Available through the Department of Education portal)

- Education Services Australia - [Missing punctuation](#)
- Education Services Australia - [Punctuation quiz](#)
- NSW Education & Training - [Putting the apostrophe in its place](#)

### **Teacher resources** (Available in the Department of Education portal)

- Apostrophes - [Year 2/3 Grammar and Punctuation](#)
- Apostrophes - [Year 4/5 Grammar and Punctuation](#)



## Language conventions: Punctuation – Commas

### Teaching focus

Support students to use commas to separate items:

- to follow signal words, eg at last, the survivors sighted land
- to separate a word(s) for further explanation, eg Alex, the tennis champ, spoke at the assembly
- to separate the person spoken to from the rest of the sentence, eg Lauren, good luck today.
- before direct speech, eg The Captain shouted, “Hoist the mainsails!”
- after a salutation, to separate it from the rest of the sentence, eg hello, how are you?
- after words like ‘yes’ and ‘no’, eg yes, I am hungry
- to separate month and year in a date, eg Wednesday, 7 November, 2012.

Revise use of commas to separate words in a list.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

### Content descriptions:

**Year 2:** Recognise that capital letters signal proper [nouns](#) and commas are used to separate items in lists (ACELA1465).

**Year 6:** Understand the uses of commas to separate [clauses](#) (ACELA1521).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

#### Shared reading

- Students identify sentences within texts of commas being used in different ways. Discuss, sort and classify sentences according to the function of the comma, eg used for: speech, salutations, separate month from year etc.

#### Comma quest

- Students find and record at least one sentence where a comma has been used for as each function (see list above in teaching focus).

#### Modelled writing

- Share with students a passage of writing with all commas omitted. Focus on one function of the comma at a time. Students suggest where the commas should go and justify their decisions.

#### Daily date

- Students write the date in the following format for several weeks, ensuring that commas are placed appropriately, eg Thursday, 28 February, 2013.

### Punctuation effects

- Students are given pairs of sentences punctuated differently; some with a comma and some without a comma. They read each sentence and determine the meaning. Reading sentences aloud can assist students to comprehend the meaning.

The following sentences are examples of a comma being used to separate the person spoken to from the rest of the sentence.

Sentence	Let's eat grandpa.	Let's eat, grandpa.
Implied meaning	Grandpa gets eaten.	Grandpa eats with the family.

The following sentences are examples of a comma to separate a salutation from the rest of the sentence.

Sentence	No dogs please.	No dogs, please.
Implied meaning	No dogs make me happy.	Dogs are not allowed here.
Sentence	How are you my friend?	How are you, my friend?
Implied meaning	How did we end up being friends?	Are you well, my friend?

These sentences may be illustrated to highlight how punctuation has affected the meaning of the sentence.

### Punctuation cloze

- Students are given a passage of text with all commas deleted. Students work in pairs to find where the missing commas should go, justifying their decisions. The teacher may indicate how many commas are missing or the function of the missing commas, eg after signal words and before direct speech. For more information, see [signal words](#) in *First Steps Reading Map of Development*, Second Edition, 2004, Rigby Heinemann, p. 244.

### Text transformation

- Students are given a segment of a play to transform into text. Students use commas before salutations, person being spoken to and before direct speech. Students can act out the segment using the play format and read their transformation, pausing at the commas they have inserted to help hear if they have inserted the commas correctly or incorrectly.
- **Shared writing**  
Collaboratively write sentences that contain direct speech, with a focus on punctuating the sentence correctly. Have students write a narrative that includes direct speech. Swap their writing with a partner. The partner has to highlight the direct speech and tell the author if it is punctuated correctly.

### Connect online resources (Available through the Department of Education portal)

- Education Services Australia - [Missing punctuation](#)
- Education Services Australia - [Punctuation quiz](#)

### Teacher resources (Available through DoE portal)

- [Year 2/3 Grammar and Punctuation](#) - apostrophes
- [Year 4/5 Grammar and Punctuation](#) - apostrophes
- *First Steps Reading Map of Development*, Second Edition, 2004, Rigby Heinemann, p. 244 - [Signal words](#)



## Language conventions: Punctuation – Punctuation of sentences

### Teaching focus

Support students to use quotation marks in their writing for:

- Direct speech e.g. “That’s it!” she shouted.

Revise the use of:

- apostrophes for contractions and possession
- question marks and exclamation marks
- capital letters for sentence beginnings and proper nouns.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

#### Content descriptions:

**Year 3:** Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480).

**Year 4:** Recognise how quotation marks are used in [texts](#) to signal dialogue, titles and quoted (direct) speech (ACELA1492).

**Year 5:** Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper [nouns](#) (ACELA1506).

**Year 6:** Understand the uses of commas to separate [clauses](#) (ACELA1521).

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Punctuation

#### Content descriptions:

**Year 4:** Investigate how quoted (direct) and reported (indirect) speech work in different types of [text](#) (ACELA1494).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

It is important that students observe and analyse the use of punctuation marks in different types and to understand how they enhance the meaning of sentences. This needs to be taught explicitly with opportunity for students practice and consolidate their use within sentences. Many of the suggested activities can be adapted to practice and consolidate the particular punctuation being taught.

### Paragraph of the day

- Display an interesting paragraph omitting punctuation marks. Whole class, small groups or individuals punctuate the sentence. The teacher may tell students which punctuation marks are omitted.

### **Sentence reconstruction**

- Students use word, phrase and punctuation cards to reconstruct sentences. Individual punctuation marks are available on flash cards. Students insert marks at the most appropriate place in a sentence.

### **Multiple choice activity**

- Students are given a sentence that is written four times, with each one being punctuated in a different way. Students select the correctly punctuated sentence. Alternatively, students are given one sentence with four possible locations for a particular type of punctuation, eg direct speech. Students identify the correct location of the punctuation. This process can be used to reinforce the correct use of capital letters, commas and quotation marks in direct speech.

### **Capital letter complete**

- Provide students (individual or pairs) with a piece of text with all words and punctuation marks present but no capital letters. Students are required to place capital letters where they are required to make the text complete. The teacher may choose to tell the students how many missing capital letters they need to identify. Ask students to share and justify their location of capital letters.

### **Punctuation effects**

- Investigate the use of question marks, exclamation marks and full stops and how they affect the meaning of sentences, eg the brakes didn't work. The brakes didn't work! The brakes didn't work? Challenge students to experiment with transforming statements to questions and/or exclamations.

### **Class oral reading**

- Students have a short piece of text which has no punctuation. Ask students to read the text aloud. Discuss the purpose of punctuation i.e. to assist comprehension and to assist phrasing (prosody) when reading aloud.

### **Punctuation fans**

- Punctuation fans are a manipulative resource for students learning about punctuation. They are usually constructed of cardboard ovals or pop sticks which are joined together at one end. Each cardboard oval or pop stick has a different punctuation mark. Templates can be downloaded from the internet, ensure that the following are included:
  - capital letters
  - full stops
  - commas
  - apostrophes
  - quotation marks
  - brackets (round).

Display a short text which has incomplete or incorrect punctuation. As a whole class, edit the text one line at a time. Students hold up the symbol of punctuation on their fans that they think should be inserted into the text. Discuss the reason that each symbol should be used. Continue until the whole text has been completed.

### **Connect online resources** (Available through the Department of Education portal)

- Education Services Australia - [Missing punctuation](#)
- Education Services Australia - [Punctuation quiz](#)

### **Teacher resources** (Available through DoE portal)

- [Grammar and punctuation online resources overview](#) - then select the punctuation type



**Language conventions: Punctuation – Commas to separate dependent and independent clauses**

**Teaching focus**

Support students to use commas:

- before conjunctions when combining two independent clauses
- to separate dependent and independent clauses.

**Background Information**

Commas are used to:

- separate items before conjunctions such as and, or, *but* when combining two independent clauses eg he wanted to ski, but he had to learn to swim first
- separate dependent and independent clauses eg when they heard the bell, the class tidied up.

An independent clause makes sense on its own, eg he wanted to travel to Singapore.

A dependent clause does not make sense on its own and needs an independent clause to complete it, eg He wanted to travel to Singapore *at the end of the year*.

**Related links to the Western Australian Curriculum: English**

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

**Content descriptions:**

**Year 6:** Understand the uses of commas to separate [clauses](#) (ACELA1521).

For more information visit the [Western Australian Curriculum](#).

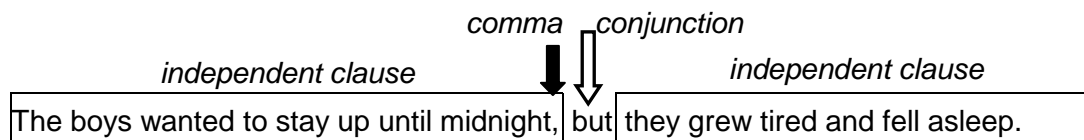
**Learning experiences to support students**

**Sentence of the day**

- Display a sentence omitting the comma. Students decide where the comma should go and a suitable conjunction (if composed of two independent sentences), justifying their decision.

**Shared reading**

- Students are given two different coloured highlighters and photocopied text containing sentences with dependent and independent clauses. Students use one colour for dependent clauses and a different colour for independent clauses. Draw attention to the addition of a conjunction to join two independent clauses (see example below).



### Sentence reconstruction

- Students work in groups and are given cards with independent and dependent clauses. They arrange the cards and add a comma to construct a correctly punctuate sentence. Students should insert capital letters where appropriate. Once completed, compare sentences with another group and justify their decisions.

The following table provides some examples of independent and dependent clauses which can be used to make cards for students.

dependent clauses	independent clauses
in the morning	the chicken crossed the road
all at once	the siren sounded
because we were hungry	we went out for dinner
more than I did	dad liked the meal
when you are in Greece	you should visit the Parthenon

### Punctuate this passage

- The 'punctuate this passage' activity involves students working with a text with all words and punctuation included, except commas to separate dependent and independent clauses. Students are required to replace the missing commas. This activity can be modified by telling the students the number of missing commas.

### Punctuation effects

- Students are given pairs of sentences punctuated differently, some with a comma and some without a comma. Explain to students that they are to read each sentence and determine the meaning. Teach students that reading sentences aloud can assist with comprehending the meaning. Each sentence may be illustrated to highlight how punctuation has affected the meaning of the sentence.

The following sentences have a dependent clause that could be separated by a comma.

<b>Sentence</b>	Slow children crossing.	Slow, children crossing.
<b>Implied meaning</b>	The children are slow walkers.	Drive slowly as children may be crossing the road.
<b>Sentence</b>	Sally walked on her head a little higher than usual.	Sally walked on, her head a little higher than usual.
<b>Implied meaning</b>	She was walking upside down.	She walked past proudly.
<b>Sentence</b>	The man managed to escape from the car before it sank and swam to the shore.	The man managed to escape from the car before it sank, and swam to the shore.
<b>Implied meaning</b>	The car swims to the shore.	The man swims to the shore.
<b>Sentence</b>	One morning I shot an elephant in my pyjamas.	One morning, I shot an elephant, in my pyjamas.
<b>Implied meaning</b>	The elephant was wearing pyjamas.	The man was wearing pyjamas.

### Multiple choice

- Students are given a series of sentences. Each sentence has four arrows indicating the possible location of a comma. Students then select which of the four choices is correct.

### Connect online resources (Available through the Department of Education portal)

- Education Services Australia - [Missing punctuation](#)



- Education Services Australia - [Punctuation quiz](#)

**Teacher resources** (Available in the Department of Education portal)

- [Year 6/7 Grammar and Punctuation](#)





## Language conventions: Punctuation – Commas to separate items in a list

### Teaching focus

Support students to use commas to separate items in a list.

### Background Information

- Commas are used to separate items in a list but are not used before the last item, before which 'and' 'or' is placed.
- When commas are separating adjectives, a comma is used where the word and could be appropriate, eg It was a cold, rainy night. This sentence could also be written as, eg It was a cold and rainy night.
- Not all adjectives are separated by a comma, eg It was an endangered white rhino. (The rhino isn't endangered and white)

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

### Content descriptions:

**Year 2:** Recognise that capital letters signal proper [nouns](#) and commas are used to separate items in lists (ACELA1465).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

#### Shared reading

- Find examples of commas being used to separate items in a list. Ask students to count the number of items and the number of commas used in the sentence to highlight that the last item has no comma, but a conjunction has been used instead (usually the word and).

#### Sentence of the day

- Display an interesting sentence of the day containing a list of items but no commas. Students suggest the correct placement of commas and justify their decisions. The sentence could relate to the daily planned classroom activities.

#### Modelled writing

- During modelled writing, 'think aloud' as you demonstrate the use of commas to separate items in a series. Highlight the addition of a conjunction before the last item. Use a variety of words in a list such as nouns, verbs, adjectives or groups of words.
- Extend students' knowledge to correctly place commas to separate a list composed of groups of words, eg on my holiday I went swimming, saw the Sydney Harbour Bridge, stayed in a hotel and went to Bondi Beach.

### Shared writing

- Collaboratively write sentences with the students that require the use of commas to separate items in a series.

### Writing transformation

- Students work in pairs to transform a list to a sentence using commas appropriately. First student writes a list of nouns, verbs, adjectives or groups of words. Their partner writes the information into a sentence with correct punctuation.

The following table illustrates an example of writing transformation.

Student 1	Student 2
At the supermarket, I bought: <ul style="list-style-type: none"><li>○ bread</li><li>○ milk</li><li>○ sliced chicken</li><li>○ a bag of apples.</li></ul>	At the supermarket, I bought bread, milk, sliced chicken and a bag of apples.

### Punctuation effects

- Students are given pairs of sentences punctuated differently, some with a comma and some without a comma. Students read each sentence and determine the meaning. Each sentence may be illustrated to highlight how punctuation has affected the meaning of the sentence.

The following sentences are examples of commas being used to separate items in a list.

<b>Sentence</b>	My interests are cooking books and movies.	My interests are cooking, books and movies.
<b>Implied meaning</b>	I like cooking books?	These are three normal interests.
<b>Sentence</b>	Salad ingredients: lettuce, tomato, goat's, cheese	Salad ingredients: lettuce, tomato, goat's cheese
<b>Implied meaning</b>	There is goat meat in the salad.	There is goat's cheese in the salad.

### Punctuate this passage

- Once students are familiar with the uses of commas, give them a sample of writing with commas omitted. Students work in pairs to insert the missing commas. They then read aloud the punctuated sentence to hear if it sounds correct.

### Connect online resources (Available through the Department of Education portal)

- Education Services Australia - [Missing punctuation](#)
- Education Services Australia - [Punctuation quiz](#)

### Teacher resources (Available in the Department of Education portal)

- [Year 2/3 Grammar and Punctuation](#)
- [Year 4/5 Grammar and Punctuation](#)



## Language conventions: Punctuation – Capitalisation of multiple-word proper nouns

### Teaching focus

Support students to use capital letters for proper nouns, including multiple-word proper nouns, eg Kings Park, Swan River.

Note that prepositions and conjunctions in multiple-word proper nouns do not have capitals.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

#### Content descriptions:

**Year 2:** Recognise that capital letters signal proper [nouns](#) and commas are used to separate items in lists (ACELA1465).

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Word level grammar

#### Content descriptions:

**Year 2:** Understand that [nouns](#) represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/[phrases](#) can be expanded using articles and adjectives (ACELA1468).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

#### Modelled writing

- During modelled writing, ‘think aloud’ when demonstrating the punctuation of proper nouns and multiple-word proper nouns.

#### Sentence of the day

- Display an interesting sentence containing proper nouns consisting of one or more words, written without capital letters. Students identify the proper nouns in the sentence and identify the correct location of each capital letter.

#### Newspaper/newsletter search

- Students look through newspapers, school newsletter or magazines and use a highlighter to indicate multiple-word proper nouns. These may be cut out and added to a class constructed chart. A competition could be run to find the most number of proper nouns requiring capitalisation.

### Capital letter complete

- Provide students (individual or pairs) with a piece of text containing proper nouns with no capital letters. Students place capital letters where they are required to make the text complete. The teacher can choose to tell the students how many missing capital letters are needed. Ask students to share and justify their location of capital letters.

### Book reviews

- Reinforce the use of capital letters for book titles during reading sessions. Focus on the correct use of capital letters for the book title when students write a book review.

### Common noun – proper noun

- Students are given a list of common nouns for which they must find proper nouns. The proper nouns can be scored one point for each word, if correctly capitalised.

The following table has some suggested common nouns for students to research.

Common noun	Proper noun
teacher	Mrs Jane Smith
school	Illawarra Primary School
book title	The Guinness World Records 2013
street/road	Graham Farmer Freeway
city/town	North Perth
geographical location	Gulf of Carpentaria
name of restaurant	Mario's Pizza Bar
name of an institution	Perth Convention Exhibition Centre
document	Freedom of Information Act 1992

### Electronic slideshow games

- Students work in pairs to prepare a slide, divided into two sections with a piece of student written text (punctuated differently) on each side. The text can relate to a current topic and contain several proper nouns (one word and multiple-word).
- The teacher collates all slides into one presentation to use with the class. Play the slideshow presentation to the class asking them to choose which piece of text is punctuated correctly on each slide. This game can also be played as a knockout competition where students sit down once they have made an incorrect choice.

The following table shows a suggested method of setting out.

My dad and his best friend Harry went fishing last weekend. They went to Rottnest Island.  Dad and Harry went to Rowley Shoals last year. These islands are part of the Rowley Shoals Marine Park which is north of Broome.	My dad and his best friend harry went fishing last weekend. They went to rottnest island.  Dad and harry went to rowley shoals last year. These islands are part of the rowley shoals marine park which is north of broome.
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### Multiple choice activity

- Students are given a sentence that is written four times, with each one being punctuated in a different way. Students select the correctly punctuated sentence. Students identify the correct location of the punctuation. This process can be used to reinforce the correct use of capital letters, commas and quotation marks in direct speech.

### Connect online resources (Available through the Department of Education portal)

- Education Services Australia - [Missing punctuation](#)
- Education Services Australia - [Punctuation quiz](#)

### Teacher resources (Available in the Department of education portal)

- [Year 2/3 Grammar and Punctuation](#)

- [Year 4/5 Grammar and Punctuation](#)
- [Grammar and punctuation online resources overview](#)



## Language conventions: Punctuation – Brackets

### Teaching focus

Support students to use brackets (parentheses) to enclose additional information, surround words or thoughts. The information contained within parentheses could be omitted without altering the meaning of a sentence. Round brackets are also called parentheses. The information between the parentheses is called a parenthesis.

### Background Information

Types include:

- Round brackets ( ) (also called parentheses)
  - add information
  - quotations, eg 'Let them eat cake' (Marie Antoinette)
  - denote singular or plural, eg Write the word(s) on the dotted line.
  - numbered and lettered lists, eg (1) (a)
- Square brackets [ ]
  - enclose words that are not part of the writer's text, eg The first recorded words were 'Mary had a Little Lamb' [Thomas Edison]
- Curly brackets { } (also called a brace)
  - mostly used in mathematics and to group items on charts and lists
- Slash brackets //
  - used to enclose letters representing a sound, eg /ee/ in feet
  - website addresses
  - dates, eg 25/12/09.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

### Content descriptions:

**Year 8:** Understand the use of punctuation [conventions](#), including [colons](#), [semicolons](#), dashes and brackets in formal and informal [texts](#) (ACELA1544).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

#### Shared reading

- Discuss brackets used in texts and explain their purpose, eg to surround words or thoughts.

#### Bracket browse

- Students find examples of round brackets (parentheses) used in newspapers, magazines and texts. Students cut out or copy examples and work in groups to sort examples according to function. Display as a class chart, adding examples as they are discovered.

Add information	Quotations	Singular/plural	Numbered and lettered lists
Set in the 17th century, The Three Musketeers ('Les Trois Mousquetaires' in French) is a novel by Alexandre Dumas.	'Let them eat cake.' (Marie Antoinette)	Write the word(s) on the dotted line.	(1) (a))

### Modelled writing

- During modelled writing, 'think aloud' as you demonstrate the use of round brackets to add additional information.

### Sentence of the day

- Display an interesting sentence related to current classroom learning. Discuss any additional information that could be added to the sentence without changing its meaning. Whole class, small groups or individuals rewrite the sentence to include the additional information enclosed within round brackets and justify their decisions.

### Sentence transformation

- Students write a simple factual sentence related to current classroom learning. Working with a partner, transform the sentence by adding additional information using brackets, eg

Sir Donald George Bradman was a famous Australian cricketer.

Sir Donald George Bradman (1908-2001) was a famous Australian cricketer.

### Multiple choice activity

- Students are given a sentence that is written four times, with each one being punctuated in a different way. Students select the correctly punctuated sentence. Students identify the correct location of round brackets to enclose additional information.

### Online activities (Available through DoE portal)

- Education Services Australia - [Missing punctuation](#)
- Education Services Australia - [Punctuation quiz](#)

### Teacher resources (Available through DoE portal)

- Year 6/7 [Grammar and Punctuation resources](#) – brackets





## Language conventions: Punctuation – Direct speech

### Teaching focus

Support students to use quotation marks in their writing for:

- Direct speech, eg “That’s it!” she shouted.
- Titles, eg “The Guinness Book of Records” contains some amazing facts (note: students should be made aware that titles may be represented in *italics* as a convention from the past or another country).
- Quotation marks are not used when a person is not actually speaking (indirect speech), eg Alex told the team to handball less and lead for the ball.

Develop student awareness when reading that quotation marks are used when words are being used in an unorthodox manner, eg some people consider reality shows are a form of ‘entertainment’.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

#### Content descriptions:

**Year 4:** Recognise how quotation marks are used in [texts](#) to signal dialogue, titles and quoted (direct) speech (ACELA1492).

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Sentence and clause level grammar

#### Content descriptions:

**Year 4:** Investigate how quoted (direct) and reported (indirect) speech work in different types of [text](#) (ACELA1494).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

#### Modelled writing

- When modelling writing a narrative, include the use of quotation marks for direct speech and indirect speech where no quotation marks are used.

#### Modelled reading

- When reading to students, use an expressive voice for the direct speech parts in the text. Discuss with the students why the text (direct speech) was read aloud that way and how the reader knew to do this.



### Shared reading

- Encourage students to read text in quotation marks expressively. Alternatively, divide the class into groups with one group reading direct speech and the other group reading the remaining text. Extend by using text containing direct speech with internal attribution, eg “My favourite game” said Liam, “is soccer.”

### Readers’ theatre

- Give students a photocopied text and a highlighter. Designate a character to some students and show how to locate and highlight the direct speech. The remaining students orally read the text, pausing when they come to direct speech. The students who have been allocated a character read only when their character is directly speaking. Ask students to look at the way that speech marks are used in texts and generate some ‘rules’ for using speech marks. Look at the way speech marks are used in other texts to see if the rules apply.

### Sentence of the day

- Display an interesting sentence omitting quotation marks for direct speech. Whole class, small groups or individuals punctuate the sentence and justify their decisions.

### Direct/indirect speech circle whispers

- Students sit in a circle. A sentence is whispered from student to student, alternating between direct speech and indirect speech. Students can use fingers in the air to indicate quotation marks. For example:

Teacher: I like reading.

Student 1: Mrs Smith said that she likes reading.

Student 2: Mrs Smith said “I like reading”.

- The level of difficulty can be increased by using text containing direct speech with internal attribution. For example:

Teacher: I like reading and cooking.

Student 1: “I like reading,” said Mrs Smith, “as well as cooking.”

### Famous person interview

- Students decide on a famous person (living or dead) who they would like to interview. One student role-plays being the famous person while the rest of the class role-play being journalists who ask questions of the famous person. The journalists go back to their seats and write a report of the interview, including examples of indirect speech and direct speech. Students compare their reports by reading to a partner.

### Newspaper search

- Students find and cut out a short piece of text from the newspaper of indirect speech. Students circulate around the room to find a partner who must read the newspaper excerpt and speculate on what the direct speech was. For example:

Newspaper excerpt:	Direct speech:
Today the Governor General Quentin Bryce presented Malcolm McCusker with a Companion of the Order of Australia award. Governor General Quentin Bryce said the Australian Honours represented the highest level of recognition for outstanding achievement and service.	“The Australian Honours represented the highest level of recognition for outstanding achievement and service.”

### Multiple choice activity

- Students are given a sentence that is written four times, with each one being punctuated in a different way. Students select the correctly punctuated sentence. Students identify the correct location of the punctuation.

**Connect online resources** (Available through the Department of Education portal)

- NSW Education & Training [Putting speech marks in their place](#)
- Education Services Australia - [Missing punctuation](#)
- Education Services Australia - [Punctuation quiz](#)

**Teacher resources** (Available in the Department of Education portal)

- [Grammar and punctuation online resources overview](#) - then select the punctuation type
- Quotation marks - [Year 2/3 Grammar and Punctuation](#)
- Quotation marks - [Year 4/5 Grammar and Punctuation](#)



## Language conventions: Punctuation – Sentence boundaries

### Teaching focus

Support students to use commas and full stops to correctly punctuate simple, compound and complex sentences.

Students recognise that a sentence:

- contains a subject (noun or pronoun)
- contains a process (verb or verb phrase)
- expresses a complete thought.

Revise use of:

- capital letters to start sentences
- capital letters for proper nouns
- commas
- full stops.

### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Creating texts

**Thread:** Creating texts

### Content descriptions:

**Year 4:** Plan, draft and publish imaginative, informative and persuasive [texts](#) containing key information and supporting details for a widening range of [audiences](#), demonstrating increasing control over [text structures](#) and [language features](#) (ACELY1694).

### Elaborations:

**Year 4:** Using appropriate simple, compound and complex sentences to express and combine ideas.

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

It is important that students observe and analyse the use of punctuation marks in different types of texts and understand how they enhance the meaning of sentences. This needs to be taught explicitly and then students should have opportunities to practice and consolidate their understanding. Many of the suggested activities can be adapted to practice and consolidate the other punctuation marks being taught.

### Modelled writing


- When modelling writing, include compound and complex sentences. Use ‘think alouds’ when punctuating sentences within a paragraph. Focus student attention on the understanding that a sentence has a subject (who/what) and a process (what happened) to determine where one sentence ends and the next sentence begins. Work through the text one sentence at a time asking students to identify the subject of each sentence. Discuss the information that accompanies the subject of the sentence, then place a full



stop in the appropriate place. Check each sentence to ensure that it contains a subject, a process and expresses a complete thought. Once the text has been punctuated correctly, classify the sentences, eg simple sentence, compound sentence, complex sentence.

### Paragraph of the day

- Have a paragraph of a text, with incorrect placement of full stops. Students copy the text and use a highlighter to indicate the subject of each sentence. They then use this information to decide where the full stops should go, showing that each sentence contains a complete thought.

The following example illustrates a group of incorrectly punctuated sentences with the subject highlighted.

 subject (noun/pronoun)

It is a myth that a duck's  won't echo,  has been conclusively disproved through different scientific acoustic tests. And was even featured as "busted" on an episode of a TV reality show.

- Students discuss the subject of each sentence to determine when a thought about the subject is complete. For example: Sentence one is about the quack of a duck (who/what) which does not echo (predicate) so we put a full stop after the word echo. Sentence two is about the fact that a duck's quack does not echo (this) and has been proved scientifically and was even featured on TV. Sentence two is a compound sentence.

### Electronic slideshow games

- Students work in pairs to prepare a slide. Each slide is divided into two sections, with the same piece of text punctuated differently on each side. The text can be related to a current topic and should be from a reliable source from the internet. The text should be at least two sentences in length and with a variety of sentence structures. Students cut and paste a section of text onto each side of their slide, leaving one sentence punctuated correctly but change the punctuation of sentences and capital letters on the other side.
- The teacher collates all slides into one presentation to use with the class. Play the slideshow presentation to the class, asking them to choose which piece of text is punctuated correctly on each slide. This game can also be played as a knockout competition where students sit down once they have made an incorrect choice.

### Writing review

- Students work with a partner to review a short piece of writing for correct punctuation of sentences. Students in Year 5 should be attempting to use simple, compound and complex sentences within their writing.

### Multiple choice activity

- Students are given a group of sentences written four times, each one being punctuated in a different way. Students select the correctly punctuated text and justify their decisions based on their understanding of the subject, process and the need for each sentence to be a complete thought.

### Online activities

- Education Services Australia - [Missing punctuation](#)
- Education Services Australia - [Punctuation quiz](#)

### Teacher resources (Available through DoE portal)

[Grammar and punctuation online resources overview](#) - then select the punctuation type [Year 4/5 Grammar and Punctuation](#)



## Focus on writing

### Introduction

For students to become effective, lifelong writers, teachers need to be explicit in demonstrating and talking to students about what effective writers do. Teachers also need to provide opportunities for students to apply new understandings in their own authentic writing contexts.

The National Assessment Program (NAP) assesses the development of students' knowledge, skills and understandings in writing either narrative or persuasive texts in relation to ten writing criteria.

While the NAP assessment has a specific focus on particular aspects of the content of *Western Australian Curriculum: English*, it is important to ensure that the teaching and learning program for writing addresses the overall student learning requirements of each of the three Strands of Language, Literature and Literacy.

Planning should take into account the following *Western Australian Curriculum: English* content requirements:

- Integration of the three strands of Literacy, Language and Literature
- A balanced approach with students learning to write imaginative, informative and persuasive texts for different purposes and audiences
- Using personal knowledge and literary texts as starting points to create imaginative writing and different forms and genres for particular audiences
- Exploring how effective authors control and use a range of different structures and language features – paying attention to usage at a word, sentence and whole text level
- Focus on learning to communicate effectively through coherent, well-structured sentences, paragraphs and texts.

### 1. Characteristics of teaching and learning programs that develop confident, effective writers.

It is through a well-planned, focused daily program that all students will have the best opportunity to develop the knowledge, skills and strategies they need to become capable, effective writers and achieve well in the NAP assessment. This includes:

- daily writing across learning areas
- regular involvement in modelled, shared, guided and independent writing
- explicit teaching of writing processes and strategies related to planning, drafting, revising and publishing
- explicit teaching in regards to the structure and features of different text types
- explicit teaching in regards to patterns of language features and literary devices
- use of exemplary literature to teach the authors' craft
- a strong focus on vocabulary development
- monitoring and feedback against specific success criteria for the three types of writing
- student use of reflective journals for recording ideas and progress against success criteria
- a print-rich classroom environment with a range of resources that support the planning, drafting, conferring, refining and publishing stages of the writing process.

## 2. The reading and writing connection

The use of exemplary literary texts is integral to an effective writing program. They are a means to teach students how effective authors control and use a range of different structures and language features in their writing is integral to an effective writing program. Teaching strategies include:

- supporting students to read like a writer – noticing word choice, sentence structure and organisation
- use of mentor or anchor text as an example of good quality writing to teach a specific aspect of the writer's craft eg organising ideas, structure, style, ways with words
- guided analysis of a variety of exemplary texts to develop success criteria for different forms of writing
- comparing and ranking texts
- using a problem-solving approach to identifying structure and features of different text types (highlighting, annotating, labelling one-text and multi-text models )
- text innovation (innovating on an original text to create a new one)
- engaging in exploratory talk to share and clarify ideas about different texts.

## 3. Explicit teaching of narrative writing

- Use of the Gradual Release of Responsibility Model (GRRM) to explicitly teach each element of the narrative writing process
- Using structured scaffolds to teach the narrative writing structure of orientation, complication and resolution
- Use of mentor texts/exemplary literature to teach different aspects of the writer's craft for narrative writing eg ideas, structure, style, voice, ways with words
- Guided analysis of a range of narrative texts to develop awareness of different styles and narrative genres
- Developing student awareness of how to support their reader by providing a sense of time and or place or building tension or drama into their story
- Developing success criteria for each of the ten Narrative Marking Guide criteria to support student monitoring of their progress.

## 4. Explicit teaching of persuasive writing

- Use of the GRRM to explicitly teach each element of the persuasive writing process eg the structure of introduction, body and conclusion and the function and content of each component part
- Using structured scaffolds to teach the persuasive writing structure of introduction, body and conclusion
- Guided analysis of a range of persuasive texts to develop criteria to support student monitoring of their progress
- Use of mentor texts to teach different aspect of the writer's craft for persuasive writing ie ideas, structure, style, ways with words
- Developing awareness of different styles of responding to a persuasive topic
- Building student knowledge of precise vocabulary relating to persuasive writing
- Discuss and demonstrate persuasive devices used to express opinions. For example, the use of modality and emotive words and phrases, cause and effect and figurative language
- Teaching top-level structures such as list and describe, compare and contrast, problem and solution, cause and effect (moving on from the 'ordinal' connectives of firstly, secondly, thirdly)
- How to take a position on a topic (understanding the difference between fact and opinion).



## 5. Vocabulary and spelling

- Focus on the use of precise language for effective communication
- Teaching specialised terms that are used to describe argument and persuasion itself ie counter argument, criticise, refute
- Teaching the metalanguage of words eg suffix, prefix, contraction
- Teaching the verbal signposts of top-level structures (list and describe, compare and contrast, problem and solution, cause and effect)
- Strategic spelling of multisyllabic words based on phonology, visual patterning, morphology and etymological knowledge (four forms of spelling knowledge).

## 6. Environment and attitude

A supportive classroom environment for writing provides students with a range of materials that support the different stages of the writing process. It is also important to provide students with examples of exemplary writing through teacher modelling, the use of mentor texts and writing samples. Teachers build students' confidence in their writing development through encouraging reflection against success criteria, providing specific feedback and opportunities to share and celebrate progress.

- A print-rich environment that provides a range of support materials, including writing text type scaffolds, word banks, planning sheets, graphic organisers, writers tools eg laptops, computers, mini whiteboards, dictionaries, a thesaurus
- A focus on self-monitoring using success criteria
- Displays of students writing for a range of purposes across different learning areas including; class books and annotated work samples referenced to success criteria
- Providing daily opportunities for students to write on relevant topics with a clear sense of purpose and audience in different learning areas
- Providing opportunities for students to use a range of technology to support the writing process
- Establishing routines and structures where students have the opportunity to share, discuss and receive feedback about their writing.

## 7. Monitoring and assessment

Writing should be assessed across a range of purposes, at different stages of the writing process and over time. A summative assessment such as the NAP writing task is a judgement about the quality of student work for that particular task and at that point in time. Formative assessments are ongoing observations and summaries which provide information to adjust teaching and learning intentions to meet the particular needs of the students. Monitoring and assessing writing should include:

- systematic monitoring and assessment of each student's writing development to determine progress over time
- specific assessment in relation to criteria for each of the ten writing components of the NAP Narrative and Persuasive Writing Marking Guides.
- the use of assessment data to determine the focus for shared, modelled and guided writing lessons
- student self-monitoring and reflection against specific writing criteria
- providing each student with specific feedback in relation to success criteria.

## 8. Supporting students with the NAP writing task

Familiarising students with the requirements and conditions of the NAP Writing test will enable them to effectively demonstrate their writing competence in a test situation. This is most effectively managed through building this learning content into lessons across the term. Knowledge and skills include:

- responding to writing prompts
- addressing the topic presented in the prompt
- engaging effectively in timed, independent writing activities
- use of planning frameworks
- identifying and using the correct structure for the form of writing
- a focus on the structure of paragraphs ie a topic sentence followed by sentences giving examples or illustration of the point and then a sentence which links the paragraph to the rest of the text.





## NAPLAN Literacy Year 5 Narrative

This document contains all NAPLAN Literacy Year 5 Narrative resources.

These resources provide support for the teaching of narrative texts. Teachers are reminded that the provision of a rich and broad writing curriculum is the best preparation for NAPLAN.



## Writing: Writing a narrative - Years 5-7

### Teaching focus

- The organisation of narrative features (including orientation, complication and resolution) into an appropriate and effective text structure which may include more sophisticated plot devices such as foreshadowing, flashback, red herring, twist and circular or parallel plots.
- The creation, selection, elaboration and crafting of ideas which may include, social, cultural or historical contexts, unexpected topics, mature viewpoints, elements of popular culture, etc
- The capacity to orient, engage and affect the reader through creative narrative devices and language choices. Language choices may include establishing narrator stance through narrative point of view, challenging the reader by subverting expectations, evoking an emotional response and having a strong personal voice.
- The development of character and/or setting where details are selected to create distinct characters with convincing dialogue, introspection and reactions to other characters. A sense of setting is maintained throughout. Details are selected to create a sense of place and atmosphere.
- The range of precise vocabulary used in a natural and articulate manner.
- The cohesion across the text through the use of referring words, connectives, conjunctions, pronouns, synonyms and antonyms to avoid repetition, and consistent tense. The meaning is clear and text flows naturally.
- The segmenting of the text into paragraphs that assist the reader to negotiate the narrative.
- The effective use of the different sentence types and the production of grammatically correct, structurally sound and meaningful sentences that are well-developed.
- The use of correct and appropriate punctuation to aid the reading of the text.
- The accuracy of spelling and the difficulty of the words used.

### Related links to the Western Australian Curriculum: English

**Strand:** Literacy

**Sub-strand:** Creating texts

**Thread:** Creating texts

**Year 5 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 (ACELY1704).

**Strand:** Literature

**Sub-strand:** Creating literature

**Thread:** Experimentation and adaptation

**Year 5 Content description:**

Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798).

**Strand:** Language

**Sub-strand:** Language for interaction

**Thread:** Language for social interactions

**Year 7 Content description:**

Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529).

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Text cohesion

**Year 7 Content description:**

Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763).

**Strand:** Literacy

**Sub-strand:** Creating texts

**Thread:** Creating texts

**Year 7 Content description:**

Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725).

For more information visit the [Western Australian Curriculum](http://www.wa.edu.au).

**Learning experiences to support students**

- Under NAPLAN test conditions provide students with a prompt and have them write a narrative. Provide the students with feedback in relation to the skills outlined in the *Teaching focus* section. Choose students who wrote an effective narrative to read their story to the class. Point out the things that made the narrative successful. Provide a rubric that they can use for self-reflection and personal goal setting.
- Collaboratively edit a piece of writing with the students, possibly on an interactive white board. Use 'think alouds'. Focus on how to improve the text. This activity can be used to reinforce key messages about the skills outlined above and can be done with specific aspects in mind at different times.
- Editing activities for proofreading for punctuation and spelling and review at a sentence level, practising expanding sentences to add detail and develop ideas.
- During modelled, shared and guided reading and literature sessions, incorporate discussion/activities about:
  - techniques used to orient, engage and affect the reader
  - the selection and precision of vocabulary used sentence variation for effect and development of ideas
  - the cohesive devices used to support the reader's understanding
  - the use of punctuation.

**Connect online resources** (Available in The Department of Education portal)

Writing narratives: using detail

Interactive resource

Get tips from a best-selling writer on why and how to use detail when constructing narratives. Explore the uses and effects of visual detail in comics. For example, rearrange comic-strip panels and story paragraphs in a logical order. Identify what it is that visual detail communicates in a comic strip. Select the sentences that best communicate details about character and setting. Identify how a writer uses language features to communicate detail to the readers. Select passages in which the author uses detail to present a positive image of a character. Craft a storyline by selecting a character, a setting and appropriate language strategies for presenting detail that enhances the narrative. This learning object is one in a series of five objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L7949/latest/index.html>

### Stepping Out: narrative - short story framework

#### Teacher Guide

This writing framework contains teacher notes detailing purpose, focus, and specific features to assist with the writing of the narrative short story. This resource is part of the writing frameworks series.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK102350>

### Three modes of presentation

#### Reference material

This useful reference material for students and teachers explains the three different modes of writing: description, narration and dialogue and offers examples of each type.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK101868/latest/DETK101868.pdf>

### Create interesting writing

#### Collection, Moving Image, Text

This collection of 16 digital curriculum resources provides activities and ideas to develop students' writing skills. It includes focused interactive activities to improve students' writing and to help them to engage audience interest through the use of effective adjectives, adverbs, verbs, metaphors, similes and plot structures. The collection also includes some short animated video clips to assist in stimulating students' ideas for creative writing.

<http://ecm.det.wa.edu.au/connect/resolver/view/R10721/latest/index.html>

### BBC Skillswise: sentence structure

#### Interactive resource

This is a multilayered resource about sentence structure. It includes a video set in the workplace about the importance of sentence structure, three factsheets and six worksheets that cover sentence construction, as well as two quizzes. The factsheets, worksheets and quizzes are pitched at two levels of difficulty: basic concepts and the essential level for many jobs. The resource was developed for adults with literacy difficulties.

<http://ecm.det.wa.edu.au/connect/resolver/view/M010601>

### BBC Skillswise: sentence structure - make a sentence

#### Interactive resource

This is a game in which students construct sentences that make sense, have a verb, start with a capital letter and end with appropriate punctuation. Students choose the correct phrase from five options, then add it to a stem to make it a complete sentence. This resource is one of a series of online resources from the BBC's Skillswise collection.

<http://ecm.det.wa.edu.au/connect/resolver/view/M010603>

### Grammar bytes!

#### Website

This grammar website provides a friendly and fun interface that will be appealing to students

<http://ecm.det.wa.edu.au/connect/resolver/view/WEB0073>

### Grammar and vocabulary

#### Website

This website provides links to a wide variety of useful vocabulary sites, that offer explanations, examples and activities on the following: confusing words, banished words, common errors in English usage etc

<http://ecm.det.wa.edu.au/connect/resolver/view/WEB0057>

### Thinking about how language works

#### Website

This website provides detailed text-based information on sentence structure and connecting and tracking ideas in text. Information included covers compound and complex sentences, embedded clauses, modals, nominalisation, ellipses and conjunctions.

<http://ecm.det.wa.edu.au/connect/resoolver/view/WEB0074>



## Writing: Narrative structure

### Teaching focus

The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.

### Background information

To achieve a result similar to the national average, students would typically be able to write a narrative containing:

- sufficient information for the reader to follow the story easily
- a short beginning and a complication
- sequenced ideas and events, following the complication, that are elaborated and coherent to the central storyline
- a brief description of setting or characters in a way that suits the story
- mostly simple vocabulary but with a some precise words, eg to convey feelings
- simple connectives and conjunctions such as *then*, *soon*, *and*, *but* and *suddenly*
- paragraphs that group ideas according to place, time or event
- expanded sentences to develop ideas
- an effort at figurative speech, eg a simile
- mostly accurately punctuated sentences including full stops, capital letters, question marks, exclamation marks, commas for lists, quotation marks and apostrophes
- correct spelling of simple and common words.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Purpose audience and structures of different types of texts

**Year 5 Content description:**

Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504).

**Strand:** Literacy

**Sub-strand:** Creating texts

**Thread:** Creating texts

**Year 5 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 (ACELY1704).

**Strand:** Literature

**Sub-strand:** Creating literature

**Thread:** Experimentation and adaptation

**Year 5 Content description:**

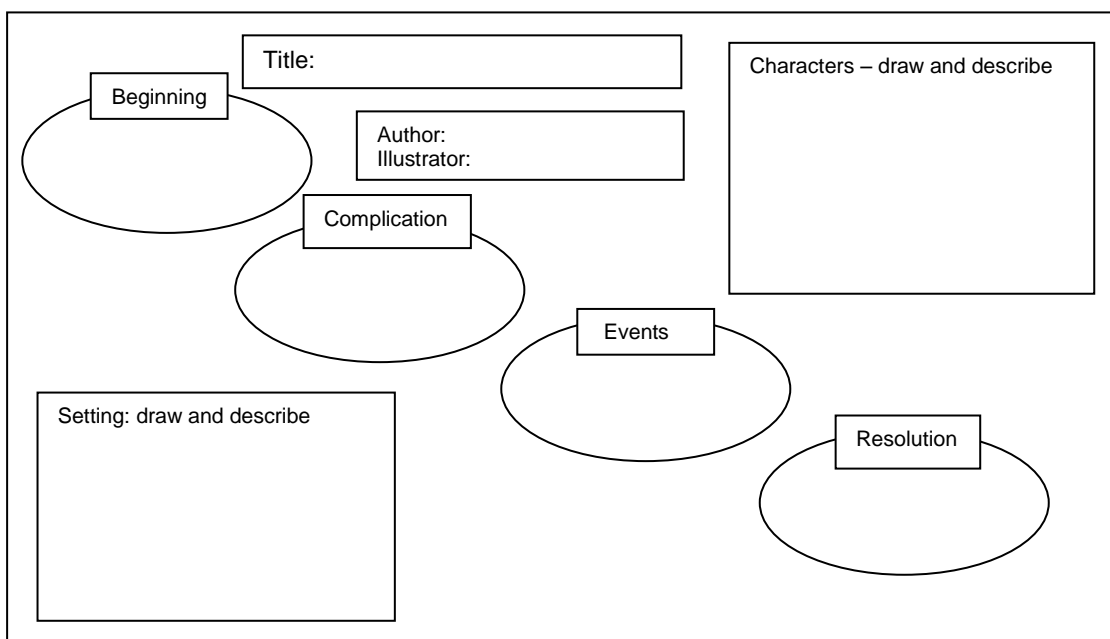
Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798).

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

- Provide and deliver a variety of quality narratives to the students for enjoyment. These should include print, live and digital/electronic texts. Discuss the narrative structure of each with orientation, complication, resulting events and resolution. Discuss similarities and differences and provide the opportunity for students to respond to the stories on an intellectual and an emotional level.
- Give each student, or pair of students, a copy of the same narrative. Read the narrative to the students with them following along the text as you read it. Ask the students to listen carefully to see if they can identify the setting, characters, problem and resolution. Discuss the orientation and what information was needed to be introduced so that the reader would understand the problem. Talk about relevant and irrelevant information. (Irrelevant information would waste time and be confusing). Discuss and have students label the different features of the narrative. Discuss the importance of a story containing each of these components.
- Text reconstruction - Give students a narrative that has been cut up into paragraphs. Ask students to place the paragraphs in the correct sequence. Discuss the order of the paragraphs and structure of the text. Have students order and label the orientation, problem/complication, and resolution. Consider the signposts that led them to make their decisions regarding order. Were there signposts in the form of topic sentences or linking words and ideas etc?
- After reading a narrative, use a scaffold such as a story grammar, to deconstruct the text. The scaffold needs to include space to record key information about the ideas, setting, characters, complication and resolution. Try to emphasise the importance of the ideas in the story and make the point that other creative decisions regarding portrayal of setting, character and events come from there. What is the story making a comment on? What advice is it giving us about an aspect of life? What does it seem to approve of, or disapprove of, and how is that conveyed?

Sample story grammar:



- During modelled, shared and guided reading and literature lessons, read a variety of narratives. Incorporate discussion about:
  - parts of a narrative
  - development of ideas
  - description of characters and settings and how they reinforce and enhance the ideas
  - range of precise vocabulary used
  - cohesive devices used to support the reader's understanding, eg word associations, synonyms and antonyms, paragraphs, pronouns and text connectives
  - a focus on the effect the starting point of a sentence can have on meaning, ie it places that information as the important part of the sentence and writers can manipulate the construction of meaning by changing the order of the clauses in a sentence.
  - use of punctuation, eg capital letters for the beginning of sentences and proper nouns, question marks and exclamation marks, commas for lists, apostrophes for contractions and possession, quotation marks for speech, quotes and titles.
- Work collaboratively with students to develop a list of success criteria for narrative structure. Students assess their work against the criteria and then discuss with a partner.

**Connect online resources** (Available through The Department of Education portal)

Narrative shape

Teacher Guide

This teaching tool provides information on how narratives are developed and shaped, also contains sample anecdotes.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK102366/latest/DETK102366.pdf>

Story map: tool

Interactive resource

Use an interactive tool to create a story map for a narrative. Recall the following elements of a story: title, setting, characters, orientation, complication and resolution. Then use a writing tool to add these elements to your story map. This learning object is one in a series of four objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L9496/latest/index.html>

Write right!

Learner resource, Learning object

Interactive activity in which students are taken through the process of writing a paragraph. Includes topic sentence, body text and concluding sentence

<http://ecm.det.wa.edu.au/connect/resolver/view/W1.DR.0113/latest/index.html>





## Writing: Developing possible storylines

### Teaching focus

The creation, selection and crafting of ideas for a narrative.

In Year 5, students need to learn to broaden their range of ideas and develop and elaborate ideas which relate coherently to a central storyline.

### Related links to the Western Australian Curriculum: English

**Strand:** Literature

**Sub-strand:** Literature and context

**Thread:** Experimentation and adaptation

**Content description:**

**Year 5:** Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

**Strand:** Literacy

**Sub-strand:** Creating texts

**Thread:** Experimentation and adaptation

**Content description:**

**Year 5** Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

- Provide students with a prompt. Have them brainstorm a range of possible storylines that could come from this prompt. Begin by doing this as a whole class and then provide opportunities for students to do this in small groups and finally individually.
- Arrange students into mixed ability groups. Give each group a different prompt. Have them list on a chart a range of possible storylines that could be developed from their prompt. Provide time for each group to present their ideas to the class. Point out examples that could be developed into particularly effective narratives.
- During modelled, shared and guided reading sessions, include discussion about how ideas have been developed through the stages of the narrative.





## Writing: Planning a narrative

### Teaching focus

The organisation of narrative features including orientation, complication and resolution into an appropriate and effective text structure.

In Year 5, students need to learn to develop a complete story that contains a clear orientation, complication and resolution. The complication needs to present a problem to be solved, introduce tension and require a response. It should drive the story forward and lead to a series of events or responses. The resolution needs to be an effective ending, not something that is contrived or 'tacked on' to the end of their story.

### Related links to the Western Australian Curriculum: English

**Strand:** Literature

**Sub-strand:** Creating literature

**Thread:** Experimentation and adaptation

**Content description:**

**Year 5:** Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

**Strand:** Literature

**Sub-strand:** Creating literature

**Thread:** Creating literary texts

**Content description:**

**Year 5:** Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

For more information visit the [Western Australian Curriculum](#).

### Learning experiences to support students

- Model how to effectively and efficiently plan a narrative. Ensure you include and make explicit to the students the orientation (who, where, when), the complication (what, how) and the resolution (ending).
- Have students look at a range of narratives and identify what the orientation, complication and resolution are in each text.
- In preparation for the test situation, within a given time frame, provide opportunities for students to practise planning a narrative. Have them discuss with a partner or the whole class what their orientation, complication and resolution would be. You may initially provide students with a scaffold to guide/assist their thinking but then remove the scaffold and have students attempt to plan on their own. Emphasise the need for students to include the key ideas for their story and all three parts of a narrative. Encourage the students to think of a complication that can lead to a series of events.
- During modelled, shared and guided reading sessions read a variety of narratives. Incorporate discussion about the following as appropriate:
  - the parts of a narrative
  - the development of ideas
  - description of characters and settings.



## Writing: Using vocabulary and figurative language to enhance meaning

### Teaching focus

The range and precision of language choices.

### Background Information

Provide teaching and learning opportunities on:

- choice of detail
- emotive words
- imagery to engage the senses which will enrich the experience for the reader
- figurative language including similes, metaphors, personification. Be sure to move beyond mere identification of these devices through discussion, eg
  - what is the effect?
  - does it encourage a connection?
  - does it help the reader relate to the unfamiliar?
  - is it just plain clever, playful, creative, imaginative or unusual?
  - what is it being compared to and why?

Figurative language can:

- Multiply the emotional impact and create layers of meaning. (Identify what emotion they may have been aiming for.)
- Create connections to the familiar for the reader to help them understand the situation or the character's feelings and motives.
- Create original, creative and interesting links between two very different things forcing the reader to look at something in a new way.

Figurative language, unlike literal language, uses comparisons to make imaginative connections in the reader's mind. It includes such figures of speech as:

- simile, eg Burning coal shot out like tiny bullets.
- metaphor, eg My fingers are ice.
- personification, eg His new home frowned at him.

Students' vocabulary needs to include:

- more precise words, eg hissed, clutched, rewarded, eventually, absolutely.
- evaluative terms, eg hard done by, interesting.
- technical terms, eg geologist, test tube.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Vocabulary

### Year 5 Content description:

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512).

**Strand:** Literature

**Sub-strand:** Examining literature**Thread:** Language devices in literary texts including figurative language**Year 5 Content description:**

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611).

For more information visit the [Western Australian Curriculum](#).

**Learning experiences to support students**

The following activities can be used to develop students' understanding and use of more precise words and figurative language. It is recommended to focus on one teaching point at a time, eg just similes, or just metaphors or the use of precise words.

- During modelled, shared and interactive writing sessions, model how to enhance the meaning of sentences by varying vocabulary and figurative language. Have students brainstorm and discuss other words/phrases that could be used.
- In the context of reading and literature lessons, expose students to a range of terms and figurative language. Discussing the author's use of these in a range of text types develops the students' understanding of when to use these and assists in expanding their vocabulary.
- Using relevant photocopied texts have students highlight precise words or figurative language used in sentences and discuss the effect.
- In groups, challenge students to brainstorm similes. Record the best ones from each group on a chart and display in the classroom.
- Students select a piece of their own writing. Ask them to choose two sentences to improve by adding more precise words or figurative language to enhance the meaning.
- Word cline – This activity helps students to build, refine and use new vocabulary as they generate synonyms and discuss connotations and nuances of meaning. They generate words with similar meaning and arrange them to show a graduating intensity according to a given criterion.
  - Select a relevant key word, eg family. Students need to be able to generate at least four synonyms for the chosen key word.
  - Have students generate synonyms (or words that are closely related) for the key word, eg relatives, kin, people, folks, ancestors and relations.
  - Invite students to arrange the words in rising intensity against a criterion such as distant to close relationship.
  - Organise students in small groups to discuss the words and reach a consensus about the order of the arrangement.
  - Have them reflect on the factors that influenced the choice of placement.
  - As a whole class, discuss how the use of the different words from the word cline could impact on the writing.
- Provide time for students to review a selected piece of their own writing and identify vocabulary that could be replaced with more precise words.  
(Sourced from *First Steps Writing Map of Development*, Second Edition, 2005, Rigby Heinemann, p. 217)
- Provide students with a sentence that has been written a number of ways using different vocabulary. Have them identify and justify which sentence is the best for a particular audience.
- Have students look at a piece of their own writing and highlight the precise words they have used. They can then discuss their work with a partner.

- Have students edit each other's writing, focusing on the use of precise words/figurative language and how to further enhance the meaning that has been created. Students can write suggested words on sticky notes and place them on the writing.
- Meaning continuum – This activity provides students with the opportunity to generate and discuss alternatives in vocabulary.
  - Ask students to select an adjective or an adverb from their writing.
  - Have them draw a horizontal line, placing the chosen word at the start of the continuum. A word that is opposite in meaning is placed at the other end of the continuum.
  - Students then brainstorm and list words related to those at each end of the continuum.
  - Have students select several words from this list to be arranged in order along the continuum, beginning on the left-hand side with the word closest in meaning and intent to the specified word and moving along the continuum to the opposite meaning on the right-hand side, eg fast, speedy, rapid, swift, leisurely, sluggish, dawdling, unhurried and slow.
  - Challenge students to substitute one or more of the brainstormed words for a word in their original text. Have them discuss the substituted word/s, identifying how the choice of a word can alter the intended meaning.  
(Sourced from *First Steps Writing Map of Development*, Second Edition, 2005, Rigby Heinemann, p. 298)

### **Connect online resources** (Available in The Department of Education portal)

A flight of fantasy - unit of work

Teacher Guide, Moving Image, Image, Text

In this unit of work, students explore the fantasy genre by examining a series of titles by Anna and Barbara Fienberg. They dramatise the thoughts and feelings of the characters through simple drama activities and develop their narrative writing skills through a focus on descriptive and figurative language. The unit is suitable for a variety of ages although responses will vary in sophistication.

<http://ecm.det.wa.edu.au/connect/resolver/view/R11582/latest/index.html>

Meaning in context: literal and figurative

Interactive resource

Explore how words can convey different meanings depending on their context. Discover the meaning of the terms 'literal' and 'figurative'. Apply this knowledge to identifying when language is being used literally and figuratively. Analyse four texts that use literal and figurative language: a factual piece, a poem, an advertisement and a cartoon. Relate the use of literal and figurative language to purpose and context. Select lines for a poem. Write a text using figurative language. This learning object is one in a series of five objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L7951/latest/index.html>

Grammar and vocabulary

Website

This website provides links to a wide variety of useful vocabulary sites, that offer explanations, examples and activities on the following: confusing words, banished words, common errors in English usage, commonly confused words, and vocabulary. Under the 'Resources' tab is a whole host of worthwhile material such as competitions, educational software, teaching resources and study skill techniques. For teachers and students.

<http://ecm.det.wa.edu.au/connect/resolver/view/WEB0057>



## Writing: Representation of setting

### Teaching focus

The development of a sense of place, time and atmosphere/mood.

In Year 5, students incorporate language features that specifically develop mood and atmosphere through some deliberate details in their portrayal of setting - the description of place and time throughout their narrative.

### Background information

The mood (or atmosphere) of a piece of literature is the emotion that it arouses in the reader: joy, peace, hostility etc - the overall feeling of the piece, or passage. By selecting certain words and phrases in the description of setting, character and events, an author can infuse scenes with a feeling that enhances the story. This effect should support the main ideas and enrich the reading of the particular event being described at the time.

The setting can shape the events of the story and create mood through the use of descriptive language that appeals to senses and feelings. This concept will require significant modelling to students in reading and literature lessons and the careful selection of appropriate texts which contain obvious description around setting that contributes to the reader's emotional response eg a setting described in a very positive or negative way or a setting that changes in the way it is represented.

Year 5 students continue to develop a bank of words that describe a range of mood / atmosphere.

Some general words to describe mood include:

calm, cheerful, dreamy, energetic, joyful, welcoming, loving, optimistic, peaceful, playful, bouncy, enthusiastic, relaxed, romantic, soothing, abandoned, evil, aggressive, dreary, angry, worried, hostile, harsh, threatening, comical, sad, confused, scary, fearful, gloomy, miserable, pitiful, tense, terrifying and sentimental.

Students need to be aware of the details that an author may include and the language around these details that contributes to the creation of a sense of emotional atmosphere in the writing. Once students have had several experiences of this deconstruction in reading lessons using straightforward narrative texts and obvious examples, they can be encouraged to incorporate aspects of this into their own writing. This may take the form of description of the weather, the people and other details in a setting being described in a way so as to build an atmosphere such as gloom or excitement.

The following paragraphs are designed to illustrate for **teachers** the way language features can be used to create mood. The use and inclusion of these features will naturally vary from text to text. Teachers of Year 5 students should select texts that are straightforward and obvious in this regard but also include the study of texts which provide students with the opportunity to appreciate growing complexity and sophistication of language use for this purpose.

### Paragraph 1

L5T1WK7W | Writing: Representation of setting

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Jennifer sat on a hard chair feeling awkward in the chill of the room while she waited to be called in for her appointment with the principal. Twiddling with her watch, she noticed the dead and dying pot plants on a side table, placed carelessly beside a couple of old, tatty school year books. The receptionist had given her a perfunctory greeting before indicating the chair with an irritated toss of the head and was now speaking unpleasantly to a scared looking 10 year old who looked like he was about to cry as he stammered out a question. Again, Jen looked to the fly-specked clock hearing its indignant tick-tick and watching its hand quiver the seconds. 10 minutes late now - 10 minutes extra time sitting in this unwelcoming, dingy foyer with its water-stained carpet, mildewy odour and atmosphere of impatient annoyance.

#### Paragraph 2

The sun slanted in through the window blinds in warm stripes on the royal blue carpet, making Jennifer feel sleepy. Waiting patiently for her appointment with Mrs White, the school principal, she was lulled by the happy murmur of a school at work – distant singing, laughing, happy shouts from the oval nearby ... Mrs Salbie, the school receptionist startled her slightly with a smile and the offer of a cup of tea which Jen politely declined. Mrs Salbie chatted happily as she bustled around the neat and cared for office, watering the beautiful pot plant on the side table and straightening the new digital photo album which proudly showed off the school's many achievements. No wonder Jen's children bounced out of the door to school each day!

The setting in each paragraph is a school office where a mother is waiting for her appointment with the principal; however, the setting in each has been represented in very different ways. The mood in the first paragraph is distinctly negative and depressing whereas the mood of the second paragraph is positive, relaxed, friendly and welcoming.

Language features that use representation of setting to develop a particular mood can be seen to be:

- The selection of detail, eg the *fly-specked clock* vs the *new digital photo album*
- The emotive words in description, eg *perfunctory* and *unpleasantly* vs *patiently* and *happily*
- The use of names can add a friendly, personal touch. There are few names in Paragraph 1 which gives an impersonal feel to the writing.
- The use of sensory details that the reader will imagine and respond to, eg *water-stained carpet, mildewy odour* vs *distant singing, laughing, happy shouts from the oval nearby*
- The way the character is feeling shown by action, eg *twiddling with her watch* indicates discomfort whereas in the second paragraph she *felt sleepy*
- Figurative language, eg *indignant tick-tick*
- The author sometimes tells us what the atmosphere is, eg *atmosphere of impatient annoyance*

#### **Related links to the Western Australian Curriculum: English**

**Strand:** Literature

**Sub-strand:** Literature and context

**Thread:** How texts reflect the context of culture and situation in which they are created

#### **Year 5 Content description:**

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608).

**Strand:** Literature

**Sub-strand:** Creating literature

**Thread:** Creating literary texts

**Year 5 Content description:** Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612).

For more information visit the [Western Australian Curriculum](http://www.wa.edu.au/curriculum).

## Learning experiences to support students

- During modelled and shared reading and literature lessons, include discussion and activities about how the author has created and developed the setting throughout the text. Expose students to texts that do this in different ways. The representation of setting should complement, reinforce and further the ideas and feelings in the story.
- Brainstorm with the students a bank of settings that could be appropriate for narratives. Record these on a class chart and encourage students to refer to them when writing a narrative or a setting description. Discuss how some settings would be better choices than others for particular stories. Explore whether a familiar story could take place in a different setting. How would it change the story? Could this be a good way to generate a story plan? For example, explore the narrative potential of *The Three Little Pigs* if it was set at the beach. What options are now open as events? Could there be a house of sand? Maybe a wave could come in and sweep the wolf away at the end? This would open students' eyes to the way setting can determine events in a narrative.
- During guided reading and literature lessons, pose questions based around the development of the setting and the techniques and language features used by the author to create the reader's understanding of the place, time and atmosphere in which the narrative is taking place.
- In pairs, have students find examples of different setting descriptions in a variety of narratives. Make a class chart that can be added to over time by the students as they find sentences that appeal to them as good examples of portrayal of setting.
- Have students write a setting description. Swap with a partner and have the partner draw what they pictured the setting to look like. Show the picture to the author and discuss how closely the reader represented the setting that the author intended. How have they represented the *mood* visually?
- After reading a narrative, have students write a description of the setting. Encourage them to include things that are directly stated and also things that are implied. They could also record where in the narrative they gained this information. Describe the mood using words from a class chart, and list words and phrases and language features that contribute to the creation of atmosphere in the story.
- Develop a bank of prompts to support students as they write. This could include:
  - Have you described...?
  - How will the reader know...?
  - What words have you used to provide information about the place/s in which the story is occurring?
  - What words have you used to provide information about the time the events are taking place?
  - What words have you used to establish the atmosphere?
- Have students write a narrative with a focus on the setting as instrumental to what happens in the story and important in the generation of atmosphere and mood. Their purpose for writing could be to create a clear picture of the setting, including developing the reader's understanding of the time and place in which the narrative occurs and atmosphere developed in relation to this. After writing the story, a partner reads their story and writes a description of the setting. This acts as feedback for the author. It will indicate to them how well they achieved their purpose for writing.

## Connect online resources (Available in The Department of Education portal)

Setting and character

Teacher Guide

Information and examples about the use of setting in autobiographical writing.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK101243/latest/DETK101243.pdf>



## Writing: Characterisation

### Teaching focus

The portrayal and development of character.

### Background information

In Year 5, students need to learn to develop characterisation through descriptions, actions, speech or the attribution of thoughts and feelings to a character.

Character will be represented a particular way.

Questions to ask:

- What do we need to know in order to make meaning? What is the *context*?
- How do we respond to a character? How does it engage our emotions?
- Do we approve or disapprove? Why? What language features have influenced that?
- Which emotions are tapped into? How does that affect our response to the ideas of the text?
- How do they do that through visual and/or verbal language?

Features of character include:

- how author tells us what they are like, eg the *wicked* wolf (consider emotive word use)
- names, eg Cuddly Dudley
- appearance (body, facial expressions, gesture, posture and clothes)
- what they do (and don't do)
- what they say (and don't say)
- what they think
- how they act towards others
- how others act towards them
- what others say about them

Good writing will *show* character rather than simply *tell*. Students need to be taken through examples where they look for clues as to what a character is like and use inference to draw conclusions about traits. They then need to make the link to their own writing and draw upon techniques such as the ones in the list above.

### Related links to the Western Australian Curriculum: English

**Strand:** Literature

**Sub-strand:** Examining literature

**Thread:** Features of literary texts

**Year 4 Content description:**

Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604).

**Strand:** Literature

**Sub-strand:** Literature and context



**Thread:** How texts reflect the context of culture and situation in which they are created

**Year 5 Content description:**

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608).

**Strand:** Literature

**Sub-strand:** Examining literature

**Thread:** Features of literary texts

**Year 5 Content description:**

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610).

**Strand:** Literature

**Sub-strand:** Creating literature

**Thread:** Creating literary texts

**Year 5 Content description:**

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612).

For more information visit the [Western Australian Curriculum](#).

**Learning experiences to support students**

- Develop with the students a bank of words that can be used to describe a character. Divide them into positive and negative words. Are there ones that sit in the middle? Discuss the concept of emotive words having an emotional charge. They are not neutral but are 'coloured' by the positive or negative emotions we attach to them. Writers will use this technique of deliberate word selection to influence the way we respond to a character. We will be able to detect *bias* from the emotive words chosen. These *biased* words create a *bias* for or against a character in the reader. Record these on a class chart and encourage students to refer to these when writing a narrative or character description.
- During shared writing, create a passage that characterises a person as an appealing person with very good qualities. Begin with a brainstorm of positive words, phrases and ideas and then the teacher moves through modelling and sharing showing how the ideas can be turned into sentences which turn into a paragraph. Encourage the use of interesting similes. The class then brainstorms negative ideas, words and phrases using the same prompt but portraying the person as a nasty, unappealing character, through their choice of negative emotive words. Students have a go at turning these into a paragraph on their own or in pairs. This could be done as a cloze in order to differentiate the task.
- During modelled and shared reading and literature lessons, include discussion and activities about how the author has created and developed the characters throughout the text. Expose students to texts that do this in different ways, eg develop characters through descriptions, things they do or say, or their thoughts and feelings.
- During guided reading and literature lessons, pose questions based around the development of the characters and the techniques used by the author to create the readers' understanding and opinion of the characters. Relate to the ideas in the story. How does the portrayal of character in a particular way help us understand the ideas in the story? What characters and character traits does the author seem to approve of and disapprove of, and do readers agree with this evaluation? What techniques has the author used to influence our attitude? Do characters change over the course of the story and how does the writer show this? Consider also, the way the author has made the character seem real to us. If we think they are real, we will have a stronger emotional tie to the story and the characters in it.

- Introduce the idea of major and minor characters. Major characters in a narrative are central to the story and will be developed as believable characters with complexities. Minor characters are not developed nor are they as important to the story. The author's attention will go into the development of the major characters. During guided reading and other story times, draw attention to the characters and whether they are major or minor and make connections to the amount of characterisation by the author.
- Collaboratively create a class chart listing the different ways authors can develop characterisation, eg descriptions of their appearance; personality trait; abilities; weaknesses; ways they act/react in different situations; things they do, say, think and feel. Find examples of these techniques in a variety of narratives. Encourage students to find their own examples from texts and write them on the chart. They could even write their own and add them.
- After reading a narrative, complete a character profile. This involves the students listing the things they know about each character from their reading. They include things that are directly stated and also things that are implied. They could also record where in the narrative they gained this information. Emphasise the connection between the character details that contribute to the overall impression and the ideas that are central to the narrative. All details should be relevant to the ideas in some way as the details will be chosen in order to build up a character a particular way to further the ideas. Some information about a character may be vital in the way the events unfold, eg a character may be unfailingly honest or cowardly or cruel.
- Have the students draw and label the characters from a nominated text. The labels should identify the different things they know or may infer about the characters. Use questions to scaffold their thinking, eg How do you think the character was feeling before/after...
- Have students write a narrative with a focus on the development of characters throughout the story. Their purpose for writing could be to create a clear picture of the characters, including what they look like and their traits, in order to influence the reader's opinion of each character. The way the characters are portrayed should engage the reader's interest and emphasise or clarify the ideas in the story. After writing the story, a partner reads their story and completes a character profile for each character. This acts as feedback for the author. It will indicate to them how well they achieved their purpose for writing.
- Collaborative development of success criteria for characterisation. Students assess their work against the criteria and then discuss with a partner.

**Connect online resources** (Available in The Department of Education portal)

Narrative conventions: character

Reference material

This reference material explains the representation of a character in auto biographical writing.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK101304/latest/DETK101304.pdf>

Writing narratives: characters

Interactive resource

Get tips on how to create interesting characters. Explore how contrasting attitudes or a contest between characters can create an interesting storyline. Identify character contests in a comic strip. Identify stereotypes based on age, gender and occupation, and consider how appropriate dialogue can assist characterisation. Rearrange comic strip panels and short story paragraphs in a logical order. Select dialogue for a short story which matches the characterisation of the protagonists. Craft a storyline by selecting two characters, a contest and four events. This learning object is one in a series of five objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L8144/latest/index.html>

### Understanding characters in narratives: Show time!

#### Text

This is an HTML resource for upper primary and secondary students about how to answer reading comprehension questions that ask them to interpret a character's actions and feelings in a narrative. The resource has three tabs: Introduction; Text and questions; and Answer key. The Introduction tab gives some helpful suggestions for using clues in the text to answer these types of questions. The Text and questions tab includes a text entitled 'Show time!' and six practice questions. The Answer key tab gives the correct answers and explains the clues in the text that lead to the correct answers.

<http://ecm.det.wa.edu.au/connect/resolver/view/S5909/latest/index.html>

### Understanding characters in a narrative text: Riding the trams

#### Text

This is an HTML resource for middle to upper primary students about how to answer reading comprehension questions that ask them to interpret a character's actions and feelings. The resource has three tabs: Introduction; Text and questions; and Answer key. The Introduction tab gives some helpful suggestions for handling these types of questions. The Text and questions tab includes a text entitled 'Riding the trams' and five scaffolded practice questions. The Answer key tab gives the correct answers and explains why they are correct.

<http://ecm.det.wa.edu.au/connect/resolver/view/S5870/latest/index.html>

### Character maker: creating a scene

#### Interactive resource

Build a scene to advertise a new cartoon show. Choose characters and scene elements that will attract a particular target audience such as 'fashion kids'. Combine elements such as a main character, sidekick, background, music and sound effects. Make all of the elements work together to give a clear message to the target audience. This learning object is one in a series of four objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L2854/latest/index.html>

### Character maker: movement

#### Interactive resource

Build animated characters for a new cartoon show. Choose each character's walking movements to suit their personality, mood, actions and relationship to other characters. For example, show a character is sad by choosing a slow walk with feet dragging along the ground. Combine elements such as speed, posture and bounciness. Make all of the elements work together to give a clear message to the audience. This learning object is one in a series of four objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L2852/latest/index.html>

### Character maker: visual attributes

#### Interactive resource

Build animated characters for a new cartoon show. Choose visual attributes to communicate information about your cartoon character's personality to the audience. Choose shapes and items to suit a character's personality. Combine elements such as body shape, head size, clothing and accessories. For example, choose a relatively large, round head to suit a friendly character. Make all of the elements work together to give a clear message to the audience. This learning object is one in a series of four objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L2851/latest/index.html>

### Narrative conventions: character

#### Reference material

This reference material explains the representation of a character in auto biographical writing.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK101304/latest/DETK101304.pdf>

### Writing narratives: characters

#### Interactive resource

Get tips on how to create interesting characters. Explore how contrasting attitudes or a contest between characters can create an interesting storyline. Identify character contests in a comic strip. Identify stereotypes based on age, gender and occupation, and consider how appropriate dialogue can assist characterisation. Rearrange comic strip panels and short story paragraphs in a logical order. Select dialogue for a short story which matches the characterisation of the protagonists. Craft a storyline by selecting two characters, a contest and four events. This learning object is one in a series of five objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L8144/latest/index.html>



## Writing: Punctuation of sentences including direct and reported speech

### Teaching focus

Use of correct and appropriate punctuation to aid reading of a text.

### Background Information

In Year 5, students need to learn to correctly use:

- full stops to end statements
- full stops to indicate when initials have been used
- capital letters to begin sentences
- capital letters for proper nouns, eg names, days, months, places, titles, streets
- capital letters for adjectives derived from proper nouns, eg Indonesian
- capital letters for names of special days and institutions
- capital letters for emphasis in writing
- question marks to end sentences that ask for information
- exclamation marks at the end of sentences to show strong feeling, eg express surprise or make an emphatic statement
- commas to separate items in a series
- commas after the salutation, to separate direct speech from the rest of the sentence, eg “You have done a fantastic job,” said the teacher.
- apostrophes in contractions to indicate a letter has been omitted
- apostrophes to show possession
- quotation marks for direct speech and titles

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

#### Year 4 Content description:

Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492).

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Sentences and clause level grammar

#### Year 4 Content description:

Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494).

**Strand:** Language

**Sub-strand:** Text structure and organisation

**Thread:** Punctuation

#### Year 5 Content description:

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506).

**Strand:** Language

**Sub-strand:** Language for interaction  
**Thread:** Language for social interactions

**Year 5 Content description:**

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).

For more information visit the [Western Australian Curriculum](#).

**Learning experiences to support students**

- During modelled, shared and guided reading, point out the use of punctuation marks which assist the reader to make meaning and better understand the author's intention. Take the opportunity to make the link to fluency in reading, eg even when we are reading silently to ourselves, we use punctuation to help us chunk the text, regulate our pauses and as guide-markers to meaning.
- Model reading with expression when reading direct speech. Discuss punctuation and explain how quotation marks help us understand who is talking in a dialogue.
- Have students identify the use of direct speech in texts during reading sessions. Encourage them to read direct speech using the appropriate expression. Provide opportunities for students to practise reading and writing direct speech.
- Use a comic strip with speech bubbles and model turning the speech bubbles into direct speech with correct punctuation, or vice versa.
- When modelling writing a narrative, include the use of quotation marks for direct speech.
- When collaboratively writing sentences with students, remind them of, or have them identify, when punctuation needs to be used.
- Collaboratively write sentences that contain direct speech. Explain that reported (or indirect) speech is when someone is reporting what someone has said without repeating the exact words, eg Dad said that I could stay up until nine o'clock. Reported speech often uses the word 'that'. After the teacher has modelled this, students work through examples changing direct speech into reported speech.
- Analyse different excerpts from narratives that use direct and/or reported speech and discuss the reasons behind the choice. Reported speech allows for some unreliability or narrator interpretation. Consider the difference between the following:
  - Dad said I could stay up till nine o'clock tonight.
  - Dad said, "You can stay up till nine o'clock tonight as long as you have finished your homework."
- After teacher modelling, students write an exchange between two students at recess using direct speech and then write the same exchange as reported to someone else, eg a teacher, a parent or another friend, using reported speech. Students who are capable of a challenge could try to skew the truth in the reported version.

**Connect online resources** (Available in The Department of Education portal)

Writing dialogue

Activity

This activity outlines the correct use of speech when writing a narrative.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK101601>

Putting speech marks in their place

Interactive resource

This interactive multimedia website shows students how to use speech marks correctly. Activities include completing a task to check understanding of using speech marks, and doing a collaborative task with classmates.



<http://ecm.det.wa.edu.au/connect/resolver/view/M010773>

Putting the comma in its place

Interactive resource

This interactive multimedia website helps students to use commas correctly. Activities include exploring use of commas in a narrative, inserting commas where they are needed in a quiz, doing a collaborative task, finding out how to avoid using commas incorrectly, and doing a quiz on rewriting sentences by replacing the incorrectly used commas with correct punctuation.

<http://www.resources.det.nsw.edu.au/Resource/Access/fdd60eb2-6c16-4e1a-932e-f9336b905d07/1>

Grammar bytes!

Website

This grammar website provides a friendly and fun interface that will be appealing to students.

<http://ecm.det.wa.edu.au/connect/resolver/view/WEB0073>

Punctuation

Website

This website provides an extensive collection of advice about writing on the web, addressing punctuation and grammatical issues. The information is clear, concise and includes examples on an array of areas such as independent and dependent clauses, commas and more.

<http://ecm.det.wa.edu.au/connect/resolver/view/WEB0070>

Missing punctuation

Interactive resource

This is an interactive resource in which students punctuate five sentences by adding capital letters, full stops, question marks, exclamation marks, commas, apostrophes and quotation marks. They can check their answers as they go.

<http://ecm.det.wa.edu.au/connect/resolver/view/S4904/latest/index.html>

Punctuation quiz

Interactive resource

This is an interactive quiz of six questions, each of which requires students to select the correctly punctuated sentence from three choices. The quiz tests knowledge of the use of question marks, exclamation marks, commas to separate items in a list and to separate clauses, apostrophes, quotation marks around direct speech, and capitalisation. Students receive immediate feedback and are able to redo the quiz. Screen design and functionality are clear and intuitive and a Help button is provided to explain how to use the resource.

<http://ecm.det.wa.edu.au/connect/resolver/view/S4905/latest/index.html>

Alien punctuation

Website

In this interactive game students help Max and Molly talk to the aliens by correcting the sentences with punctuation and capital letters. Users can choose to play at medium, hard or really hard level. A simple PDF worksheet is also available to download.

<http://ecm.det.wa.edu.au/connect/resolver/view/WEB0251>



## Writing: Multimodal narrative texts – Year 3-7

### Teaching focus

Narrative structure and techniques extend beyond print texts to multimodal texts such as films, television programmes, picture books, interactive computer programs and e-books. Reading and creating skills cross the modes with expertise in one informing another and skills and understandings being applicable in different literary contexts.

### Background information

Although the NAPLAN test may ask students to *write* a narrative, the *Western Australian Curriculum: English* is clear that all genres, including narrative, need to include the study of, and the production of, print, live and digital/electronic text types. This includes students engaging with such texts on an analytical level but also constructing the different types of text themselves.

Narrative texts are often created through various modes (reading, writing, speaking, listening, viewing and creating). When two or more modes are evident in a text, it can be described as *multimodal*.

Narrative text types include but are not limited to:

#### Print:

- short stories
- novels
- picture books
- wordless picture books
- graphic novels
- comic strips

#### Live:

- oral storytelling
- plays
- role plays
- puppet plays
- radio plays

#### Digital/electronic:

- live action film – short and feature length
- animations
- Claymations
- computer generated narratives eg story apps
- e-books

It is important that students are exposed to multimodal texts and develop an analytical framework for critical analysis that provides them with the language to discuss narrative elements in multimodal texts.



[First Steps Viewing](#) (Second Edition) is an online resource on the Department of Education Portal that explains meaning-making through viewing codes and conventions.

Codes:

- verbal codes (words)
- visual codes, eg colour
- gestural codes, eg facial expression, posture, gesture
- audio codes, eg music, sound effects, silence
- spatial codes, eg position on the page or screen such as big, little; near, far; top, bottom

Each text needs to be examined in terms of the dominant codes at work in it but examples of viewing elements to consider in multimodal narrative texts are:

- Characterisation – physical appearance, facial expression, ways of moving (kinetics), posture, gesture, tone of voice, gaze (where they look), music, costume/clothing, camera angle.
- Setting and mood – music, colour, selection of detail, camera angle, camera point of view, lighting, camera shots eg a film might begin with an aerial panoramic panning shot that gives the viewer a sense of place and setting.
- Point of View – there is the narrative point of view as in whose view of the events the reader is encouraged to take BUT there is also camera point of view which encourages the viewer to imagine they are actually looking through the eyes of a character. Consider 'spooky' movies when the camera seems to be a shady figure skulking in the woods looking at the cabin. This can happen in both moving and still image.
- Events – quick camera cuts from shot to shot can provide a sense of excitement and urgency, close ups can draw the viewer's attention to something that is important in the story, special effects can make the world seem disoriented, slow motion can create humour.

### **Related links to the Western Australian Curriculum: English**

Multimodal texts are integral to the *Western Australian Curriculum: English*. Wherever you see the word *text*, include print, live and electronic/digital multimodal texts.

Similarly, whenever you see the word *language*, you must now take that to incorporate both verbal and visual language, not merely the printed word.

### **Links to relevant Connect online resources available through the Department of Education portal**

Writing narratives: using detail

Interactive resource

Get tips from a best-selling writer on why and how to use detail when constructing narratives. Explore the uses and effects of visual detail in comics. For example, rearrange comic-strip panels and story paragraphs in a logical order. Identify what it is that visual detail communicates in a comic strip. Select the sentences that best communicate details about character and setting. Identify how a writer uses language features to communicate detail to the readers. Select passages in which the author uses detail to present a positive image of a character. Craft a storyline by selecting a character, a setting and appropriate language strategies for presenting detail that enhances the narrative. This learning object is one in a series of five objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L7949/latest/index.html>

Understanding an image

Activity

This activity teaches the technical codes and conventions used in static images and film.

Notes, activities and examples are provided for students.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK101303/latest/DETK101303.pdf>

Digital story: Tony's Adventure: animation

Interactive resource

Turn a print narrative story designed for 10- to 11-year-old children into a digital book with animations and sound effects. Read a survey to find out what different age groups like to read and what kind of illustrations they enjoy. Select animations and sound effects to suit the story and to match the preferences of 10 to 11 year olds. This learning object is one in a series of six objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L6183/latest/index.html>

Digital story: Where's Gladys: animation

Interactive resource

Turn a print narrative story designed for 3- to 4-year-old children into a digital book with animations and sound effects. Read a survey to find out what different age groups like to read and what kind of illustrations they enjoy. Select animations and sound effects to suit the story and to match the preferences of 3- to 4-year-olds. This learning object is one in a series of six objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L6179/latest/index.html>

Digital story: Tony's Adventure: images

Interactive resource

Turn a print narrative story designed for 10 and 11 year olds into a digital book. Read a survey to find out what different age groups like to read and what kind of illustrations they enjoy. Select illustrations to suit the story and to match the preferences of 10 and 11 year olds. Listen to and choose voice narration that matches the story and the target age group. This learning object is one in a series of six objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L6182/latest/index.html>

Digital story: Jet's Adventure: assessment

Assessment resource, Interactive resource

Test your understanding of audience requirements by turning a print narrative story, designed for 3- to 4-year-old children, into a digital book with illustrations and voice narration. Read a survey to find out what different age groups like to read and what kind of illustrations they enjoy. Select illustrations to suit the story and to match the preferences of 3- to 4-year olds. Listen to and choose voice narration that matches the story and the target age group. View and print a report of your results. This assessment object is one in a series of four objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L9967/latest/index.html>

Character maker: creating a scene

Interactive resource

Build a scene to advertise a new cartoon show. Choose characters and scene elements

<http://ecm.det.wa.edu.au/connect/resolver/view/L2854/latest/index.html>

Character maker: movement

Interactive resource

Build animated characters for a new cartoon show. Choose each character's walking movements to suit their personality, mood, actions and relationship to other characters. For example, show a character is sad by choosing a slow walk with feet dragging along the ground. Combine elements such as speed, posture and bounciness. Make all of the elements work together to give a clear message to the audience. This learning object is one in a series of four objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L2852/latest/index.html>

Character maker: visual attributes

Interactive resource

Build animated characters for a new cartoon show. Choose visual attributes to communicate

<http://ecm.det.wa.edu.au/connect/resolver/view/L2851/latest/index.html>

Narrative conventions: character

Reference material

This reference material explains the representation of a character in auto biographical writing.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK101304/latest/DETK101304.pdf>

Writing narratives: characters

Interactive resource

Get tips on how to create interesting characters. Explore how contrasting attitudes or a contest between characters can create an interesting storyline. Identify character contests in a comic strip. Identify stereotypes based on age, gender and occupation, and consider how appropriate dialogue can assist characterisation. Rearrange comic strip panels and short story paragraphs in a logical order. Select dialogue for a short story which matches the characterisation of the protagonists. Craft a storyline by selecting two characters, a contest and four events. This learning object is one in a series of five objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L8144/latest/index.html>



## Writing: Narrative Point of view – Year 5-7

### Teaching focus

The concept that a narrative can be written through the eyes (or from the point of view) of a character, and that this will, naturally, affect the telling and the interpretation of what happens in a story, is introduced in Year 5. The implication is that, although it would be too soon to expect Year 5s to use this as a device in NAPLAN, by Year 7, after consolidation of this concept in Years 5 and 6, it could be considered to be a device that students understand and can opt to use successfully if they choose.

### Background information

[Narrative point of view](#) refers to the ways a narrator may be related to the story. The narrator, for example, might take the role of first or third person, and reliable or unreliable in interpretation of what happens.

Questions to determine point of view:

- Whose glasses are you wearing as you read the story?
- Why did the author make that decision? – How does it position you as the reader? Who is telling the story? What information is included?
- What information is left out? What do you not know as a result of being limited to one person's view?
- Where do your sympathies lie? What has biased your view?
- How does that affect the meaning you make?
- Is the point of view consistent through the text or does the perspective change? If so, what is the effect on how you interpret the story?

First person point of view – uses the personal pronoun 'I'

- It is intensely personal and builds a close relationship between the main character and the reader.
- The downside to first person perspective is that the reader will only have the same experience that the character does.
- This perspective can be unreliable as it will be influenced by the personality traits, attitudes and values of the character.
- First person point of view can give you amazing insights into character!
- But ... can be limiting in the perspective brought upon the events.

Third person point of view – uses the personal pronouns *he*, *she* and *they*

- This point of view tells about what all the characters are thinking and feeling.
- Information can be provided from anywhere, and reveals the thoughts and feelings of several major characters.
- This narrative perspective allows the reader to see the story from many different perspectives, offering a huge span of the plot and of the characters involved.
- It can be a useful device if the writer wants the reader to know something that a main character doesn't. This can create dramatic tension.

First and third person are the two most common points of view used in narrative; however, there is also second person, signalled by 'you' which is used in procedures, eg First you take two slices of bread ... There are also various others that may be more, or less, limited in view and may vary in the extent of sympathy to the character.

### **Related links to the Western Australian Curriculum: English**

**Strand:** Literature

**Sub-strand:** Examining literature

**Thread:** Features of literary texts

#### **Year 5 Content description:**

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610).

**Sub-strand:** Creating literature

**Thread:** Creating literary texts

#### **Year 7 Content description:**

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625).

For more information visit the [Western Australian Curriculum](#).

### **Learning experiences to support students:**

- Teachers will share narrative texts with interesting points of view with the students and discuss the impact this has on the meaning we make from the text and the way we interpret it. The following questions could guide discussion:
  - What information do we infer from this passage?
  - What insights into character do we gain from this technique?
  - How much do we believe the character and trust their judgement? If not, why not?
  - What information is left out? How does this affect our interpretation of events?
  - What attitudes and values are shown through the use of this point of view?
  - Do the visuals reinforce or challenge this interpretation?
- Use a familiar story and organise students to role play interviews with various characters. Students ask the actors questions who answer in character. Emphasise that there are different views of the same events. Are some right and others wrong? Discuss.
- Choose an object that can look very different from different angles, eg a bike. Students sit in a circle and draw it from where they sit. Compare drawings. They will be all of the same object but they will look different as each is a different view. Use this as an analogy to retell a familiar text from another character's point of view.
- Consider differing visual representations in picture books (seeing the same thing from two different perspectives).
- Read a short story and students list the various points of view. Experiment with writing from the point of view of a different character or even that of an animal or an inanimate object

### **Links to relevant Connect online resources available through The Department of Education portal**

Writing narratives: point of view

Interactive resource

Get tips from an author on how to shape and maintain a point of view in a story. Explore how multiple points of view can be presented in a narrative. Select appropriate details for establishing a particular point of view in a story. Rearrange comic strip panels and story paragraphs in a logical order. Identify characters' and the author's points of view, as revealed in a story. Select paragraphs for a short story that best establish and sustain the point of view of the narrator and a character in the story. Craft your own storyline by selecting an issue,

some events and two characters who hold opposing points of view. This learning object is one in a series of five objects.

<http://ecm.det.wa.edu.au/connect/resolver/view/L7948/latest/index.html>

Point of view: Diary of a Wombat

Lesson Plan

Children use a Point of View worksheet to identify and discuss the main events and the characters' points of view in the book Diary of a Wombat.

<http://ecm.det.wa.edu.au/connect/resolver/view/DOERN0026>

Narrative point of view

Reference material

This reference material gives an explanation of point of view in autobiography and fiction writing.

<http://ecm.det.wa.edu.au/connect/resolver/view/DETK101311/latest/DETK101311.pdf>

Putting it in perspective - unit of work

Teacher Guide, Moving Image, Image, Text

This unit of work explores point of view in narrative. Students explore two meanings of the term 'point of view': personal point of view and narrative point of view. They learn about first-person and third-person omniscient point of view in narrative, and differentiate between 'narrator' and 'author'. Students then bring together point of view in its various meanings in their own writing.

<http://ecm.det.wa.edu.au/connect/resolver/view/R11586/latest/index.html>

Who tells the story? - unit of work

Teacher Guide, Image, Text

In this unit of work students read different versions of popular stories and gain an understanding of how a story can be told from different points of view. They develop character profiles and a digital story based on one of the stories.

<http://ecm.det.wa.edu.au/connect/resolver/view/R11585/latest/index.html>

Perspective stories (KS2)

Website

This series of interactive stories encourages students to think about how stories may change when told from the perspective of different characters. The first story, The snake, models how a story can change depending on which character is telling the story. The following four units provide Flash based stories which can be viewed online, or downloaded as Word documents or in MP3 audio format. Using the interactive tools provided at the top of the screen users can annotate the online empathy map. This would provide a useful whole-class IWB activity to clarify a character's thoughts, feelings, actions etc prior to re-telling the story from the view point of a different character.

<https://ecm.det.wa.edu.au/connect/resolver/view/WEB0180>



## NAPLAN Literacy Year 5: Spelling

This document contains all Year 5 Literacy material for spelling.

Words to focus on should include:

- high frequency words
- words of two or more syllables
- unfamiliar words

Strategies to spell words correctly should include:

- patterns in words
- phonetic and graphophonic strategies
- visual memory
- consulting an authority
- meaning knowledge

Please note: Not all components of what needs to be taught in spelling can be effectively assessed in a written test format.





## Year 5 Spelling: Teacher support 1

### Year 5 NAPLAN spelling test

Items will test students' knowledge of high frequency words, multisyllabic words and words with common and uncommon spelling patterns. Students should be aware that there may be two or more points of error in the spelling words presented.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules.

### Content descriptions:

**Year 4:** Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779).

Read and write a large core of high frequency words including homophones and know how to use [context](#) to identify correct spelling (ACELA1780).

**Year 5:** 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).

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514).

**Year 6:** Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, [prefixes](#), [suffixes](#), letter patterns and spelling generalisations to spell new words including technical words (ACELA1526).

**Strand:** Language

**Sub-strand:** Language variation and change

**Thread:** Language variation and change

### Content descriptions:

**Year 5:** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).

For more information visit the [Western Australian Curriculum](#).

### Strategies for learning words

#### Visual memory of high frequency words

High frequency words make up approximately half of all words students need to read and write. Developing automaticity to correctly spell high frequency words assists students' writing. Students in Year 5 should be spelling high frequency words of increasing complexity. The NAPLAN [Persuasive Writing Marking Guide](#) (pp. 98-103) has a reference list of spelling words which is graded through four levels of difficulty.

L5T1WK3S | Year 5 Spelling: Teacher support 1

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Select 3-5 high frequency words as a focus each week, including errors from students' writing. Students should focus on the **critical features** of the words as part of the '[look, say, cover, visualise, write, check](#)' process. Remind students to focus on the point of error in the word eg *ocean*. The critical feature should be explored so students develop a link to remember it. In the example '*ocean*' – discuss the 'soft c' rule. (When the letter c is followed by e, i or y, the letter c makes a /s/ or /sh/ sound).

Other examples of this rule can be collected by students and collated to a class chart. An alternative strategy to remember the critical feature is to use a mnemonic, eg **Only Cats Eyes Are Narrow**.

Regular practice of high frequency words will develop students' visual memory and bank of known words. Teach students that words must not only *sound right*, but they must *look right*.

### Word study

Teach students [spelling generalisations](#) (rules). Focus on generalisations related to plurals.

**Plurals** generalisations are very commonly used and easily mastered. Most nouns are pluralised by adding s. Nouns ending in *ch, sh, s, ss, x, z* or *zz* are pluralised by adding *es*. Students can explore this spelling generalisation through the use of word sorts.

Add s		Add es	
cat <sub>̄</sub> - cats	law <sub>̄</sub> - laws	reflex <sub>̄</sub> - reflexes	wish <sub>̄</sub> - wishes
brother <sub>̄</sub> - brothers	laugh <sub>̄</sub> - laughs	beach <sub>̄</sub> - beaches	guess <sub>̄</sub> - guesses
computer <sub>̄</sub> - computers	oven <sub>̄</sub> - ovens	buzz <sub>̄</sub> - buzzes	bus <sub>̄</sub> - buses
	garden <sub>̄</sub> - gardens	waltz <sub>̄</sub> - waltzes	

After sorting words, ask students to focus on the final consonant sound of words pluralised by adding *es* by further sorting. Further examples of words can be added to this chart.

Add s	Add es						
cat <sub>̄</sub> -cats, laugh <sub>̄</sub> -laughs, brother <sub>̄</sub> -brothers, oven <sub>̄</sub> - ovens, computer-computers garden <sub>̄</sub> -gardens, law <sub>̄</sub> -laws	ch	sh	s	ss	x	z	zz
	beach <sub>̄</sub> - beaches	wish <sub>̄</sub> - wishes	bus <sub>̄</sub> - buses	guess <sub>̄</sub> - guesses	reflex <sub>̄</sub> - reflexes	waltz <sub>̄</sub> - waltzes	buzz <sub>̄</sub> - buzzes

Students find examples of words ending in *es* where this spelling generalisation does not seem to apply, eg *cases, makes, states*. Analyse and discuss how these are not plural forms of a word, ie the singular form of *cases* is *case*, not *cas*, the base word ends with an *e*, therefore *s* is added to form the plural.

Include **etymology** (word origins) as a regular activity. A world map is useful to note the origin of words in English for students and can be added to regularly. See [Country of origin](#) activity *First Steps Writing Map of Development*, p. 260–261. 'Word of the week' is a fun way to develop an appreciation of etymology and develop students spelling skills.

### Etymology word of the week – debt

*Debt* is now written with a silent *b*; however the spelling of this word has changed over time. In the 1200s it was written as *det, dett, dette, deytt* (note that these spellings do not have *b*). In the 1500s, most scribes knew Latin and that this word came from the Latin *debitum*, so the spelling was changed to reflect the Latin origin of the word.

### Proofreading

NAPLAN test items will test students' ability to identify incorrect spelling of words in sentences and to rewrite the words correctly. To assist students with identifying words that are spelt incorrectly, involve them in activities that strengthen their use of visual memory. For example, 'Sentence(s) of the day':

- Each day have a sentence written on the board that contains some spelling, grammar and/or punctuation errors.
- Students have a go at individually identifying the errors and rewriting the sentence correctly.
- Then discuss the correct way of writing the sentence with the class.

The sentence can be selected to explicitly teach specific areas of weakness. Once students are familiar with the task, increase the demands of the task by doing this with a short paragraph, rather than just one sentence.

### **Teacher resources**

- Department of Education [Year 4/5 Spelling and Word Study](#) resources
- *First Steps Writing Map of Development* - Country of origin, pp. 260–261
- [2012 NAPLAN Persuasive writing marking guide](#)

### **Student resources**

- *First Steps Writing Resource Book* - [Common prefixes and their meanings](#), p. 165
- *First Steps Writing Resource Book* - [Look, say, cover, visualise, write, check process](#), p. 178



## Year 5 Spelling: Teacher support 2

### Year 5 NAPLAN spelling test

Items will test students' knowledge of high frequency words, multisyllabic words and words with common and uncommon spelling patterns. Students should be aware that there may be two or more points of error in the spelling words presented.

#### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules.

#### Content descriptions:

**Year 4:** Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779).

Read and write a large core of high frequency words including homophones and know how to use [context](#) to identify correct spelling (ACELA1780).

**Year 5:** 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).

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514).

**Year 6:** Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, [prefixes](#), [suffixes](#), letter patterns and spelling generalisations to spell new words including technical words (ACELA1526).

**Strand:** Language

**Sub-strand:** Language variation and change

**Thread:** Language variation and change

**Content descriptions:**

**Year 5:** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).

For more information visit the [Western Australian Curriculum](#).

### Strategies for learning words

#### Visual memory of high frequency words

Students should practice high frequency words regularly to consolidate spelling and develop visual memory to the point where they can tell if a word 'looks right'. Continue to focus on several high frequency words each week, drawing from students' errors in writing where

possible. Students should continue to use the '[look, say, cover, visualise, write, check](#)' process and identify the critical feature of each word.

Students should consciously select a strategy from their repertoire to remember the critical feature (point of error). Two strategies to investigate critical features are:

- Explore any [spelling generalisations](#) (rules) that may apply.
- Use/make up a mnemonic to recall high frequency words. Examples:
  - *because* – **big, elephants, can, always, understand, small, elephants**
  - *said* – **Sally and I dance.**

## Word study

### Spelling generalisations

Teach students [spelling generalisations](#) (rules). Analysing errors from students' writing can yield valuable diagnostic information to identify student needs.

Forming plurals of words ending in *f* or *fe*, change the *f* to *v* and add *es*. Examples:

- calf – calves
- leaf – leaves
- wolf – wolves

Exceptions: roof – roofs, chief – chiefs

Less common plural generalisations should be explored; students can collect examples to add to a class chart from their texts or Internet research:

- Nouns with the same form when either singular or plural, eg *scissors, aircraft, pants*.
- Nouns which become plural by changing the vowel, eg *person – people, focus – foci*.
- Irregular plurals, eg *child – children*.

### Etymology word of the week – doubt

The word *doubt* has changed spelling over the years to reflect its Latin origins. The word was written *dute, doute* (no *b*) but was changed in the 16<sup>th</sup> century because the Latin word was written *dubitare*. Remember, Latin was very well known by scribes and scholars.

### Proofreading

Items will test students' ability to identify incorrect spelling of words in sentences and to rewrite the words correctly. To assist students with identifying words that are spelt incorrectly, involve them in activities that strengthen their visual memory. For example, Dictation check activity:

- Write an interesting and relevant dictation passage on the board. Revise current content by incorporating high frequency words and plural forms of words into the passage.
- Have students read the passage and examine the spelling of the words. Ask them to focus on the critical features of words which they think are tricky.
- When students are ready, cover the passage and dictate it to them.
- After they have written the dictation, provide time for students to check their work.
- Uncover the passage and ask them to check their own work, **word by word**. They should tick the words they have correct and circle any errors.
- Students may also record their errors in the 'words to learn' section of their spelling journal. [Templates](#) for personal lists are available in *First Steps Writing Resource Book*, p. 171.

### Teacher resources

- Department of Education [Year 4/5 Spelling and Word Study](#) resources
- *First Steps Writing Resource Book* - [Look, say, cover, write, check process, p. 178](#)
- *First Steps Writing Resource Book* - [Personal lists formats, p. 171](#)
- *First Steps Writing Resource Book* - Spelling generalisations, p. 66



## Year 5 Spelling: Teacher support 3

### Year 5 NAPLAN spelling test

Items will test students' knowledge of high frequency words, multisyllabic words and words with common and uncommon spelling patterns. Students should be aware that there may be two or more points of error in the spelling words presented.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules.

#### Content descriptions:

**Year 4:** Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779).

Read and write a large core of high frequency words including homophones and know how to use [context](#) to identify correct spelling (ACELA1780).

**Year 5:** 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).

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514).

**Year 6:** Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, [prefixes](#), [suffixes](#), letter patterns and spelling generalisations to spell new words including technical words (ACELA1526).

**Strand:** Language

**Sub-strand:** Language variation and change

**Thread:** Language variation and change

#### Content descriptions:

**Year 5:** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).

For more information visit the [Western Australian Curriculum](#).

### Strategies for learning words

- Mnemonics
  - Mnemonics can be used to help students remember certain words. Below are some examples:
    - Place names all have **here** in them – [here](#), [there](#), [where](#), [everywhere](#).
    - Questions begin with **wh** – [who](#), [where](#), [what](#), [when](#), [why](#), [which](#).

- Have students create their own mnemonics for words they have difficulty remembering, eg *parallel* has three **parallel** lines, *believe* - Never **bel**ieve a lie. See [mnemonic](#) guide.
- Word shapes
  - Students draw boxes around words they are finding difficult or can write onto graph paper. This highlights 'tall' letters, 'small' letters and letters with 'tails' (see [Word shapes](#) activity, p. 176).

## Word study

### Spelling generalisations

Practise [spelling generalisation](#), double the final consonant to keep the vowel short when adding suffixes, eg run – running. Revise with any students who are still not applying the generalisation. Students must be able to identify and discuss short and long vowel sounds in spoken words. This spelling generalisation applies to words of one syllable, one final consonant and a short vowel sound.

Word sorts are useful to assist students to clarify those words which fit the criteria of the double consonant rule and those that do not. See examples below.

Double final consonant	Not doubled
shop – <b>shopping</b>	read – reading (long vowel)
mop - <b>mopping</b>	sleep – sleepy (long vowel)
sun – <b>sunnier</b>	rest – rested (two final consonants)
fat – <b>fattest</b>	mould – mouldy (two final consonants)
fun - <b>funny</b>	high – highest (long vowel)

A more advanced word sort activity can be developed using multisyllabic words for students who require extension. The spelling generalisation, double the final consonant, also applies to words of more than one syllable if the final consonant has a short vowel, one final consonant and the final consonant is stressed, eg admit – **admitted**.

Double final consonant	Not doubled
refer – <b>referred</b>	visit – visited (unstressed final syllable)
equal – <b>equalled</b>	inherit – inherited (unstressed final syllable)
happen – <b>happening</b>	recall – recalling (double final consonant)

### Etymology word of the week – very

Our modern spelling of *very* was written *verray* hundreds of years ago, the double consonant showing that the vowel was short. The Latin version *vernum* has only one *v*, therefore the spelling was changed to reflect the Latin origin of the word.

### Proofreading

NAPLAN items will test students' ability to identify incorrect spelling of words in sentences and to rewrite the words correctly. To assist students with identifying words that are spelt incorrectly, involve them in activities that develop their ability to recognise incorrect spelling. For example, 'Paragraph of the day':

- Each day write a paragraph (related to class studies/school events) that contains some spelling/grammar/punctuation errors.
- Challenge students to find the errors and correct them.
- Discuss the corrections with the students.

This activity could be done with students rewriting the paragraph individually, responding orally, or working with a partner.

### Teacher resources

- Department of Education [Year 4/5 Spelling and Word Study](#) resources
- *First Steps Writing Resource Book* - [Mnemonics guide](#), p. 176
- *First Steps Writing Resource Book* - [Spelling generalisations](#), p. 166
- *First Steps Writing Resource Book* - [Word shapes](#), p. 176





## Year 5 Spelling: Teacher support 4

### Year 5 NAPLAN spelling test

Items will test students' knowledge of high frequency words, multisyllabic words and words with common and uncommon spelling patterns. Students should be aware that there may be two or more points of error in the spelling words presented.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules.

#### Content descriptions:

**Year 4:** Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779).

Read and write a large core of high frequency words including homophones and know how to use [context](#) to identify correct spelling (ACELA1780).

**Year 5:** 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).

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514).

**Year 6:** Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, [prefixes](#), [suffixes](#), letter patterns and spelling generalisations to spell new words including technical words (ACELA1526).

**Strand:** Language

**Sub-strand:** Language variation and change

**Thread:** Language variation and change

#### Content descriptions:

**Year 5:** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).

For more information visit the [Western Australian Curriculum](#).

### Strategies for learning words

#### Syllabification

There are several rules to assist with correct syllabification.

- Every syllable has a vowel sound.
- The number of vowel sounds in a word equals the number of syllables.
- When a vowel is sounded alone, it is a syllable, eg *tel/e/scope*, *vid/e/o*.

- Words with double letters are broken between the double letters, eg kit/ten, dol/lars, yel/low, com/mon, sup/posed, cat/tle.

Note: students finding syllabification difficult can be supported by modelling the placing of a hand under the chin, saying a word and counting the number of times the jaw drops. For other students, tapping or walking the beats of a word can be successful.

### Word study

Continue to build students' knowledge of **prefixes** through exploring the structure of words and how different prefixes alter the meanings of words. A list of [common prefixes and their meaning](#) can be used as a reference for students and displayed in the classroom.

The following table identifies suggested prefixes for teaching and review.

Prefix	Meaning	Examples
in	not, opposite of	inactive, insane
un	not, reverse	uneasy, undress
dis	deprive, remove, not, absence of, opposite	disappear, disease
mis	mistaken, wrong, failure	misplace, misfire
pre	before, early	prefix, preview
fore	before, front	forehead, foreword
post	behind, after, later	postscript, postpone
after	following, after, behind	afterthought,
re	again, back	rerun, review
ex	out of, without,	export, exclaim
de	out of, without	defrost, defend

Build class charts of words using these prefixes. Games can be constructed or played online to develop knowledge of prefixes, eg snap with a deck of cards with prefix on one card and meaning on the other.

### Etymology word of the week – autumn

This word *autumn* comes from the Latin word (*autumnus*). The word *autumn* is very difficult to say if the *n* is pronounced, as it was in the past, so we now say it with a silent *n* but the word is still written *autumn* to reflect the Latin origin and previous pronunciation.

### Proofreading

NAPLAN items will test students' ability to identify incorrect spelling of words in sentences and to rewrite the words correctly. To assist students with identifying words that are spelt incorrectly, involve them in activities that develop their ability to recognise incorrect spelling, eg Proofreading checklist.

### Proofreading checklist

A class co-constructed chart or checklist can be developed to assist with proofing the work. Items to include are spelling, capital letters, full stops, commas, apostrophes of ownership and contraction, tenses etc. See sample checklist [Proofreading my work](#) (p. 227).

### Teacher resources

- Department of Education [Year 4/5 Spelling and Word Study](#) resources
- *First Steps Writing Resource Book* - [Proofreading my work](#), p. 227
- *First Steps Writing Resource Book* - [Suffix meanings](#), p. 165



## Year 5 Spelling: Teacher support 5

### Year 5 NAPLAN spelling test

Items will test students' knowledge of high frequency words, multisyllabic words and words with common and uncommon spelling patterns. Students should be aware that there may be two or more points of error in the spelling words presented.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules.

### Content descriptions:

**Year 4:** Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779).

Read and write a large core of high frequency words including homophones and know how to use [context](#) to identify correct spelling (ACELA1780).

**Year 5:** 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).

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514).

**Year 6:** Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, [prefixes](#), [suffixes](#), letter patterns and spelling generalisations to spell new words including technical words (ACELA1526).

**Strand:** Language

**Sub-strand:** Language variation and change

**Thread:** Language variation and change

### Content descriptions:

**Year 5:** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).

For more information visit the [Western Australian Curriculum](#).

### Strategies for learning words

Chunking serves a similar purpose to syllabification. Students break words into smaller units to identify the critical features and embed to memory. These units can be:

- letter patterns, eg spread - *spr/ea/d* (blends and vowels)
- onset and rime, eg *br/ain* (Note: Only one syllable words have onset and rime)
- morphemes, eg *un/believe/able* (prefixes, base words, suffixes)
- chunks, eg *to/get/her, Wed/nes/day*.

## Generating alternative spellings

When students are trying to spell an unknown word, encourage them to use trial and error. When they feel a word does not look right, they can test and experiment with possible alternatives until they think it looks right. Model this process for the students and then support them to use it as one of a bank of strategies they can draw upon to spell words.

## Word study

### Prefixes

Students should continue to study prefixes until a high level of knowledge and awareness has been developed. A list of [common prefixes and their meaning](#) can be used as a reference for students and displayed in the classroom.

The following are suggested prefixes for teaching and review.

Prefix	Meaning	Examples
semi	half, partly	semi-circle, semi-conscious
up	upwards, towards	uplift, upkeep
pro	in favour of, before, forwards	proceed, propel
e, ex	out of, without, former, from	email, exchange
ant, anti	against, opposed to	anticlockwise, antacid
non	opposite, absence of activity, not	non-stop, nonsense
sub	under, below, beneath, very small	submarine, subheading
over	too much, excessive, too	overdue, overact
to	this	today, tomorrow, tonight
with	against, back	withdraw, withstand
in, in	in, into	inland, import
il, im, in, ir	not, opposite of	illogical, impersonal, inactive, irregular
trans	across, beyond	transport, transform

Further activities to develop knowledge of prefixes could include:

- building class charts of words using these prefixes
- constructing games with matching cards
- playing online games, these can be found by searching the Connect resources section of DoE portal
- students using a bank of known prefixes to create words using the [base words](#) activity p. 172.

### Etymology word of the week – scissors

The letter **c** in the word *scissors* is an error made by scribes hundreds of years ago who thought that the word came from the Latin word *scindere* (to cut). It actually comes from the Latin *cisorium* (cutting instrument). If the scribes had used the correct Latin origin, the word we now spell as *scissors* would be written as *cissors*.

### Proofreading

NAPLAN items will test students' ability to identify incorrect spelling of words in sentences and to rewrite the words correctly. To assist students with identifying words that are spelt incorrectly, involve them in activities that develop their ability to recognise incorrect spelling, eg modelled proofreading.

### Modelled proofreading

Teacher modelling of the proofreading process through 'think alouds' highlights the importance of this stage of the writing process. During modelled writing the teacher will explicitly model the following steps.

1. Underline or highlight words that do not look right.
2. Use a ruler or sheet of paper to expose one line at a time.

3. Slowly check each word and use 'think alouds' to link known spelling patterns and generalisations.
4. Underline or highlight words that don't look right, generating alternative spelling or check word in a dictionary.
5. Do a second read, starting at the bottom of the page and working upwards one line at a time.

Teacher responsibilities	Student responsibilities
<ul style="list-style-type: none"> <li>• Model proofreading strategies.</li> <li>• Explicitly teach strategies.</li> <li>• Model 'think alouds'.</li> <li>• Provide systematic instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a spelling conscience.</li> <li>• Recognise importance of correct spelling in writing.</li> <li>• Use metalanguage of proofreading.</li> <li>• Transfer errors to spelling words to learn.</li> </ul>

### Teacher resources

- Department of Education [Year 4/5 Spelling and Word Study](#) resources
- *First Steps Writing Resource Book* - [Base words](#) activity, p. 172
- *First Steps Writing Resource Book* - [Prefixes](#)



## Year 5 Spelling: Teacher support 6

### Year 5 NAPLAN spelling test

Items will test students' knowledge of high frequency words, multisyllabic words and words with common and uncommon spelling patterns. Students should be aware that there may be two or more points of error in the spelling words presented.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules.

#### Content descriptions:

**Year 4:** Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779).

Read and write a large core of high frequency words including homophones and know how to use [context](#) to identify correct spelling (ACELA1780).

**Year 5:** 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).

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514).

**Year 6:** Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, [prefixes](#), [suffixes](#), letter patterns and spelling generalisations to spell new words including technical words (ACELA1526).

**Strand:** Language

**Sub-strand:** Language variation and change

**Thread:** Language variation and change

#### Content descriptions:

**Year 5:** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).

For more information visit the [Western Australian Curriculum](#).

### Strategies for learning words

Word sorting:

Word sorting and categorising activities are beneficial as they involve students in detecting patterns in words. As students are sorting words into categories based on common letter patterns, ensure that explicit discussion about these patterns takes place. Relate the spelling of new words to known word patterns and ask students to predict the pattern that might be used.



Look for small words in big words:

Students can often find a smaller word within a word to assist in spelling. Many mnemonics use this strategy, eg *friend* – is with you to the **end**. The [word observations](#) activity (p. 219) guides students through a process of looking closely at the features of a word, including finding smaller words.

## Word study

Suffixes:

Students should continue to study suffixes until a high level of knowledge and awareness has been developed. A list of [common prefixes and their meaning](#) can be used as a reference for students and displayed in the classroom. The following table identifies suggested suffixes for teaching and review follows.

Forming <b>verbs</b>	Meaning	Examples
-ing	present tense	reading
-ed	past tense	walked, hopped
-en	made of, make	soften, frozen

Forming <b>adverbs</b>	Meaning	Examples
-ly	makes an adverb	quickly, bristly
-ess	indicates gender (feminine)	lioness, actress

[Base words plus](#) activity (p. 220) is an open-ended activity which allows students to revise prefixes, base words and suffixes to form and investigate the spelling of new words.

Word sorts can be used in many ways to consolidate knowledge of suffixes. Words can be sorted according to:

- Suffixes which change the base word and those that do not change the base word.
- Parts of speech when a suffix is added to a base word i.e. verbs, nouns, adjectives, etc.

Nonsense base words can be used to create words, eg *varg* + *ess* = *vargess*. Students can put these nonsense words into a sentence for others to determine a possible meaning using morphemic knowledge, eg *The soldier fought valiantly against the vargess*.

## Etymology word of the week – words ending with *mb*

The pronunciation of words changes over time and in different parts of the world. Hundreds of years ago, the following words were pronounced so that the *b* was heard *dumb*, *comb*, *lamb*, *climb*, and *womb*. These words are now pronounced with a silent *b*, however the spelling has remained the same.

The *mb* ending was very common hundreds of years ago. Scribes used the *mb* ending incorrectly to write words which did not have the *b* sound, so we get *numb* (from *niman*), *plumb* (from *plom*) and *thumb* (from *thuma*, written with an alphabet letter no longer for the *th* sound).

## Proofreading

NAPLAN items will test students' ability to identify incorrect spelling of words in sentences and to rewrite the words correctly. To assist students with identifying words that are spelt incorrectly, involve them in activities that develop their ability to recognise incorrect spelling, eg shared proofreading

Shared proofreading: Students can develop their editing and proofreading skills through the Gradual Release of Responsibility model. After sufficient experience of modelled proofreading, students can assist the teacher to proofread their writing by circling or highlighting words or punctuation they think may be incorrect.



### Teacher resources

- Department of Education [Year 4/5 Spelling and Word Study](#) resources
- *First Steps Writing Map of Development* - [Base words plus](#) activity, p. 220
- *First Steps Writing Map of Development* - [Word observations](#) activity, p. 219



## Year 5 Spelling: Teacher support 7

### Year 5 NAPLAN spelling test

Items will test students' knowledge of high frequency words, multisyllabic words and words with common and uncommon spelling patterns. Students should be aware that there may be two or more points of error in the spelling words presented.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules.

### Content descriptions:

**Year 4:** Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779).

Read and write a large core of high frequency words including homophones and know how to use [context](#) to identify correct spelling (ACELA1780).

**Year 5:** 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).

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514).

**Year 6:** Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, [prefixes](#), [suffixes](#), letter patterns and spelling generalisations to spell new words including technical words (ACELA1526).

**Strand:** Language

**Sub-strand:** Language variation and change

**Thread:** Language variation and change

**Content descriptions:**

**Year 5:** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).

For more information visit the [Western Australian Curriculum](#).

### Strategies for learning words

Stressed and unstressed syllables:

Many students find it difficult to spell multisyllabic words. The point of error is often the unstressed syllable within a multisyllabic word. Students should use the syllabification strategy to identify the stressed and unstressed syllables within a word and then focus on the letters within the unstressed syllable. Sorting words according to the position of stressed or unstressed syllables can assist in the development of this auditory skill, eg

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First syllable stressed		Second syllable stressed	
pro/gram	prob/lem	ga/zelle	re/fer
light/en		bi/zarre	

The word sort above could also be done by sorting words according to the **unstressed** syllable.

## Word study

### Suffixes

Students should continue to study suffixes until a high level of knowledge and awareness has been developed. A list of [common suffixes and their meanings](#) (includes prefixes) can be used as a reference for students and displayed in the classroom. The following table suggests suffixes for teaching and review:

Forming <b>nouns</b>	Meaning	Examples
-al, -ation	action, process, function, office	denial, communication
-let, -ling	indicates size (small)	piglet, duckling
-hood, -ness	a condition, quality, accomplishment, belief, action, process or state	childhood, kindness
-or, -er	an object with a particular function	calculator, printer
-al	one who believes in, advocates office, position, status or activity	critical parental
Forming <b>adjectives</b>	Meaning	Examples
-less	lacking something or without	homeless, careless
-able, -ible	attribute or effect	breakable, sensible
-er, -ier, -est, -iest	degree (comparative) degree (superlative)	happier, funnier happiest, funniest

## Etymology word of the week – question words

The difference between the current pronunciation of words and their pronunciation hundreds of years ago can be quite significant. The following list shows the way very common words were pronounced now and hundreds of years ago. The reason the spelling of these words was changed was because the *hw* letter sequence looked foreign to the scribes of the time, so they reversed the *hw* to *wh*.

Old English	hwa	hwaet	hwilc	hwistle
Modern English	who	what	which	whistle

## Proofreading

NAPLAN items will test students' ability to identify incorrect spelling of words in sentences and to rewrite the words correctly. To assist students with identifying words that are spelt incorrectly, involve them in activities that develop their ability to recognise incorrect spelling, eg focus on spelling generalisations.

### Focus on spelling generalisations

Students will know many spelling generalisations and should be applying them in their writing. Word sorts can provide the opportunity for students to sort words in relation to different spelling generalisations.

### Use a spelling checker on the computer

The teacher can prepare a document with a variety of spelling errors for students to proofread on the computer. Including homophone errors will remind students to consider the context of words when proofreading.

### Teacher resources

- *First Steps Writing Resource Book* - [Common suffixes and their meanings](#), p. 165
- Department of Education [Year 4/5 Spelling and Word Study](#) resources



## Year 5 Spelling: Teacher support 8

### Year 5 NAPLAN spelling test

Items will test students' knowledge of high frequency words, multisyllabic words and words with common and uncommon spelling patterns. Students should be aware that there may be two or more points of error in the spelling words presented.

### Related links to the Western Australian Curriculum: English

**Strand:** Language

**Sub-strand:** Expressing and developing ideas

**Thread:** Spelling – Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules.

#### Content descriptions:

**Year 4:** Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779).

Read and write a large core of high frequency words including homophones and know how to use [context](#) to identify correct spelling (ACELA1780).

**Year 5:** 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).

Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514).

**Year 6:** Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, [prefixes](#), [suffixes](#), letter patterns and spelling generalisations to spell new words including technical words (ACELA1526).

**Strand:** Language

**Sub-strand:** Language variation and change

**Thread:** Language variation and change

#### Content descriptions:

**Year 5:** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).

For more information visit the [Western Australian Curriculum](#).

### Strategies for learning words

#### Stressed and unstressed syllables

Awareness of the stressed and unstressed syllables within a word helps students to identify the critical features of a word as well as distinguish between words. Unstressed syllables will often contain the **schwa** sound. The schwa is a short neutral vowel which is symbolised as an 'upside-down e'.

L5T2WK1S | Year 5 Spelling: Teacher support 8

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Unstressed 1 <sup>st</sup> syllable	Unstressed 2 <sup>nd</sup> syllable		Unstressed 3 <sup>rd</sup> syllable
a/lone	bi/cy/cle de/cor/ate	liz/ard pho/to/graph	in/tel/li/gence

There are many pairs of words which are often spelt the same but have different meanings. The term for these words is **heteronyms**. The two forms are usually a noun and a verb, eg *separate*.

- The sisters had *separate* rooms. (**sep**/ar/ate – stressed first syllable)
- The teacher had to *separate* the two fighting dogs. (sep/**ar**/ate – stressed second syllable)

Heteronyms (same spelling), eg document, produce, rebel, recall, present, minute, excuse

Homophones (different spelling), eg insight / incite,

Note: Awareness of homonyms when reading texts will assist in comprehension and avoid confusion.

## Word study

Root words

In the English language, most words that have the same meaning base are spelt the same. If the meaning is different, then the spelling is different. The way a word is written (orthography) reflects meaning. For example, *sign* and *signature* have related spellings and related meanings, while *seen* and *scenery* have different meanings and spellings.

The following table identifies the suggested root words for teaching and review.

Root word	Meaning	Example	Root word	Meaning	Example
ge (G)	the earth	geology	astron, aster (G)	star	astronaut
biblion (G)	book	Bible	skopeo (G)	view	microscope
bios (G)	life	biography	finis (L)	end	finish
hydor (G)	water	dehydrated	phone (G)	voice	telephone
monos (G)	one	monotone	dens, dentis (L)	tooth	dentist
grapho (G)	write	autograph	dico, dictus (L)	I say	dictation

Final consonant sequences

Some of the words in students' spelling lists will end with more unusual consonant sequences, eg *ct* – effect, *ss* – fitness, *nt* – sergeant. These often form the part of the word that students have difficulty with. Ensure that students identify these letter sequences when they are identifying the critical features of new words. Construct a chart with the students of words that end with 'tricky' consonant sequences. Add to the lists as new words are discovered.

## Etymology word of the week – would, could, should

These auxiliary verbs are all visually similar but the word *could* did not originally have the letter *l*. These words all come from Old English, *would* – *wolde*, *should* – *sceolde*. People thought that the word *could* should also have the letter *l*, which is why it is written that way.

## Proofreading

NAPLAN items will test students' ability to identify incorrect spelling of words in sentences and to rewrite the words correctly. To assist students with identifying words that are spelt incorrectly, involve them in activities that develop their ability to recognise incorrect spelling, eg Partner proofreading.

## Partner proofreading

Students should regularly ask their peers to proofread their writing once they have been through the process themselves. Proofread by starting at the bottom of the page and working upwards, one line at a time is also an effective strategy.

## Teacher resources

- Department of Education [Year 4/5 Spelling and Word Study](#) resources.



## Year 5 Spelling: Teacher support 9

### Year 5 NAPLAN spelling test

Items will test students' knowledge of high frequency words, multisyllabic words and words with common and uncommon spelling patterns. Students should be aware that there may be two or more points of error in the spelling words presented.

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**Year 6:** Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, [prefixes](#), [suffixes](#), letter patterns and spelling generalisations to spell new words including technical words (ACELA1526).

**Strand:** Language

**Sub-strand:** Language variation and change

**Thread:** Language variation and change

### Content descriptions:

**Year 5:** Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500).

For more information visit the [Western Australian Curriculum](#).

### Strategies for learning words

Word meanings and derivations

Provide opportunities for students to explore and understand word meanings and derivations, as this will give clues to meanings and help them to become more effective spellers', eg Greek word **grapho** (meaning 'to write') can be found in many English words such as **graphics**, **graphology**, **telegraph**, **history**, **historians**, **historical**. For a list of [root or base](#)

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[words](#) p. 6 (includes common prefixes) from foreign languages and their meanings, see the *First Steps* reference in Resources below.

### Word study

#### Contractions

Students brainstorm a list of contractions then make up flashcards with the contraction on one side and the two words that form the contraction on the other side. They hold up one side of the card and their partner says the words on the other side. An alternative variation could be that the partner has to spell the words of the contraction. These cards could also be used for games such as Snap.

#### Unstressed syllables

Students often have difficulty spelling words with an unstressed syllable. Include some words with an unstressed syllable to spell, for example *photograph* has three syllables *pho – to – graph*, the second syllable is unstressed.

#### Comparatives and superlatives

Discuss how comparatives are used to compare two things, generally using 'er' and superlatives are used to compare more than two things, generally using 'est', eg *Mary is a fast runner. Beau is a **faster** runner than Mary. Beau is the **fastest** runner in our class.*

Have students write the comparative and superlative of some of their spelling words. Discuss how, for some comparatives, we put the word 'more' in front of the word instead of adding 'er' to the end. Also discuss how, for some superlatives, we put the word 'most' in front of the word instead of adding 'est' to the end, eg *beautiful, more beautiful, most beautiful; welcome, more welcome, most welcome.*

### Etymology word of the week – yoghurt/yoghurt

This word is very interesting as it shows how English changes over time. There are two correct spellings of this word, indicating that both are acceptable in Standard Australian English. The word came into the English language from Turkey in the 1800's. It is generally accepted as *yogurt* in America and in England and Australia; it is generally accepted as *yoghurt*.

### Proofreading

NAPLAN items will test students' ability to identify incorrect spelling of words in sentences and to rewrite the words correctly. To assist students with identifying words that are spelt incorrectly, involve them in activities that develop their ability to recognise incorrect spelling, eg Dictation check activity.

#### Dictation check activity

Write an interesting and relevant dictation passage on the board. Students read the passage and examine the spelling of the words. Ask them to focus on the critical features in the words which they think are 'tricky'. Then cover the passage and read it out for students to have a go at writing. After they have written the dictation show students the passage again. Have them check their own work, word by word, ticking the words they have correct and circling their errors.

### Teacher resources

- *First Steps Writing Map of Development - [Root or base words and their meanings](#) p. 6 Second Edition, 2005, Rigby Heinemann (CD-Rom pp. 219 - 221)*



## NAPLAN Literacy Year 5: Sample tests 2011

This document contains all Year 5 literacy sample tests 2011.

These items aim to test students' knowledge of reading comprehension, spelling, grammar and punctuation. The questions require students to write or select the correct answer.

Please note: not all components of what needs to be taught in English can be effectively assessed in a written test format.



Reading

Read *Frog craft* on page 2 of the Year 5 Reading Magazine 2010 and answer questions 1 to 3.

1. What is the main reason dried beans, split peas, orange lentils and large tea leaves are used?

- They are all foods.
We can eat them.
We can feel them on the card.
Frogs eat them.

1. Contrast means

- to press foods onto card.
to sort into piles.
to place things in a way that shows how they are different.
to hide from enemies.

3. Which sentence from the text is a warning?

- Why not add a glimmer to the eye with kitchen foil?
Attach the frog securely.
Frog is not edible.
Add a coat of varnish to really make your frog shine.

Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. The dogs were runing along the beach.

4

5. The theif ran away with the money.

5

6. Happines is often a matter of choice.

6

7. He was afrade of the dark.

7

8. She jumpt high in the air.

8

Read the following text about *Spiders*.  
Each line has one word that is incorrect.  
Write the correct spelling of the word in the box.

### Spiders

9. Spiders have eight legs which means they are
10. not insects. They can be poisonos.
11. Some people are frightned of them.

	9
	10
	11

- 
12. Shade one bubble to show where the missing apostrophe (') should go.

The ladys hat had feathers and beads and looked fabulous.

13. Which sentence is correct?

- Me and Sarah love dogs.
- and Sarah love dogs.
- Sarah and me love dogs.
- Sarah and I love dogs.

14. Which sentence is punctuated correctly? Note: There are **two** cats

- The cats' eyes were shining in the dark.
- The cat's eyes were shining in the dark.
- The cat's eye's were shining in the dark.
- The cats eyes were shining in the dark.



Reading

Read *The ant* on page 3 of the Year 5 Reading Magazine 2010 and answer questions 1 to 5.

1. Ants use their claws to
- capture their food.
  - scratch themselves.
  - grip onto things.
  - fight their enemies.

Shade one bubble.



2. What is one way that ants use their antennae?
- to pick up radio signals
  - to smell things
  - to see
  - to fight

Write your answer on the lines.



3. Why do ants have compound eyes?

---

---

---

4. Ants have stingers so that they can
- guard their homes.
  - eat other insects.
  - hurt us if we touch them.
  - feel vibrations.

Shade one bubble.



5. This diagram is probably true information because
- it is in colour.
  - it is set out like a scientific diagram with labelled information.
  - it has a heading.
  - it has the word "Ocelli" in it.

## Language conventions

Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

6. Who could have sent her the flowers?

 6

7. He felt he was definitely right.

 7

8. The doctor wore a white coat.

 8

9. The slime they made in science felt disgusting

 9

10. Which one word correctly completes this sentence?

Shade one bubble.



I had to take my cat to the vet  she had a sore leg.

so

because

except

but

11. Which sentence has the correct punctuation?

Which shirt do you like the best

Which shirt do you like the best!

Which shirt do you like the best.

Which shirt do you like the best?

12. Which sentence has the correct punctuation?

John bonavista wrote his letter on May 28.

john Bonavista wrote his letter on may 28.

John Bonavista wrote his letter on May 28.

John Bonavista wrote his Letter on may 28.



Reading

Read *Learning to track* on page 4 of the Year 5 Reading Magazine 2010 and answer questions 1 to 3.

1. What does 'her eyes fixed on the ground' mean?  
 She was lying on the ground.  
 She was staring at the ground.  
 Her glasses were on the ground.  
 She was not looking where she was walking.
2. What two things did Sarah do that annoyed her family the most?  
 She tracked and stared at the ground.  
 She argued with her father and shouted.  
 She asked personal questions and borrowed shoes.  
 She learned to track and became good at it.
3. Why were the family called 'victims?'  
 They had suffered pain.  
 The horse had a split hoof.  
 They had been inconvenienced by Sarah's interest in tracking.  
 They admitted things grudgingly.

Language conventions

The spelling mistakes in these sentences have been circled.  
Write the correct spelling for each circled word in the box.

4. They thought that the film 'Toy Story 3' was grate.  4
5. One particuler picture appealed to her.  5
6. He could do all the puzzles exept for one.  6



**Each sentence has one word that is incorrect.**


**Write the correct spelling of the word in the box**

7. She wanted to were her new shoes.

8. They were realy hungry after the run.


9. They put there bags in the boot of the car.

10. Which sentence is correct?

Shade one bubble. 

- They were sharpening pencils and storing them in a box.
- They were sharpened pencils and stored them in a box.
- They were sharpened pencils and storing them in a box.
- They were sharpening pencils and store them in a box.

11. Which of the following correctly completes the sentence?

Shade one bubble. 

Ben, Josh and Emily  a movie at the cinema last weekend.

are watching    watched    will watch    watch

12. Which letters or words from this sentence should be in brackets ( ) ?

The Australian Children's Television Foundation ACTF is based in Melbourne, Australia.

- Australian Children's Television Foundation
- ACTF
- Melbourne
- Australia



Reading

Read *Learning to track* on page 4 of the Year 5 Reading Magazine 2010 and answer questions 1 to 3.

1. What was the most important thing that Sarah was able to tell her family from being able to track well?

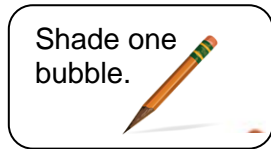
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Which two adjectives best describe Sarah?

- kind and determined
- determined and observant
- observant and lazy
- loving and kind



3. Which one of these statements is **not** true?

- Sarah did not give up easily.
- Pat changed her opinion.
- Sarah could not read.
- Sarah was sometimes irritating.

Language conventions

Each sentence has one word that is incorrect.  
Write the correct spelling of the word in the box.

4. They made sure not to disapoint their teacher.

\_\_\_\_\_ 4

5. We need oxyjen to survive.

\_\_\_\_\_ 5

6. They all came rushing threw the door.

\_\_\_\_\_ 6

7. Most people love time to relax in their holidays.

\_\_\_\_\_ 7

8. Dad grows many kinds of vegetabels in the garden.

\_\_\_\_\_ 8

**Read *Penguins*.**

**Each sentence has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

**Penguins**

9. Penguins are a tipe of bird.  9
10. They live in cold, southen parts of the world.  10
11. They are exelent swimmers and have a diet of fish.  11
12. They have speshul feathers to keep them warm.  12
- 

13. Which of the following words correctly completes the sentence?

John is the  person Alex has ever met.

happier     happiest     more happy     most happiest

Shade one bubble.



14. Shade the bubble above the adjective in this sentence.

↓ ↓ ↓ ↓  
Huge trees grow along the street.

15. Choose the best adjective to complete the sentence.

I found a \_\_\_\_\_ dollar coin on the ground in the car park!

- five  
 delicious  
 shiny  
 busy



Reading

Read *Athletics versus gardening* on page 5 of the Year 5 Reading Magazine 2010 and answer questions 1 to 3.

1. "Pumpkins aren't light you know!" Why does Sam say this?

- He really doesn't like gardening.
- He hates pumpkins.
- He wants us to see that gardening activities can be as good as sport in giving us exercise.
- He isn't very strong.

Shade one bubble.



2. Which of these points do Liz and Sam both make?

- Children spend too much time in front of the TV.
- Children need to keep fit.
- Outdoor activities are best.
- Lots of kids don't have gardens.

3. Which of these suggestions does Sam **not** agree with?

- We need to be fit and healthy.
- Everyone loves sport.
- Gardening is good exercise.
- Gardening is hard work.

Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. It was unnecessary to take lunch as it was provided.

4

5. We had breakfast befor we left the house.

5

6. He cut his thum and had to ask for a bandaid.

6

**Each sentence has one word that is incorrect.  
Write the correct spelling of the word in the box.**

7. He asked for her hand in marridge.

8. The audience burst into aplause.

9. The cyclone had left a horrible mess.

10. Which of the following correctly completes the sentence?

Taylor decided he would go to the shop by  to buy an ice-cream.

itself

themselves

himself

themselves

11. Which sentence has the correct punctuation?

- Sandy was looking forward to the royal show in September.
- Sandy was looking forward to the Royal Show in September.
- Sandy was looking forward to the Royal Show in september.
- Sandy was looking forward to the royal show in September.

12. Which sentence has the correct punctuation?

- The invitation asked them to rsvp by Wednesday April 9<sup>th</sup>.
- the invitation asked them to rsvp by Wednesday April 9<sup>th</sup>.
- The invitation asked them to RSVP by wednesday april 9<sup>th</sup>.
- The invitation asked them to RSVP by Wednesday April 9<sup>th</sup>.

13. Which of the following correctly completes the sentence?

I saw an  book that I wanted to buy.

cheap

expensive

costly

dear



Reading

Read *Athletics versus gardening* on page 5 of the Year 5 Reading Magazine 2010 and answer questions 1 to 3.

1. Liz thinks gardening is a bad idea. Why?

- Not all kids have a garden.
- She hates gardening.
- It is an outdoor activity.
- It doesn't involve everyone at the same time.

Shade one bubble.



2. "I don't know why we're even considering it." Why does Liz say this?

- to make Sam angry
- to reinforce her opinion
- to sum up her opinions
- to show she is considering Sam's point of view

3. "Just because you do gardening outdoors doesn't make it exercise." Liz says this to

- dismiss what she thinks Sam will say about gardening.
- be nasty to Sam.
- change the subject.
- ask you to agree with her.

Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. They had to seperate the gold from the silver coins.

4

5. They convinced themselves that they should tidy up.

5

6. Zoe had to consentrate hard in the test.

6

Read the text about Toys.

Each line has one word that is incorrect.

Write the correct spelling of the word in the box.

### Toys

7. The babys played with their toys.

8. The twins had cute, toy monkies

9. that were soft and fluffie

Shade two  
bubbles.



10. Shade **two** bubbles to show where the missing commas ( , ) should go.

The whole class apart from three students preferred to have sport in the morning.

11. Shade **two** bubbles to show where the missing commas ( , ) should go.

My dog Bella loves swimming in the dam.

Shade one  
bubble.



12. A comma ( , ) has been left out of this sentence.

Where should the missing comma go?

Jarred had dinner a shower brushed his teeth and went to bed.





Reading

Read *Making flat glass* on page 6 of the Year 5 Reading Magazine 2010 and answer questions 1 to 3.

1. Why would houses not have much glass in them in the 1940s?

Four horizontal lines for writing an answer.

Write your answer on the lines.

2. Why are glass ingredients put into a furnace?

- to mix them up
- to protect them
- to melt them
- to break them up into small pieces

Shade one bubble.

3. Why would the molten glass be poured *gently* into a tank of molten tin?

- glass breaks
- it would float
- the hot liquid might splash
- it is in a tank

Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. We didn't know what would happin next.

Box for answer 7

5. It was cold and she appreciated the woollen blankit.

Box for answer 8

6. The man at the counter had a big mustash.

Box for answer 9

7. The sign warned to take caushun on the road.

Box for answer 10

8. It was midnite by the time they went to sleep.

Box for answer 11

**Each sentence has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

9. The assignment had to be handed in on Wednesday.  12
10. He realised he had lost a button from his shirt.  13
11. The address on the envelope must have been wrong.  14

12. Which sentence has the correct punctuation?

- Please can I come too, I asked!
- Please can I come too? I asked
- "Please can I come too?" I asked.
- "Please can I come too I asked".

13. Shade **two** bubbles to show where the missing speech marks ( " ) should go.

↓ ↓ ↓ ↓  
"Let's have another go on the water slide. I said. It is so much fun!"

14. Which word or words correctly complete this sentence?

No matter how  you ride, you still may have an accident.

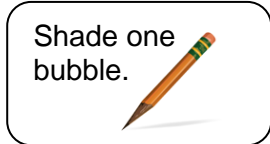
- carefully
- careful
- much carefully
- careless



Reading

Read *Making flat glass* on page 6 of the Year 5 Reading Magazine 2010 and answer questions 1 to 3.

- What is a *Lehr*?
  - a cooling tunnel
  - flat glass sheets
  - molten glass
  - a float bath
- What do you think happens to the flat glass after it is placed in the warehouse?
  - It is washed and cut.
  - It is recycled and placed in the furnace all over again.
  - It floats.
  - It is made into windows.
- What does “*multi-phase*” mean?
  - Lots of phrases are used to describe a process.
  - Both thick and thin sheets of glass are made.
  - Many people are involved in manufacturing glass.
  - There are numerous steps in the process.



Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

- Vicki was congratulated on her fine atitute. 4
- Louise planned to ilustrayte her story. 5
- Jason ate a delishus plate of barbequed fish. 6
- The stray dog couldn't stop scraching. 7
- His teacher was having a grumppie day. 8





Reading

Read *Cooper’s Station* on page 7 of the Year 5 Reading Magazine 2010 and answer questions 1 to 5.

1. When the writer said “*But none of that worried us. Not yet.*” he is letting us know that

- the boys had no need to worry.
- there was nothing to worry about.
- they might start worrying later on in the story.
- it is foolish to worry about nothing.

Shade one bubble.

2. “Personification” means making things seem to be human.

Which of these pieces of the text are examples of personification?

- Big Black Jack didn’t want to trot for long.
- They seemed so close those stars, close enough to hear us.
- Piggy was sure to be coming after us.
- A horse will never get itself lost.

3. When did the boys begin to worry about their circumstances?

- when night fell
- when dawn came
- when they heard the dingoes cry
- when they became cold

Write your answer on the lines.

4. How did the boys feel about Piggy?

---



---



---



---





## NAPLAN Literacy Year 5: Sample tests 2012

This document contains all Year 5 literacy sample tests 2012.

These items aim to test students' knowledge of reading comprehension, spelling, grammar and punctuation. The questions require students to write or select the correct answer.

Please note: not all components of what needs to be taught in English can be effectively assessed in a written test format.





### Reading

Read 'From pop band to movie star' on page 2 of the Year 5 Reading Magazine 2011 and answer questions 1 to 3.

1. Johnny has become one of the biggest names at the box office. This means

Shade one bubble.



- his name is long.
- his name is written in large print.
- he has another career in an office that manufactures boxes.
- he is famous and attracts many people to buy tickets for his films.

2. Johnny taught himself music, formed a band, wrote songs and made costumes. Which of these words describe him well as a teenager?

- studious
- talented
- motivated
- successful

3. The information in the text suggests that

- Johnny is launching a new music career.
- Johnny has been more successful as an actor than a musician.
- Johnny could have been a great musician.
- Johnny had trouble choosing between music and acting.

### Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. Tomato (sorce) is nice with sausages.

4

5. The cat has (sceared) away all the birds.

5

6. A long (jerney) can be very tiring.

6

7. The students were board waiting for the bus.

7
---

8. Corn kernels are popt over heat to make popcorn.

8
---

**Read the following text about *The Sydney Opera House*.**

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

**The Sydney Opera House**

9. The Sydney Opera House is a somewhat unusal

9
---

10. building. It has a soreing concrete roof which

10
----

11. apears to be the sails of a yacht.

11
----

---

12. Shade one bubble to show where the missing apostrophe (') should go.

Big cats such as cheetahs are some of the worlds fastest animals.

13. Which sentence is correct?

- Her and her horse are a team.
- She and her horse are a team.
- She and she's horse are a team.
- Herself and her horse are a team.

Shade one  
bubble.



14. Which sentence is correct?

- My brother and I went riding.
- My brother and me went riding.
- Me and my brother went riding.
- Myself and my brother went riding.



### Reading

Read 'How to play SPUD' on page 3 of the Year 5 Reading Magazine 2011 and answer questions 1 to 3.

1. Why do the rules have numbers?

- to match the pictures
- to show there are a lot of rules
- to tell us what order things happen
- to show how many paragraphs there are



2. What part of the text tells you what equipment to use?

- What you need
- Setting up a playing area
- Aim of the game
- Rules of the game

3. Why does everyone run away from *it*?

- There is less chance of getting hit by the ball.
- They are on a different team.
- They don't want to play.
- They missed the ball.

### Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. The forest parth was cool and green.

5. The colour vilet is a kind of purple.

6. The joos of an orange contains vitamin C.

7. Forgetting your homework is a problem.

7

8. The adventure was dairring and risky.

8

**Read *Tigers*.**

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

**Tigers**

9. Serius attempts are being made

9

10. to save tigers from extincsion. There

10

11. are very fue left in the wild.

11

12. A full stop is missing from these sentences. Where does the full stop (.) go to end the first sentence?

Hurry before it's too late get your free sample here today at the counter.

Shade one bubble.



13. Which sentence is correct?

- The library was quiet so I tiptoed.
- The library was quiet but I tiptoed.
- The library was quiet except I tiptoed.
- The library was quiet in case I tiptoed.

14. Which sentence is correct?

- dad and grandma visited my cousin.
- Dad and grandma visited my cousin.
- Dad and Grandma visited my cousin.
- Dad and Grandma visited my Cousin.



## Reading

Read 'Young adventurer 2009' on page 4 of the Year 5 *Reading Magazine* 2011 and answer questions 1 to 3.

1. Which word best describes Angus?

- demanding
- determined
- desperate
- deluded

Shade one bubble.



2. Why was it especially impressive for Angus to finish in the top 10?

- He was on holiday.
- He was Australian.
- He didn't train much.
- He had a bad fall before the races.

3. *Naadam* is probably the name of

- a place.
- a horse.
- a person.
- a country.

The spelling mistakes in these sentences have been circled.

Write the correct spelling for each circled word in the box.

### Language conventions

4. Some gardens have lizads living in them.

4

5. We took our model boats for a sale in the pond.

5

6. I won a trofy at the carnival.

6

7. I like to get regula size drinks.

7
---

8. Hail happens when rain freases.

8
---

**Read *Camping*.**

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

**Camping**

9. We found a privat spot to camp and put up our tent.

9
---

10. It was quiet tricky to make it stay up. Dad got pretty


10
----

11. grumpy but Mum larfed.

11
----

12. A comma is missing from this sentence. Where does the comma (,) go?

Shade one bubble.



We saw birds, a boa constrictor elephants, rhinos and possums at the zoo.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

13. Which sentence uses brackets correctly?

- Sam (my little brother) can't swim.
- Sam my little brother (can't swim).
- (Sam) my little brother can't swim.
- (Sam my little brother) can't swim.

14. Which is the correct contraction for *does not*?

- don't
- doesnt
- doesn't
- does'nt

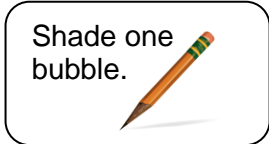


Reading

Read 'Young adventurer 2009' on page 4 of the Year 5 Reading Magazine 2011 and answer questions 1 to 3.

1. Where does Angus Paradise live?

- in Asia
in Naadam
in Mongolia
in New South Wales



2. How has the writer organised the information in this text?

- The most important things are mentioned first.
The events are recounted in order.
Angus tells the story.
It is an interview.

3. Which pair of words help to tell when things happen?

- lives, saw
bad, famous
after, in
he, his

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

Language conventions

- My shoelaces always come untied.
Exercise improves your strenth.
Flower pettles are often colourful.

4
5
6



7. Australia is our nashon.

7
---

8. We saw a sworm of bees in the park.

8
---

**Read *Coloured food*.**

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

**Coloured food**

9. Eating lots of fruit and vegetables is good for your

9
---

10. health. Green, orange and purple vegies are full

10
----

11. of things your bodie needs.

11
----

---

12. Which word is the noun (naming word)?



It was very late before we arrived at the campsite we had been told about.

13. Which words are adjectives (describing words)?

house, dog, car, tree

run, go, walk, eat

tiny, huge, enormous, little

to, in, at, up

Shade one bubble.



14. Which sentence is correctly punctuated?

The trip didnt' take long.

The trip didn't take long.

The trip did'nt take long.

The trip didnt take long.



Reading

Read 'The diver' on page 5 of the Year 5 Reading Magazine 2011 and answer questions 1 to 3.

1. Why does the diver get out of the water at the end?

- because it was cold
because it was scary
something grabbed the diver
the diver heard the noisy crowds

Shade one bubble.



2. What is bullion likely to be?

- pearls
dried beef
sea creatures
gold and other treasure

3. The mood of the underwater scene is

- tense.
stormy.
sinister.
tranquil.

The spelling mistakes in these sentences have been circled.

Write the correct spelling for each circled word in the box.

Language conventions

4. Sometimes sailers in long ocean races get seasick.

4

5. To make tea you need to boil the ketal.

5

6. We saw a very small monkey at the zoo.

6

7. We walked up the stream to the waterfal.

7
---

8. Talk in a wisper in the library.

8
---

**Read *Cats*.**

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

**Cats**

9. Cats are rather funy creatures. They are quite

9
---

10. frendly when they want to be, but sometimes they

10
----

11. ignore there owners and go off alone for a while.

11
----

12. Which word needs a capital letter?

I explored Kakadu,  rivers and  gorges in the  outback of the  northern Territory.

13. Which sentence is correct?

- The children which moved next door came to say hello.
- The children who moved next door came to say hello.
- The children what moved next door came to say hello.
- The children whom moved next door came to say hello.

Shade one bubble.



14. Which sentence is correct?

- He and his sister came over.
- Him and his sister came over.
- His sister and him came over.
- Himself and his sister came over.

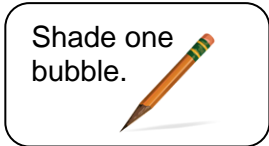


### Reading

Read 'The diver' on page 5 of the Year 5 Reading Magazine 2011 and answer questions 1 to 3.

1. Which word best describes what the diver is doing?

- hunting
- collecting
- observing
- exercising



2. Which word best describes how the diver feels about the seabed?

- excited
- shocked
- fascinated
- disappointed

3. Where did the pearls come from?

- oysters on the side of the wreck
- the diver's hand
- air bubbles from the diver
- the ship's treasure

### Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. Having confadence helps when you try new things.

4

5. We have three Year 5 clases at our school.

5

6. It is best to stay out of truble.

6

7. The weather was wonderful on the holidays.

7

8. The boy lost his wallet.

8

**Read *Cycling*.**

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

**Cycling**

9. Cycling has become enormously popular lately.

9

10. Groups of cyclists attempt long distance rides for

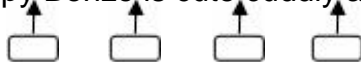
10

11. pleasure and exercise.

11

12. This sentence has a missing comma. Where does the missing comma (,) go?

My puppy Bonzo is cute cuddly and very naughty.



Shade one bubble.



13. Which of these shows good sentence writing?

- After swimming, then we went for a walk and then we got ice-creams.
- After we went swimming, we went for a walk and we got ice-creams.
- After swimming, then we went for a walk. Then we got ice-creams.
- After swimming, we went for a walk and got ice-creams.

14. Which of these is a command?

- Mum said, "Get the letters."
- Mum said, "Who can get the letters?"
- Mum said, "We'll have to get the letters."
- Mum said, "We need to get the letters!"

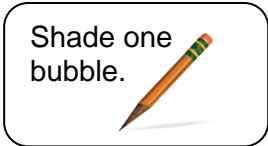


### Reading

Read 'The outsider' on page 6 of the Year 5 Reading Magazine 2011 and answer questions 1 to 3.

1. The character Nana (or Ananaksaq) is portrayed as

- a comforting grandmother.
- a strange old woman.
- an important decision-maker.
- a welcoming housewife.



2. What does the text suggest about recent events on the island?

- the villages have been fighting
- parties of strangers have come ashore
- the community has become stronger
- the village has been having many visitors

3. Why is the narrative written in the present tense?

- It makes it feel as though it is happening now.
- The story is being retold after the events.
- It is easier to write in the present tense.
- It is a true story.

### Language conventions

The spelling mistakes in these sentences have been circled.

Write the correct spelling for each circled word in the box.

4. A blizzad is a very fierce storm.

4

5. The trumpit is a brass instrument.

5

6. Going for a walk every day is a good habbit.

6

7. Roses are very pritty flowers.

7

8. It gets cooler in the evaning.

8

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

9. The dog went wandring up the street.

9

10. The green lorns are beginning to die in the heat.

10

11. We visited the exhibition at the art gallery.

11

12. Which word tells us how the story was told?



The thrilling story of the rescue was told calmly by the fireman.

Shade one bubble.



13. Which sentence is punctuated correctly?

- "In two minutes, said the teacher, we will start."
- "In two minutes," said the teacher, we will start.
- In two minutes, said the teacher, "we will start."
- "In two minutes," said the teacher, "we will start."

14. Which sentence is correct?

- They have so much money.
- He has so much DVDs.
- We don't have no pets.
- She has none money.



## Reading

Read 'I'm a walking advertisement' on page 7 of the Year 5 Reading Magazine 2011 and answer questions 1 to 3.

1. Sally starts off her argument text with a question. Why does she do this?
  - It is a research question.
  - She needs to find out the answer.
  - She wants a response from the reader.
  - It helps the reader to feel involved in the topic.
2. What does *advertising by stealth* mean?
  - promoting a brand in an underhand way
  - advertising on billboards
  - stealing advertisements
  - advertising illegally
3. What effect does Sally think logo placement has?
  - No-one takes any notice.
  - It costs millions of dollars.
  - It makes people proud of their T-shirts.
  - People recognise brands and feel positive about them.

---

## Language conventions

The spelling mistakes in these sentences have been circled.  
Write the correct spelling for each circled word in the box.

4. Some games have strickd rules.
5. The last game of the seeson was a win.
6. Getting dumpd at the beach can hurt.

	4
	5
	6



7. Everyone got an invatation.

7
---

8. Oyster shells sometimes have a purl inside.

8
---

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

9. Gold is mostly found underneeth the ground.

9
---

10. Many valuible metals are mined in WA.

10
----

11. Some open cut mines are enormus.

11
----

---

12. Which is the conjunction in this sentence?



The weather was beautiful but everyone was too tired to go swimming.

13. Which sentence is correct?

- The mens team lost again.
- The men's team lost again.
- The mens' team lost again.
- The mens's team lost again.

14. Which sentence is correct?

- Your dog is barking too much.
- You're dog is barking too much.
- Youre dog is barking too much.
- Your'e dog is barking too much.



### Reading

Read 'I'm a walking advertisement' on page 7 of the Year 5 Reading Magazine 2011 and answer questions 1 to 3.

1. Which paragraph could have the heading *Taking action*?

- paragraph 1
- paragraph 2
- paragraph 3
- paragraph 4

Shade one bubble.



2. One way Sally argues her point is with

- quotes.
- lots of facts and figures.
- support from famous people.
- plenty of detail and elaboration.

3. What is an icon?

- a visual sign or symbol
- a promotion
- a slogan
- a stamp

The spelling mistakes in these sentences have been circled.

Write the correct spelling for each circled word in the box.

### Language conventions

4. The match was a triumph.

5. Car exhaust pollutes the air.

6. I like riding my scooter.

7. We swam altho it was not very hot.

7

8. The bridj over the river was stone.

8

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

9. Lions and cheetars are great big cats.

9

10. Two-storey houses need a starecase.

10

11. Carrng heavy shopping can be tiring.

11

12. Which is the conjunction in this sentence?



I have two dogs so I have to go for a walk every day.

Shade one  
bubble.



13. Each of these sentences has the punctuation mark missing. In which sentence is a question mark (?) needed?

He told a lady the time

Don't leave yet

Ask what the time is

Is it time yet

14. Which sentence is correct?

I lied down on my bed.

I layed down on my bed.

I lay down on my bed.

I lain down on my bed.



## NAPLAN Literacy Year 5: Sample tests 2013

This document contains all Year 5 literacy sample tests 2013.

These items aim to test students' knowledge of reading comprehension, spelling, grammar and punctuation. The questions require students to write or select the correct answer.

Please note: not all components of what needs to be taught in English can be effectively assessed in a written test format.



### Reading

Read *Giddy galahs* on page 2 of the Year 5 Reading Magazine 2012 and answer questions 1 to 3.

1. Another title for this text could be

- Bored birds.*
- Galahs as pets.*
- Frolicking flocks.*
- Performing parrots.*

Shade one bubble.



2. The text and illustrations make galahs seem

- silly.
- annoying.
- appealing.
- dangerous.

3. The headings for the illustrations are

- familiar phrases that have a double meaning.
- technical terms for the bird's movements.
- labels for parts of the picture.
- captions for a comic strip.

### Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. The bird flew high abuv the trees.

4

5. The path through the forrist was shady and cool.

5

6. An eegle is a bird of prey.

6

7. A picknic by the river is fun on a hot day.

7



8. Black swons were first seen in Western Australia.

8

**Read *Bush pests*.**

**Each line has one word that is incorrect. Write the correct spelling of the word in the box.**

**Bush pests**

9. Rabbits and foxs eat native plants and animals

9

10. in the bush. They are introdused species which

10

11. are a serious problem to controll.

11

12. Shade one bubble to show where the missing contraction apostrophe (') should go.

                        
The children wont want to swim if their friends cannot come.

13. Which sentence is correct?

- Dogs and cats makes a good pet.
- Dogs and cats makes good pets.
- Dogs and cats make good pets.
- Dogs and cats is good pets.

Shade one bubble.



14. Which sentence is punctuated correctly?

- Whose are those shoes?
- Who's are those shoes?
- Whose are those shoe's?
- Who's are tho'se shoes?

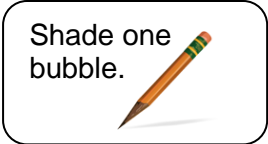


### Reading

Read *Postal Cats* on page 3 of the Year 5 Reading Magazine 2012 and answer questions 1 to 3.

1. What do the words *Leon had taken them in* mean?

- He stole the cats.
- He took the cats away.
- He let the cats stay with him.
- He made the cats stay on the doorstep.



2. Why were the cats unreliable helpers?

- They returned for dinner.
- They lost or nibbled the letters.
- They were happy lazing around.
- They brought a scruffy dog home.

3. What does the word *scruffy* tell you about the dog?

- It is old.
- It will be a good helper.
- It is a special breed of dog.
- It looks untidy and might be a stray.

### Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

- 4. Swimming (tryles) are practice races before the carnival. 4
- 5. The baby (dolphin) stayed close to its mother. 5
- 6. The (juniore) students are the younger ones in a school. 6

7. It is polite to **ofer** your seat to an adult on a bus.

7
---

8. Bikes **scid** if you brake too hard.

8
---

**Read Teams. Each line has one word that is incorrect.  
Write the correct spelling of the word in the box.**

**Teams**

9. To be a usefull team member it is important

9
---

10. to attend every training session. The team cannot

10
----

11. oparate if there are not enough people.

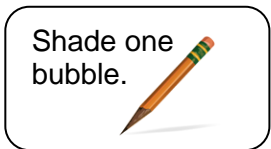
11
----

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12. Where should the missing comma (,) go in this sentence?

Although I eat my vegetables meat is what I really like.



13. What is *we'd* short for in this sentence?

If *we'd* gone out we might have got wet.

- we did
- we had
- we could
- we would

14. Which sentence is a statement?

- Go to school!
- I am going to school.
- Am I going to school?
- I am going to school?



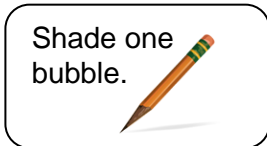


### Reading

Read *Honey Bees* on page 4 of the *Year 5 Reading Magazine 2012* and answer questions 1 to 3.

1. Nectar is most likely to be

- a powder.
- a liquid.
- a seed.
- a petal.



2. A *nectar sac* or *honey stomach* is a kind of

- cell.
- bag.
- hive.
- honeycomb.

3. What is the beeswax used for?

- to thicken the honey
- to cover the honey
- to feed the larvae
- to dry the honey

### Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. The boy got a reword for finding a lost watch.

5. Onnest people always tell the truth.

6. Dams sapply our drinking water.

7. The best football players were chozen for the team.

7
---

8. It is sensible to keep a tissue in your pockitt.

8
---

**Read *Cooking*. Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

**Cooking**

9. I like to make cakes and dezerts. I enjoy

9
---

10. decorating them and making fansy icing for

10
----

11. special events and partys.

11
----

12. Which underlined word can be left out of this sentence, without losing any information?

Our first dog was a special breed, but our second dog was a stray.

↑

↑

↑

↑

13. Which sentence uses commas correctly?

- All dogs as their owners know love going, for walks.
- All dogs, as their owners know love going for walks.
- All dogs as their owners know, love going for walks.
- All dogs, as their owners know, love going for walks.

Shade one bubble.



14. Which is the correct contraction for *do not*?

- dont
- dono't
- don't
- didn't



### Reading

Read *Chooky Dancers go global* on page 5 of the Year 5 Reading Magazine 2012 and answer questions 1 to 3.

1. What is the main purpose of the first two paragraphs ?

- to build up interest in a surprising story
- to describe the setting of a film
- to introduce the characters
- to state an argument

Shade one bubble.



2. The first two paragraphs are written in

- the past tense
- the present tense
- the future tense

3. Which words best describe the Chooky Dancers' style?

- graceful, old-fashioned, sensational
- lively, wacky, international
- traditional, tribal, masculine
- successful, technical, formal

### Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. The life sikle of a butterfly begins with an egg.

4

5. Queen Elizabeth has rayned for 60 years.

5

6. Music is enjoyible to listen to.

6

7. The newly married cupple cut the wedding cake.

7

8. A considerit person thinks of others.

8

**Each sentence has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

9. A bank acount is a place to keep money safely.

9

10. The boy clearly adord his tiny baby sister.

10

11. The teacher sujested a game of dodgeball.

11

12. Which word is the verb (action word)?



In case of fire, leave the building immediately.

13. Which group of words are nouns (naming words)?

- slowly, fast, often
- now, then, before
- sport, music, art
- big, red, pointy

Shade one bubble.



14. Which sentence is correctly punctuated?

- The boys gave the dog its dinner.
- The boy's gave the dog its dinner.
- The boys gave the dog it's dinner.
- The boy's gave the dog it's dinner.



### Reading

Read *Chooky Dancers go global* on page 5 of the Year 5 Reading Magazine 2012 and answer questions 1 to 3.

1. According to the text, the Chooky Dancers are

- from Greek, Chinese and Australian backgrounds.
- boys and girls from an island school.
- basketball players.
- all male.



2. ...before breaking out into their signature Zorba. (paragraph 6)

What could the *signature Zorba* be?

- a break dance
- the name of the group
- the dance they are best known for
- a traditional Indigenous dance style

3. How does the writer of the text feel about the Chooky Dancers?

- critical
- admiring
- neutral
- sceptical

### Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. Many people watch reallaty TV shows.

4

5. Popular TV serees can run for years.

5

6. Some actors have thousands of fans.

6

7. The new arena was desined by an architect.

7

8. The walls have brightly coloured pannels.

8

**Each sentence has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

9. The native birds were squorking noisily at dawn.

9

10. A geologist studies rock formations and minerals.

10

11. Safety gear should be worn while skatebording.

11

**The text below has some words missing.**

**Choose the word or words to complete each sentence.**

### Election of Student Leaders

13. Applications must be handed in  to Tuesday.

- at
- due
- prior
- before

14.  students with good behaviour records will be considered.

- most
- only
- even
- several



## Reading

Read *Through the break* on page 6 of the Year 5 Reading Magazine 2012 and answer questions 1 to 3.

1. What does the title *Through the break* refer to?

- the island in the distance
- the summer holidays
- a passage through the reef
- getting past the waves

Shade one  
bubble.



2. What does the information about Shai's old island home tell us?

- The sea was calm.
- The water was shallow.
- It had a rough beach.
- It was a good surfing place.

3. Which words from the text support the comparison of the breakers to sea eagles?

- spear through the waves
- dips his board's nose
- tossing their prey
- claws his way

---

## Language conventions

The spelling mistakes in these sentences have been circled.

Write the correct spelling for each circled word in the box.

4. Normal body temprature is 37°C.

4

5. School nurses carry out vishon and hearing checks.

5

6. It is difficult to **thred** a needle.

6
---

7. Blood **vessles** are the pipes of the body.

7
---

8. Some **lonly** people enjoy having a pet.

8
---

**Each sentence has one word that is incorrect.  
Write the correct spelling of the word in the box.**

9. A first aider gives asistance in an emergency.

9
---

10. The curser shows where you are working on screen.

10
----

11. The path through the bush was quite narrow.

11
----

---

12. Where should the missing capital letter go in this sentence?

Our school is on the north corner of Brown street in Hudson.

13. Which word completes this sentence correctly?

Mrs  blue car was damaged by the hail.

- Smith
- Smiths
- Smith's
- Smithses

Shade one bubble.





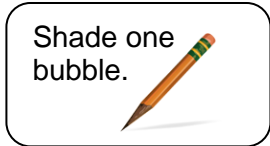


### Reading

**Read *Through the break* on page 6 of the Year 5 Reading Magazine 2012 and answer questions 1 to 3.**

1. The text suggests that Shai

- wishes he was back in his old home.
- is being forced to swim in the surf.
- really wants to overcome his fear.
- has a heart problem.



2. What does paragraph 4 describe?

- surfing a wave
- a wave crashing
- being dumped by a wave
- diving through an incoming wave

3. The text gives us a good idea of

- the way Shai feels.
- Shai's family background.
- the experience of surfing.
- the dangers of swimming at the beach.

### Language conventions

**The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.**

4. The violin is the smallest string instrument.

5. Strong kemicals can be dangerous.

6. The crowd rejoyced when their team won.

7. You need good soil to grow (potatos).

7

8. Cars going too fast may be stopped by the (poleece).

8

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box.**

9. Cancer reserch helps sick people.

9

10. The thief stole gold and precious jewls.

10

11. The children romed around the garden.

11

12. Which word is the adverb telling us how the child behaved?



The tired child waited patiently while his parents talked.

Shade one  
bubble.



13. Which sentence is punctuated correctly?

The kid's next door sell orange's and lemon's from their trees.

The kids next door sell oranges and lemons from their tree's.

The kids next door sell oranges and lemon's from their trees.

The kids next door sell oranges and lemons from their trees.

14. Which sentence is correct?

Although losing, it was a good season.

Despite losing, it was a good season.

Except losing, it was a good season

Until losing, it was a good season.



## Reading

Read *Space junk* on page 7 of the Year 5 Reading Magazine 2012 and answer questions 1 to 3.

1. How do we know Matthew Hymin published his views about space junk?

- It is a generally known fact.
- The letter is quoted in full by Kevin Barker.
- There is a reference to his text (*What rubbish?*, 15 April).
- Kevin Barker is writing a letter of reply to Matthew Hymin.

2. Which of these words are used to put down Matthew Hymin's views?

- "What Rubbish?"*
- smashing halt*
- misguided, preposterous*
- Enough is enough.*

3. What is the function of the last paragraph?

- It proposes a solution for managing the problem.
- It predicts that a big mess will be created.
- It sums up the points made in the letter.
- It finishes on a humorous note.

## Language conventions

The spelling mistakes in these sentences have been circled.  
Write the correct spelling for each circled word in the box.

4. The lorndry was full of dirty clothes.

4

5. There are many delishous recipes for fruit cakes.

5

6. Dentists recomend brushing your teeth twice a day.

6

7. Voluntiers help out without being paid.

7

8. The entrince to the football oval was crowded.

8

**Each line has one word that is incorrect.  
Write the correct spelling of the word in the box.**

9. The envlope had the incorrect address.

9

10. The tour guide explained the features of the gallery.

10

11. Arithmetic includes adition and subtraction.

11

---

12. Which is the joining word (conjunction) in this sentence?



It was a really busy day because we had to pack up our house for moving.

13. Which of these is punctuated correctly?

- Parachutes are made from silk. Which is light and strong but very expensive.
- Parachutes are made from silk which is light and strong but very expensive.
- Parachutes are made from silk which is light and strong. But very expensive.
- Parachutes are made from silk which is light, and strong, but very expensive.

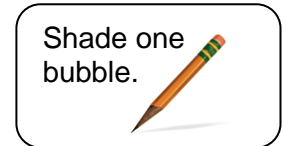


### Reading

Read *Space junk* on page 7 of the Year 5 Reading Magazine 2012 and answer questions 1 to 3.

1. What does Kevin Barker think is a problem with junk in space?

- It looks unsightly.
- A collision could disrupt services.
- There is no room for more space junk.
- The objects orbiting the Earth are moving too fast.



2. Why are the words “unprecedented event” in quotation marks?

- to show they are words someone else wrote
- to show they are spoken words
- to provide extra emphasis
- to show humour

3. What is the meaning of *debris*?

- rubbish
- metal fragments
- space equipment
- valuable equipment

### Language conventions

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. The class organised a sausige sizzle to raise funds.

4

5. The students travled to camp by train.

5

6. The dinosaur desplay at the museum was quite realistic.

6

7. Canoeing and rarfting are fun water sports.

7

8. Adventurus activities need to be done safely.

8

**Each line has one word that is incorrect.**

**Write the correct spelling of the word in the box**

9. Zoos successfully breed indangered species.

9

10. Several types of native animals are nocternal.

10

11. Reptiles are fascinating creachers.

11

12. Which is the adjective (describing word) in this sentence?



Today the children from the school walked to the library in a long line.

13. Wetlands are important places for water birds. The swampy environment provides exactly what they need to feed and breed. In the second sentence, the pronoun *they* refers to

- wetlands
- important places
- water birds
- the swampy environment

Shade one bubble.



14. Which sentence is correct?

- The bell rung for lunch.
- The bell rang for lunch.
- The bell ringed for lunch.
- The bell had rang for lunch.