

# Year 5 Writing Scope & Sequence

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Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
AC9ESLY06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9ESLA03 - describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts AC9ESLA04 - understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the texts AC9ESLE05 - create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9ESLY03 - explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	1	In Term 1, students will focus on enhancing entertaining writing skills. By the end of the term, students will: - experiment with characterisation to bring depth and personality to their narrative creations. - consistently apply quotation marks in a text to differentiate words spoken by characters in dialogue, or words authored by others. - understand a comma to distinguish a subordinate clause or phrase from the main clause, to separate information within a sentence, or to delineate items in a list. - engage in comprehensive planning, monitoring and revision processes, such as re-reading, proofreading, and editing, as well as responding to feedback and goals. - incorporate appositives to provide additional details to nouns and diversify sentence structures.	Unit - <a href="#">Planning strategies for persuasive</a>	Unit - <a href="#">PESTO Paragraphs</a>	Unit - <a href="#">PESTO Paragraphs</a>	Unit - <a href="#">Compound Sentences</a>	Unit - <a href="#">Planning strategies for Narrative</a>	Unit - <a href="#">Noteworthy Narratives</a>	Unit - <a href="#">Noteworthy Narratives</a>	Unit - <a href="#">Enhancing Narratives with DADS</a>	Unit - <a href="#">Enhancing Narratives with DADS</a>	Unit - <a href="#">Dialogue - 300 minutes of Danger</a>
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			Unit - <a href="#">Planning strategies for persuasive</a>			Lesson - <a href="#">First Word Last Word Sentences</a>	Unit - <a href="#">Giving and Receiving Feedback Choose 1 lesson</a>	Unit - <a href="#">Giving and Receiving Feedback Choose 1 lesson</a>	Lesson - <a href="#">The More, The More Sentences</a>	Lesson - <a href="#">ON A WHITE BUS Complex Sentences</a>		
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				Unit - <a href="#">Bushfires Information Text</a>	Lesson - <a href="#">Noun, Which, Where, Who Sentences</a>	Lesson - <a href="#">Noun, Which, Where, Who Sentences</a>	Lesson - <a href="#">De:De Sentences</a>	Unit - <a href="#">Giving and Receiving Feedback (choose 1 lesson)</a>	Unit - <a href="#">Bushfire Literary Texts</a>			
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			Unit - <a href="#">Super Sentence Structures</a>			Unit - <a href="#">Paragraph unit</a>						