The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

**Year 6 Content Descriptions**

### Reading and viewing

**Language**

Understand how authors often innovate on text structures and play with language features to achieve

### Writing

**Language**

Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)

### Speaking and listening

**Language**

Understand that different social and geographical dialects or accents are used in Australia in addition to

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Investigate how complex **sentences** can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)

Understand how ideas can be expanded and sharpened through careful choice of **verbs**, elaborated **tenses** and a range of **adverb** groups/phrases (ACELA1523)

Investigate how vocabulary choices, including **evaluative language** can express shades of meaning, feeling and opinion (ACELA1525)

Understand how to use banks of known words, word origins, base words, **suffixes** and **prefixes**, **morphemes**, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)

Understand the uses of commas to separate **clauses** (ACELA1521)

**Literature**

Experiment with **text structures** and **language features** and their effects in creating **literary texts**, for example, using imagery, **sentence variation**, metaphor and word choice (ACELT1800)

Create **literary texts** that adapt or combine aspects of **texts** students have experienced in innovative ways (ACELT1618)

**Literature**

Make connections between students' own experiences and those of characters and events represented in **texts** drawn from different historical, social and cultural **contexts** (ACELT1613)

**Standard Australian English (ACELA1515)**

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)

Understand the uses of objective and subjective language and bias (ACELA1517)

**Literature**

Analyse and evaluate similarities and differences in **texts** on similar topics, **themes** or plots (ACELT1614)

Identify, describe, and discuss similarities and differences between **texts**, including those by the same **author** or illustrator, and evaluate characteristics that define an **author**'s individual style (ACELT1616)

Identify and explain how choices in language, for example **modality**, emphasis, repetition and metaphor, influence personal response to different **dialects** or accents are used in Australia in addition to **Standard Australian English** (ACELA1515)

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)

Understand the uses of objective and subjective language and bias (ACELA1517)
texts (ACELT1615)

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)

Literacy

Analyze how text structures and language features work together to meet the purpose of a text (ACELY1711)

Analyze strategies authors use to influence readers (ACELY1801)

Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

Literacy

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715)

Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)

Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

Literacy

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

Year 6 Achievement Standard

Reading and viewing

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.

Writing

http://www.australiancurriculum.edu.au/English/Curriculum/F-10?y=6&m=R&m=W&m=SL&layout=4
Students understand how **language features** and **language patterns** can be used for emphasis. They show how specific details can be used to support a **point of view**. They explain how their choices of **language features** and images are used. They **create** detailed **texts** elaborating upon key ideas for a range of purposes and **audiences**. They demonstrate understanding of **grammar**, make considered choices from an expanding vocabulary, use, accurate spelling and punctuation for clarity and make and explain editorial choices.

**Speaking and listening**

Students **listen** to discussions, clarifying content and challenging others’ ideas. They understand how **language features** and **language patterns** can be used for emphasis. They show how specific details can be used to support a **point of view**. They explain how their choices of **language features** and images are used. They **create** detailed **texts**, elaborating on key ideas for a range of purposes and **audiences**. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

**Year 6 Work Samples**

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**Year 6 English Portfolio**