

Year 6 English

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 6. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9E6LA01 indicates Language strand.

Key to content description codes: English	
e.g. AC9E6LA01 Australian Curriculum (AC) Version 9 (9) English (E) Year 6 (6) Strand (LA, LE, LY) Content description number (##)	Strands: <ul style="list-style-type: none"> LA — Language LE — Literature LY — Literacy

Year 6 Australian Curriculum: English achievement standard

By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
By the end of Year 6	Students learn to:	
Students interact with others, and listen to and create spoken and/or multimodal texts including literary texts.	• understand that language varies as levels of formality and social distance increase	AC9E6LA01
	• identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning	AC9E6LA07
	• identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole	AC9E6LA08
	• explain the way authors use sound and imagery to create meaning and effect in poetry	AC9E6LE04
	• create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices	AC9E6LE05
	• use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions	AC9E6LY02
	• use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources	AC9E6LY05
For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts.	• plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features	AC9E6LY07
	• understand the uses of objective and subjective language, and identify bias	AC9E6LA02
	• understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups	AC9E6LA06
	• identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning	AC9E6LA07
	• identify similarities and differences in literary texts on similar topics, themes or plots	AC9E6LE02
	• identify and explain characteristics that define an author's individual style	AC9E6LE03
	• explain the way authors use sound and imagery to create meaning and effect in poetry	AC9E6LE04
• use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions	AC9E6LY02	
• plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features	AC9E6LY07	

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They use and vary text structures to organise, develop and link ideas.	<ul style="list-style-type: none"> explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features 	AC9E6LA03
	<ul style="list-style-type: none"> understand that cohesion can be created by the intentional use of repetition, and the use of word associations 	AC9E6LA04
	<ul style="list-style-type: none"> create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices 	AC9E6LE05
	<ul style="list-style-type: none"> plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features 	AC9E6LY07
They use and vary language features including topic-specific vocabulary- and literary devices, and/or multimodal features and features of voice.	<ul style="list-style-type: none"> understand that language varies as levels of formality and social distance increase 	AC9E6LA01
	<ul style="list-style-type: none"> understand the uses of objective and subjective language, and identify bias 	AC9E6LA02
	<ul style="list-style-type: none"> explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features 	AC9E6LA03
	<ul style="list-style-type: none"> identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning 	AC9E6LA07
	<ul style="list-style-type: none"> identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole 	AC9E6LA08
	<ul style="list-style-type: none"> explain the way authors use sound and imagery to create meaning and effect in poetry 	AC9E6LE04
	<ul style="list-style-type: none"> create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices 	AC9E6LE05
	<ul style="list-style-type: none"> plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features 	AC9E6LY07
They read, view and comprehend different texts created to inform, influence and/or engage audiences.	<ul style="list-style-type: none"> explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features 	AC9E6LA03
	<ul style="list-style-type: none"> identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning 	AC9E6LA07
	<ul style="list-style-type: none"> identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole 	AC9E6LA08
	<ul style="list-style-type: none"> identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors 	AC9E6LE01
	<ul style="list-style-type: none"> identify similarities and differences in literary texts on similar topics, themes or plots 	AC9E6LE02
	<ul style="list-style-type: none"> identify and explain characteristics that define an author's individual style 	AC9E6LE03
	<ul style="list-style-type: none"> explain the way authors use sound and imagery to create meaning and effect in poetry 	AC9E6LE04
	<ul style="list-style-type: none"> examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created 	AC9E6LY01
	<ul style="list-style-type: none"> analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences 	AC9E6LY03
	<ul style="list-style-type: none"> select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings 	AC9E6LY04
	<ul style="list-style-type: none"> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources 	AC9E6LY05
	<ul style="list-style-type: none"> use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words 	AC9E6LY08
They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts.	<ul style="list-style-type: none"> explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features 	AC9E6LA03
	<ul style="list-style-type: none"> understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas 	AC9E6LA05
	<ul style="list-style-type: none"> understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups 	AC9E6LA06
	<ul style="list-style-type: none"> identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning Linked to highlighted achievement standard 	AC9E6LA07
	<ul style="list-style-type: none"> identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world authors 	AC9E6LE01
	<ul style="list-style-type: none"> identify similarities and differences in literary texts on similar topics, themes or plots 	AC9E6LE02
	<ul style="list-style-type: none"> identify and explain characteristics that define an author's individual style 	AC9E6LE03
	<ul style="list-style-type: none"> examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created 	AC9E6LY01

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
	<ul style="list-style-type: none"> analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences 	AC9E6LY03
They identify how texts have similar and different text structures to reflect purpose.	<ul style="list-style-type: none"> explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features 	AC9E6LA03
	<ul style="list-style-type: none"> understand that cohesion can be created by the intentional use of repetition, and the use of word associations 	AC9E6LA04
	<ul style="list-style-type: none"> identify similarities and differences in literary texts on similar topics, themes or plots 	AC9E6LE02
	<ul style="list-style-type: none"> identify and explain characteristics that define an author's individual style 	AC9E6LE03
	<ul style="list-style-type: none"> examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created 	AC9E6LY01
	<ul style="list-style-type: none"> analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences 	AC9E6LY03
	<ul style="list-style-type: none"> select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings 	AC9E6LY04
They explain how language features including literary devices, and visual features influence audiences.	<ul style="list-style-type: none"> understand the uses of objective and subjective language, and identify bias 	AC9E6LA02
	<ul style="list-style-type: none"> explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features 	AC9E6LA03
	<ul style="list-style-type: none"> understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas 	AC9E6LA05
	<ul style="list-style-type: none"> understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups 	AC9E6LA06
	<ul style="list-style-type: none"> identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning 	AC9E6LA07
	<ul style="list-style-type: none"> identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole 	AC9E6LA08
	<ul style="list-style-type: none"> understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue 	AC9E6LA09
	<ul style="list-style-type: none"> identify similarities and differences in literary texts on similar topics, themes or plots 	AC9E6LE02
	<ul style="list-style-type: none"> identify and explain characteristics that define an author's individual style 	AC9E6LE03
	<ul style="list-style-type: none"> explain the way authors use sound and imagery to create meaning and effect in poetry 	AC9E6LE04
	<ul style="list-style-type: none"> examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created 	AC9E6LY01
	<ul style="list-style-type: none"> analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences 	AC9E6LY03
	They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts.	<ul style="list-style-type: none"> understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas
<ul style="list-style-type: none"> understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups 		AC9E6LA06
<ul style="list-style-type: none"> identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning 		AC9E6LA07
<ul style="list-style-type: none"> identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole 		AC9E6LA08
<ul style="list-style-type: none"> understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue 		AC9E6LA09
<ul style="list-style-type: none"> create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices 		AC9E6LE05
<ul style="list-style-type: none"> plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features 		AC9E6LY06
They use text structures and vary paragraphs to organise, develop and link ideas.	<ul style="list-style-type: none"> explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features 	AC9E6LA03
	<ul style="list-style-type: none"> understand that cohesion can be created by the intentional use of repetition, and the use of word associations 	AC9E6LA04
	<ul style="list-style-type: none"> create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices 	AC9E6LE05
	<ul style="list-style-type: none"> plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features 	AC9E6LY06

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features.	<ul style="list-style-type: none"> explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features 	AC9E6LA03
	<ul style="list-style-type: none"> understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas 	AC9E6LA05
	<ul style="list-style-type: none"> understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups 	AC9E6LA06
	<ul style="list-style-type: none"> identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning 	AC9E6LA07
	<ul style="list-style-type: none"> identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole 	AC9E6LA08
	<ul style="list-style-type: none"> understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue 	AC9E6LA09
	<ul style="list-style-type: none"> create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices 	AC9E6LE05
	<ul style="list-style-type: none"> plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features 	AC9E6LY06
They spell using phonic, morphemic and grammatical knowledge.	<ul style="list-style-type: none"> use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words 	AC9E6LY08
	<ul style="list-style-type: none"> 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. 	AC9E6LY09

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.



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