

Year 6 English

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In Year 6, students interact with audiences for different purposes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.</p> <p>The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Year 6 as independent readers may include elaborated events including flashbacks and shifts in time, and a range of less predictable characters. These texts may support students' understanding of authors' styles. They may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may include technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics.</p> <p>Year 6 students create a range of imaginative, informative and persuasive types of texts that may include narratives, procedures, performances, reports, reviews, poetry, expositions, explanations and discussions for particular purposes and audiences.</p>	<p>In Year 6, students continue to develop their interacting, speaking, reading and writing skills, building on what has been taught in Year 5.</p> <p>The units in this curriculum and assessment plan are designed to engage Year 6 learners and are written within the context of the level description. Additionally, the curriculum and assessment plan for this example is based on a year level plan where writing, speaking and interacting are taught and assessed across learning areas.</p>

Unit 1 —Celebrating community	Unit 2 — Cinematic perspectives	Unit 3 — Tales and tunes	Unit 4 — Teaching through tales
<p>Duration: 10 weeks</p> <p>As leaders in the school, and in their final year of primary, students have an opportunity to showcase an aspect of their school or community that they value. In this unit, students listen to, read, view and interpret a range of informative texts including texts about events, places, ceremonies that contribute to the identity of the school or community.</p> <p>At the start of the unit, students engage with informative texts about school and community calendar events and consider how these texts and the events contribute to the identity of the school/community. Text examples may include spoken, written and multimodal texts (e.g. posters, announcements, photographs, social media posts) and literary texts related to the context (e.g. cultural, significant places/events). Students read, view and interpret these texts, developing an understanding of how images and unfamiliar technical vocabulary may be used to present information.</p> <p>Students engage in opportunities for interaction in class where they discuss the school event/s attended during their time at school. They view, read and enjoy a range of online magazine articles, identifying and explaining how images, figures, tables contribute to the meaning of the articles. Students also examine how these online texts present ideas and events and consider how language varies at levels of formality. These online magazine articles act as models for students' own text.</p>	<p>Duration: 10 weeks</p> <p>When films that have been remade are compared to the originals, viewers can see that each film reflects the context in which it was created. The similarities and differences of these contexts are evident in the posters that advertise the films.</p> <p>Students read and view examples of posters promoting original films and their remakes. They examine the presentation of ideas (e.g. choice of emphasis on character as opposed to setting or one theme instead of another). In doing so students identify how vocabulary and images are used in these texts and how they reflect the context of the audience. In written paragraphs, students explain the similarities and differences between two posters in relation to framing, placement of elements, salience and composition of images, and they identify what the language — including images — may reveal about the context in which the posters were created.</p> <p>As part of the unit, students view a range of multimodal presentations and identify how ideas are organised, how topic-specific and technical vocabulary is used and how visual features, gestures and features of voice are used. Students also examine how these presentations demonstrate the way language varies as levels of formality increase. Spoken presentations may be used as models for students' own informative multimodal presentations comparing two film posters.</p>	<p>Duration: 10 weeks</p> <p>Part A</p> <p>Novels and songs are great examples of how structures of storytelling may be presented differently yet still spark inspiration and stimulate the minds of audiences. They offer transformative encounters, guiding students through interesting characters and engaging events. Within this unit, students read a class novel and explore song lyrics that relate to the novel immersing themselves in various interactive activities related to these texts.</p> <p>Through interaction, students develop their social, speaking and listening skills when discussing how the novel presents ideas about characters, settings and events. Students also explore a range of songs, considering the similarities and differences of these musical tunes to the setting, character/s and events of the novel.</p> <p>Students take part in a small group interactive discussion (e.g. fishbowl-style) for an audience consisting of their teacher and peers. Prompts may be used to structure the interaction where students share, develop, explain and elaborate on ideas from a particular chapter of the novel and its reflection of a selected song.</p> <p>Part B</p> <p>Using what they have learnt about the characters, setting and events in the novel (Part A), students extend their opinions about the novel and songs and explore persuasive arguments used in a pitch.</p> <p>Students engage in short persuasive activities in which they provide examples of songs from Part A and consider which ones best present the setting, characters and/or events from selected points in the novel. Additionally, students are introduced to how songs are used to advertise films. Students view a range of film previews, exploring the songs selected to promote the film. Additionally, students view examples of persuasive pitch responses which can be used as models for the students' own pitches.</p>	<p>Duration: 10 weeks</p> <p>Fables show how moral lessons can be carefully woven into exciting and engaging stories. In this unit, students read fables and experiment with adapting stories as they prepare to write their own fable.</p> <p>Students read a selection of fables and similar tales from a range of cultures, using comprehension strategies to analyse how elements of these texts (such as how animals, mythical creatures and/or inanimate objects as characters) achieve their purpose, to convey moral/ethical lessons to audiences. As they engage with these stories, students explore the moral messages and consider the qualities that have allowed fables to endure. Students may also engage with extracts from adaptations of fables for the screen (e.g. films, television programs, computer games), identifying similarities and differences with the written versions.</p> <p>Using the fables explored as models, students practise writing and editing stages and phases of their own, original fable. Students may use writing prompts provided by the teacher, and engage in other activities designed to support them to conceive original ideas for a fable. For example, they may adapt elements (e.g. plot structure, characters, setting and/or ideas) from existing fables to provide a lesson on modern issues relevant to older children (e.g. screen time). Working independently, students ultimately create their own, complete fable.</p>

Unit 1 — Celebrating community		Unit 2 — Cinematic perspectives		Unit 3 — Tales and tunes		Unit 4 — Teaching through tales	
Assessment	Term/week	Assessment	Term/week	Assessment	Term/week	Assessment	Term/week
Assessment	Week 8	Assessment 1 — Informative spoken-multimodal response Description: Students create and deliver a multimodal presentation for a formal audience in which they identify the similarities and differences between two film posters, one promoting an original film and the other its remake. Technique: Extended response Mode: Spoken multimodal Conditions: <ul style="list-style-type: none"> • 2.5–3 minutes 	Week 8	Part A — Interacting Description: Students interact with others in a fishbowl discussion, explaining and elaborating on an appropriate song relevant to the ideas, setting, characters and/or events in selected chapters. Technique: Short response Mode: Spoken/signed Conditions: <ul style="list-style-type: none"> • 1–1.5 minutes 	Week 8	Assessment 1 — Imaginative written response Description: Students create a fable that communicates a moral/ethical lesson of their own choice. They can adapt the plot structure, characters and/or ideas from the original fable to create a new story for a modern audience. Technique: Extended response Mode: Written Conditions: <ul style="list-style-type: none"> • 300–400 words 	Week 8
				Part B — Persuasive spoken response Description: Students create and deliver a pitch in which they persuade a director to use a particular song for a trailer for a film version of the novel. Students use comprehension strategies (e.g. prior knowledge) to connect and compare content from the class discussion in Part A. Technique: Extended response Mode: Spoken/signed Conditions: <ul style="list-style-type: none"> • 2.5–3 minutes 	Week 9		

	Unit 1 —Celebrating community	Unit 2 — Cinematic perspectives	Unit 3 — Tales and tunes	Unit 4 — Teaching through tales
Achievement standard	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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. 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Moderation	<p>Calibration:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Conferencing:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
Language	1	2	3	4	Literature	1	2	3	4	Literacy	1	2	3	4
<p>Language for interacting with others understand that language varies as levels of formality and social distance increase AC9E6LA01</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Literature and contexts 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</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Texts in context examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>understand the uses of objective and subjective language, and identify bias AC9E6LA02</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Engaging with and responding to literature identify similarities and differences in literary texts on similar topics, themes or plots AC9E6LE02</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Interacting with others 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</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Text structure and organisation 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</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Examining literature identify and explain characteristics that define an author's individual style AC9E6LE03</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Analysing, interpreting and evaluating analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences AC9E6LY03</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>explain the way authors use sound and imagery to create meaning and effect in poetry AC9E6LE04</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Language for expressing and developing ideas understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas AC9E6LA05</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Creating literature 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</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>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</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups AC9E6LA06</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						<p>Creating texts 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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						<p>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</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						Phonic and word knowledge use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words AC9E6LY08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
understand how to use the comma for lists, to separate a dependent clause from an independent clause, and in dialogue AC9E6LA09	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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