Year 6 plan — Australian Curriculum: English

Implementation year: School name:

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| Identify curriculum | Year level description (highlighted aspects indicate differences from the previous year level) | 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. |
| Achievement standard | Receptive modes (listening, 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. Students 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. They listen to discussions, clarifying content and challenging others’ ideas.Productive modes (speaking, writing and creating)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.Students 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. 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. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>. |
| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| **Investigating interpersonal relationships and ethical dilemmas in literature**Students describe complex sequences, a range of non-stereotypical characters, and elaborated events, including flashbacks and shifts in time. Students explore themes of interpersonal relationships and ethical dilemmas within real‑world or fantasy settings.Students analyse, discuss and create an imaginative narrative. | Exemplar unit: Online news Students develop their understanding of how online multimodal texts inform and persuade audiences through choice of language, structure and images.Students analyse, discuss and create multimodal persuasive and informative texts, and contribute their texts to an online class news source. | Looking at literatureStudents listen to, read, view, interpret and evaluate contemporary spoken, written and multimodal films, digital texts, junior and early adolescent novels, dramatic performances and poetry, and compare them with texts from earlier times. | **Informative texts**Students analyse how informative texts supply technical and content information.Students identify informative text structures, including chapters, headings and subheadings, tables of contents, indexes and glossaries, and language features including complex sentences, unfamiliar technical vocabulary and information presented in graphics.Students discuss how information is presented in informative texts and create an analytical explanation on a topic of interest. |
| Aboriginal and Torres Strait Islander perspectives | English provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:* Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature
* Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies
* The diversity of Indigenous experiences and their representation in literature and other texts.

English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for students to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, students develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. |

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| Teaching and learning | General capabilities and cross‑curriculum priorities | Opportunities to engage with:Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural | Opportunities to engage with:Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_interculturalDescription: cc_sust | Opportunities to engage with:Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural | Opportunities to engage with:Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural Description: cc_asia |
| Key to general capabilities and cross-curriculum priorities | Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  Description: gc_critical Critical and creative thinking  Description: gc_ethical Ethical behaviour  Description: gc_personal_social Personal and social capability  Description: gc_intercultural Intercultural understanding Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability |
| Develop assessment | AssessmentFor advice and guidelines on assessment, see [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) | A folio is a targeted selection of evidence of student learning and includes a range of responses to a variety of assessment techniques. A folio is used to make an overall on-balance judgment about student achievement and progress at appropriate points and informs the reporting process. |
| Term 1 | Term 2 | Term 3 | Term 4 |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument |
| 3–5 | Informative: Discussion (Spoken/signed)Participate in a discussion to analyse the features of an imaginative narrative, including its themes and dilemmas.  | 2–5 | Informative: Discussion (Spoken/signed)Participate in a discussion with a partner to analyse the persuasive language features and devices in a media text. | 5 | Informative: Review (Spoken/signed)Present an analytical review of one contemporary text and one from another time or culture. | 4 | Informative: Discussion (Spoken/signed)Participate in a discussion to explain how informative texts supply technical and content information. |
| 6–7 | Imaginative: Narrative (Written) Create a short imaginative narrative that explores an ethical dilemma between two characters, set in the real world or a fantasy world.  | 6–7 | Persuasive and informative: Article (Multimodal)Create two media texts (an informative article and a persuasive article) to contribute to an online class news source. | 6–7 | Imaginative: Performance (Multimodal) Present an imaginative dramatic performance focusing on one important event in a narrative. | 6–7 | Informative: Report (Written)Create an informative report using text structures and language features to analyse and explain a topic of interest. |
|  |  |  | The following assessment packages in the QSA Assessment Bank could be used as assessment in this unit:* *Making the* *headlines*
* *News, news, news*
* *Letters to the editor.*
 | **QCATs:** Identify the curriculum targeted by the QCAT and schedule its implementation appropriate to the sequence of learning. |
| Make judgments and use feedback | Moderation | Teachers co-mark imaginative narratives to ensure consistency of judgments. | Curriculum leaders randomly sample folios to check for consistency of teacher judgments. | Teachers moderate the QCATs to identify A–E samples to take to cluster moderation in Term 4. | Year 6 teachers participate in cluster moderation of the QCATs.School cluster moderates data collected using the QCATs to ensure comparability of standards across the state. |

Year 6 English: review for balance and coverage of content descriptions

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| Language | 1 | 2 | 3 | 4 |
| Language variation and change |
| Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English [(ACELA1515)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1515)  | ✓ |  | ✓ | ✓ |
| Language for interaction |
| Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase [(ACELA1516)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1516) |  | ✓ |  | ✓ |
| Understand the uses of objective and subjective language and bias [(ACELA1517)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1517)  |  | ✓ |  |  |
| Text structure and organisation |
| Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects [(ACELA1518)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1518)  | ✓ | ✓ | ✓ |  |
| Understand that cohesive links can be made in texts by omitting or replacing words [(ACELA1520)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1520)  | ✓ | ✓ |  |  |
| Understand the uses of commas to separate clauses [(ACELA1521)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1521)  | ✓ |  | ✓ | ✓ |
| Expressing and developing ideas |
| Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas [(ACELA1522)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1522)  | ✓ |  |  | ✓ |
| Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases [(ACELA1523)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1523)  | ✓ | ✓ | ✓ |  |
| Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts [(ACELA1524)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1524)  |  | ✓ |  | ✓ |
| Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion [(ACELA1525)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1526)  |  |  | ✓ | ✓ |

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| Literature | 1 | 2 | 3 | 4 |
| Literature and context |
| Make connections between students’ own experiences and those of characters and events represented in [texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=texts) drawn from different historical, social and cultural [contexts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=contexts) [(ACELT1613)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1613)  | ✓ | ✓ | ✓ |  |
| Responding to literature |
| Analyse and evaluate similarities and differences in texts on similar topics, themes or plots [(ACELT1614)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1614) |  | ✓ | ✓ |  |
| Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts [(ACELT1615)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1615)  | ✓ | ✓ | ✓ |  |
| Examining literature |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1616)  | ✓ |  | ✓ |  |
| Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse [(ACELT1617)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1617)  | ✓ |  | ✓ |  |
| Creating literature |
| Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways [(ACELT1618)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1618)  | ✓ | ✓ | ✓ |  |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1800)  | ✓ | ✓ | ✓ |  |

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| Literacy | 1 | 2 | 3 | 4 |
| Texts in context |
| Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches [(ACELY1708)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1708)  |  | ✓ |  | ✓ |
| Interacting with others |
| Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions [(ACELY1709)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1710)  | ✓ |  |  | ✓ |
| Interpreting, analysing, evaluating |
| Analyse how text structures and language features work together to meet the purpose of a text [(ACELY1711)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1711)  | ✓ | ✓ | ✓ | ✓ |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1713)  | ✓ | ✓ | ✓ | ✓ |
| Analyse strategies authors use to influence readers [(ACELY1801)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1801)  | ✓ | ✓ | ✓ | ✓ |
| Creating texts |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1714)  | ✓ | ✓ | ✓ | ✓ |
| Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices [(ACELY1715)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1715) | ✓ | ✓ | ✓ |  |
| Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose [(ACELY1716)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1716)  | ✓ |  | ✓ |  |
| Use a range of software, including word processing programs, learning new functions as required to create texts [(ACELY1717)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1717)  | ✓ | ✓ | ✓ | ✓ |

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