

# The Australian Curriculum

<b>Subjects</b>	English
<b>Year levels</b>	Year 6

## Year 6 Content Descriptions

### Language

#### Language variation and change

Understand that different social and geographical dialects or accents are used in Australia in addition to [Standard Australian English \(ACELA1515 - Scootle !\[\]\(339a16584d5da0f0a3ca4e9ec17bf6a1\_img.jpg\)](#))



#### Elaborations

recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia



recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours



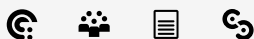
#### Language for interaction

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase ([ACELA1516 - Scootle !\[\]\(e3275251d0893157c3584e20c81dc3ba\_img.jpg\)](#))



#### Elaborations

identify and appreciate differences in language used in diverse family settings



Understand the uses of objective and subjective language and bias ([ACELA1517 - Scootle !\[\]\(83bbbd261710c59db0214aa27b2edc0d\_img.jpg\)](#))

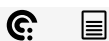


#### Elaborations


understanding when it is appropriate to share feelings and opinions (for example in a personal recount) and when it is appropriate to remain more objective (for example in a factual recount)



differentiating between reporting the facts (for example in a news story) and providing a commentary (for example in an editorial)



## 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 - Scootle](#) )

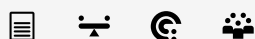


### Elaborations

exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more texts



examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare



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

([ACELA1520 - Scootle](#) )



### Elaborations

noting how a general word is often used for a more specific word already mentioned, for example 'Look at those apples. Can I have one?'




recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms



observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class-subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities



Understand the uses of commas to separate clauses ([ACELA1521 - Scootle](#) )



### Elaborations

identifying different uses of commas in texts



### Expressing and developing ideas

Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas ([ACELA1522 - Scootle](#)



#### Elaborations

investigating how the choice of conjunctions enables the construction of complex sentences to extend, elaborate and explain ideas, for example 'the town was flooded when the river broke its banks' and 'the town was flooded because the river broke its banks'

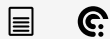


Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ([ACELA1523 - Scootle](#)

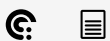


#### Elaborations

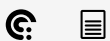
knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for example 'She ate her lunch' compared to 'She gobbled up her lunch')



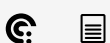
knowing that adverb groups/phrases and prepositional phrases can provide important details about a happening (for example, 'At nine o'clock the buzzer rang loudly throughout the school') or state (for example, 'The tiger is a member of the cat family')



knowing the difference between the simple present tense (for example 'Pandas eat bamboo.') and the simple past tense (for example 'She replied.')

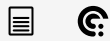


knowing that the simple present tense is typically used to talk about either present states (for example, 'He lives in Darwin') or actions that happen regularly in the present (for example, 'He watches television every night') or that represent 'timeless' happenings, as in information reports (for example, 'Bears hibernate in winter')



knowing that there are various ways in English to refer to future time, for example auxiliary 'will', as in 'She will call you tomorrow'; present tense, as in 'Tomorrow I leave for Hobart'; and adverbials of

time, as in 'She arrives in the morning'



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 - Scootle](#)



#### Elaborations

observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams, and the flow of images in picture books



observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams, and icons

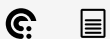


Investigate how vocabulary choices, including [evaluative language](#) can express shades of meaning, feeling and opinion ([ACELA1525 - Scootle](#)



#### Elaborations

identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question



### Phonics and word knowledge

Understand how to 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 ([ACELA1526 - Scootle](#)



#### Elaborations

using a dictionary to explore and use knowledge of word origins, including some Greek roots, to spell words. For example, the Greek roots: 'ath' meaning 'contest' or 'outstanding skill', 'pent' meaning the number five, and 'dec' meaning the number ten, inform the spelling and meaning of the words 'athlete', 'decathlon' and 'pentathlon'



applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to

spell new words, for example 'vacuum', 'yacht', 'ratio' and 'synthesis'



expanding knowledge of prefixes and suffixes and exploring meaning relationships between words for example 'disappearance', 'submarine', 'subterranean', 'poisonous' and 'nervous'



applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell new words, for example knowing how and why these words are spelt as follows: 'reliability', 'handkerchief' 'receive', 'lollies', 'trolleys', 'climbing', 'designed' and 'emergency'




spelling technical words by applying morphemic knowledge, for example 'metaphorical', 'biology' and 'biodegradable'



learning about words from other languages, for example 'umbrella' comes from the Italian word ombrello, and the word for 'yabby' is derived from the Aboriginal word 'yabij'



Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words ([ACELA1830 - Scootle](#) )




#### Elaborations

using phonic generalisations to read and write complex words with uncommon letter patterns, for example 'pneumonia', 'resuscitate' and 'vegetation'



## Literature

### Literature and context

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



#### Elaborations

recognising the influence our different historical, social and cultural experiences may have on the

meaning we make from the text and the attitudes we may develop towards characters, actions and events



### Responding to literature

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots

(ACELT1614 - Scootle [↗](#))



Elaborations

exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register



Identify and explain how choices in language, for example [modality](#), emphasis, [repetition](#) and metaphor, influence personal response to different texts (ACELT1615 - Scootle [↗](#))



Elaborations

noting how degrees of possibility are opened up through the use of modal verbs (for example, 'It may be a solution' as compared to 'It could be a solution'), as well as through other resources such as adverbs (for example, 'It's possibly/probably/certainly a solution'), adjectives (for example, 'It's a possible/probable/certain solution'); and nouns (for example, 'It's a possibility/probability')



### 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 - Scootle [↗](#))



Elaborations

exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books

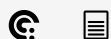


Identify the relationship between words, sounds, [imagery](#) and [language patterns](#) in narratives and poetry such as ballads, limericks and free verse (ACELT1617 - Scootle [↗](#))



### Elaborations

identifying how language choice and imagery build emotional connection and engagement with the story or theme



describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole



### Creating literature

**Create** literary texts that adapt or combine aspects of texts students have experienced in innovative ways ([ACELT1618 - Scootle](#))

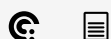


### Elaborations

creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features



planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences

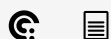


Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice ([ACELT1800 - Scootle](#))



### Elaborations


selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form



## Literacy

### Texts in context



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

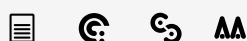


#### Elaborations

identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers



using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters)



#### 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 - Scootle](#) )

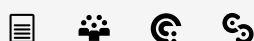


#### Elaborations

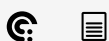
using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions




exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses



recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information



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 - Scootle](#) )



#### Elaborations

participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations



using effective strategies for dialogue and discussion in range of familiar and new contexts, including speaking clearly and coherently and at appropriate length, acknowledging and extending the contributions of others, asking pertinent questions and answering others' questions




choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as recounting an excursion to a younger class or welcoming a visitor to a school function



experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement



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 - Scootle](#) )




#### Elaborations

using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as 'Kids should be allowed to read and view what they like,' to be presented to teachers and parents



### Interpreting, analysing, evaluating


Analyse how **text** structures and **language features** work together to meet the purpose of a **text** ([ACELY1711 - Scootle](#) )



#### Elaborations

comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic

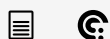


Select, navigate and **read** texts for a range of purposes, applying appropriate **text** processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ([ACELY1712 - Scootle](#) )



## Elaborations

bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information



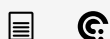
using word identification, self-monitoring and self-correcting strategies




using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information



identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones



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

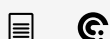


## Elaborations

making connections between the text and students' own experience or other texts



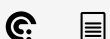
making connections between information in print and images



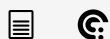
finding specific literal information



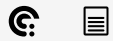
using prior knowledge and textual information to make inferences and predictions



asking and answering questions



finding the main idea of a text



summarising a text or part of a text



Analyse strategies authors use to influence readers ([ACELY1801 - Scootle](#)



Elaborations

identify how authors use language to position the reader and give reasons



## 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 - Scootle](#)



Elaborations

creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity



using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities

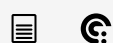


Re-read and edit students' own and others' work using agreed criteria and explaining editing choices ([ACELY1715 - Scootle](#)



Elaborations

editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience



Develop a [handwriting](#) style that is legible, fluent and automatic and varies according to [audience](#) and


purpose ([ACELY1716 - Scootle](#) )



#### Elaborations

using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks



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



#### Elaborations

selecting and combining software functions as needed to create texts

