

Level description: Year 6

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.

In Year 6, students interact with audiences for different purposes .

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.

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 .

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.

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 .

Achievement standard: Year 6

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.