



# Australian Curriculum: English — Year 6

## Year level plan-2023

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	Short stories	Examining advertising in the media Exploring news reports in the media	Interpreting literary texts Exploring literary texts by the same author	Comparing texts
<b>Unit description</b>	Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.	Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.  Students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to a news report.	Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.  Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.	Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit. Students transform an informative text into a literary text for younger audiences.

ASSESSMENT		SEMESTER 1			SEMESTER 2		
		Term 1	Term 2		Term 3		Term 4
		Writing a short story- AT1	Create a multimodal advertisement- AT2	Evaluation of a news report- AT3	Letter to the future- AT4	Panel discussion- AT5	Arguing a point of view- AT6
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Extended response	Extended response	Extended response	Extended response	Extended response	Extended response
	<b>Type of text</b>	Narrative	Persuasive	Informative	Informative	Informative	Persuasive
	<b>Mode</b>	Written	Multimodal	Written	Written	Oral	Written
	<b>Conditions</b>	Individual Access to resources allowed (e.g. dictionaries, models of short stories)	Individual Access to teacher feedback and conferencing Part B: Text (100–200 words)	Individual Drafting in lesson time with teacher conferencing 300–400 words	Individual Access to resources (e.g. dictionary) allowed Access to teacher feedback and	Individually and panel discussion (Max 4) Access to resources (e.g. dictionary, and novels) allowed	Individual Access to teacher feedback Access to resources allowed

		Access to teacher feedback and conferencing Length: Part A: 300–400 words (approximately) Part B: 100–200 words (approximately)			conferencing in first draft Done over 4 lessons Length: 300 words	Access to teacher feedback Done over 6 lessons 2-3 minutes to read 1-2 minutes to question and answer	5 lessons for assessment Length: 300–400 words
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### Aspects of the achievement standard

<b>Receptive modes (listening, reading and viewing)</b>	understand how the use of text structures can achieve particular effects					✓	✓	
	analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events			✓		✓	✓	
	compare and analyse information in different and complex texts, explaining literal and implied meaning			✓				✓
	select and use evidence from a text to explain their response to it			✓			✓	✓
	listen to discussions, clarifying content and challenging others' ideas						✓	
<b>Productive modes (speaking, writing and creating)</b>	understand how language features and language patterns can be used for emphasis	✓	✓			✓	✓	
	show how specific details can be used to support a point of view			✓		✓	✓	
	explain how their choices of language features and images are used		✓					
	create detailed texts elaborating on key ideas for a range of purposes and audiences	✓	✓	✓				✓
	make presentations and contribute actively to class and group discussions, using a variety of strategies for effect						✓	
	demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing	✓	✓				✓	✓
use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria	✓	✓				✓	✓	

**Term 1**

**Term 2**

**Term 3**

**Term 4**

✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement