

# Australian Curriculum v9: English — Year 6

## Year level plan-2024

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	Engaging with and responding to <b>literature</b>	Engaging with and responding to <b>informative</b> texts	Using language to persuade Term 2 Holiday advert teaching - <b>Persuasive techniques from Term 2</b> <b>Significant issue in community to convince government/principal to take action</b>	<b>Completing a novel study</b> <b>Analyse native structure with Sustainability Theme to write Sustainable narrative</b> <b>2nd half of Term 1 (narrative unit plus Term 4 moon bear analysis/2022 writing award)</b>
<b>Unit description</b>	<p>Students engage with a <b>variety of literary texts</b> that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances.</p> <p>Students read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect.</p> <p>Through texts, students explore <b>contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences</b> may have on the meaning of texts and attitudes towards characters, actions and events.</p> <p>Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience. They engage in shared and independent writing to respond to literary texts, and use features of these texts as models to create their own work.</p> <p><b>For assessment, students:</b> <b>share and elaborate on ideas about a literary text for an audience</b></p>	<p>Students engage with <b>a variety of informative texts</b> that may include technical information and/or content about <b>a wide range of topics of interests or topics being studied in other learning areas</b>. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies.</p> <p>Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources.</p> <p>Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.</p> <p>Through teaching and learning, students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.</p> <p><b>For assessment, students:</b> read, view and comprehend informative texts create a written and multimodal informative text for an audience.</p>	<p>Students engage with a range of texts which provide a <b>stimulus for persuasive responses</b>, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and <b>letters to the editor</b>, as models for creating their own work.</p> <p>Students read, view and comprehend texts that support and extend them as independent readers, <b>monitoring meaning and analysing how text structures and language features work to engage and influence an audience.</b></p> <p>Through texts, students explore <b>ethical dilemmas or issues in real-world and imagined settings</b>. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias.</p> <p>Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.</p> <p><b>For assessment, students:</b> create a vlog to present an argument to a person of importance.</p>	<p>Through a <b>novel study</b>, students <b>explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings</b>. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students read, view and comprehend a selected novel which includes a range of less predictable characters and elaborated events including flashbacks and shifts in time.</p> <p>Through texts, students identify narrative text structures and language features, recognising how authors often adapt these. Students identify and explain author style and analyse how language features work together to meet the purpose of the narrative.</p> <p>Through teaching and learning, students plan, create, edit and publish a written imaginative text, organised into characteristic stages and phases of a narrative. Ideas are developed and expressed in varied and cohesive paragraphs, using a variety of complex sentences, expanded and sharpened through careful choice of vocabulary. They experiment with literary devices to shape meaning or evoke responses from the reader.</p> <p><b>For assessment, students:</b> read, view and comprehend imaginative texts create a written narrative including a supporting image.</p>

ASSESSMENT		SEMESTER 1			SEMESTER 2		
		Term 1	Term 2		Term 3	Term 4	
		AT1	AT2	AT3	AT4	AT5	AT6
Range and balance of summative assessment conventions	Technique	Performance Presentation	Short Response	Extended response	Performance Presentation	Short response	Extended response
	Mode	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input checked="" type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input checked="" type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal
	Conditions <i>consider and identify conditions that enable equitable access for all students.</i>	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students

Aspects of the achievement standard						
Listening and speaking	AT1	AT2	AT3	AT4	AT5	AT6
Interact with others, and listen to and create spoken and/or multimodal texts including literary texts.	MT			MT		
Share, develop, explain and elaborate on ideas from topics or texts for particular purposes and audiences.	✓			✓		
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.	✓			✓		
Reading and viewing						
Read, view and comprehend different texts created to inform, influence and/or engage audiences.		✓			✓	
Identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts.		✓			✓	
Identify how texts have similar and different text structures to reflect purpose.		✓			✓	

Explain how language features including literary devices, and visual features influence audiences.		✓			✓	
<b>Writing and creating</b>						
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.			✓			✓
Use text structures and vary paragraphs to organise, develop and link ideas.			✓			✓
Use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features.			✓			✓
Spell using phonic, morphemic and grammatical knowledge.	<b>Monitoring Task</b> Diagnostic tool as per School Data Plan			<b>Monitoring Task</b> Diagnostic tool as per School Data Plan		

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

**Monitoring Task** indicates opportunities for aspects to be demonstrated by students through monitoring strategies throughout the unit of work and evidence collated for student folios.