



English Program Year 6

Huntingdale Primary School - A Local Public School

Teacher:

Date:

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Cross Curriculum Priorities



General Capabilities



LANGUAGE	LITERATURE	LITERACY
<p>Understand different social and geographical dialects or accents are used in Australia in addition to standard Australian English. [ACELA 1515]</p> <ul style="list-style-type: none"> 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. RV W 	<p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts. [ACELT1613] RV W</p> <ul style="list-style-type: none"> 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 	<p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches. [ACELY 1708]</p> <ul style="list-style-type: none"> 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) L S RV
<p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase. [ACELA 1516]</p> <ul style="list-style-type: none"> identify and appreciate differences in language used in diverse family settings 	<p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots. [ACELT1614] L S W</p> <ul style="list-style-type: none"> 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 	<p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. [ACELY 1709] RV W</p> <ul style="list-style-type: none"> 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
<p>Understand the uses of subjective and objective language and bias. [ACELA 1517]</p> <ul style="list-style-type: none"> 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 and providing a commentary. RV W 	<p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts. [ACELT1615] L S</p> <ul style="list-style-type: none"> noting how degrees of possibility are opened up through the use of modal auxiliaries (for example 'it may be a solution'; '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.') 	<p>Use interaction skills, varying conventions of spoken interactions such as tone, pitch and pace, according to group size, formality of interaction and needs/expertise of the audience. [ACELY1816]</p> <ul style="list-style-type: none"> participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations 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
<p>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects [ACELA 1518]</p> <p>L S W</p> <ul style="list-style-type: none"> 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 	<p>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] L S W</p> <ul style="list-style-type: none"> 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 	<p>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] RV W</p> <ul style="list-style-type: none"> 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
<p>Understand that cohesive links can be made in texts by omitting or replacing words. [ACELA 1520]</p> <ul style="list-style-type: none"> noting how writers often leave out words that have already been mentioned (for example 'Tina ate three apples and Simon ate two. [apples]') recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms RV S 	<p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse. [ACELT1617] L S W</p> <ul style="list-style-type: none"> 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 	<p>Analyse how text structures and language features work together to meet the purpose of a text. [ACELY1711]</p> <ul style="list-style-type: none"> 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
<p>Understand the uses of commas to separate clauses. [ACELA 1521]</p> <ul style="list-style-type: none"> identifying different uses of commas in texts 	<p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways. [ACELT1618] RV</p> <ul style="list-style-type: none"> 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 	<p>Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structure features. [ACELY1712]</p> <ul style="list-style-type: none"> 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 L S W identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones
<p>Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas. [ACELA 1522]</p> <p>L S RV</p> <ul style="list-style-type: none"> knowing that a complex sentence typically consists of an independent clause and a dependent clause connected by a subordinating conjunction (for example 'because', 'when', 'after', 'if', 'while', 'although'). Note: Dependent clauses of time, purpose, reason, concession, condition and so on are referred to as 'adverbial clauses' knowing that the function of complex sentences is to make connections between ideas, such as: to provide a reason, to state a purpose, to express a condition, to make a concession, to link two ideas in terms of various time relations 	<p>Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentences variation, metaphor and word choice. [ACELT1800] L S RV</p> <ul style="list-style-type: none"> selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form 	<p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts. [ACELY1713]</p> <ul style="list-style-type: none"> making connections between the text and students' own experience or other texts 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
<p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials. [ACELA 1523]</p> <ul style="list-style-type: none"> knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid knowing that adverbials can provide important details about an action RV knowing the difference between the simple present tense and the simple past tense knowing that the simple present tense is typically used to talk about actions that happen regularly in the present or that represent 'timeless' actions, as in information reports 		<p>Analyse strategies that authors use to influence readers. [ACELY1801]</p> <ul style="list-style-type: none"> identify how authors use language to position the reader and give reasons
<p>Identify and explain how analytical images like figures, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts. [ACELA 1524]</p> <p>L S RV</p> <ul style="list-style-type: none"> 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 		<p>Plan, draft and publish imaginative and informative and persuasive print and multimodal texts, choosing and experimenting text structures, language features, images and digital resources appropriate to purpose and audience. [ACELY1714]</p> <ul style="list-style-type: none"> 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
<p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. [ACELA 1525]</p> <p>L S RV</p> <ul style="list-style-type: none"> adopting a range of spelling strategies to recall and attempt to spell new words L S RV using a dictionary to correct students' own spelling 		<p>Reread and edit students' own and others' work using agreed criteria and explaining editing choices. [ACELY1715] RV</p> <ul style="list-style-type: none"> editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience
<p>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 [ACELA 1526]</p> <p>RV</p> <ul style="list-style-type: none"> adopting a range of spelling strategies to recall and attempt to spell new words using a dictionary to correct students' own spelling 		<p>Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose. [ACELY1716]</p> <ul style="list-style-type: none"> using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks
<p>Filter to the mode of writing</p>		<p>Use a range of software including word processing programs, learning new functions as required to create texts. [ACELY1717] RV</p> <ul style="list-style-type: none"> selecting and combining software functions as needed to create texts

Year 6 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.

May also be observed and assessed in the context of:

- L** Listening **RV** Reading and Viewing
- S** Speaking **W** Writing