Australian Curriculum Version 9: English
Year 6 level plan 2026

Sequence of units	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Using language to persuade	Identifying and using informative text structures	Engaging with and responding to literature	Poetry portfolio
Unit description	Students engage with a range of texts that provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work. Students read, view and comprehend texts that support and extend them as independent readers, monitoring meaning and analysing how text structures and language features work to engage and influence an audience. 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. Through teaching and learning, students create spoken and written persuasive responses to ideas presented 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. **For assessment, students:** Create a persuasive travel segment for a lifestyle show, encouraging viewers to visit a chosen destination.	Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies. 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. 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. 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. **For assessment, students:** read, view and comprehend informative texts create a written and multimodal information text for an audience.	Students engage with a variety of literary texts that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances. 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. Through texts, students explore 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 may have on the meaning of texts and attitudes towards characters, actions and events. 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. **For assessment, students:** read, view and comprehend narrative texts share and elaborate on ideas about a literary text for an audience.	This unit will engage Year 6 students in creating a collection of poems that reflect on their time at primary school. Students will explore their memories, experiences, and emotions related to their school journey, using poetry as a powerful medium for expression. Throughout the unit, students will learn how language features, including literary devices, influence audiences, and they will apply this understanding in their own writing. Through texts, students identify 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 text. Through teaching and learning, students plan, create, edit and publish a collection of poems. Ideas are developed and expressed in varied and cohesive text structures, 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. **For assessment, students:** creation of a poetry portfolio that includes multiple poems reflecting on different aspects of their primary school experience.

Assessment		Semester 1		Semester 2	
		Presenting an argument	Informative texts: Reading and writing	Sharing ideas about literary texts	Collection of poems
Range and balance of assessment	**Technique**	Extended response	Extended response	Extended response	Extended response
	If *other*, or more than one, specify	Observed demonstration	Observed demonstration	Performance/presentation, Observed demonstration	
	Mode	☒ Multimodal	☒ Written ☒ Spoken/Signed	☒ Spoken/Signed	☒ Written ☒ Spoken/Signed

Aspects of the achievement standard				
Speaking and Listening ☆				
interact with others, and listen to and create spoken and/or multimodal texts including literary texts	Monitoring strategy		Monitoring strategy	
for particular purposes and audiences, share, develop, explain and elaborate on ideas from topics or texts	■		■	
use and vary text structures to organise, develop and link ideas	■		■	
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		■	■	
Writing and Creating ☆				
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		Monitoring strategy		Monitoring strategy

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