

# Australian Curriculum: 2023 English — Year 6



CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	<b>Unit 1: Short stories</b>	<b>Unit 2: Examining advertising in the media</b>	<b>Unit 6: Comparing texts</b>	TBA
<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, 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.	
<b>General capabilities</b>				
<b>Cross-curriculum priorities</b>				

ASSESSMENT	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Range and balance of summative assessment conventions</b>	<b>Assessment</b>	Writing a short story	Create a multimodal advertisement	Arguing a point of view
	<b>Technique</b>	Extended response	Extended response	Informative Response
	<b>Type of text</b>	Imaginative	Persuasive	Informative
	<b>Mode</b>	Written	Multimodal	Written

### 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	Doesn't explain editorial choices			

