Chapel Hill State School
English Curriculum and Assessment Yearly Overview 2024
YEAR 6

Curriculum Intent

Year Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Achievement Standards

Spiral Progression and Alignment
Developing the same concepts from one grade level to the next in increasing complexity and application.

YEAR 5	YEAR 6	YEAR 7
Receptive modes (listening, reading and viewing) By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. **Productive modes (speaking, writing and creating)** Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.	**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 and complex 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 an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.	**Receptive modes (listening, reading and viewing)** By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts. **Productive modes (speaking, writing and creating)** Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

	Term 1	Term 2		Term 3		Term 4
	Unit 1	Unit 2	~~Unit 3~~ Moderating	Unit 4	Unit 5 Moderating	Unit 6

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**
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 read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect.	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..	Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate an 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 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.

Assessment

Imaginative Short Story	**Create a Multimodal Advertisement**	**Evaluation of a News Report**	**Letter to the Future**	**Analyse and Evaluate Texts by the same Author**	**Argue a Point of View**
Written	*Multimodal presentation - Part A*	*Comprehend - Part A Analyse*	*Written*	*Written*	*Written*
Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.	*Explain Choices - Part B* Students create a multimodal advertisement and explain how it persuades the viewer.	Students evaluate the use of language in a news report that influences the audience to accept a particular point of view about a topic.	Students write a letter to a student in the future to evoke a sense of time and place.	Students analyse and evaluate the style of an individual author.	Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.
* Includes Diagnostic Pre-Test			*** Includes Diagnostic Pre-Test**	*Oral Presentation*	*Comprehension*
Short Stories Reading Comprehension			**Reading Comprehension**	To analyse and evaluate the style of an individual author within small group discussions.	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.
Short Answer Questions			*Short Answer Questions*	Drama performance	*** Includes Diagnostic Pre-Test**
Students analyse and compare text structures and language features the author use to influence readers.			Students read and comprehend a letter from a different historical context and analyse and explain language features.		
Oral Presentation					
(Linked to U1 Science Part C)					

			⭐ **Cluster moderation**		

Achievement Standard – Elements Assessed

Australian CURRICULUM • Version 8

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