The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

### Year 6 Content Descriptions

#### Language

**Language variation and change**

Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English.

**Language for interaction**

**Responding to literature**

- Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects.
- Understand that cohesive links can be made in texts by omitting or replacing words.
- Understand the uses of co-occurrence to separate clauses.

**Expressing and developing ideas**

- Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas.
- Understand how to expand and sharpened through careful choice of words, elaborated sentences and a range of adverb groups/phrases.
- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts.

**Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.**

**Phonics and word knowledge**

- Understand how to use phonics knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words.

#### Literature

**Literature and context**

- Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.
- Reflect on, and respond to, students’ own experiences and those of characters and events in literary texts.

**Examining literature**

- 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.
- Identify the relationship between words, sounds, images and language patterns in narratives and poetry such as ballads, limericks and free verse.

**Creating literature**

- Create literary texts that adapt or combine aspects of texts they enjoy, as well as topics being explored in their studies, and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

#### Literacy

**Texts in context**

- Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches.

**Interacting with others**

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.

**Interpreting, analysing, evaluating**

- Analyse how text structures and language features work together to meet the purpose of a text.
- Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings.

- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

**Creating texts**

- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

- Re-read and edit students’ own and others’ work using agreed criteria and explaining editing choices.

- Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose.

- Use a range of software, including word processing programs, learning new functions as required to create texts.