

# The BitL tool – English years 5–6



## English: Years 5–6

### What do you already think?

What strategies can you use before listening, reading or viewing a text?

Activate prior knowledge of the topic.

Establish a purpose for engaging with the text.

Make predictions.

Preview the text structure.

### Can you identify purposes, contexts and audiences?

How do authors change structures for different purposes?

Students listen to, read and view a range of texts whose primary purpose is aesthetic, including junior and early adolescent fiction, non-fiction, poetry and drama.

Informative and persuasive texts, including media texts, present technical and content information about a wide range of topics of interest and topics studied in other curriculum areas.

Contexts and audiences relate to all areas of the curriculum and the community and to contemporary as well as traditional cultural aspects.

### How can you make meanings?

What meaning making strategies can you use to comprehend different texts with varied content, features and structures, by a range of authors?

Navigating texts for specific purposes applying strategies such as monitoring meaning, skimming and scanning and interpreting features such as glossaries and subheadings.

Comprehension strategies applied eg making connections, isualizing, questioning, inferring, determining importance, summarizing and synthesizing to compare and analyse information in different texts, explaining literal and implied meaning and the effects of different text features and structures.

Selecting and using evidence to explain responses.

Listening to clarify content and challenge ideas.

### How can you make connections?

How can you make connections between text features and structures and their effects?

Listening to discussions, clarifying content and challenging others' ideas.

Understanding how the use of text structures can achieve particular effects.

Analysing and explaining how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Selecting and using evidence from a text to explain responses.

### What do you think now?

What can you explain?

Explaining how choices of language features are used by different authors.

Showing how specific details can be used to support a point of view.

### In what ways can you express your ideas, experiences and information?

How can you use different structures and features to create more detailed texts for different audiences and purposes?

Making presentations and contributing actively to class and group discussions, using a variety of strategies for effect.

Showing how specific details can be used to support a point of view.

Creating detailed texts which elaborate on key ideas for a range of purposes and audiences.

Showing how language features and language patterns can be used for emphasis.

Demonstrating understanding of grammar, making considered choices from an expanding vocabulary.

Using accurate spelling and punctuation for clarity.

Making and explaining editorial choices.

■ Language strand ■ Literacy strand ■ Literature strand

### Pedagogical questions:

- Why would we want to read/view/ listen to this text?
- What do you already know about the topic?
- What do you already know about the historical or cultural context?
- What questions could you ask that might be answered by the text?
- What can you imagine?

### Pedagogical questions:

- What is the purpose of this text? How do you know?
- Who is the audience for the text? How do you know?
- How is it structured/laid out? How does the structure of the text help it to achieve its purpose?
- Has the author experimented with the structure of the text to achieve a particular purpose? How?
- Has the author experimented with the language features of the text to achieve a particular purpose? How?
- What ideas /information do you expect from this text? Are there clues? What are they? Where did you find them?

### Pedagogical questions:

- Which strategies can help you to understand this text effectively?
- What comprehension strategies can increase your understanding? How?
- When do you use different strategies? How do you decide which one to use?
- How do the images used in factual texts increase your understanding/ add to meaning?
- What effects do visual elements, their organisation and placement have on audiences?
- How do vocabulary choices affect the meaning, feelings and opinions in texts?
- How does the context in which it is used affect the meaning a word can have?
- How can you use verb phrases and adverb phrases to sharpen ideas?
- How has English changed over time? Why?
- Does everyone speak English in the same way?
- What helps you to find the information you need?
- How formal is the text?
- Is the text biased? In what way (objective/subjective)?
- How does the author try to influence the audience?
- Has the author changed the structure for particular persuasive or humorous effects? How?
- Is the text written from a particular viewpoint? How can you tell?
- How is the viewpoint in the text communicated through language (eg bias)?
- Could the text have shown other viewpoints? Whose? Why?
- How would a different viewpoint affect your response?

### Pedagogical questions:

- Do other texts (in other media) present this idea/ information differently? How?
- How do the different text media make you feel/ understand differently?
- What similarities/differences are there between this text and your own experience?
- What similarities/differences are there between this text and texts with similar themes/topics?
- What characteristics help you define the author's style? How do they work?
- What connections can you make between aspects of the text and the historical/social/ cultural context?
- What ideas/information can you connect from different parts of the text?
- For what purposes do poetry and songs use word patterns and images?

### Pedagogical questions:

- What do you think about the characters/setting/events / information now that you have read/ viewed/listened to the text?
- How can you incorporate several perspectives of an issue, not just your own?
- How can you interact effectively with others in different social contexts?
- How can you clarify your understanding in formal and informal interactions?
- How can you question or add to ideas appropriately?
- How can you adapt interaction skills for different purposes and audiences?
- What language features has the author used? Why?

### Pedagogical questions:

- How can you effectively present appropriate, accurate and sequenced content to defined audiences and for defined purposes?
- What other viewpoints could you consider when you express your view about a text?
- How can you use metalanguage to explain language choices and their effects?
- What texts can you plan and create by adapting aspects from modelled texts?
- How can you experiment with text structures/language features to create different effects?
- What texts can you plan, draft and publish by choosing and experimenting with structures and features, including images and digital resources, appropriate to purpose and audience? How?
- What strategies can you use to spell new words? How do you know which ones to use and when?
- How can you edit and improve your texts?
- What strategies can you use to help make your writing clear and fluent?



# The BitL tool – English years 5 – 6

## English: Years 5 – 6

What do you already think? <i>Continued</i>	Can you identify purposes, contexts and audiences? <i>Continued</i>	How can you make meanings? <i>Continued</i>	How can you make connections? <i>Continued</i>	What do you think now? <i>Continued</i>	In what ways can you express your ideas experiences and information? <i>Continued</i>
		<ul style="list-style-type: none"> <li>• What are the language features of the text?</li> <li>• Has the author used language features to make the text more entertaining/humorous? How?</li> <li>• Do the language features help the text meet its purpose? How?</li> <li>• Are chapters/headings/sub-headings used? Why?</li> <li>• How does the sentence structure of the text help you to make predictions?</li> <li>• Are complex sentences used? In what ways?</li> <li>• What is the difference between a main and a subordinate clause? When would you use them?</li> <li>• What words have been used to help the text flow or to increase its cohesion?</li> <li>• What punctuation has been used in this text? For what purpose?</li> </ul>			

By the end of Year 6, students 'analyse and explain how language features, images and vocabulary are used by different authors and they select and use evidence from a text to explain their response to it. Select information, ideas and events in texts that relate to their own lives and to other texts and contribute actively to class and group discussions' (Achievement Standard). They do this through literary texts that 'explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings' (Year Level Description). Various content descriptions could be combined to draw out concepts of identity, texts and choosing and using.

### Example: Year 6 - Text analysis

#### Language: Expressing and developing ideas (identity)

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

#### Literature: Examining literature (texts)

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose.

#### Literacy: Interpreting, analysing, evaluating (choosing and using)

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge on context, text structures and language features.

<p>What do you already know about this topic?</p> <p>What language do you imagine will be used in this text? What makes you think this?</p>	<p>What is the purpose of this text? How do you know?</p> <p>Who is the audience for this text? How do you know?</p> <p>Has the author experimented with the language features of the text to achieve a particular purpose? How?</p>	<p>Which strategies can help you to understand this text effectively?</p> <p>Which strategies help you make meaning of the language used in this text? How did you decide which ones to use?</p> <p>How does the author try to influence the audience?</p> <p>Has the author changed the structure for particular persuasive or humorous effects? How?</p> <p>How is the viewpoint in the text communicated through language (eg bias)?</p>	<p>Do other texts (in other media) present this idea/information differently? How?</p> <p>How do the different text media make you feel/understand differently?</p> <p>What connections can you make between aspects of the text and the historical/social/cultural context?</p> <p>For what purposes do poetry and songs use word patterns and images?</p>	<p>What do you think about the characters/setting/events /information now that you have read/viewed/listened to the text? What influenced your thinking?</p> <p>How might you change some of the language devices to make the text more powerful?</p>	<p>How can you use metalanguage to explain language features/text structures choices made by the author and their effect?</p> <p>What texts can you plan, draft and publish by choosing and experimenting with structures and features, including images and digital resources, appropriate to purpose and audience? How?</p>
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