

What students need to know?

By the end of Year 6.

Reading and viewing

- Students understand how the use of **text structures** can achieve particular effects.
- They analyze and explain how **language**, images and vocabulary are used by different **authors** to represent ideas, characters and events.
- They compare and analyze information in different **texts**, explaining literal and implied meaning.
- They select and use evidence from a **text** to explain their response to it.

Writing

- Students understand how **language features** and **language patterns** can be used.
- 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.
- They **create** detailed **texts** expanding upon key ideas for a range of purposes and **audiences**.
- They demonstrate understanding of **grammar**.
- Make considered choices from an expanding vocabulary, use, accurate spelling and punctuation for clarity
- Make and explain editorial choices.

Speaking and listening

- Students **listen** to discussions, clarifying content and challenging others' ideas.
- They 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. They **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.

Taken from the Australian Curriculum.

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 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 understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices