VICTORIAN CURRICULUM: ENGLISH
Level 6

Language

Reading & Viewing	Writing	Speaking & Listening

Text structure and organisation

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
- exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more text
- examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare

Expressing and developing ideas

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
- observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams and the flow of images in picture books
- observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams and icons

Text structure and organisation

Understand that cohesive links can be made in texts by omitting or replacing words
- noting how writers often leave out words that have already been mentioned (for example 'Tina ate three apples and Simon ate two. [apples]')
- noting how writers often substitute a general word for a more specific word already mentioned, thus creating a cohesive link between the words (for example 'Look at those apples. Can I have one?')
- recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms
- observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class-subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities

Understand the uses of commas to separate clauses
- identifying different uses of commas in texts

Expressing and developing ideas

Investigate how complex sentences can be used in a variety of ways to elaborate, extend or explain ideas
- knowing that a complex sentence typically consists of a main clause and a subordinate clause
- knowing that the function of complex sentences is to make connections between ideas, such as: to provide a reason (for example 'He jumped up because the bell rang'); to state a purpose (for example 'She raced home in order to confront her brother'); to express a condition (for example 'It will break if you push it'); to make a concession (for example 'She went to work even though she was not feeling well'); to link two ideas in terms of various time relations (for example 'Nero fiddled while Rome burned')

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials
- knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for example 'She ate her lunch' compared to 'She gobbled up her lunch')
- knowing that adverb groups/phrases and prepositional phrases can provide important details about a happening (for example 'At nine o'clock the buzzer rang loudly throughout the school.') or state (for example 'The tiger is a member of the cat family)
- knowing the difference between the simple present tense (for example 'Pandas eat bamboo.') and the simple past tense (for example 'She replied.')
- knowing that the simple present tense is typically used to talk about either present states (for example, 'He lives in Darwin') or actions that happen regularly in the present (for example, 'He watches television every night.') or that represent 'timeless' actions, as in information reports (for example 'Bears hibernate in winter.')
- knowing that there are various ways in English to refer to future time (for example 'She will call you tomorrow'; 'I am going to the movies tomorrow'; 'Tomorrow I leave for Hobart')

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
- identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question

Language variation and change

Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
- recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia
- recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours

Language for interaction

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
- identify and appreciate differences in language used in diverse family settings

Understand the uses of objective and subjective language and bias
- understanding when it is appropriate to share feelings and opinions (for example in a personal recount) and when it is appropriate to remain more objective (for example in a factual recount)
- differentiating between reporting the facts (for example in a news story) and providing a commentary (for example in an editorial)

Phonics and word knowledge

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

- spelling increasingly complex words using understanding of common letter patterns, for example, 'pneumonia'

Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words including technical words and words adopted from other languages

- adopting a range of spelling strategies to recall and attempt to spell new words
- using a dictionary to correct students' own spelling

Literature

Reading & Viewing	Writing	Speaking & Listening
Responding to literature Analyse and evaluate similarities and differences in texts on similar topics, themes or plots • exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register 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 • exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse • identifying how language choice and imagery build emotional connection and engagement with the story or theme • describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole	**Creating literature** Experiment with text structures and language features and their effects in creating literary texts • selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways • creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features • planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences	**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 • recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events

Reading & Viewing	Writing	Speaking & Listening
Interpreting, analysing, evaluating Analyse strategies authors use to influence readers • identify how authors use language to position the reader and give reasons Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning • bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information • using word identification, self-monitoring and self-correcting strategies • using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information • identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts • making connections between the text and students' own experience or other texts • making connections between information in print and images • finding specific literal information • using prior knowledge and textual information to make inferences and predictions • asking and answering questions • finding the main idea of a text • summarising a text or part of a text	**Texts in context** Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches • identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers • using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters) **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 • creating informative texts for two different audiences, such as a visiting academic and a Level 3 class, that explore an aspect of biodiversity • using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities Reread and edit students' own and others' work using agreed criteria and explaining editing choices • editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience Develop a handwriting style that is legible, fluent and that can vary depending on context • using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks Use a range of software, including word processing programs, learning new functions as required to create texts • selecting and combining software functions as needed to create texts	**Interacting with others** Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions • using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions • exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses • recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis • using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as 'Kids should be allowed to read and view what they like,' to be presented to teachers and parents

Achievement Standard

Reading and Viewing	Writing	Speaking and Listening
By the end of Level 6,	By the end of Level 6,	By the end of Level 6,
Students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They 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.	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. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.	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.

*This document intends to assist teachers in their implementation of the Victorian Curriculum F-10

It is merely an attempt to understand the document at this time – teachers are advised to consult the online documentation to clarify further details for themselves.

The VCAA and the Victorian Curriculum F-10 is the official documentation for Victorian schools from 2017.

Cross-curriculum priorities are to be included in all learning areas: they have not been included in this document.

Please see the ACARA website for further clarification.