



Year 6
Achievement Standards
LITERACY

BY THE END OF YEAR 6, I SHOULD BE ABLE TO...

READING AND VIEWING

- use comprehension strategies to compare and analyse information in different texts explaining literal meaning
- compare and analyse information in different texts explaining implied meaning
- analyse and explain how language features, images and vocabulary are selected by different authors to represent different ideas characters and events
- identify how the use of text structures can achieve particular effects ie. to persuade, to inform, to explain or entertain
- select and use evidence from a text to support their responses
- compare and examine some elements of codes and conventions (camera angles, sound effects) in texts, explaining both literal and implied meaning
- analyse and explain how elements of visual language (codes and conventions) are used by author's to represent ideas, characters and events
- identify how the use of text structures in visual texts can achieve certain effects
- select and use evidence of visual language (codes and conventions) from texts to justify responses
- draw on own experience to create texts that use visual language, for a range of different purposes

SPELLING AND WRITING

- create detailed, written, digital and multimodal (eg oral, illustration, comic) texts.
- elaborate on key ideas for a range of purposes and audiences
- make considered vocabulary choices
- use a variety of sentence types including simple, compound (I stayed inside because it was raining) and complex (I stayed inside because it was raining and I didn't want to get my dress wet) to enhance writing
- use some language features and patterns, for example repetition and contrast
- use specific details to support a point of view
- explain their choice of language features and images and how they are used
- use punctuation for clarity
- edit writing based on text structure, language features, spelling and punctuation
- uses knowledge of letter patterns (Stage 6 PLD phonics - please see classroom teacher if you would like a list of these sounds) and spelling generalisations to spell new words including technical words
- use knowledge of known words (ie base words, prefixes and suffixes) to write unknown words
- use understanding of word origins (including some Latin and Greek roots) to write unknown words

SPEAKING AND LISTENING

- create detailed oral texts, elaborating on key ideas and specific detail supporting viewpoint for a target audience
- plans, rehearse and deliver presentations
- explain language selections and images in presentations
- actively participate and contribute to class and group discussions, using listening and appropriate interactive skills and strategies to clarify and challenge others' ideas
- speak clearly and coherently, selecting appropriate tone, volume, pitch and pace for given audience.
- use body language and gestures to maintain audience interest during oral presentations
- use notes, visual aids, props and technology to support presentations and to engage audience