

SCOPE AND SEQUENCE CHART: YEAR 6 AUSTRALIAN CURRICULUM

Year 6 Strand: Language

Language variation and change

Content Description

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

Ziptales Application

- Research the origin of the word 'Koorang' from the **Main Library – Extending Literacy Library** story *No Second Chances* (*True Tales*) to springboard a discussion about how indigenous languages are related geographically.
- Use the **Advanced Library** stories *Get Away* (*Comedy*) and *The Drifter* (*People*) to identify examples of social dialects used in Australia.

Language for interaction

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase

- **SEL Oral Language Module: Speaking & Listening (Yrs 5 & 6)** *Who Are We Talking To?*
- Read the **Advanced Library** stories *Sisters* (*Family & Friends*) and *Nan* (*People*) to discuss the level of language formality used between the characters.

Understand the uses of objective and subjective language and bias

- **SEL Writing Module: Language Features (Yrs 5 & 6)** *Objective & Subjective Language*
- Use the *Information* texts (e.g. *Superstitions*) and *Argument* texts (e.g. *Computer Games*) in the **Advanced Library** to study how objective and subjective language can be used in different text types.

Text structure and organization

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects

- Examine different works by an author such as Lewis Carroll, including the **Rhyme Time** poem *Jabberwocky*, to identify how an author uses word play to add humour to texts.
- Use the **Advanced Library** *Comedy* stories to discuss how authors use language features to create humour in texts. (e.g. use of dialogue in *Getting Even*; descriptive language in *The Blog Monster*)

Understand that cohesive links can be made in texts by omitting or replacing words

- Use the **Main Library – Extending Literacy Library** story *The Twelve Labours of Hercules* (*Myths and Legends*) to demonstrate examples of key words being omitted or replaced to create cohesion within a text.

Understand the uses of commas to separate clauses

- Study the *Commas* module via the *Punctuation* link in **Skill Builders** to refine knowledge of commas.

SCOPE AND SEQUENCE CHART: YEAR 6 AUSTRALIAN CURRICULUM

Expressing and developing ideas

Content Description

Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses 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

Ziptales Application

- **SEL Writing Module: Grammar (Yrs 5 & 6) *How to Join Sentences***
- Use the *Sentences* module via the *Grammar* link in **Skill Builders** to reinforce understandings of complex sentences and clauses.
- **SEL Writing Module: Grammar (Yrs 5 & 6) *What Time is it?***
- Study the *Verbs* and *Adverbs* modules via the *Grammar* link in **Skill Builders** to consolidate understandings of verbs (including the three main tenses) and adverbs.
- **SEL Reading Module: Visual Literacy (Yrs 5 & 6) *What Do Pictures Say? (Part B)***
- Navigate through the *Visual Literacy* module via the *Comprehension* link in **Skill Builders** to observe how concepts can be represented visually.
- View the **Graphic Classics** digital comics to observe how sequential events can be represented by a series of images.
- **SEL Reading Module: Vocabulary Expansion (Yrs 5 & 6) *Words Describing People***
- Identify uses of evaluative language in the commentaries provided for the poems in **Rhyme Time**.

Phonics and word knowledge

Content Description

Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words

Ziptales Application

- **Specialised English Lessons Writing Module: Spelling/Etymology (Yrs 5 & 6) *Why is English Spelt So Strangely?***
- Study relevant *Spelling* modules in **Skill Builders** and complete associated worksheets to develop knowledge of:
 - Latin and Greek roots e.g. Module #12 - *What Goes Before* - prefixes & Module #26 - *Silent Initial Letters*
 - base words e.g. Module #11 - *Time Travel – Tense Endings*
 - prefixes and suffixes e.g. Module #21 - *Awkward Endings (Extending Literacy)*.

SCOPE AND SEQUENCE CHART: YEAR 6 AUSTRALIAN CURRICULUM

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

- View **Skill Builders** Spelling Module #29 - *Really Odd Spellings* & Module #30 - *The Fearful Fifty* to study uncommon letter patterns (*Extending Literacy*).

Year 6 Strand: Literature

Literature and Context

Content Description

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts

Ziptales Application

- **SEL Reading Module: Responding to Texts (Yrs 5 & 6)** *Connecting with Characters*
- Use the **Children in History** photo stories to recognise how the historical aspect of the texts influence understandings of the characters, actions and events.

Responding to Literature

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots

- **SEL Reading Module: Author's Use of Language (Yrs 5 & 6)** *Interpreting Texts*
- Use **Advanced Library** texts based on a similar topic to explore differences in narrative structure and language features used by authors with different styles e.g. conflict resolution – *Getting Even* (Comedy) and *Sisters* (Family & Friends) OR dealing with a crisis – *Nightmare Island* (Adventure) and *Trapped* (Horror).

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts

- Locate examples of how authors open up different responses in the reader through language choices in the **Advanced Library** text *Animal Rights*.

SCOPE AND SEQUENCE CHART: YEAR 6 AUSTRALIAN CURRICULUM

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

- Evaluate Ziptales texts by the same author e.g. **Main Library – Extending Literacy Library** stories *Delicious* and *Spaghetti Face* (both in **Yucky Yarns**) and/or **Advanced Library** stories *The Deadly Orchid* and *The Missing Angel* (both in *Mystery*).
- Analyse visual techniques used by the same illustrator in **Main Library – Extending Literacy Library** stories e.g. *The Gremlin Vine* and *Arachnophoebe* (both in *Yucky Yarns*).

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

- **SEL Reading Module: Author's Use of Language (Yrs 5 & 6) *Figurative Language***
- Identify how language choices and imagery build engagement with **Rhyme Time** poems e.g. *Limericks* and *Wynken, Blynken and Nod* (example of verse).
- Use the **Advanced Library** story *Get Away* to study the ballads of Henry Lawson (via worksheet #2).

Creating Literature

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways

- **SEL Writing Module: Text Types (Yrs 5 & 6) *Creating Imaginative Texts***
- Create a digital photo story based on a particular historical event like the ones in **Children in History**.

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice

- Use the *How to write poetry* digital documentary in **Write Time** to springboard the creation of original poetry using imagery and metaphor.

SCOPE AND SEQUENCE CHART: YEAR 6 AUSTRALIAN CURRICULUM

Year 6 Strand: Literacy

Texts in Context

Content Description

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

Ziptales Application

- **SEL Reading Module: Multimodal Texts (Yrs 5 & 6)** *The Grammar of Films*
- Compare the poetic version of *The Pied Piper* found in **Rhyme Time** to the story version found via the *Myths and Legends* link in the **Main Library – Extending Literacy Library**.

Interacting with others

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

- **SEL Oral Language Module: Asking Questions (Yrs 5 & 6)** *Open and Closed Questions*
- Use **Advanced Library** stories to inspire small group discussions e.g. *The Blog Monster (Comedy)*- Discuss positive and negative effects of social media

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience

- **SEL Oral Language Module: Working in a Group (Yrs 5 & 6)** *Effective Group Work*
- Work in pairs or small groups to complete the *Amazing* and *Whodunnit* puzzles in **Puzzle Palace** or a **Choose Your Own Adventure** story.
- Use an **Advanced Library** story to springboard a small group activity e.g. *Fractured Fairy Tales (Comedy)* – Compose a fractured fairy tale.

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

- **SEL Oral Language Module: Oral Reports (Yrs 5 & 6)** *Speaking to an Audience*
- Plan and present an oral report on a topic based on an **Advanced Library** story e.g. *Body Language (Information)* – How to use body language to deflect bullying behaviour

Interpreting, Analysing, Evaluating

SCOPE AND SEQUENCE CHART: YEAR 6 AUSTRALIAN CURRICULUM

Analyse how text structures and language features work together to meet the purpose of a text

- SEL Writing Module: Text Types (Yrs 5 & 6) *Features of Texts*
- Study the *How to write...* digital documentaries in **Write Time** to compare the structures and features of different texts.

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

- SEL Reading Module: Reading Strategies (Yrs 5 & 6) *Reading Skills (Part B)*
- SEL Reading Module: Research Skills (Yrs 5 & 6) *Refining Research Skills*
- Read *Greatest Moments in History (Choose Your Own Adventure - Main Library – Extending Literacy Library)* and select one of the historical events to research.

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

- SEL Reading Module: Comprehension Skills (Yrs 5 & 6) *Comprehension Strategies*
- SEL Reading Module: Comprehension Skills (Yrs 5 & 6) *Analysing Texts*
- SEL Reading Module: Comprehension Skills (Yrs 5 & 6) *Finding the Main Idea*
- Use the *Fill the Gaps* and *Multiple Choice* activities at the completion of each story in the **Main Library – Extending Literacy Library** and study the *Comprehension* modules in **Skill Builders** to build and refine comprehension skills.

Analyse strategies authors use to influence readers

- SEL Reading Module: Author's Use of Language (Yrs 5 & 6) *Using Emotive Language*
- Identify how the author's position about spoilt children in *The Toy Dragon* tries to influence the reader. (*Scary Stories – Main Library – Extending Literacy Library*).

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

- Use the *How to write...* series of digital documentaries in **Write Time** to assist with planning and drafting imaginative, informative and persuasive texts.
- Use **Main Library – Extending Literacy Library** stories to springboard ideas for text creation e.g. *Lucky Luke and the Forgotten Pharaoh (Adventureland)*
 - An imaginative text about an adventure inside a tomb.
 - An informative text about Ancient Egypt.
 - An explanation text about how pyramids are built.
 - A persuasive text about paranormal beliefs, credible or a load of nonsense?
- Create a text for two different audiences using a **Main Library – Extending Literacy Library** story e.g. *Lost in the Rainforest (Adventureland)* - Create information texts about rainforests by designing a) a 'big book' for Year 1 students and b) a multimedia slide show for adults.

SCOPE AND SEQUENCE CHART: YEAR 6 AUSTRALIAN CURRICULUM

Reread and edit students' own and others' work using agreed criteria and explaining editing choices

- **SEL Writing Module: Editing Skills (Yrs 5 & 6) Refining Editing Skills**
- Read the *How to write essays* digital documentary in **Write Time** for editing guidelines.

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

- Handwriting skills can be developed and refined via the student worksheets that complement all **Main Library – Extending Literacy Library** stories and **Rhyme Time** poems.

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

- **SEL Writing Module: Digital Texts (Yrs 5 & 6) Digital Pictures and Publishing**
- Use appropriate software to create Ziptales-style digital documentaries (using digital animations) and photo stories.