

The tables on these pages list the three language modes and their associated strands, sub-strands and content descriptions from the Victorian Curriculum, and the English Stars 6 modules that match these descriptions.

Year 6 Victorian Curriculum Match

Reading and Viewing

Strand	Sub-strand	Content Descriptions	English Stars Modules
<i>Language</i>	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 (VCELA339)	2.2 Persuasive Language 1 2.3 Persuasive Language 2 2.4 Persuasive Essay Structure 2.6 Task – Write a Persuasive Speech 2.7 Make Connections 3.3 An Author’s Style 3.6 Sensory Language 4.6 Setting 4.7 Plot 4.9 Play Script Format and Structure 8.2 Imagery 8.3 Task – Write Any Poem 8.4 Sound Devices 8.5 Language Patterns 8.6 Ballads 8.7 Task – From Ballad to Story 8.8 Free Verse 8.9 Build a Ballad
	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 (VCELA340)	1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 1.10 Task – Write Directions 7.2 Graphical Images 7.4 Comprehension – Rock Star Throws Tiara in River 7.5 News Video Script Features
<i>Literature</i>	Responding to literature	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (VCELT341)	2.7 Make Connections 2.8 Share Experiences 3.8 Different Authors, Similar Themes
		Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT342)	5.9 Modality 5.10 Emphasis, Repetition and Metaphor 8.2 Imagery 8.6 Ballads 8.8 Free Verse
	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 (VCELT343)	3.3 An Author’s Style 3.8 Different Authors, Similar Themes
		Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344)	8.3 Task – Write Any Poem 8.4 Sound Devices 8.5 Language Patterns 8.6 Ballads 8.7 Task – From Ballad to Story 8.8 Free Verse
<i>Literacy</i>	Interpreting, analysing, evaluating	Analyse strategies authors use to influence readers (VCELY345)	2.2 Persuasive Language 1 2.3 Persuasive Language 2 6.7 Bias 7.3 Finding Facts
		Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning (VCELY346)	1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 6.1 Comprehension – Boxing: For and Against 6.3 Balanced Information 6.9 Task – Discuss Dams

	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)	<ul style="list-style-type: none"> 1.1 Comprehension – 30 Australian Sports Legends 1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 2.1 Comprehension – My Girragundji 2.5 Comprehension – Vote For Me! 2.7 Make Connections 3.1 Comprehension – Refuge 3.4 Comprehension – New Boy 3.7 Comprehension – Charlie and the Chocolate Factory 4.1 Comprehension – Making a Point 4.5 Comprehension – The Fishing Trip 5.1 Comprehension – Bridget: A New Australian 5.4 Comprehension – The Weird Day 6.1 Comprehension – Boxing: For and Against 6.4 Comprehension – Shark Nets: For and Against 6.10 Comprehension – Animal Testing: For and Against 7.1 Comprehension – BTN: Piracy Crackdown 7.4 Comprehension – Rock Star Throws Tiara in River 7.7 Comprehension – BTN: Fake News 7.8 Filming and Presentation Techniques 8.1 Comprehension – Toby: Not Good Enough
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Writing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Text structure and organisation	Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348)	5.2 Cohesive Links
		Understand the uses of commas to separate clauses (VCELA349)	3.10 Commas in Sentences 3.13 Incorrect Use of the Comma
	Expressing and developing ideas	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)	5.3 Complex Sentences
		Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)	1.2 Subject–Verb Agreement 5.5 Verbs 5.7 Tense 5.8 Adverb Phrases
		Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)	2.2 Persuasive Language 1 2.6 Write a Persuasive Speech 3.6 Sensory Language 3.11 Evaluative Language 5.9 Modality 5.10 Emphasis, Repetition and Metaphor 6.6 Objective and Subjective Language 6.7 Bias 7.3 Finding Facts
	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 (VCELA353)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 6 Spelling Spot Scope and Sequence .
		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 (VCELA354)	1.8 Roots and Affixes 1.9 Base Words 3.5 Spelling Rules This descriptor is also covered by Spelling Spot (patterns, prefixes, suffixes and Greek and Latin roots). For more information see the Year 6 Spelling Spot Scope and Sequence .

Literature	Creating literature	Experiment with text structures and language features and their effects in creating literary texts (VCELT355)	4.3 Task – A Conversation 4.9 Play Script Format and Structure 5.6 Task – Recount Your Craziest Day 8.2 Imagery 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.9 Build a Ballad
		Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (VCELT356)	2.8 Share Experiences 4.3 Task – A Conversation 4.9 Play Script Format and Structure 5.6 Task – Recount Your Craziest Day 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.9 Build a Ballad
Literacy	Texts in context	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)	2.7 Make Connections 7.3 Finding Facts
	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 (VCELY358)	1.3 Task – Getting Ready for School 1.5 Procedural Text Structure 1.6 Task – Write a Recipe 1.10 Task – Write Directions 2.4 Persuasive Essay Structure 2.6 Task – Write a Persuasive Speech 2.11 Design Principles 3.12 Write a Book Pitch 4.2 Create Characters 4.3 Task – A Conversation 4.9 Play Script Format and Structure 5.6 Task – Recount Your Craziest Day 6.2 Informative Texts 6.5 Task – Write a Balanced Discussion 6.8 Discussion Article Structure 6.9 Task – Discuss Dams 6.11 Revise Design Principles 7.5 News Video Script Features 7.6 Task – Write a News Video Script 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.9 Build a Ballad 8.10 Task – Publish a Ballad
		Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)	1.3 Task – Getting Ready for School 1.6 Task – Write a Recipe 1.10 Task – Write Directions 2.6 Task – Write a Persuasive Speech 2.9 Punctuation for Quoted Speech 3.5 Spelling Rules 4.3 Task – A Conversation 5.6 Task – Recount Your Craziest Day 6.5 Task – Write a Balanced Discussion 6.7 Bias 6.9 Task – Discuss Dams 7.6 Task – Write a News Video Script 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.10 Task – Publish a Ballad
		Develop a handwriting style that is legible, fluent and that can vary depending on context (VCELY360)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
		Use a range of software, including word processing programs, learning new functions as required to create texts (VCELY361)	2.11 Design Principles 4.9 Play Script Format and Structure 6.11 Revise Design Principles 8.10 Task – Publish a Ballad

Speaking and Listening

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language variation and change	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (VCELA362)	4.4 Australian Accents
	Language for interaction	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)	4.4 Australian Accents 4.8 Dialogue and Stage Directions
		Understand the uses of objective and subjective language and bias (VCELA364)	6.2 Informative Texts 6.5 Task – Write a Balanced Discussion 6.6 Objective and Subjective Language 6.7 Bias 6.9 Task – Discuss Dams 7.3 Finding Facts 7.5 News Video Script Features 7.6 Task – Write a News Video Script
Literature	Literature and context	Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (VCELT365)	2.1 Comprehension – My Girragundji 2.7 Make Connections 3.1 Comprehension – Refuge 3.4 Comprehension – New Boy 3.7 Comprehension – Charlie and the Chocolate Factory 4.1 Comprehension – Making a Point 4.2 Create Characters 4.5 Comprehension – The Fishing Trip 4.6 Setting 5.1 Comprehension – Bridget: A New Australian 5.4 Comprehension – The Weird Day 8.1 Comprehension – Toby: Not Good Enough
Literacy	Interacting with others	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)	1.1 Comprehension – 30 Australian Sports Legends 1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 2.1 Comprehension – My Girragundji 2.5 Comprehension – Vote For Me! 2.7 Make Connections 2.8 Share Experiences 3.1 Comprehension – Refuge 3.2 Discussions 3.4 Comprehension – New Boy 3.7 Comprehension – Charlie and the Chocolate Factory 3.8 Different Authors, Similar Themes 3.14 Oral Presentation Skills 4.1 Comprehension – Making a Point 4.5 Comprehension – The Fishing Trip 4.8 Dialogue and Stage Directions 5.1 Comprehension – Bridget: A New Australian 5.4 Comprehension – The Weird Day 6.1 Comprehension – Boxing: For and Against 6.4 Comprehension – Shark Nets: For and Against 6.10 Comprehension – Animal Testing: For and Against 7.1 Comprehension – BTN: Piracy Crackdown 7.4 Comprehension – Rock Star Throws Tiara in River 7.7 Comprehension – BTN: Fake News 7.8 Filming and Presentation Techniques 8.1 Comprehension – Toby: Not Good Enough 8.6 Ballads
		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 (VCELY367)	3.12 Write a Book Pitch 3.14 Oral Presentation Skills 7.8 Filming and Presentation Techniques

Note: Module 3.9 Commas in Lists and with Adjectives revises content from the Year 2 Victorian Curriculum.

Note: Module 2.10 Homophones revises content from the Year 4 Victorian Curriculum.

Note: Module 1.11 The Apostrophe revises content from the Year 5 Victorian Curriculum.