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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 6 SyllabusTest

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Year Level Description

Overview



Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing

General capabilities

Cross-curriculum Priorities

Links to other learning areas

Implications for teaching, assessment and reporting

Glossary



English P–10 Scope and Sequence for teaching in 2024 (PDF)



English P–10 Scope and Sequence for teaching in 2024 (DOC)

Professional learning



Revisions to the WA curriculum English P–6 Phonics and word knowledge (DOC)



ABLEWA English Scope and Sequ

Year 6 Syllab

Year Level Descri

The English curriculum integrates all three strands of knowledge, understanding and creating. Learning in earlier years, and

In Years 5 and 6, students and schools, communities face and online/virt

Students engage with interpret and evaluate purpose is aesthetic include various types junior and early adolescents Students develop their influenced by conte

The range of literary including the oral traditions Peoples, as well as classic and contem

Literary texts that students readers describe collaborative events i

ence 



ABLEWA English Scope and Sequence (PDF) 



EAL/D English Pre-primary to Year 10 

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Literacy
- ☒ Literature
- ☒ Language

General Capabilities

themes of interpers
fantasy settings. In
wide range of topic
curriculum. Text str
contents, indexes a
unfamiliar technica
various types of gra

Students create a r
such as narratives,
discussions.

Language

LANGUAGE VARIATION CHANGE

Understand that dif
social and geograph
dialects or accents
used in Australia in
addition to Standar
Australian English
([ACELA1515](#))

-  Literacy
-  Intercultural
understanding

LANGUAGE FOR INTER

- ✔ Select All
 - ✔ Literacy
 - ✔ Numeracy
 - ✔ Information and Communication Technology (ICT) capability
 - ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-
-

Understand that strategies for interaction become more complex and demanding as the level of formality and social distance increase
[\(ACELA1516\)](#)

📖 Literacy

👤 Personal and social capability

Understand the use of objective and subjective language and bias
[\(ACELA1517\)](#)

📖 Literacy

👤 Personal and social capability

TEXT STRUCTURE AND ORGANISATION

Understand how authors often innovate on traditional structures and play with language features to achieve particular aesthetic, humorous or persuasive purpose

effects [\(ACELA1518\)](#)

 Literacy

 Personal and social capability

Understand that cohesive links can be made in texts by omitting or replacing words [\(ACELA1520\)](#)

 Literacy

Understand the use of commas to separate clauses [\(ACELA1521\)](#)

 Literacy

EXPRESSING AND DEVELOPING IDEAS

Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas [\(ACELA1522\)](#)

 Literacy

 Critical and creative thinking

thinking

Understand how ideas
can be expanded and
sharpened through
careful choice of verbs
elaborated tenses and
range of adverb
groups/phrases
[\(ACELA1523\)](#)

 Literacy

Identify and explain
analytical images like
figures, tables, diagrams
maps and graphs
contribute to our
understanding of verbal
information in factual
and persuasive texts
[\(ACELA1524\)](#)

 Literacy

 Numeracy

 Critical and creative
thinking

Investigate how
vocabulary choices

including evaluative language can express shades of meaning, feeling and opinion
([ACELA1525](#))

 Literacy

 Critical and creative thinking

PHONICS AND WORD KNOWLEDGE

Use phonic knowledge of common and less common grapheme-phoneme relationships to read and write increasingly complex words (AC9E6LY08)

 Literacy

Use knowledge of knowledge of 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
(AC9E6LY09)

 Literacy

Year 6 Achievement

Handwriting behaviour
the writing assessment
Handwriting Contin
monitoring of student
Handwriting Contin
of this website. Teachers

Reading and Viewing

At Standard, students
particular effects. The
vocabulary are used
Students compare and

explaining literal and figurative meanings and explain their responses.

Writing and Creative Thinking

Students understand the importance of audience and purpose in writing. They show an understanding of the conventions of different genres and forms of writing. They explain how to plan and draft a piece of writing. They create detailed texts for a range of audiences. They demonstrate a range of vocabulary choices and accurate spelling and punctuation based on criteria.

Speaking and Listening

Students listen to and understand how language is used in different contexts. They understand how language is used to convey meaning. Students view and interpret visual texts. They explain and describe visual texts. Students create detailed texts for a range of audiences. They make and justify their choices in discussions, using appropriate language.

The English curriculum is built around the three interrelated strands. All three strands should be integrated and balanced. Togeth

er, they develop understanding and skills in listening, reading, viewing, speaking and writing. They build on skills and processes developed in earlier years, and teachers w

In Years 5 and 6, students communicate with peers and teachers.

individuals and groups, in a range of face-to-face and online/virtual

Students engage with a variety of texts for enjoyment. They list multimodal texts in which the primary purpose is aesthetic, as well as various types of media texts including newspapers, film and digital and dramatic performances. Students develop their understanding of context, purpose and audience.

The range of literary texts for Pre-primary to Year 10 comprises Aboriginal and Torres Strait Islander Peoples, as well as the canon and contemporary world literature, including texts from and about

Literary texts that support and extend students in Years 5 and 6 of non-stereotypical characters and elaborated events including interpersonal relationships and ethical dilemmas within real-world content information about a wide range of topics of interest as structures include chapters, headings and subheadings, tables, complex sentences, unfamiliar technical vocabulary, figurative language and graphics.

Students create a range of imaginative, informative and persuasive performances, reports, reviews, explanations and discussions.

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