Reading and Viewing
Year 6

Monitor student development of skills in this area:

- Selects texts using personal interest, author, topic, vocabulary
- Selects appropriate information and rejects irrelevant information
- Reads, views and critically interprets texts
  e.g. a variety of genres: poetry, narrative, plays, film, newspapers, biographies,
  with more complex themes and issues
- Responds to texts in a variety of ways
  e.g. present report, conduct a survey, discuss photographs, take notes
- Presents research findings using different images and texts
  e.g. visual texts, concept maps, charts, electronic slide shows, statistics
- Demonstrates critical awareness of audience
  - Discuss target audience, layout, format, photographs, illustrations,
    stereotyping, text type
- Comprehends and chooses to read texts that are removed from personal
  experience
- Reads and views texts about familiar and unfamiliar topics
- Understands that the same text may be interpreted differently by other readers
  - Introduction to explaining possible reasons for different interpretations of
    texts (e.g. in discussion groups)
  - Justifies own interpretation of text
  - Explain reasons for different interpretations of text
- Knowledge of texts that are abstract and removed from personal experience
• Critically reflects on and responds to texts
  • That provide alternative viewpoints
  • That provide past, present and future perspectives and representations of society
  • That contain ideas about local and global issues
  • Compare and contrast different points of view
  • With different combinations of language choices

• Makes critical comparisons between texts
  • Focus on plot, characters, setting, theme, point of view, style, context, purpose and audience

• Identifies and discusses different authors’ styles

• Recognises specific language forms such as figurative language, jargon and technical language

• Formulates and applies research strategies
  • Browsing
  • Key words
  • Skimming and scanning
  • Reading cover information
  • Using contents and bibliographies
  • Headings and subheadings
    (See Appendix for strategies)

• Researches information in teams and independently

• Use expression relating to the context of story

• Uses expression related to print style e.g. *italics*, bold

• Uses expression relating to the punctuation
e.g. revise the use of: full stop (stop and rest), comma (pause), capital letter (raise voice), speech marks (change of voice), exclamation mark (change of voice), question mark (change of voice)
Revise (introduced in Year 5): colon (pause for the forthcoming list, quotation or statement)

• Shows an understanding of formalities of language
  • New paragraphs for new topic / point

• Can identify a range of grammatical features of text
  (See Appendix for list)

• Self corrects and rereads to clarify meaning
• Reads on to seek meaning of an unknown word in context of text or when reading a difficult passage

• Uses strategies to decode words using:
  - syllables, v-e, digraphs, blends,
  - suffixes: s, es, ful, ing, ness, less, est, ed, ly, ment, er
  - prefixes: un
  (See Appendix for list of unreal words to test students)

• Uses a dictionary and thesaurus to find word meanings and antonyms / synonyms
  - Uses guide words at the top of the page
  - Correctly uses alphabetical order

• Identifies information needs and finds appropriate resources
  (Research skills – list)

• Analyses and identifies the underlying values and beliefs of texts
  - Race, culture, gender, disability

• Examine popular beliefs
  - How they are created
  - Their effects
  - Impact on the future
  - Examine preferred futures
  - Examine how various media can communicate views and persuasive arguments about issues
  - How these influence the reader’s and viewer’s responses and understandings
    e.g. Discuss how the speech of different groups is represented in media and literature. Examine whether this is stereotypical, accurate or fair

• Engages and plans activities that extend and direct student thinking
  e.g. media influence on attitudes and cultural groups such as Aboriginal people, fashion, fads
  e.g. Examine a character in a narrative, create a poster to reflect the character’s emotions, fears and desires
  e.g. Invent a product and an advertisement for it
  e.g. Read and view texts with issues of social / cultural interest
• Examines the use of grammar:
  • To interpret the meaning of the writer and how issues are opened up or the debate closed
e.g. ‘We must…’ ‘We might…’ ‘We could possibly..’ ‘perhaps we will..’
  • Look at the use of tense in different texts
e.g. past tense in recounts, present tense in instructions, and future tense to propose ideas about the future
  • Recognise language choice
e.g. technical nouns in reports and abstract nouns in expositions
  • Interpret and identify the way verbs can be used to describe thoughts and feelings of characters in stories
  • Demonstrate an understanding of the building blocks of language
e.g. groups of words for descriptions of people, places and things

• Analyses the aspects and effects of written language expression
e.g. format, pacing, pausing, gesture in a script for a play

• Analyses text organisation
  • Vocabulary patterns, such as repetition
  • Use of synonyms and antonyms
  • Classification – class and sub-class and composition – whole and part

• Critically analyses multi-modal texts
e.g. Discuss the interaction of visual images and written text in a magazine

• Selects texts for research or enjoyment using
  • Browsing
  • Key words
  • Skimming and scanning
  • Reading cover information
  • Using contents and bibliographies
  • Headings and subheadings
  • Recommendations of others
• Interprets meaning of texts and monitor student understanding
  • Inferences about plot, in film and T.V., based on setting
  • Use word identification strategies
  • Formulate questions about texts
  • Cope with difficult texts by making notes
  • Adjust reading pace and level of concentration according to text complexity and text type
  • Reflecting by re-reading and reviewing parts of the text to note key features and information

• Organise and record research information
  • Identify and locate information in a range of resources
  • Use note taking strategies – select appropriate method
  • Compile a bibliography including correct referencing of electronic sources of information
  • Interpret and represent data
  • Construct summaries of texts
  • Compare and evaluate different reference sources
  • Use various web search engines
    Television news reports, on-line and off-line
  • Record and organise information
    E.g. personal journal, rate films / videos
  • Evaluate usefulness of information sources

Computer and resource based learning:

• Uses a range of electronic and digital technologies
  e.g. data bases, computer programs, video texts, chat-rooms, e-zines

• Analyses the aspects and effects and interpret different modes of communication
  e.g. camera angles: high, low, eye level
  shot size; Close up, medium, long shot (in film segments)
  examine their effect on viewer positioning
  e.g. designing web-sites