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Images in Texts Yr 6

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Images in Texts

YEAR 6



Visual features help readers understand ideas, evidence, settings and steps.

Tables

Tables: organise facts for comparison

Charts



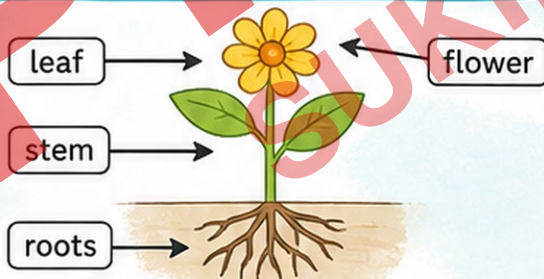
Charts: show patterns in data

Maps



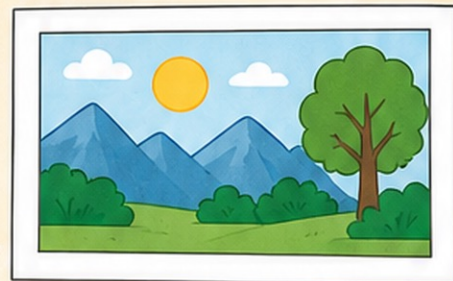
Maps: build setting and movement

Diagrams



Diagrams: explain parts and processes

Illustrations



Illustrations: add detail and emphasis

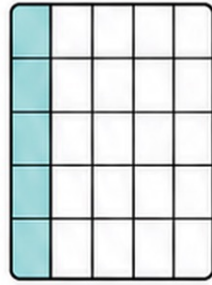


What does this image add to the text?

Visual Feature Sort Cards

YEAR 6 ENGLISH

Cut out the cards. Match each visual feature to the purpose it can serve in a text.



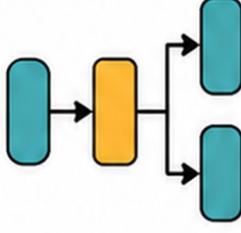
Table



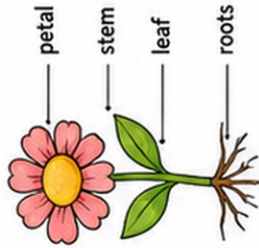
Chart



Map



Flowchart



Labelled diagram



Illustration



Photograph

The coral reef is home to many sea creatures.

Caption



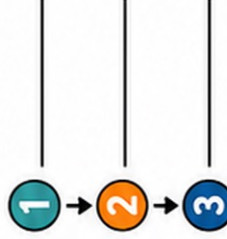
Compares facts



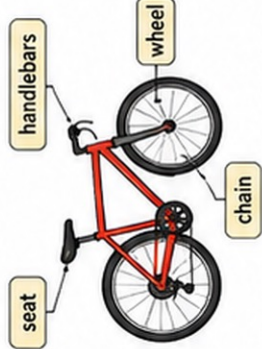
Shows a pattern



Shows a place



Sequences steps



Names parts



Builds mood



Gives evidence



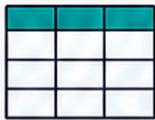
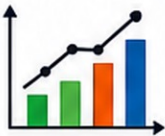
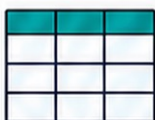
Explains detail

Image Purpose Match-Up

YEAR 6



Read each snippet. Choose the visual feature that would help the reader most, then explain why.

Text snippet	Best visual feature		Why it helps
1  A report compares rainfall in four towns across five years.	 table	 chart	Why it helps:
2  A story follows a character through a forest, river crossing and mountain pass.	 table	 chart	Why it helps:
3  A procedure explains how to build a small solar oven.	 table	 chart	Why it helps:



Think: The best image is the one that makes the meaning clearest for the reader.

Visual Evidence Trail

YEAR 6



Roll, move and answer.
Use evidence from the
text or image.

START

1

What does
the image
add?



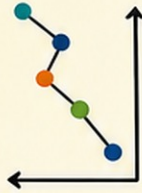
2



3

Which
detail is
clearer?

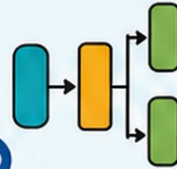
4



5

What
evidence is
shown?

6

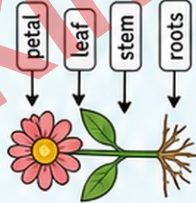


12

Would a
map help?



11



10

Explain
the
caption.

Every year,
thousands of
humpback whales
migrate along the
coast.

9

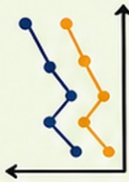


8

Would a
table help?

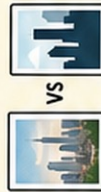
7

13



14

Choose a
stronger
image.



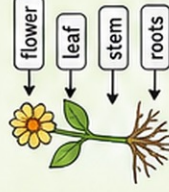
15



16

Name the
purpose.

17



18

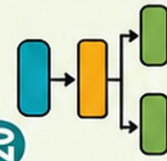
What does
the image
add?



19

Which
detail is
clearer?

20



21

What
evidence is
shown?

22



23

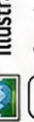
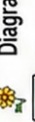
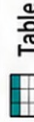
Explain
the
caption.

Renewable
energy sources
don't run out.

FINISH



IMAGE KEY



Text + Image Decision Cards

YEAR 6



Draw a card. Choose an image feature.
Explain how it would help the reader.

1 A biography shows events across a life.



Best visual: _____

2 A news report compares school choices.



Best visual: _____

3 A fantasy story follows a journey.



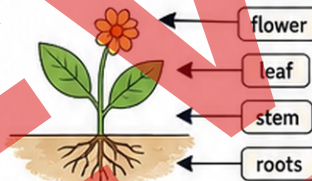
Best visual: _____

4 A recipe has many steps.



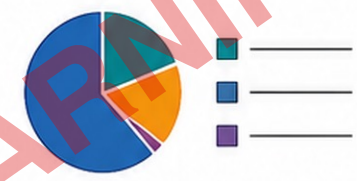
Best visual: _____

5 A science report explains plant parts.



Best visual: _____

6 A persuasive text uses survey results.



Best visual: _____

7 A history article names locations.



Best visual: _____

8 A review shows features of a product.



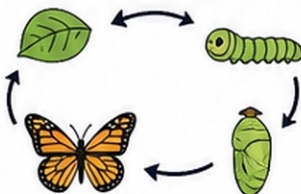
Best visual: _____

9 A poem describes a scene.



Best visual: _____

10 An explanation shows a cycle.



Best visual: _____

11 An information text compares species.

Feature	Lion	Tiger
Habitat		
Diet		
Length		
Weight		

Best visual: _____

12 A safety poster gives instructions.



Best visual: _____

Name: _____

Date: _____

Image Features Detective



Identify the visual feature and explain how it helps the reader.

A. Match the feature to its purpose

- | | | |
|---------------------|---|----------------------------------|
| 1. map | • | a. shows a sequence of steps |
| 2. chart | • | b. names parts of something |
| 3. labelled diagram | • | c. shows place or movement |
| 4. flowchart | • | d. shows patterns in information |

B. Choose the best visual feature

1. A report compares animal populations over time.

Best visual: _____ Why: _____

2. A story follows a character across an island.

Best visual: _____ Why: _____

C. Explain the impact

Choose one image type from this page. Explain how it could change a reader's understanding of a text.

Name: ANSWERS

Date: _____

Image Features Detective



Identify the visual feature and explain how it helps the reader.

A. Match the feature to its purpose

1. map ——— c —●

2. chart ——— d —●

3. labelled diagram — b —●

4. flowchart ——— a —●

a. shows a sequence of steps

b. names parts of something

c. shows place or movement

d. shows patterns in information

B. Choose the best visual feature

1. A report compares animal populations over time.

Best visual: chart Why: It shows changes and patterns over time.

2. A story follows a character across an island.

Best visual: map Why: It shows place, movement and the character's journey.

C. Explain the impact

Choose one image type from this page. Explain how it could change a reader's understanding of a text.

A labelled diagram can name important parts so the reader understands details that may be difficult to explain in words alone.

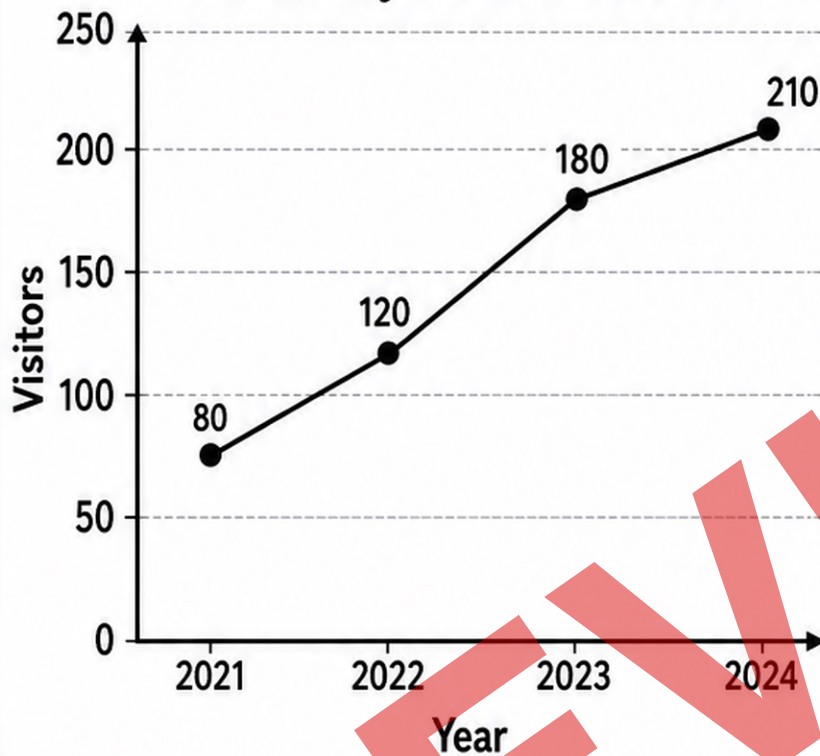
Name: _____

Date: _____

Chart Claim Check

Use the chart to decide which claims are supported by evidence.

Community Garden Visitors



A. Read the chart

1. Which year had the most visitors? _____
2. How many visitors were recorded in the second year shown? _____
3. What trend does the chart show? _____

B. Check the claim

Claim: "The community garden became more popular each year."

Is the claim supported? Circle: **YES** / **NO**

Evidence from the chart: _____

C. Improve the text

Write one sentence that uses the chart as evidence in an information report.

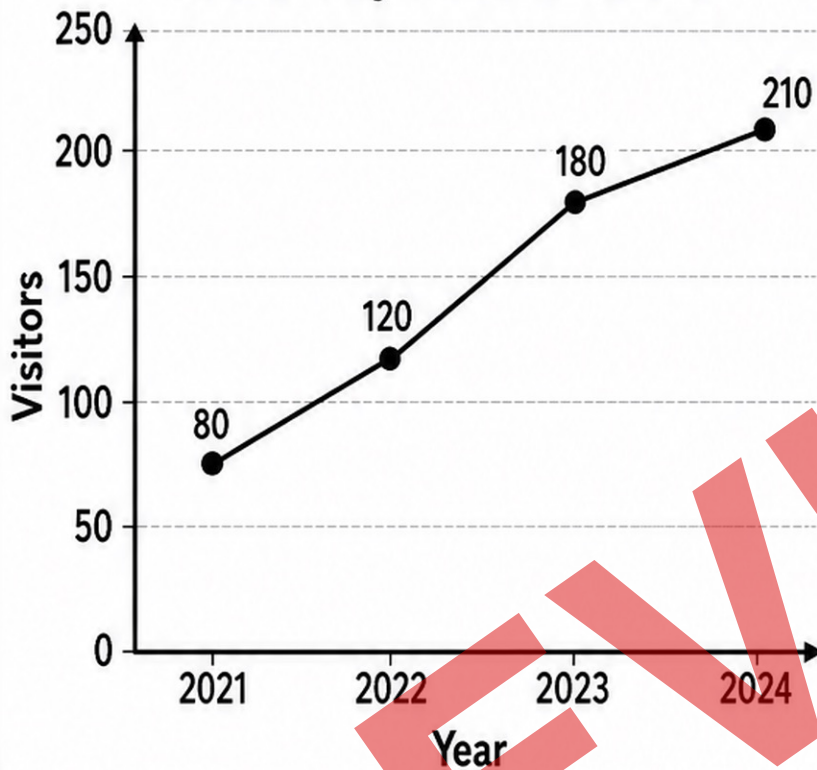
Name: ANSWERS

Date: _____

Chart Claim Check

Use the chart to decide which claims are supported by evidence.

Community Garden Visitors



A. Read the chart

1. Which year had the most visitors? 2024
2. How many visitors were recorded in the second year shown? 120
3. What trend does the chart show? The number of visitors increased each year.

B. Check the claim

Claim: "The community garden became more popular each year."

Is the claim supported? Circle: YES / NO

Evidence from the chart: The chart rises from 80 visitors in 2021 to 210 visitors in 2024.

C. Improve the text

Write one sentence that uses the chart as evidence in an information report.

The community garden became more popular, with visitors increasing from 80 in 2021 to 210 in 2024.

Name: _____

Date: _____

Table Evidence Report

Use the table to explain how data can strengthen a text.

School Travel Survey

The student council wants more safe bike racks near the library. A recent survey asked Year 6 students how they usually travel to school.

Year 6 Travel Choices

Travel choice	Students
walk	18
bike	24
bus	15
car	21
train	6

A. Read the table

1. Which travel choice had the highest number? _____
2. How many students came by car? _____
3. What is the total number of surveyed students? _____

B. Connect table and text

Which claim could the table support? Circle one.

A. Bike racks are needed.

B. Trains are most popular.

C. No students use active travel.

C. Explain the image choice

Why is a table useful in this article? Write two sentences.

Name: **ANSWERS**

Date: _____

Table Evidence Report

Use the table to explain how data can strengthen a text.

School Travel Survey

The student council wants more safe bike racks near the library. A recent survey asked Year 6 students how they usually travel to school.

Year 6 Travel Choices

Travel choice	Students
walk	18
bike	24
bus	15
car	21
train	6

A. Read the table

- Which travel choice had the highest number? **bike**
- How many students came by car? **21**
- What is the total number of surveyed students? **84**

B. Connect table and text

Which claim could the table support? Circle one.

☒ A. Bike racks are needed.

☐ B. Trains are most popular.

☐ C. No students use active travel.

C. Explain the image choice

Why is a table useful in this article? Write two sentences.

A table is useful because it organises the travel choices so readers can compare them quickly.

It also gives evidence that many students ride bikes.

Name: _____

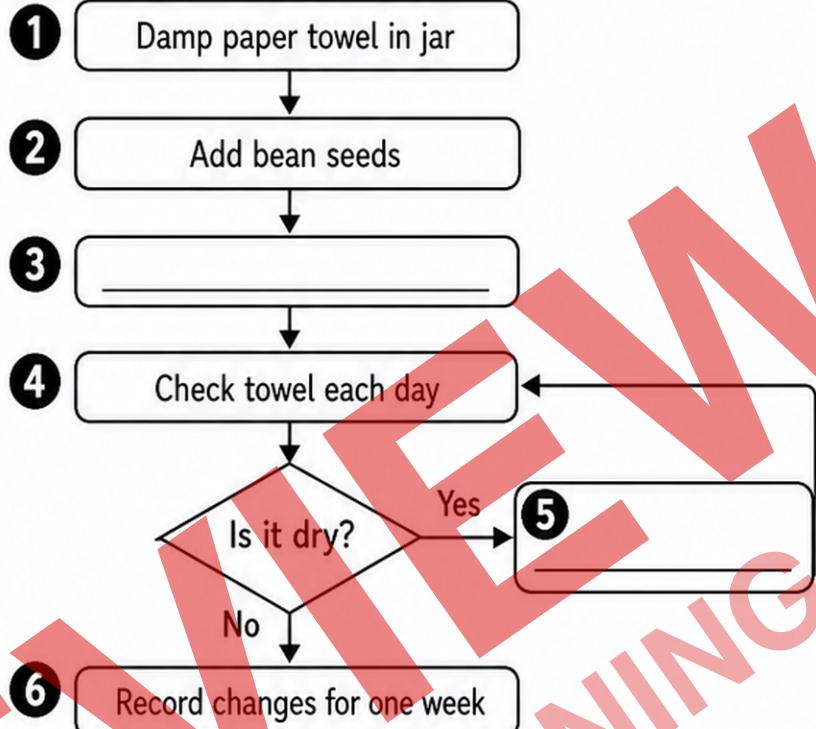
Date: _____

Flowchart Procedure Check

Use the flowchart to show how an image can organise a process.

Making a Seed Sprouter

Place damp paper towel in a jar.
Add three bean seeds. Put the jar near a window. Check the towel each day. If it is dry, add a little water. Record changes for one week.



A. Complete the flowchart

Write the missing steps in boxes 3 and 5.

Box 3: _____

Box 5: _____

B. Explain the image choice

Why might a flowchart be clearer than a paragraph for this procedure?

C. Improve the text

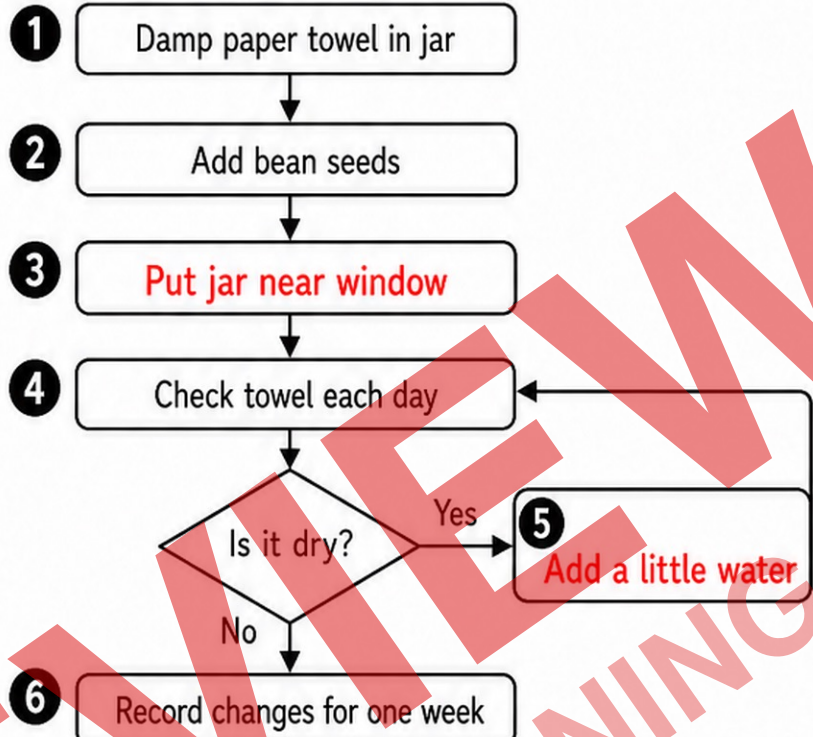
Add one sentence that tells readers how the flowchart helps them follow the steps.

Flowchart Procedure Check

Use the flowchart to show how an image can organise a process.

Making a Seed Sprouter

Place damp paper towel in a jar.
Add three bean seeds. Put the jar near a window. Check the towel each day. If it is dry, add a little water. Record changes for one week.



A. Complete the flowchart

Write the missing steps in boxes 3 and 5.

Box 3: **Put jar near window**

Box 5: **Add a little water**

B. Explain the image choice

Why might a flowchart be clearer than a paragraph for this procedure?

A flowchart makes the order and decision point clear, so readers can see what to do next.

C. Improve the text

Add one sentence that tells readers how the flowchart helps them follow the steps.

The flowchart helps readers follow each step and check what to do if the towel is dry.

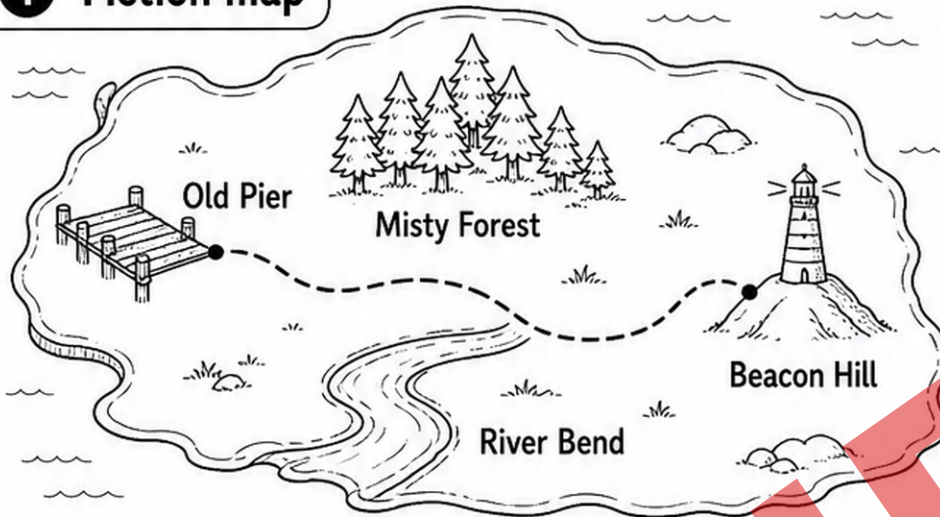
Name: _____

Date: _____

Map and Diagram Meaning

Explain how each image adds information that words alone may not show.

1 Fiction map



Mara crossed the island before sunset, avoiding the forest path after hearing a strange call.

1. What does the map help the reader understand? _____
2. Which place does Mara avoid? _____

2 Labelled diagram



The seedling grows stronger as each part begins to do a different job.

3. What extra information do the labels provide? _____
4. Why might a labelled diagram be clearer than a paragraph? _____

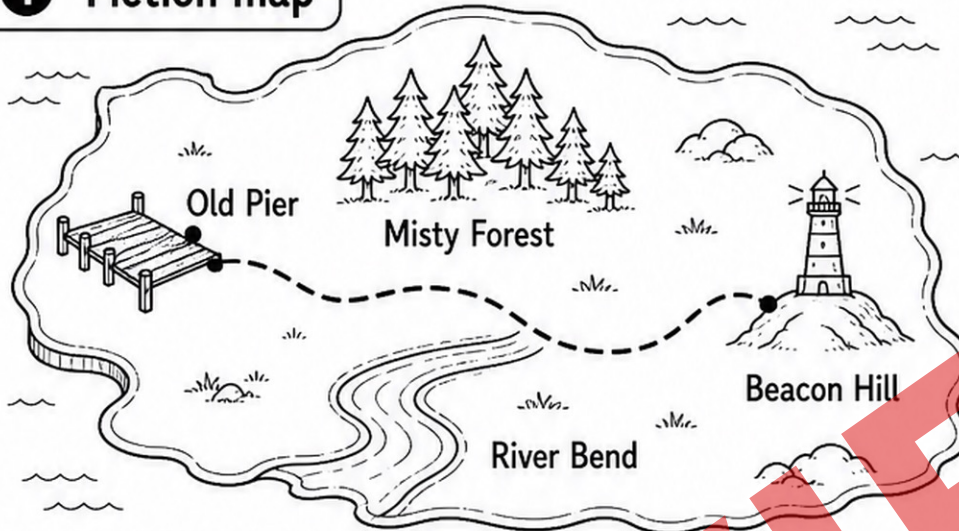
Your explanation

Choose the map or the diagram. Explain how it changes or deepens the reader's understanding.

Map and Diagram Meaning

Explain how each image adds information that words alone may not show.

1 Fiction map



Mara crossed the island before sunset, avoiding the forest path after hearing a strange call.

1. What does the map help the reader understand? It shows Mara's route across the island and where key places are.
2. Which place does Mara avoid? Misty Forest

2 Labelled diagram



The seedling grows stronger as each part begins to do a different job.

3. What extra information do the labels provide? The labels name the seedling parts: shoot, leaf, stem and root.
4. Why might a labelled diagram be clearer than a paragraph? It shows where each part is, not just what each part is called.

Your explanation

Choose the map or the diagram. Explain how it changes or deepens the reader's understanding.

The map deepens understanding by showing the distance, direction and places in Mara's journey.

It helps the reader picture the setting and follow her choices.

Assessment: Image Choices in Texts

Page 1 of 2

Read the text and images. Explain how each visual feature helps the reader understand the article.

Restoring Bluegum Creek

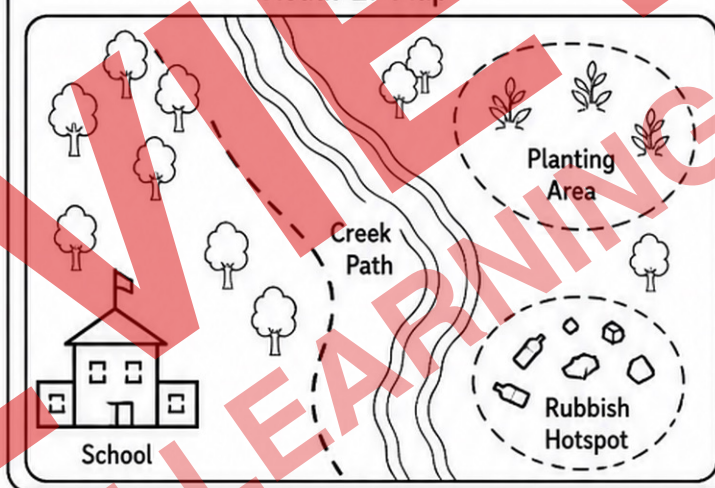
Year 6 students noticed rubbish near Bluegum Creek and planned a clean-up. Before the project, only a few birds were recorded near the creek. After planting native shrubs and removing rubbish, students recorded more wildlife and fewer plastic items.

Visual 1: Table

Wildlife Sightings

Time	Number of sightings
before clean-up	9
after clean-up	22

Visual 2: Map



1. What information does the table add to the article?

2. What information does the map add to the article?

3. Which visual feature gives stronger evidence for change? Explain your choice.

4. Write one sentence that could be added to the article to connect the table to the written text.

Name: _____

Date: _____

Assessment: Image Choices in Texts

Page 2 of 2

Plan image choices that would help readers understand your own article.

You are writing an information article about how students can reduce waste at school. Choose visual features that will strengthen your message.

A. Choose two visual features

Visual feature	What it would show	Why it helps the reader
_____	_____ _____ _____ _____	_____ _____ _____ _____
_____	_____ _____ _____ _____	_____ _____ _____ _____

B. Sketch one visual feature

Sketch or plan your visual feature here.

C. Justify your choice

Explain how your visual feature changes, clarifies or strengthens the written text.

Use evidence from your plan.

D. Editing check

- ☐ My image has a clear purpose.
- ☐ My labels, caption or data are accurate.
- ☐ My explanation connects the image to the text.

Assessment: Image Choices in Texts

Page 1 of 2

Read the text and images. Explain how each visual feature helps the reader understand the article.

Restoring Bluegum Creek

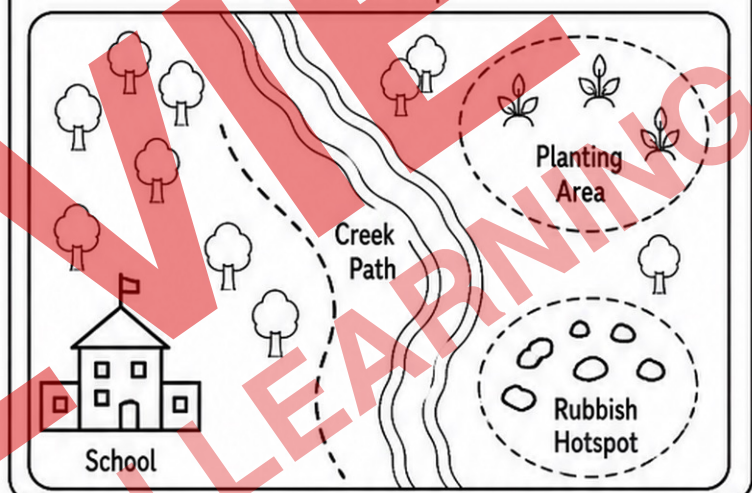
Year 6 students noticed rubbish near Bluegum Creek and planned a clean-up. Before the project, only a few birds were recorded near the creek. After planting native shrubs and removing rubbish, students recorded more wildlife and fewer plastic items.

Visual 1: Table

Wildlife Sightings

Time	Number of sightings
before clean-up	9
after clean-up	22

Visual 2: Map



1. What information does the table add to the article? It shows the number of wildlife sightings increased from 9 before the clean-up to 22 after it.
2. What information does the map add to the article? It shows where the school, creek path, planting area and rubbish hotspot are located.
3. Which visual feature gives stronger evidence for change? Explain your choice.
The table gives stronger evidence for change because it compares the before and after numbers directly.
4. Write one sentence that could be added to the article to connect the table to the written text.
The table shows that wildlife sightings rose from 9 to 22 after the clean-up.

Assessment: Image Choices in Texts

Page 2 of 2

Plan image choices that would help readers understand your own article.

You are writing an information article about how students can reduce waste at school. Choose visual features that will strengthen your message.

A. Choose two visual features

Visual feature	What it would show	Why it helps the reader
chart	waste collected before and after a recycling campaign.	It gives evidence that the campaign reduced rubbish.
labelled diagram	which bins take paper, food scraps and soft plastic.	It clarifies where each item should go.

B. Sketch one visual feature

Sketch or plan your visual feature here.



C. Justify your choice

Explain how your visual feature changes, clarifies or strengthens the written text.
Use evidence from your plan.

A labelled bin diagram strengthens the article because readers can see exactly how to sort waste.

The labels connect the visual to the action the text asks students to take.

D. Editing check

- ☒ My image has a clear purpose.
- ☒ My labels, caption or data are accurate.
- ☒ My explanation connects the image to the text.

Images in Texts Year 6 Rubric

Assessment focus: explaining how images expand, clarify and shape meaning in texts.

Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
1. Identifies visual features	Identifies few or incorrect visual features.	Identifies some common visual features with help.	Identifies a range of visual features with few errors.	Identifies many relevant visual features accurately.	Identifies a wide range of features insightfully and independently.
2. Explains purpose and effect	Explanation is limited or unclear.	Explanation shows some correct ideas but may be simple.	Explains the purpose and effect clearly and mostly accurately.	Explains purpose and effect in detail with relevant examples.	Explains purpose and effect insightfully with sophisticated understanding.
3. Uses evidence from text and image	Uses little or no evidence.	Uses some evidence from the text or image.	Uses clear evidence from both text and image.	Uses detailed and relevant evidence from both text and image.	Uses insightful and well-chosen evidence to support ideas.
4. Chooses effective visual features	Choices are limited or not appropriate.	Choices show some appropriate ideas with guidance.	Chooses suitable features that support the purpose.	Chooses effective features with clear justification.	Chooses highly effective features with insightful justification.
5. Communicates clearly	Ideas are hard to follow; language is unclear.	Ideas are sometimes clear; sentence structure is basic.	Communicates ideas clearly using correct language and structure.	Communicates ideas clearly and fluently using precise language.	Communicates ideas fluently and engagingly using precise and sophisticated language.

Overall level: _____

Teacher notes: _____

Images in Texts Year 6



Images in Texts Quiz

