

## YEAR SEVEN ENGLISH PROGRAM AND ASSESSMENT OVERVIEW

### Year7 Syllabus

#### Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and it revisits and strengthens these as needed.

In Year 7 students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They learn to read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic as well as texts designed to inform and persuade. These include various types of texts including newspapers, magazines and digital texts, early adolescent novels, fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by text purpose

contemporary world literature, including texts from and about Asia, Pacific Islander Peoples, as well as

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of genres and include challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables, indexes and glossaries. Language features include successive complex sentences with embedded clauses, technical vocabulary, figurative and rhetorical

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	Unit Outline	Assessment
Term One Creation of narrative and Persuasive Texts	<p>Unit One: Persuasive and Narrative Composition</p> <p>In this unit, students will explore how written language and stylistic features can be used for effect in a variety of text types. Students will explore how written language and stylistic features can be used for effect in persuasive and narrative texts.</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>○ Create texts that adapt stylistic features and structural organisation for effect.</li> <li>○ Select and sequence appropriate content and multimodal elements to promote a point of view or enable a new way of seeing</li> <li>○ Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences</li> <li>○ Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts</li> </ul> <p><u>Literature:</u></p> <ul style="list-style-type: none"> <li>○ Reflect on ideas and opinions about characters and issues represented in texts.</li> <li>○</li> </ul>	

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	Unit Outline	Assessment
Term Two Novel Study	<p>Unit Two: Exploring social, cultural and historical perspectives through varying texts</p> <p>Suitcase.</p> <p>Weeks 12 will strictly focus on NAPLAN preparation.</p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> <li>○ Use comprehension strategies to interpret, analyse and synthesise information and ideas.</li> <li>○ Analyse the ways that text structures and language features shape meaning and vary according to context and purpose.</li> <li>○ Use prior knowledge and text processing strategies to interpret a range of types of texts.</li> </ul> <p><u>Literature:</u></p> <ul style="list-style-type: none"> <li>○ Reflect on ideas and opinions about characters, setting and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view.</li> <li>○ Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts.</li> <li>○ Recognise and analyse the ways that characters, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches.</li> <li>○ Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts.</li> </ul> <p><u>Language:</u></p> <ul style="list-style-type: none"> <li>○ Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources.</li> </ul>	<p><u>Assessment Three: Essay Composition</u></p> <p>Students will be tasked with writing an essay that explores how narrative conventions have been employed to position the reader to think about one theme, one character and one setting in the novel. Students must also consider how the text has been constructed to position the reader to respond.</p> <p>Weighting: 15% Due Date: Week 9</p> <p><u>Assessment Four: Language Conventions Test</u></p> <p>In-class language conventions test based on literacy content throughout Term Two. Focus to be on spelling, vocabulary, language conventions and reading.</p> <p>Weighting: 5% Due Date: Week 10</p>

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	Unit Outline	Assessment
Term Three Film study and visual language	Unit Three: Exploring and creating imaginative texts	

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	Unit Outline	Assessment
Term Four t Poetry analysis and creation	<p>Unit Four: Creating Poetry In this unit, students will identify, use and play with particular poetic and literary techniques to express ideas</p>	

