



SAMPLE TEACHING AND LEARNING OUTLINE

ENGLISH

YEAR 7

Copyright

© School Curriculum and Standards Authority, 2018

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus

The following Teaching and Learning Outline shows one possible approach to planning for the delivery of the Year 7 English Curriculum. It includes suggested assessment tasks, aligned to the curriculum content that would be delivered in the related units of work.

When planning for the delivery of English curriculum, a mix of assessments should be considered, ensuring there is adequate coverage of Reading, Writing, Viewing, Speaking and Listening.

Timing is a guide only, and can be adjusted to suit the needs of the students and teacher preference. All texts are suggestions only, and tasks can be adapted to suit different topics and texts. Across the planning for Years 7–10 teachers should ensure that students study a wide variety of text choices, covering the breadth outlined in the year-level descriptions, as well as a wide variety of genres.

Timeline	Western Australian Curriculum Content	Texts/Resources/Text Types	Assessment (Mode)
Semester 1–2 (ongoing)	<p>Language</p> <ul style="list-style-type: none"> • Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532) • Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534) • Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539) • 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 (ACELA1782) <p>Literacy</p> <ul style="list-style-type: none"> • Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) • Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727) <p>Literature</p> <ul style="list-style-type: none"> • Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) • Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620) 	<p>Multi-modal (visual and written) prompts</p> <p>Focus on NAPLAN-style persuasive and narrative writing techniques and reading comprehension in Term 1, use diverse writing and reading formats and tasks in Terms 2–4</p>	<p>Task 1: Writing and Reading</p> <p>Writing and reading journal</p> <p>Students will complete regular responses to writing prompts in a writing folio. These prompts may relate to syllabus concepts or studied texts. Writing will be completed in class, under timed conditions. Students will be taught a range of strategies to edit, proofread and improve their written work and their demonstration of reading comprehension and the aesthetic appreciation of read texts.</p> <p>Students will also participate in an ongoing reading program throughout the year, involving the regular selection of books for reading from the school and classroom libraries, as well as other sources the student chooses. Students will write about their chosen reading in the journal, focusing on sharing their experience of the reading and the aesthetics of the text. (Teachers may advise students to separate their journal into two sections, one for reading and one for writing, to assist with assessment judgements.)</p> <p>This folio of written work will be assessed in each semester.</p>

	<ul style="list-style-type: none"> Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803) 		
Term 1 Weeks 1–4	<p>Literacy</p> <ul style="list-style-type: none"> Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722) Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) <p>Literature</p> <ul style="list-style-type: none"> Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620) Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) 	<p>Non-fiction autobiographical texts</p> <p>Extracts by Anne Frank, Sally Morgan, Bill Bryson, etc.</p> <p>Task booklet</p>	<p>Task 2: Writing</p> <p>Personal recount</p> <p>Using the task booklet and knowledge of narrative features studied, students will choose an important event that has happened at school, at home, or on the holidays, and write an extended narrative or recount, telling their reader what happened and how they felt about it.</p> <p>The students will plan, draft, edit and submit their autobiographical narratives (personal recounts).</p>
Term 1 Weeks 5–8	<p>Language</p> <ul style="list-style-type: none"> Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529) Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531) Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764) 	<p>Film study and review</p> <p>Film with a sustainability focus, for example:</p> <p><i>WALL-E</i> (2008) <i>Landfill Harmonic</i> (2015) <i>Isle of Dogs</i> (2018) <i>The Lorax</i> (2012) <i>Free Willy</i> (1993)</p> <p>Film Conventions Booklet Task Booklet Print and online film reviews (various)</p>	<p>Task 6: Viewing, Writing</p> <p>Film review</p> <p>Using the task preparation and film conventions booklets, students are to build on what they have learnt about summarising and note making and will further develop these skills while viewing a film chosen by the teacher. They will then write a film review from their own notes and research.</p> <p>The students will draft and edit their film review and submit the final copy of their review with all plans, notes and draft for assessment.</p>

	<p>Literacy</p> <ul style="list-style-type: none"> Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765) <p>Literature</p> <ul style="list-style-type: none"> Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623) 		
<p>Term 1 Week 9–Term 2 Week 4</p>	<p>Language</p> <ul style="list-style-type: none"> Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536) Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537) <p>Literacy</p> <ul style="list-style-type: none"> Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) 	<p>Informative speeches</p> <p>Guest speaker: local Aboriginal elder to discuss sustainability from an indigenous perspective (alternative option: use an online video on a sustainability topic)</p> <p>Affiliated online resources</p> <p>Task booklet</p> <p>NAPLAN online resource materials</p>	<p>Task 4: Listening, Writing</p> <p>Summary of sustainability talk</p> <p>Using the task preparation booklet, students will research the sustainability topic. Students will take notes from a guest speaker and then write a short summary of this information using only their notes.</p> <p>The students will draft, edit and submit their final summaries, along with their notes.</p> <p>Task 5: Writing, Speaking</p> <p>Short Persuasive piece</p> <p>Students will examine a range of short persuasive texts and revise persuasive language features. Using the information gathered during Task 4, students will write a short persuasive text on a related sustainability topic, and then present a short oral presentation (or via recording), attempting to persuade an audience.</p> <p>NAPLAN TESTING</p>

<p>Term 2 Weeks 5–9</p>	<p>Literacy</p> <ul style="list-style-type: none"> Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721) <p>Literature</p> <ul style="list-style-type: none"> Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620) Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) 	<p>Novel study</p> <p>Options:</p> <p><i>The River and the Book</i> by Alison Croggon <i>The Midnight Zoo</i> by Sonya Hartnett <i>Little Brother</i> by Allan Baillie <i>Trash</i> by Andy Mulligan <i>Boy Overboard</i> by Morris Gleitzman</p> <p>Or see Authority’s K–10 suggested text list, or Reading Australia www.readingaustralia.org.au</p> <p>Task booklet</p> <p>In-class short answer response assessment</p>	<p>Task 6: Reading</p> <p>Novel study: short answer responses</p> <p>Students will read <i>Little Brother</i> (or alternate text) and complete the activities in the task preparation booklet.</p> <p>Building on what they have learnt about narratives and their understanding of the novel, students will complete an in-class short answer response assessment.</p>
<p>Term 3 Weeks 1–5</p>	<p>Language</p> <ul style="list-style-type: none"> Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528) Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534) Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763) 	<p>Newspaper and news articles</p> <p>A range of news sources – print, online and television news</p> <p>Task booklet</p>	<p>Task 7: Writing, Viewing</p> <p>Newspaper and articles</p> <p>Students will study the world of modern news reporting, ranging from online news to television news to newspapers, exploring the way that news reporting has adapted to new technologies.</p> <p>Students will have two options for this assessment:</p> <ol style="list-style-type: none"> Write two online news articles dealing with a local, national or global issue of the students’ choice. The two articles need to deal with the same issue, but present different viewpoints. Write an opinion piece (for a news publication and audience of their choice) in response to a television news report.

	<p>Literacy</p> <ul style="list-style-type: none"> • Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) • Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765) 		
<p>Term 3 Weeks 6–10</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765) • Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724) • Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725) • Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728) <p>Literature</p> <ul style="list-style-type: none"> • Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623) • Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805) 	<p>Online book trailers</p> <p>Tutorial on how to make a book trailer using an app or similar web-based tool</p> <p>A range of ‘model’ book trailers</p>	<p>Task 8: Reading, Viewing, Speaking and Listening</p> <p>Book trailer</p> <p>Students will examine the codes and conventions of the book trailer. As the culmination of their wider reading programme throughout Terms 1–3, students will then create, edit and produce their own digital book trailer for a novel of their choice that they have read throughout the year.</p> <p>Students will present their book trailer to the class, explaining their process and why they focused on the elements they selected for their trailer.</p>

<p>Term 4 Weeks 1–4</p>	<p>Literacy</p> <ul style="list-style-type: none"> Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719) Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) <p>Literature</p> <ul style="list-style-type: none"> Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803) Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623) Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805) 	<p>Poetry</p> <p>Multimodal examples of famous poems, including classic world literature</p> <p>Online tutorials on poetry types</p> <p>Task booklet</p>	<p>Task 9: Writing</p> <p>Poetry folio</p> <p>Students will create their own portfolio of a range of poetic forms. Using the task poetry booklet, they will examine haiku, cinquain, limerick, free verse, song and rap poetic forms. The students will identify and experiment with a range of poetic techniques to express ideas and emotions.</p> <p>The students will write at least one poem from each form to create a folio of at least five poems:</p> <ol style="list-style-type: none"> Haiku Cinquain Limerick Free verse Song or rap
<p>Term 4 Weeks 5–9</p>	<p>Literacy</p> <ul style="list-style-type: none"> Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804) Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720) 	<p>Myth, fairy tale and legend</p> <p>Multimodal examples of myth, legend and folk tales, as well as oral narratives of Aboriginal and Torres Strait Islander people</p> <p>Task booklet</p>	<p>Task 10: Speaking & Listening, Writing</p> <p>Mythological narrative</p> <p>In collaborative groups, students create their own modern version of a magical, mythical, legendary, fairy or ancient tale and present it as a short play.</p> <p>The students will need to:</p> <ul style="list-style-type: none"> identify their preferred story type draft, edit and script their story according to the conventions of their selected genre

	<p>Literature</p> <ul style="list-style-type: none"> Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) 		<ul style="list-style-type: none"> refine, rehearse and present their play to the class.
--	--	--	---

Year 7 English Assessment Overview			
Task	Assessment	Due Date	Mode
1	Writing and reading journal	Semester 1: Term 2, Week 8 Semester 2: Term 4, Week 8	Writing, Reading
2	Personal recount	Term 1, Week 4	Writing
3	Film review	Term 1, Week 8	Viewing, Writing
4	Summary of sustainability talk	Term 1, Week 11	Listening, Writing
5	Short persuasive piece	Term 2, Week 2	Writing, Speaking
6	Novel study: short answer responses	Term 2, Week 9	Reading
7	News articles	Term 3, Week 5	Writing, Viewing
8	Book trailer	Term 3, Week 10	Reading, Viewing, Speaking and Listening
9	Poetry folio	Term 4, Week 4	Writing
10	Mythological narrative	Term 4, Week 9	Speaking and Listening, Writing

Disclaimer: Assessments are subject to change and students will be given at least **two weeks'** notice should this occur.