

Year 7 Syllabus

Year Level 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 teachers will revisit and strengthen these as needed.

In Years 7 and 8, 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 curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen 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 media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Pre-primary to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some 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 of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Language

LANGUAGE VARIATION AND CHANGE

Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology

Literature

LITERATURE AND CONTEXT

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and

Literacy


TEXTS IN CONTEXT

Analyse and explain the effect of technological innovations on texts, particularly media texts ([ACELY1765](#))

 Literacy

for presenting texts and communicating [\(ACELA1528\)](#)


 Literacy

 Information and Communication Technology (ICT) capability

LANGUAGE FOR INTERACTION

Understand how accents, styles of speech and idioms express and create personal and social identities [\(ACELA1529\)](#)


 Literacy


 Personal and social capability


Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by

cultural contexts [\(ACELT1619\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding


RESPONDING TO LITERATURE


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 [\(ACELT1620\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Information and Communication Technology (ICT) capability


 Critical and creative thinking

INTERACTING WITH OTHERS

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 [\(ACELY1719\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

Use interaction skills when discussing and presenting ideas and

reference to the text and other sources
[\(ACELA1782\)](#)

 Literacy

TEXT STRUCTURE AND ORGANISATION

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
[\(ACELA1531\)](#)


 Literacy


Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers,

capability

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts
[\(ACELT1621\)](#)


 Literacy

 Critical and creative thinking

 Personal and social capability


Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage
[\(ACELT1803\)](#)


 Literacy

 Critical and creative thinking

information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning
[\(ACELY1804\)](#)


 Literacy

 Critical and creative thinking

 Personal and social capability


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
[\(ACELY1720\)](#)

 Literacy

 Critical and creative thinking

for example
overviews, initial and
concluding
paragraphs and topic
sentences, indexes
or site maps or
breadcrumb trails for
online texts
[\(ACELA1763\)](#)

 Literacy

 Information and
Communication
Technology (ICT)
capability

Understand the use
of punctuation to
support meaning in
complex sentences
with prepositional
phrases and
embedded clauses
[\(ACELA1532\)](#)

 Literacy


EXPRESSING AND DEVELOPING IDEAS

Recognise and


EXAMINING LITERATURE

Recognise and
analyse the ways
that characterisation,
events and settings
are combined in
narratives, and
discuss the purposes
and appeal of
different approaches
[\(ACELT1622\)](#)

 Literacy

 Critical and creative
thinking


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
[\(ACELT1623\)](#)

 Personal and social
capability

INTERPRETING, ANALYSING, EVALUATING


Analyse and explain
the ways text
structures and
language features
shape meaning and
vary according to
audience and
purpose
[\(ACELY1721\)](#)

 Literacy

 Critical and creative
thinking

Use prior knowledge
and text processing
strategies to
interpret a range of
types of texts
[\(ACELY1722\)](#)

 Literacy

 Critical and creative
thinking

understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information
[\(ACELA1534\)](#)


 Literacy

Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns
[\(ACELA1536\)](#)

 Literacy

Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance


 Literacy

 Critical and creative thinking

CREATING LITERATURE

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition
[\(ACELT1625\)](#)

 Literacy

 Critical and creative thinking


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

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources
[\(ACELY1723\)](#)

 Literacy

Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences
[\(ACELY1724\)](#)

 Literacy


 Critical and creative thinking


CREATING TEXTS

Plan, draft and publish imaginative, informative and persuasive texts,

[\(ACELA1764\)](#)

 Literacy


 Critical and creative thinking

 Personal and social capability

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

[\(ACELA1537\)](#)


 Literacy

 Critical and creative thinking

Understand how to use spelling rules and word origins, for example Greek and Latin roots, base


[\(ACELT1805\)](#)


 Literacy

 Critical and creative thinking

selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas [\(ACELY1725\)](#)


 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact [\(ACELY1726\)](#)

 Literacy

 Critical and creative thinking

Consolidate a

words, suffixes,
prefixes, spelling
patterns and
generalisations to
learn new words and
how to spell them
[\(ACELA1539\)](#)


 Literacy


personal handwriting
style that is legible,
fluent and automatic
and supports writing
for extended periods
[\(ACELY1727\)](#)

 Literacy

Use a range of
software, including
word processing
programs, to
confidently create,
edit and publish
written and
multimodal texts
[\(ACELY1728\)](#)

 Literacy

 Information and
Communication
Technology (ICT)
capability

 Critical and creative
thinking

Handwriting behaviours are not described in the year level achievement standard or the writing assessment pointers. Instead, the Authority has developed the Handwriting Continuum to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The Handwriting Continuum can be found under the Teaching menu in the K-10 section of this website. Teachers will need to log in to the Extranet to access this resource.

Reading and Viewing

At Standard, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, drawing on supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Writing and Creating

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

Speaking and Listening

Students listen for and explain different perspectives in texts. They

understand how the selection of a variety of language features can influence an audience. Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.

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