## Grade 7 English Overview - All Year

<table>
<thead>
<tr>
<th>Topic</th>
<th>Curriculum connection</th>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling program (use students own errors NOT generic word lists)</td>
<td>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</td>
<td>Expressing and developing ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>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</td>
<td>Expressing and developing ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silent reading/teacher read aloud/book chat</td>
<td>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts</td>
<td>Literature and context</td>
<td></td>
<td>Interpreting, analysing, evaluating</td>
</tr>
<tr>
<td></td>
<td>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying point of view</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use prior knowledge and text processing strategies to interpret a range of types of texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional grammar and punctuation</td>
<td>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns</td>
<td>Expressing and developing ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses</td>
<td>Text structure and organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting</td>
<td>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods</td>
<td>Creating texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT continuum</td>
<td>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts</td>
<td>Creating texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editing</td>
<td>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts</td>
<td>Creating texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses</td>
<td>Text structure and organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Expressing and developing ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Creating texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking and listening</td>
<td>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. 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacting with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Curriculum connection/suggested tasks</td>
<td>Language</td>
<td>Literature</td>
<td>Literacy</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------</td>
<td>----------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Get to know you (journal writing and establish routines-silent reading, book chat, handwriting, etc) Journal writing may continue, providing teachers with the opportunity to gain individual spelling words.</td>
<td>1 week maximum time allocated for these tasks: Tasks should be ‘persuasive’ get to know you tasks [Persuade me to believe why you enjoy riding motorbikes?] This is an initial formative assessment used to map progress against. Completing the NNHS persuasive writing booklet. Students require understanding of TEEL/TE(s)EL and persuasive devices. Understand and explain how the text structures and language features in texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors [Students analyse a persuasive text-print advertisements/essay and learn about the structure by dissecting the text. After being taught, students independently locate the TEEL/TE(s)EL paragraphs, arguments, metaphors and all other persuasive devices.] Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance. Comparing choices for point of view in animations, advertisements and other persuasive texts. Comparing how different advertisements use visual</td>
<td>Text structure and organisation</td>
<td>Expressing and developing ideas</td>
<td>Creating texts</td>
</tr>
<tr>
<td>Persuasive writing/essays/Advertisements-print and media Essay writing to be conducted first. Advertising should be the focus after NAPLAN. Teachers are required to collect the persuasive essay and place in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Term One |
A student's portfolio will encompass a range of essays from across a variety of curriculum areas. Teachers from curriculum areas will assess essays. This portfolio will be returned to the English teacher for final assessment.

<table>
<thead>
<tr>
<th><strong>Elements to advertise the same product</strong> (Tactical teaching- graphic organisers)</th>
<th><strong>Responding to literature</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts.</td>
<td>Interacting with others</td>
</tr>
<tr>
<td>Identifying stereotypes, prejudice and oversimplifications in texts (Critical thinking strategies- students analyse print/media advertisements and locate the ways in which the above are employed as persuasive devices.)</td>
<td>Interpreting, analysing, evaluating</td>
</tr>
<tr>
<td>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 (Critical thinking strategies- media advertisements)</td>
<td></td>
</tr>
<tr>
<td>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose.</td>
<td></td>
</tr>
<tr>
<td>Explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying on the basis of textual features. Students select an advertisement and decide on the target audience. Students can then discuss or write a report that details why they believe the target audience to be the one they have chosen using evidence based on textual features.</td>
<td></td>
</tr>
</tbody>
</table>
they have noted in the advertisement to support their findings.

Compare the text structures and language features of multimodal texts, explaining how they combine to influence audience [Television commercials/media advertisements]

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 (Students write persuasive essays. Students create print/multimodal advertisements that can be done via group work.)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Curriculum connection/suggested tasks</th>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal awareness</strong>&lt;br&gt;&lt;br&gt;5 week unit&lt;br&gt;My Girragundji’, Meme McDonald and Boori Monty Pryor&lt;br&gt;Nargun and the Stars, Patricia Wrightson&lt;br&gt;The Rabbits, John Marsden&lt;br&gt;Aboriginal perspective novel study, coincide with NAIDOC week July&lt;br&gt;AP looking at additional resources.</td>
<td>There is a learning sequence for both stated books available in hardcopy form and online.&lt;br&gt;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&lt;br&gt;Defending points of view in reading circle discussions&lt;br&gt;Responding to points of view by developing and elaborating on others’ responses&lt;br&gt;Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts&lt;br&gt;Building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander peoples [Tactical teaching strategies—before, during and after reading strategies].&lt;br&gt;Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches&lt;br&gt;Analysing writers’ depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people.</td>
<td>Language for interaction</td>
<td>Literature and context</td>
<td>Examining literature</td>
</tr>
</tbody>
</table>
Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition. Using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation. Imagining a character’s life events...making a sequel or prequel or rewriting ending. [Students can create a digital story retelling *My Girragundji* using images, spoken voice showing understanding of character through tone and selecting appropriate images. Alternatively, students can create a digital story that is a sequel or prequel or rewrite the ending.]
<p>| Japanese poetry (Haiku/Tanka) 4 week unit | 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. Experience the sound and rhythm of poetry and using metalanguage, for example ‘refrain’, ‘chant’ to discuss the layers of meaning that are created. Students can present a haiku they have selected or one of their poems and discuss the intended meaning. Teachers make students aware that they are required to use the metalanguage learned to explain the technical aspects of their poems. 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. Drawing on literature and life experiences to create a poem, for example ballad, series of haiku. Integrated Grammar Idea: When studying haiku and tanka poetry, students are to focus on compressed language. Students are required to acknowledge a complex sentence and turn it into a haiku. Ask students to think about what words they have removed. (JG) Students can also apply their knowledge to free verse poetry. (BB) | Examining literature | Creating literature |</p>
<table>
<thead>
<tr>
<th>Resources also available on Internet.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Grade 7 English overview - Term Three

<table>
<thead>
<tr>
<th>Topic</th>
<th>Curriculum connection/suggested tasks</th>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novel and film study: <em>Hating Alison Ashley</em>, Robin Klein/<em>Diary of a Wimpy Kid</em>, Jeff Kinney/<em>Misery Guts</em>, Morris Gleitzman/<em>Undone</em>, Paul Jennings/<em>Hatchet</em>, Gary Paulsen/<em>Girl Underground</em> Morris Gleitzman/<em>Boy Overboard</em> Morris Gleitzman/Film study: <em>The Witches</em></td>
<td>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. Building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text (Tactical teaching strategies, book review, character study). 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. Establish forums for discussing the relative merits of fiction and film texts. (Students can compare novel and film using venn diagram/graphic organisers.) Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions. (Teachers create an online forum for book chat.) Possible PL for teachers? BB?</td>
<td>Language for interaction</td>
<td>Responding to literature</td>
<td>Examining literature</td>
</tr>
<tr>
<td>Other resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>available in resource room.</td>
<td>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 Experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives. Students extend the selected novel by selecting a section of the novel and writing it in epistolary form-series of letters/diary entries. Alternatively, students can write a flashback of one of the characters or re-write a section of the novel from a different perspective. Use prior knowledge and text processing strategies to interpret a range of types of texts (Tactical teaching strategies-transformations: students select a scene located in novel and highlight the main themes/issues through this strategy.) Integrated Grammar Idea: Students should be looking into embedded clauses and noun groups when completing character studies. (JG)</td>
<td>Creating literature</td>
<td>Interpreting, analysing, evaluating</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 7 English Overview - Term Four

<table>
<thead>
<tr>
<th>Topic</th>
<th>Curriculum connection/suggested tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring the Electronic World - students investigate the changes in word use due to technology and the influence this has on vocabulary and spelling.</td>
<td>Learning sequence available in hardcopy form and online.</td>
</tr>
</tbody>
</table>
| S week unit | Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating.  
Investigating changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication like texting, emoticons and email. (Students brainstorm prior knowledge/class discussion. Teachers facilitate the creation of a ‘Bump it Up’ board displaying how language has changed over time and due to technological advances. (AL)) |
| Students are to investigate and write a report and/or oral presentation about their findings. | Understand how accents, styles of speech and idioms express and create personal and social identities.  
Building a database of local idioms and their meanings, accents and styles of speech for different contexts, exploring the possibilities of these choices in drama and role play, and discussing their connection with personal and social identities. (Students employ a vocabulary specific to modern forms of communication in a planned drama performance or role play and then discuss their choices. Students might choose to create the virtual world of Facebook, speaking in vocabulary specific to the virtual world.) |
| A useful resource: *History of English*, available on Youtube. | Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage. |

### Language

| Language variation and change |
| Language for interaction |

### Literature

### Literacy

Responding to literature
Analyse and explain the effect of technological innovations on texts, particularly media texts. Investigate the influence on written language of communicative technologies like SMS, text, email, and Twitter. (Students can sign up to a Twitter account and follow a celebrity they are interested in and note the vocabulary used to communicate. Students write a report/essay on their findings.)

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. (Students can present their findings about the written language located in communicative technologies and are told of effective strategies to present this information. Smartboard to show Twitter account in background?)
<table>
<thead>
<tr>
<th>Creative Writing</th>
<th>Learning sequence available in hardcopy form and online.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Storytelling</strong></td>
<td>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance.</td>
</tr>
<tr>
<td><strong>Students write own short story and re-create in digital form.</strong></td>
<td>Experimenting with digital storytelling conventions to create personal reflections on shared experiences.</td>
</tr>
<tr>
<td><strong>5 week unit</strong></td>
<td>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches.</td>
</tr>
<tr>
<td><strong>Orientation, complication and resolution are terms that teachers should be using when teaching narrative writing.</strong></td>
<td>Analysing and explaining the structure of short stories and discussing the purposes and appeal of different authorial choices for structure and language.</td>
</tr>
<tr>
<td><strong>Tactical teaching strategies</strong></td>
<td>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition.</td>
</tr>
<tr>
<td></td>
<td>Creating chapters for an autobiography, short story or diary.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode.</td>
</tr>
<tr>
<td></td>
<td>Students can create a digital story retelling a short story they have read throughout the unit using images, spoken voice showing understanding of character through tone and...</td>
</tr>
</tbody>
</table>

**Expressing and developing ideas**

**Examining literature**

**Creating literature**
selecting appropriate images. Alternatively, students can create a digital story that is a sequel or prequel or rewrite the ending to a story they have read.

Use prior knowledge and text processing strategies to interpret a range of types of texts
Inferring the tone and emotional intent of a character in dialogue in a narrative [Tactical teaching strategies. Teacher selects a range of short story texts for students to read.]

Interpreting, analysing, evaluating