




































## Year 7 – Australian Curriculum: English (2025)

<b>Achievement standard</b>	<p>By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning. They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: English Version 9</i>, &lt;<a href="https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-7">https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-7</a>&gt;.</p>							
<b>Term overview</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	<b>1. Narrative writing</b> - Creative writing devices - Narrative structure - Grammar and Punctuation  <b>Wide Reading</b> - Ongoing free-choice reading - Free choice creative task		<b>2. Persuasive - Advertising</b> - Persuasive techniques - Creating advertisement to persuade - Oral Presentation Skills  <b>Wide Reading</b> - Ongoing free-choice reading - Free choice creative task		<b>3. Introduction to film techniques through Indigenous perspectives</b> - Storytelling through film techniques - Visual literacy - Formal film analysis - Personal response - Aboriginal and Torres Strait Islander perspectives  <b>Wide Reading</b> - Ongoing free-choice reading - Free choice creative task		<b>4. Poetry</b> - Poetic Techniques - Poetry Forms - Theme  <b>5. Graphic Novel</b> - Oral presentation skills - Personal response - Cooperative reading  <b>Wide Reading</b> - Ongoing free-choice reading - Free choice creative task	
<b>Cross curriculum priorities</b>								
<b>General capabilities</b>	    		    		      		     	
<b>Key to general capabilities and cross-curriculum priorities</b>	 Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability							
<b>Assessment</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>
	8	Short Story (narrative)	3	Analysis of an advertisement	2	Analysis of a scene from a short film	2	Poetry Anthology
			7	Persuasive advertisement with presentation	4	Film comprehension	5	Cooperative reading activity
					8	Personal Response		
	Ongoing		Continuous collection of evidence of learning including wide reading tasks					
<b>Moderation</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
	Teachers moderate samples of short stories to ensure consistency of judgments.		Teachers co-mark advertisement presentations to ensure consistency of judgments.		Teachers co-mark visual analysis to ensure consistency of judgments.		Teachers co-mark poetry anthologies to ensure consistency of judgments. Observations of cooperative reading skills are marked against the four reading roles.	