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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.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: English Version 9*, <<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-7>>.

Term 1		Term 2		Term 3		Term 4	
<div>1. Narrative writing</div> <div>- Creative writing devices</div> <div>- Narrative structure</div> <div>- Grammar and Punctuation</div> <div>Wide Reading</div> <div>- Ongoing free-choice reading</div> <div>- Free choice creative task</div>		<div>2. Persuasive - Advertising</div> <div>- Persuasive techniques</div> <div>- Creating advertisement to persuade</div> <div>- Presentation Skills</div> <div>Wide Reading</div> <div>- Ongoing free-choice reading</div> <div>- Free choice creative task</div>		<div>3. Introduction to film techniques through short film:</div> <div>- Storytelling through film techniques</div> <div>- Visual literacy</div> <div>4. Rabbit-Proof Fence</div> <div>- Aboriginal and Torres Strait Islander perspectives</div> <div>- Visual Literacy</div> <div>- Analytical Skills</div> <div>Wide Reading</div> <div>- Ongoing free-choice reading</div> <div>- Free choice creative task</div>		<div>5. Poetry</div> <div>- Poetic Techniques</div> <div>- Poetry Forms</div> <div>- Theme</div> <div>6. Graphic Novel</div> <div>- Oral presentation skills</div> <div>- Character</div> <div>- Monologue</div> <div>Wide Reading</div> <div>- Ongoing free-choice reading</div> <div>- Free choice creative task</div>	
 				 			
   		   		      		      	
<div> Literacy</div> <div> Numeracy</div> <div> ICT capability</div> <div> Critical and creative thinking</div> <div> Ethical behaviour</div> <div> Personal and social capability</div> <div> Intercultural understanding</div> <div> Aboriginal and Torres Strait Islander histories and cultures</div> <div> Asia and Australia's engagement with Asia</div> <div> Sustainability</div>							
Term 1		Term 2		Term 3		Term 4	
Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
8	Short Story (narrative)	4	Analysis of an advertisement	4	Analysis of a scene from a short film	4	Poetry Anthology
		8	Persuasive advertisement with presentation	8	Personal Response	8	Graphic Novel Character Monologue
Ongoing		Continuous collection of evidence of learning including wide reading tasks					
Term 1		Term 2		Term 3		Term 4	
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.	