



# English

Essential Learnings by the end of **Year 7**

## Learning and assessment focus

Students use their imagination, creativity and personal views of the world to make sense of significant issues and events that are of interest to them. They identify how people, characters, places, events, things and issues are represented in texts to position audiences. They understand that Aboriginal and Torres Strait Islander knowledges, peoples, cultures and events are represented in different ways in Aboriginal texts, Torres Strait Islander texts and English texts. They recognise how English relates to their own lives and to cultural issues within the wider community.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively interpret and construct texts by understanding the audience, subject matter and purpose, and by applying their knowledge of language elements and texts. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on language choices and how they can apply their learning to future applications.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning when interpreting and constructing texts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- interpreting texts
- constructing texts
- appreciating texts
- reflecting.

## Ways of working

Students are able to:

- identify and demonstrate the relationship between audience, subject matter, purpose and text type
- identify main ideas and the sequence of events, make inferences and draw conclusions based on ideas and information within and across texts
- recognise and select vocabulary and interpret the effect of literal and figurative language
- interpret and identify that readers/viewers/listeners are positioned by aspects of texts
- construct literary texts by planning and developing subject matter, using dialogue, description and evaluative language
- construct non-literary texts to express meanings and messages, to identify causes and effects, and to state positions supported by evidence
- make judgments and justify opinions using information and ideas from texts, and identify how aspects of texts contribute to enjoyment and appreciation
- reflect on and compare how the language choices made across texts include and exclude certain groups and individuals
- reflect on learning, apply new understandings and identify future applications.

## Knowledge and understanding

### *Speaking and listening*

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across wider community contexts.**

- The purpose of speaking and listening includes advancing opinions, discussing, persuading others to a point of view, influencing transactions, and establishing and maintaining relationships  
*e.g. debating or discussing a current topic from a particular viewpoint can persuade others.*
- Speakers use their assumptions about the characteristics of listeners to engage their interest and attention  
*e.g. public speaking compared with playground conversation.*
- Spoken texts have different structures from written texts but can also be written and recorded  
*e.g. a monologue can be written in note form before a performance and can be used for reference.*
- Statements, questions and commands can use language that positions and represents ideas and information.
- Words and phrasing, syntax, cohesion, repetition, pronunciation, pause, pace, pitch and volume establish mood, signal relationships, create effect and are monitored by listeners.
- Nonverbal elements, including facial expressions, gestures and body language, establish mood, signal relationships, create effect and are monitored by listeners.
- Active listeners identify ideas and issues from others' viewpoints and clarify meanings to justify opinions and reasoning.
- In presentations, speakers make meaning clear by organising subject matter, identifying their role and selecting relevant resources  
*e.g. making use of a hyperlink in a PowerPoint presentation.*
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

## Reading and viewing

Reading and viewing involve using a range of strategies to interpret, evaluate and appreciate written, visual and multimodal texts across wider community contexts.

- Purposes for reading and viewing are identified and are supported by an evaluation of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries  
*e.g. selecting a credible text to support a position.*
- Readers and viewers draw on their prior knowledge, knowledge of language elements and point of view when engaging with a text  
*e.g. a student from a non-Western culture may have a different perspective on a character's actions in an Australian story.*
- Words, groups of words, visual resources and images can persuade an audience to agree with a point of view by portraying people, characters, places, events and things in different ways.
- Reading fluency is supported through monitoring meaning and applying self-correction, in combination with a developing vocabulary and prior knowledge of subject matter.
- Comprehension involves drawing on knowledge of the subject matter and contextual cues to interpret, infer from and evaluate texts in community contexts  
*e.g. a student's familiarity with swimming may enable a deeper comprehension of the subject matter in a sports magazine.*
- Words and their meanings are decoded using the cueing systems together (grapho-phonetic, semantic and syntactic), and by using knowledge of base words, prefixes and suffixes  
*e.g. the prefix mega- changes the meaning of a word: megastore, megaphone and megabyte.*
- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

## Writing and designing

Writing and designing involve using language elements to construct literary and non-literary texts for audiences across wider community contexts.

- The purpose of writing and designing includes evoking emotion, persuading and informing  
*e.g. writing an advertisement to promote a school concert.*
- Writers and designers establish roles, make assumptions about their audience and position them through language choices  
*e.g. assumptions about the readership of a newspaper are evident in the language choices in a letter to the editor.*
- Words and phrases, symbols, images and audio affect meaning and position an audience  
*e.g. This was a tragic incident. — tragic positions the audience to feel sympathy.*
- Text users make choices about grammar and punctuation, to establish meaning.
- Knowledge of word origins and sound and visual patterns, including base words, prefixes and suffixes, syntax and semantics, is used by writers and designers when spelling.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting  
*e.g. making changes after receiving feedback.*

## Language elements

Interpreting and constructing texts involve selecting and controlling choices about grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) across wider community contexts.

- Paragraphs sequence information and arguments, and include topic sentences that emphasise a point or argument.
- Dependent clauses require independent clauses to make meaning in a sentence  
*e.g. a dependent clause such as while he waited for dinner requires the independent clause Scotty read a book ... to make meaning.*
- Pronoun–noun agreement, subject–verb agreement and maintaining tense support cohesion across a paragraph  
*e.g. When Tom went to the shop he bought some shoes. However, they were too big for him.*  
*Tom (noun) and he (pronoun) are in agreement, as are shoes and they*  
*they (subject) agrees with were (verb)*  
*went, bought and were are all past tense.*
- Cohesive devices and other text connectives within and between sentences signal relationships between ideas, including cause-and-effect and comparison and contrast  
*e.g. Don Bradman was a star cricketer and, as a result, he became an Australian icon. — as a result is the cohesive device showing the relationship between the two ideas.*
- Noun groups and verb groups are used to provide specific descriptions of subject matter, express degrees of certainty and uncertainty, and develop characterisation, setting and plot  
*e.g. We had to run quickly in the other direction as strange creatures overcame our inadequate fortress. — strange creatures is a noun group and had to run quickly is a verb group.*
- High-frequency words are replaced by more complex forms of vocabulary and give more specific descriptions  
*e.g. keep going can be replaced with persevere; did can be replaced with performed.*
- Figurative language, including similes, metaphors and personification, develops imagery and humour  
*e.g. The lion ruled the African plains with great majesty is personification that develops an image.*
- Evaluative language, including adjectives, can appeal to certain groups, express opinions, and represent people, characters, places, events and things in different ways  
*e.g. a devastating result for the defeated team in a sporting match would be a wonderful outcome for the successful team in the same match — devastating and wonderful are evaluative words expressing opinion.*
- Punctuation, including quotation marks and brackets, signals meaning  
*e.g. "Good afternoon, Jasmin," called Keely. — the words between the quotation marks indicate spoken words; quotation marks also indicate a direct quotation from another source; brackets can be used to elaborate an idea (or to list additional information).*
- Vocabulary is chosen to establish relationships, persuade others, describe ideas and demonstrate knowledge  
*e.g. an absolutely brilliant and innovative ... — the choice of vocabulary can be deliberately persuasive.*
- Auditory, spoken, visual and nonverbal elements add meaning, interest, immediacy and authority to multimedia texts  
*e.g. gloomy music in a film could indicate a sad moment.*

## Literary and non-literary texts

Evaluating literary and non-literary texts involves understanding the purpose, audience, subject matter and text structure.

- Texts present subject matter from a particular perspective  
*e.g. organic farming can be presented as having a positive health benefit or as an old-fashioned method with limited benefits.*
- A text can be constructed for more than one purpose  
*e.g. an autobiography can be used to recount experiences, express emotion and record history.*
- Protocols are applied to the use of texts that represent Aboriginal knowledges, peoples, cultures, events and places, and Torres Strait Islander knowledges, peoples, cultures and events  
*e.g. acknowledging traditional custodians at the beginning of a public speech; referencing the cultural ownership of intellectual property — acknowledging the source of a traditional Aboriginal story.*
- Literary texts entertain, evoke emotion, create suspense and convey messages and information.
- Young adult novels, adventure and fantasy stories, short stories, myths, legends, ballads and play scripts are types of literary texts.
- Characters with feelings and personalities beyond those of traditional characters are explored in texts by selecting vocabulary and using descriptions, imagery, actions and dialogue.
- Descriptions, actions and dialogue, using written and visual elements, develop characters and plot  
*e.g. conversation between characters in a film or play; prose in a novel.*
- Poetic forms and poetic devices express thoughts and ideas in a variety of ways  
*e.g. haiku — a poetic form; simile — a poetic device.*
- Non-literary texts evaluate, inform, present arguments and persuade.
- Articles, features, letters to the editor, documentaries, interviews, advertisements, film reviews, information and news reports, autobiographies, arguments, group discussions, meetings and debates are types of non-literary texts.
- Arguments have a particular structure, including an introduction that identifies a position, a body with details and further evidence, and a conclusion that restates the position.
- Main ideas, issues and events are selected and organised to sustain a point of view and to project a level of authority that matches a purpose and an intended audience  
*e.g. climate change can be discussed by focusing on endangered species or personal action, and can be presented in an information text that introduces the outline or scope of the topic and then develops logically organised ideas, descriptions and/or explanations.*