Year 7 Curriculum Grids

Curriculum grid for Western Australia
Curriculum grids are available to download at www.insightpublications.com.au

Strand: Language

Sub-strand: Language variation and change

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating	No corresponding content		

Sub-strand: Language for interaction

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
Understand how accents, styles of speech and idioms express and create personal and social identities	Understand how language expresses and creates personal and social identities AC9E7LA01	Understand how language expresses and creates personal and social identities. *For example:* • *develop dialogue that reveals character in a comic*	• Unit 6
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	Recognise language used to evaluate texts including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources AC9E7LA02	Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources. *For example:* • *build knowledge about words of evaluation, including words to express emotional responses to texts, such as shock, fear, anger, happiness and concern*	• Unit 2 • Unit 3 • Unit 8

Sub-strand: Text structure and organisation

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
Understand and explain how the text structures	Identify and describe how texts are	Identify and describe how text structures and language	• Unit 2

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	structured differently depending on their purpose and how language features vary in texts AC9E7LA03	features vary in texts according to purpose. *For example:* • *examine the structures of book or film reviews and how they might move from description of context to summary of the text and then to judgement of the text*	• Unit 3 • Unit 8 • Unit 11
Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts.	Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs AC9E7LA04	Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs *For example:* • *analyse the structure of a print or online news article, identifying strategies used to create cohesion*	• Unit 3 • Unit 8 • Unit 9

Sub-strand: Expressing and developing ideas

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
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	Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas AC9E7LA05	Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas. *For example:* • *examine the addition of ideas using a complex-compound sentence, such as* When dinosaurs roamed the earth, weather patterns shifted significantly and as a result vegetation depleted.	• Unit 1 • Unit 10 • Unit 12
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns	Understand how consistency of tense through verbs and verb groups achieves clarity in sentences AC9E7LA06	Understand how consistency of tense through verbs and verb groups achieves clarity in sentences. *For example:* • *identify and discuss different forms of verb tenses and their use to maintain consistency of tense in different sentences, such*	• Unit 6 • Unit 12

		as I organise the cake stall every week, and I am running the meeting this weekend, as well.	
Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	Analyse how techniques such as vectors, angle and/or social distance in visual texts can be used to create a perspective AC9E7LA07	Analyse how techniques such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective. *For example:* *• compare how two advertisements advertise the same product for different target audiences, and how their use of techniques create different perspectives*	• Unit 2 • Unit 7
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	Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings AC9E7LA08	Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings. *For example:* *• identify and understand vocabulary used to write about graphic novels, such as gutter, bleed, panel, splash, transitions and emanata*	• Unit 3
Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses	Understand the use of punctuation including colons and brackets to support meaning AC9E7LA9	Understand the use of punctuation including colons and brackets to support meaning. *For example:* *• examine the impact of information added to sentences when colons and brackets are used*	• Unit 9 • Unit 12

Sub-strand: Sound and letter knowledge

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
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	Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them AC9E7LY08	Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them. *For example:*	• Unit 12

| new words and how to spell them | | • know that all words are a base word or are a base word with a prefix and/or suffix attached
• know that some morphemes are bound bases that cannot stand alone as a word, such as <ped> meaning foot as in pedestrian and pedicure
• explore Greek and Latin roots such as those found in other learning areas: democracy – demo meaning people and kratia meaning rule | |

Strand: Literature

Sub-strand: Literature and context

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	Identify and explore ideas, points of view, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by First Nations Australian, and wide-ranging Australian and world authors AC9E7LE01	Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators. *For example:* *• explore depictions of the Australian landscape (e.g. the bush, city, sea) in a range of poems*	• Unit 1 • Unit 5 • Unit 7

Sub-strand: Responding to literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
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	Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response AC9E7LE02	Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response. *For example:* *• participate in a class discussion about a favourite character or event from a novel*	• Unit 2

Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts	Explain the ways that literary devices and language features such as dialogue, and images are used to create character, and to influence emotions and opinions in different types of texts AC9E7LE03	Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts. *For example:* *• explain how the protagonist or antagonist in a film is constructed through visual and audio features, such as dialogue, music, costuming, lighting, framing, camera angles, and camera movement*	• Unit 8
Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage AC9E7LE04	Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage. *For example:* *• discuss how fairytales or fables convey important social values* *• examine how the covers of different picture books are visually appealing*	• Unit 5 • Unit 8

Sub-strand: Examining literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	Identify and explain the ways that characters, settings and events combine to create meaning in narratives AC9E7LE05	Identify and explain the ways that characters, settings and events combine to create meaning in narratives. *For example:* *• explore traditional stories from Asia and discuss their features, such as use of the oral mode, visual elements and verse to convey the narrative*	• Unit 2
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,	Identify and explain how literary devices create layers of meaning in texts, including poetry AC9E7LE06	Identify and explain how literary devices create layers of meaning in texts, including poetry. *For example:* *• listen to and read poems and songs by Aboriginal and Torres Strait Islander authors*	• Unit 7

		explaining the layers of meaning created by imagery	
couplets, free verse and verse novels			

Sub-strand: Creating literature

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition	Create and edit literary texts that experiment with language features and literary devices encountered in texts AC9E7LE07	Create and edit literary texts that experiment with language features and literary devices encountered in texts. *For example:* *• create a prequel or sequel using an imagined series of life events of a character presented in a scripted monologue* *• experiment with different narrative structures, such as the epistolary form, flashback and multiple narrators*	• Unit 6
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	Merged with AC9E7LE07	Merged content	• Unit 6

Strand: Literacy

Sub-strand: Texts in context

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
Analyse and explain the effect of technological innovations on texts, particularly media texts	Explain the effect of current technology on reading, creating and responding to texts including media texts AC9E7LY01	Explain the effect of current technology on reading, creating and responding to texts, including media texts. *For example:* *• explore new forms of digital texts, such as social media and vlogs, and the interactive nature of the responses they generate*	• Unit 4 • Unit 5 • Unit 9

Sub-strand: Interacting with others

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
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	Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts AC9E7LY02	Use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken texts. *For example:* *• listen to a peer's oral presentation exploring an autobiographical event and ask a clarifying question*	• Unit 3
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	No corresponding content	Content point removed	
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	No corresponding content	Content point removed	

Sub-strand: Interpreting, analysing, evaluating

Existing Western Australian curriculum	Australian Curriculum v9	Proposed Western Australian curriculum (for 2025) *	Insight Australian Curriculum English Year 7
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	Analyse the ways in which language features shape meaning and vary according to audience and purpose AC9E7LY03	Analyse the ways in which language features shape meaning and vary according to audience and purpose. *For example:* *• explain the relationship between language features, and audience and purpose, such as identifying which group would be the most likely target audience for a television show*	• Unit 5 • Unit 10

Use prior knowledge and text processing strategies to interpret a range of types of texts	Explain the structure of ideas such as the use of taxonomies, cause and effect, extended metaphors and chronology AC9E7LY04	Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology. *For example:* *• identify cause and effect in persuasive texts and how this is used to convince an audience of a course of action*	• Unit 3 • Unit 10
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas AC9E7LY05	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing. *For example:* *• determine and summarise the key idea/s of paragraphs or chapters in an informative text*	• Unit 11
Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences	No corresponding content	Content point removed	

Sub-strand: Creating texts

Existing Western Australian curriculum	**Australian Curriculum v9**	**Proposed Western Australian curriculum (for 2025) ***	**Insight Australian Curriculum English Year 7**
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	Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective,	Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical	• Unit 12

	informative, persuasive and/or analytical AC9E7LY06		
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	Plan, create, rehearse and deliver presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace AC9E7LY06	Plan, create, rehearse and deliver spoken and multimodal presentations for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice including volume, tone, pitch and pace	• Unit 12
Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact	No corresponding content	Content point removed	
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	No corresponding content	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	XX
Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts	No corresponding content	Select and use features of digital tools to create texts for different purposes and audiences. *For example:* *• create a multimodal book trailer to promote a novel*	XX

*Refers to the draft Western Australian Curriculum released in July 2023. The draft Curriculum is proposed only and is subject to review.