
English Stage 4 – Year 7: Scope and sequence

Term 1

Weeks 1–10

Unit 1: I've Got Something to Say

Focus areas: Reading, Viewing and Listening to Texts; Understanding and Responding to Texts; Expressing Ideas and Composing Texts

Focus content groups: Reading, Viewing and Listening Skills, Theme, Perspective and Context, Argument, Representing, Textual Features: Persuasive, and Planning, Monitoring and Revising

Students will explore how texts can reflect personal experiences, contexts and identity. They will consider how texts can be a vehicle to express personal opinions and voice in the world. Students will make personal connections with texts and make connections with texts from their own reading experiences. They will also connect ideas shared in texts with issues of our broader world. Students will use their reading experiences to inspire the composition of texts that reflect their personal identity, beliefs and perspectives.

Meeting the text requirements: A range of fiction and non-fiction texts from around the world, including texts about intercultural and diverse experiences, cultural, social and gender perspectives, and those written by Aboriginal and Torres Strait Islander authors; a range of visual, spoken, multimodal and digital texts.

Assessment: Students to compose a persuasive multimodal text that presents an opinion on an issue of personal importance.

Outcomes: EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01

Related Life Skills outcomes: ENLS-RVL-01, ENLS-URT-02, ENLS-EIP-01, ENLS-EIP-02, ENLS-EIP-03

Term 2

Weeks 1–10

Unit 2: Words of Mouth

Focus areas: Reading, Viewing and Listening to Texts; Understanding and Responding to Texts; Expressing Ideas and Composing Texts

Focus content groups: Reading, Viewing and Listening for Meaning, Representation, Code and Convention, Style, Speaking.

Students are introduced to the codes and conventions of spoken texts, including drama and performance poetry, to appreciate how we can share stories by 'word of mouth'. Students will also consider the role of storytelling in our past and present societies and how we are immersed into the world of stories through the spoken form.

Meeting the text requirements: Drama and Poetry

Assessment: Students to transform a well-known written text from a past era into a spoken text to present, individually or collaboratively, for a modern audience.

Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URC-01, EN4-ECA-01

Related Life Skills outcomes: ENLS-RVL-01, ENLS-URT-01, ENLS-URT-03, ENLS-EIP-01, ENLS-EIP-02

Term 3

Weeks 1–10

Unit 3: If Our World Could Talk

Focus areas: Reading, Viewing and Listening to Texts; Understanding and Responding to Texts; Expressing Ideas and Composing Texts

Focus content groups: Reading for challenge, interest and enjoyment, Narrative, Connotation, Imagery and Symbol, Perspective and Context, Text Features: Imaginative, Sentence-Level: Grammar and Punctuation

Students will explore how texts use figurative language and devices, including imagery and symbol, to represent important ideas about our environment. By drawing on Australian texts, including those by Aboriginal and Torres Strait Islander authors, and their use of figurative devices, students will convey their appreciation of our changing natural landscape through imaginative compositions that feature figurative devices.

Meeting the text requirements: Extended Prose from Australian and Aboriginal and Torres Strait Islander authors (extracts from *Black Cockatoo* and *Blueback*), Poetry, Visual texts.

Assessment: Students to compose a short imaginative text that uses imagery and symbolism to reflect an important idea about our Australian landscape.

Outcomes: EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01

Related Life Skills outcomes: ENLS-RVL-01, ENLS-URT-01, ENLS-URT-02, ENLS-EIP-01, ENLS-EIP-02

Term 4

Weeks 1–10

Unit 4: Kids These Days!

Focus areas: Reading, viewing and listening to texts; Understanding and responding to texts; Expressing ideas and composing texts

Focus content groups: Reading, viewing and listening for meaning, Style, Intertextuality, Literary Value, Text Features: Informative and Analytical, Planning, Monitoring and Revising

Students will explore texts that challenge stereotypes of teens and instead celebrate their role in our world. Students will consider how contemporary texts reflect issues related to youth and how textual representations of teens have evolved over time.

Meeting the text requirements: Film (*Hunt for the Wilderpeople*), Multimodal and Digital texts, a range of cultural, social and gender perspectives, including from popular and youth cultures.

Assessment: Students to construct an informative, analytical response that discusses the way in which a text studied challenges stereotypes of youth.

Outcome codes: EN4-RVL-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01

Related Life Skills outcome codes: ENLS-RVL-01, ENLS-URT-03, ENLS-EIP-01, ENLS-EIP-02, ENLS-EIP-03