

YEAR 7 ENGLISH: Reading and Writing Life Stories

Achievement Standard - those underlined are of particular focus in this unit:

Receptive modes (listening, reading and viewing)

By the end of Year 7,

- Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.
- Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Productive modes (speaking, writing and creating)

By the end of Year 7,

- Students understand how the selection of a variety of language features can influence an audience.
- They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- They create texts showing how language features and images from other texts can be combined for effect.
- Students create structured and coherent texts for a range of purposes and audiences.
- They make presentations and contribute actively to class and group discussions, using language features to engage the audience.
- When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

HOM focus:



11. Creating, imagining, and innovating

Try a different way!

Generating new and novel ideas, fluency, originality

Year-long priorities:

- **Sentence structures** (dependent and independent clauses and simple, compound and complex sentences in term 3)
- **Vocabulary building**
- **Reading focus** (library visits twice per term. Silent reading and teacher read aloud sessions in class routine)
- **Spelling** (from the C2C dashboard)

Unit Specific Information

Students will understand how the textual and language features of life writing are used to describe events and entertain readers.

During this unit, students will undertake a study of life writing by reading and analysing autobiographical narratives including picture books. Students will focus on developing their knowledge of language and textual features, in particular the use of figurative and sound devices, and how these affect meaning and influence an audience. They will continue to build their understanding of sentence structures and punctuation, with the focus on accuracy and variety, for purpose and effect. They will identify the narrative structure of autobiographical texts used to imaginatively describe/recreate a significant life event. Finally, students will be able to draw on personal experience to construct an autobiographical anecdote of a personal life experience. Explicit teaching of the highly valued language feature of Extended Noun Groups will take place in this unit. Our sentence focus will continue to include clause types and sentence types.

Assessment Details:

Task 3 Comprehension Exam: Responding to a picture book (week 4)

Conditions:

- No notice
- 40 mins to complete

Task 4: Autobiographical anecdote (week 9)

- 5 weeks' notice
- 300-400 words
- Teacher input on one draft



READING / VIEWING / LISTENING:

Core Text 1:

'When I was little like you'

Core Text 2:

'Memorial'

COMPREHENSION SKILL FOCUS:

Making connections

Priority Standards

4	Goes beyond what was taught in class	Goes beyond what was taught in class
3	<p>Students understand how the selection of a variety of language features can influence an audience.</p> <p>**Understand</p> <ul style="list-style-type: none"> • Perceive what is meant by something. • Construct meaning from. 	<p>When creating and editing texts they demonstrate* understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.</p> <p>**Demonstrate</p> <ul style="list-style-type: none"> • Prove or make clear my argument, reasoning or evidence, illustrating with practical example; show by example. • Show by example, through establishing an argument or explaining a process.
2	<p>Recall vocabulary such as:</p> <ul style="list-style-type: none"> □ Language devices/figurative language: simile, metaphor, alliteration, imagery, etc. □ Narrative elements: dialogue, plot, etc. □ Evaluative language □ Emotive language □ Sequencing □ Reflective/retrospective voice □ audience <p>• Perform basic processes such as being able to:</p> <ul style="list-style-type: none"> □ Appropriately format and use dialogue □ Use a variety of figurative devices to achieve purposes (including, but not limited to: imagery, simile, metaphor, onomatopoeia, tricolon, alliteration, personification) □ Make decisions about vocabulary and language features to entertain your audience and convey your emotions 	<p>Perform basic processes such as:</p> <ul style="list-style-type: none"> □ Control a range of simple, compound and complex sentence □ Elaborate on my ideas by using connectives to link sentences across a text □ Use a variety of punctuation [commas, fullstops, colons, semi colons, dashes, ellipsis etc. □ Choose accurate words or groups of words when describing events and ideas and to make meaning (vocabulary) □ Use accurate spelling □ Use editing strategies to improve the quality of my work

THINKING:
Interpreting, organising, creating



WRITTEN / SPOKEN MULTI-MODAL TEXT
Comprehension exam

	<input type="checkbox"/> Use a range of punctuation for purposes (eg: exclamation mark, ellipsis, dash, semi-colon, colon)	
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Use of the sentences proficiency scale across the year.

Autobiographical anecdote
HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Extended noun groups