In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Receptive modes (listening, reading and viewing)
By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)
Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.
### Focus of teaching and learning activities

#### PERSONAL STORIES

This unit looks at how language is used to present ideas about individuals in a range of historical and contemporary written, oral and visual texts, and how those texts can challenge or reflect the reader’s values and attitudes.

- **Autobiography and biography**
  - features of
  - reading of a range of extracts

- **Diaries and blogs**
  - features of
  - reading of a range of extracts

- **Feature Film Study** (G or PG rated films based around the lives of real people)
  Possible titles include:
  - Pursuit of Happyness
  - We Bought a Zoo
  - Soul Surfer
  - Red Dog
  - Remember the Titans

- **Independent Reading**
  - One period per week – literary texts including novels, short stories, biographies, autobiographies and graphic novels
  - Reading comprehension strategies using a range of short texts

### Assessments

- Responses to autobiographical and biographical extracts
- In-class reading assessment
- Recount production
- Film review

*Common assessment tasks, which are highlighted, will be used for moderation and kept in student portfolios. For each task, students will be provided with a task outline and a marking key.*

### Explicit teaching of language skills

- Cohesive devices
- Colons, semi-colons, dashes, brackets
- Nominalisation
- Spelling strategies for more complex words

### Resources

- Insight English Skills 8
- National English Skills 8
- Pearson English 8
- English Outcomes 1
- Words and Wonder 1
- Move into English 1
- Internet
- Interviews
<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
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<tr>
<td>Language variation and change</td>
<td>Literature and context</td>
<td>Literacy in context</td>
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<tr>
<td>Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return</td>
<td>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups</td>
<td>Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication</td>
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<td>Language for interaction</td>
<td>Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors</td>
<td>Interpreting, analysing, evaluating</td>
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<td>Understand how conventions of speech adopted by communities influence the identities of people in those communities</td>
<td>Responding to Literature</td>
<td>Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects</td>
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<td>Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody</td>
<td>Understanding how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups</td>
<td>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints</td>
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<td>Text structure and organisation</td>
<td>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts</td>
<td>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text</td>
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<td>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication</td>
<td>Examining Literature</td>
<td>Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts</td>
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<td>Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims</td>
<td>Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and appreciation of aesthetic qualities</td>
<td>Creating texts</td>
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<td>Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives</td>
<td>Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts</td>
<td>Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view</td>
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<td>Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts</td>
<td>Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays</td>
<td>Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener</td>
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<td>Expressing and developing ideas</td>
<td>Creating literature</td>
<td>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate</td>
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<td>Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause</td>
<td>Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects</td>
<td>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students’ own texts</td>
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<td>Understand the effect of nominalisation in the writing of informative and persuasive texts</td>
<td>Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts</td>
<td>Use a range of software, including word processing programs, to create, edit and publish texts imaginatively</td>
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<td>Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning</td>
<td>Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives</td>
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