# English Year 7 – sample scope and sequence

This is a sample scope and sequence for Year 7 in Stage 4 and it is aligned to the [English K-10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022). The teaching and learning programs and assessment plans outlined in the scope and sequence will be made available on the [NSW Department of Education curriculum website](https://education.nsw.gov.au/teaching-and-learning/curriculum) throughout 2023 and 2024. They will be provided in a staggered release.

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## Rationale

The sample scope and sequence will be useful during the engage phase of the [curriculum implementation cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/phases-of-curriculum-implementation?utm_source=w7t422&utm_medium=staffnoticeboard&utm_campaign=curriculum-reform). It is not a standalone resource. This sample is teacher facing and is designed to assist teachers as they familiarise themselves with the [English K-10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/english-k-10-2022) (NESA 2022) and plan for implementation.

This resource has been developed to assist teachers in NSW Department of Education schools to create and deliver teaching and learning practices that are contextualised to their classroom. All NSW public schools need to plan curricula and develop teaching programs consistent with the *Education Act 1990* and the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z) and credentialing requirements. Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [Curriculum planning and programming, assessing and reporting to parents K-12 policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) standards and NSW Education Standards Authority [Registration process for the NSW government schooling system manual](https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/government-schooling/registration-process-government-schooling).

Effective teaching of English requires a deep knowledge of the key concepts, ideas, and skills in the syllabus, and an understanding of how to teach and assess these in local contexts to meet student needs.

### Purpose, audience and suggested timeframes

Many schools will have their own scope and sequence templates. This sample provides a brief overview of each teaching and learning program, the questions guiding the implementation of the outcomes, the outcomes and content groups driving the design of assessment and the text requirements. The samples are designed to be flexible and able to be adapted and refined by teachers as they plan for student learning needs. Content groups are identified at the point of introduction to the students and should be revisited and consolidated throughout the year, based on assessment data. Some content groups/points will require more emphasis and repetition than others. This document details when specific outcomes and content groups could be introduced.

### Opportunities for collaboration

The following is an outline of some of the ways this sample scope and sequence could be used with colleagues as part of the professional learning cycle:

* Use the structure and/or content of the sample as a model and make modifications reflective of contextual needs.
* Examine the sample during faculty meetings and/or planning days and collaboratively refine the plan for each program and assessment based on faculty or school goals.
* Examine the sample during faculty meetings or planning days and collaboratively plan opportunities for team teaching, collaborative resource development, mentoring, lesson observation and/or the sharing of student samples.
* Use the programming, assessment or text requirement suggestions as an opportunity to backward map Years 10-7 and consider the transition from Stage 3.

Table 1 – Year 7, Term 1 – powerful youth voices

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| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop an awareness of how an engaging writing voice can be used to effectively communicate ideas that are important to young people. Focusing on memoirs and performance poetry, this program supports students to appreciate the connection between style and a strong personal voice. Students then compose with an awareness of audience, purpose and context in order to have a powerful impact on their audience. |
| Guiding questions | How can young voices be heard and respected, and have an impact on the world?  How do composers create distinctive texts that reflect their personalities, perspectives and contexts?  How do composers use language forms and features to develop an appealing style for effective communication? |
| Assessment | Writing and reflection: students will contribute a piece of writing to a class anthology. They will demonstrate their personal voice in their exploration of an issue or experience. They also submit a reflection on their writing process. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN4-RVL-01** and **ENLS-RVL-01 and ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN4-URB-01** and **ENLS-URB-01**: perspective and context; argument and authority; style  **EN4-ECA-01**: writing; representing; text features; text features: informative and analytical; text features: persuasive; sentence-level grammar and punctuation; word-level language and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; representing; text features; sentence-level grammar and punctuation  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | A collection of poetry and a range of nonfiction texts from Australian authors. These will explore a range of cultural, social and gender perspectives, including popular and youth cultures. |

Table 2 – Year 7, Term 2 – seeing through a text

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore how visual texts are constructed to position the reader. They will investigate how the codes and conventions of visual texts are used to communicate ideas, issues and experiences. Students then respond analytically and creatively to a range of visual forms, exploring and experimenting with the unique suggestive power of visual forms. |
| Guiding questions | How and why do composers use the codes and conventions of visual texts to inform, entertain and persuade?  How do visual texts impact on the way we tell and receive stories?  How do written text and visual features interact to create layers of meaning? |
| Assessment | Multimodal report – students will create an informative multimodal report in response to a given context which details a specific purpose and audience. This report will contain visual texts chosen by students, in an arrangement designed to guide the response of the reader. The report will include captions to accompany their selected texts, an analysis of visual devices, and an informative and analytical written text that demonstrates their learning from across the program. |
| Outcome codes and content groups | **EN4-RVL-01** and **ENLS-RVL-01** and **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning  **EN4-URA-01** and **ENLS-URA-01**: representation; code and convention; connotation, imagery and symbol  **EN4-URB-01** and **ENLS-URB-01**: theme  **EN4-URC-01** and **ENLS-URC-01**: intertextuality  **EN4-ECA-01:** representing; text features: informative and analytical and **ENLS-ECA-01**, **ENLS-ECA-02**: representing and text features  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | A range of texts inclusive of visual, multimodal and digital forms, comprising a range of quality fiction and non-fiction literature. These texts contain a range of cultural, social and gender perspectives, including from Aboriginal and Torres Strait islander authors, and popular and youth cultures. |

Table 3 – Year 7, Term 3 – escape into the world of the novel

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| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will explore the worlds created within quality prose fiction to expand their personal responses and experiences of reading. They will investigate how emotional and intellectual responses to an author’s use of narrative, genre and characterisation shape understanding of worlds of fiction and connections to the wider world. They then express their understanding both creatively and analytically. |
| Guiding questions | How do authors invite us into the world of the novel?  What influences whether we are interested in or enjoy stories?  How do authors use the forms and features of prose fiction to tell distinctive and engaging stories? |
| Assessment | Portfolio of classwork – students complete a series of imaginative, analytical and reflective tasks at key stages of the program. These tasks culminate in the submission of a completed portfolio of work about their chosen novel. The portfolio will include a reflection on the process of developing one chosen piece. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN4-RVL-01** and **ENLS-RVL-01**, **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning; reading for challenge, interest and enjoyment; reflecting  **EN4-URA-01** and **ENLS-URA-01**: point of view; characterisation; narrative  **EN4-URC-01** and **ENLS-URC-01**: genre; literary value  **EN4-ECA-01**: writing; text features; text features: imaginative; text features: informative and analytical; sentence-level grammar and punctuation; word-level language **ENLS-ECA-01**, **ENLS-ECA-02**: writing; text features; word-level language  **EN4-ECB-01 and ENLS-ECB-01**: planning, monitoring and revising |
| Text requirements | Extended prose – novel. Dependent on the novel selected, students could be provided with a range of textual experiences as required by the English K–10 Syllabus. |

Table 4 – Year 7, Term 4 – speak the speech

|  |  |
| --- | --- |
| Essentials | Program and assessment overview |
| Learning overview | Students will develop their understanding of how spoken word texts provoke a dynamic interaction between composer and responder. Students will trace the evolution of the spoken word from traditional forms of oracy to a contemporary culture of multimodal texts. Students will experiment with writing and delivering a range of spoken forms to deepen their understanding of the reciprocal relationship between composer and responder. |
| Guiding questions | Why is performance a powerful tool in bringing stories and words to life?  How does the spoken word lead to a unique relationship between performer and audience?  How has the art of speaking, including oracy and rhetoric, evolved over time in response to changing cultures and technology? |
| Assessment | Speech – students engage in a recursive process to develop and deliver their own performance piece demonstrating key features of a model text. |
| Outcome codes and content groups | **ENLS-COM-01**: speaking, listening and interacting  **EN4-RVL-01** and **ENLS-RVL-01** and **ENLS-RVL-02**: reading, viewing and listening skills; reading, viewing and listening for meaning  **EN4-URB-01** and **ENLS-URB-01**: perspective and context; argument and authority; style  **EN4-URC-01** and **ENLS-URC-01**: literary value  **EN4-ECA-01**: writing; speaking; text features: persuasive; sentence-level grammar and punctuation and **ENLS-ECA-01**, **ENLS-ECA-02**: writing; speaking; text features; sentence-level grammar and punctuation  **EN4-ECB-01** and **ENLS-ECB-01**: planning, monitoring and revising; reflecting |
| Text requirements | A drama text as well as a range of types of texts inclusive of spoken, multimodal and digital texts. These will include texts that are widely regarded as quality literature and texts which explore popular and youth cultures. |

## The English curriculum 7-12 team

The English curriculum 7-12 team provides support for the delivery of the English curriculum 7-12 in NSW Department of Education high schools.

### Share your experiences

If you use this scope and sequence in your school/faculty, reach out to the English curriculum team and share your experience. You may like to consider sharing an observation, experience, strategy or resource for the ‘Voices from the Classroom’ section of our newsletter. All submissions may be sent to [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

### Support and alignment

If you have any questions regarding the use of material available or would like additional support, please contact the English curriculum team by emailing [English.curriculum@det.nsw.edu.au](mailto:English.curriculum@det.nsw.edu.au).

**Alignment to system priorities and/or needs**: This resource is evidence-based, as outlined below, and supports the goals of the [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model), is an example of [universal support](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained#/asset2:~:text=support%20in%20action-,Universal%20support,-Universal%20support%20provides) and aligns with the [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468). It is designed to support school and curriculum leaders as they plan syllabus implementation. It can be used during the design and delivery of collaborative curriculum planning, monitoring and evaluation.

**Alignment to the School Excellence Framework**: This resource aligns with the [School Excellence Framework](https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide/resources/about-sef) Leading domain – Educational leadership and the Learning domain – Curriculum as it models syllabus-aligned programming and assessment planning. It provides strategies for engaging in collaborative curriculum planning.

**Alignment to Australian Professional Teaching Standards**: This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2 (2.2.4), 2.3.2 (2.3.4) 3.2.2 (3.2.4) as it provides an example of how to use syllabus requirements in the planning, design, implementation and review of coherent and well-sequenced programming and assessment plans.

**Consulted with:** Curriculum and Reform subject matter experts and teachers and head teachers from across NSW.

**NSW Syllabus:** [English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

**Publisher:** State of NSW, Department of Education.

**Related resources:** Further resources to support programming and assessment can be found on the [NSW Department of Education curriculum website.](https://education.nsw.gov.au/teaching-and-learning/curriculum)

**Professional Learning:** Relevant Professional Learning is available on the [English statewide staffroom](https://teams.microsoft.com/l/team/19%3a88aaff1954984b3d821940244a27a355%40thread.skype/conversations?groupId=7cace238-04f1-4f87-a5dc-d823e51c9765&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991) and through the [English curriculum professional learning calendar](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/professional-learning-english-k-12).

**Universal Design for Learning Tool: This resource draws on the** [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) and framework as it supports teachers in their design of teaching and learning experiences that cater to the diverse learning needs of students.

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## References

[English K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

NESA (NSW Education Standards Authority) (2021) ‘[Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 14 February 2023.

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