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| **Level 7 Content Descriptions Victoria** | **Insight Australian Curriculum English Year 7** |
| **Reading and Viewing** |  |
| **Language** |  |
| **Language for interaction** |  |
| 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 [(VCELA368)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA368) | • Unit 2• Unit 3• Unit 8 |
| **Text structure and organisation** |  |
| Understand and explain how the text structures 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 [(VCELA369)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA369) | • Unit 3• Unit 9• Unit 10• Unit 11 |
| **Expressing and developing ideas** |  |
| Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance [(VCELA370)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA370) | • Unit 2• Unit 3  |
| 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 [(VCELA371)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA371) | • Unit 6 |
| **Literature** |  |
| **Responding to literature** |  |
| Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts [(VCELT372)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT372) | • Unit 8 |
| Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage [(VCELT373)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT373) | • Unit 5• Unit 8 |
| **Examining literature** |  |
| Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches [(VCELT374)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT374) | • Unit 6 |
| 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 [(VCELT375)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT375) | • Unit 2• Unit 7 |
| **Literacy** |  |
| **Texts in context** |  |
| Analyse and explain the effect of technological innovations on texts, particularly media texts [(VCELY376)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY376) | • Unit 5• Unit 9 |
| **Interpreting, analysing, evaluating** |  |
| Use prior knowledge and text processing strategies to interpret a range of types of texts [(VCELY377)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY377) | • Unit 1• Unit 7• Unit 11 |
| Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources [(VCELY378)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY378) | • Unit 11 |
| Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose [(VCELY379)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY379) | • Unit 10 |
| **Writing** |  |
| **Language** |  |
| **Text structure and organisation** |  |
| 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 [(VCELA380)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA380) | • Unit 9• Unit 10  |
| Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses [(VCELA381)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA381) | • Unit 9• Unit 10• Unit 12 |
| **Expressing and developing ideas** |  |
| 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 [(VCELA382)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA382) | • Unit 10• Unit 12 |
| Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns [(VCELA383)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA383) | • Unit 6 |
| **Phonics and word knowledge** |  |
| Understand how to use spelling rules and word origins to learn new words and how to spell them [(VCELA384)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA384) | • Unit 6• Unit 12 |
| **Literature** |  |
| **Creating literature** |  |
| Experiment with text structures and language features and their effects in creating literary texts [(VCELT385)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT385) | • Unit 12  |
| Create literary texts that adapt stylistic features encountered in other texts [(VCELT386)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT386) | • Unit 6 |
| **Literacy** |  |
| **Creating texts** |  |
| 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 to a specific audience [(VCELY387)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY387) | • Unit 8• Unit 12 |
| Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact [(VCELY388)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY388) | • Unit 12 |
| Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods [(VCELY389)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY389) | XX |
| Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts [(VCELY390)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY390) | • Unit 5• Unit 8 |
| **Speaking and Listening** |  |
| **Language** |  |
| **Language variation and change** |  |
| Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating [(VCELA391)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA391) | • Unit 4  |
| **Language for interaction** |  |
| Understand how accents, styles of speech and idioms express and create personal and social identities [(VCELA392)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELA392) | • Unit 4  |
| **Literature** |  |
| **Literature and context** |  |
| Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts [(VCELT393)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT393) | • Unit 1• Unit 5• Unit 7 |
| **Responding to literature** |  |
| 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 [(VCELT394)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT394) | • Unit 2 |
| **Literacy** |  |
| **Interacting with others** |  |
| Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information [(VCELY395)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY395) | • Unit 3 |
| 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, using body language, voice qualities and other elements to add interest and meaning [(VCELY396)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY396) | • Unit 2• Unit 6 |