

# SCPS English Scope & Sequence

Stage One

S1 English Scope and Sequence – Even Year			Term 1
	Content / Units -	Outcomes	Assessment
<b>Reading &amp; Viewing</b>	<p>Modelled and shared reading and viewing of rich texts and quality literature (procedure 1, 2 and 3 reflecting L3 pedagogy) *including explicit focus on super six reading comprehension strategies</p> <p>Guided Reading (learning to read) including Reciprocal Reading sessions (reading to learn, level 18 plus)</p> <p>Levelled readers for guided reading sessions as per class groupings and student need</p> <p>Independent literacy activities – linking to all aspects</p> <p><b>Focus on Reading strategies:</b>  <b>Week 5 – 8:</b> Making Connections  <b>Week 9 – 11:</b> Visualising</p> <p><b>Modelled Reading</b>  <b>Week 1 - 5</b>  *As per class teacher discretion</p> <p><b>Week 6 – 10: Beach Theme</b>  * At the Beach  * Magic Beach  * The Lighthouse Keepers Lunch  *The Seashore Book  *Looking For Crabs</p>	<p>EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p>EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>- Guided reading observations</li> <li>- Teacher feedback during modelled and guided reading</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Reading Records/ PM Benchmark assessment every 5 weeks</li> </ul>
<b>Phonics/Spelling</b>	<p><b>Week 2 -</b>  <u>Graphemes:</u> b, bb  <u>Blends:</u> bl, br  <u>Focus Concepts:</u> (Yr 1) capitals  (Yr 2) adding /ed/  <b>Week 3 -</b>  <u>Graphemes:</u> a  <u>Patterns:</u> (Yr 1) an, ad, at, ap, and, ack, amp (Yr 2) ack, and, amp, ank, ang, atch, ash  <u>Focus Concepts:</u> (Yr 1) capitals  (Yr 2) Rhyming, Onset/Rime  <b>Week 4 -</b>  <u>Graphemes:</u> k, c, q, ck, x(ks), ch  <u>Blends:</u> (Yr 1) qu, cl, cr (Yr 2) cl, cr, qu  <u>Patterns:</u> (Yr 1) ack, eck, ick, ock, uck, ix, ox</p>	<p>EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Teacher Feedback</li> <li>- Student self- feedback and self-assessment (editing checklist)</li> <li>- Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Week 2: Content test</li> <li>- Week 3-4: Diagnostic test</li> </ul>

	<p><b>Week 5 -</b>  <u>Graphemes:</u> (Yr 1) e (Yr 2) e, ea  <u>Patterns:</u> (Yr 1) en, ed, et, ell, end, est, ent, eck, elp (Yr 2) end, est, ent, ell, ess, ead  <u>Focus Concepts:</u> (Yr 2) rhyming, onset/rime</p> <p><b>Week 6 -</b>  <u>Graphemes:</u> (Yr 1) d, dd  <u>Blends:</u> (Yr 1) dr, nd (Yr 2) dr, nd, ld  <u>Focus Concepts:</u> (Yr 1) capitals (Yr 2) adding ed, verb tense (present and past)</p> <p><b>Week 7 -</b>  <u>Graphemes:</u> i  <u>Patterns:</u> (Yr 1) it, id, ig, ill, ish, ick, ing, in (Yr 2) ing, int, ift, ink  <u>Focus Concepts:</u> (Yr 1) questions (Yr 2) rhyming, onset/rime, singular and plural</p> <p><b>Week 8 -</b>  <u>Graphemes:</u> f, ff, (Yr 2) ph  <u>Blends:</u> fl, fr, ft  <u>Focus Concepts:</u> (Yr 1) capitals (Yr 2) onset/rime, compound words</p> <p><b>Week 9 -</b>  <u>Graphemes:</u> o, a  <u>Patterns:</u> (Yr 1) op, ot, og, ock, ong, ost (Yr 2) ock, ong, ost  <u>Focus Concepts:</u> (Yr 2) adding s or es, rhyming, onset/rime, comparison</p> <p><b>Week 10 -</b>  <u>Graphemes:</u> g, gg  <u>Blends:</u> (Yr 1) gl, gr  <u>Patterns:</u> (Yr 1) ag, eg, ig, ug  <u>Focus Concepts:</u> (Yr 1) capitals (Yr 2) adding ing, verb tense (present and past)</p> <p>Weekly teaching must include 2 x 20mins <i>Exploring Sounds</i> and <i>List Words</i> and 2 x 20mins <i>Working with Words</i></p>			
<p><b>Grammar, Punctuation and Vocabulary</b></p>	<p><b>Grammar:</b>  <b>Week 3 – 5:</b>  nouns, pronouns, verbs  <b>Week 6 – 8:</b>  adjectives  <b>Week 9 – 11:</b>  prepositions  simple conjunctions</p>	<p><b>Punctuation:</b>  <b>Week 3 – 5:</b>  capital letters, full stops  <b>Week 6 – 8:</b>  question marks, exclamation marks  <b>Week 9 – 11:</b>  commas</p>	<p>EN1-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Teacher Feedback</li> <li>- Student self- feedback and self-assessment (editing checklist)</li> <li>- Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- As per writing assessment (Week 2,5,10)</li> </ul>
<p><b>Handwriting &amp; Using Digital Technologies</b></p>	<p>As per Spelling Scope and Sequence which is linked to Sound Waves</p> <p>Handwriting in literacy activities</p> <p>Digital publishing of text using computers</p> <p>Technology learning integration</p>		<p>EN1-3A composes texts using letters of consistent size and slope and uses digital technologies</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Teacher Feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Work samples</li> </ul>

<p><b>Writing &amp; Representing</b></p>	<p>Sentence level focus Sentence structure and various text focus</p> <p><b>Week 2 – 5: Cycle 1</b> Sentence Structure</p> <p><b>Week 6 -10: Cycle 2</b> Various texts including recounts, poetry and descriptions Explicit teaching focus: Visible Learning resources including Bump it Up walls, symbols and success criteria</p> <p>Writing process: planning, drafting/composing, revising/editing, publishing</p> <p>Modelled, guided and independent writing sessions 3 to 4 times per week</p>	<p>EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</p> <p>EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p> <p>EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences</p> <p>EN1-12E identifies and discusses aspects of their own and others' learning</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> <li>- Various Texts Pre-assessment Week 2</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Teacher Feedback</li> <li>- Student self- feedback and self-assessment (editing checklist)</li> <li>- Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Various Texts Post-Assessment Week 9/10</li> </ul>
<p><b>Speaking &amp; Listening</b></p>	<p>Modelled Reading procedures 1,2 and 3</p> <p>Literacy group activities</p> <p>News presentations</p>	<p>EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> <li>- Teacher observation/anecdotal notes</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- As per report indicator: Uses turn taking, questioning and other behaviours related to class discussions</li> </ul>

S1 English Scope and Sequence Even Year			Term 2
	Content / Units -	Outcomes	Assessment
<b>Reading &amp; Viewing</b>	<p>Modelled and shared reading and viewing of rich texts and quality literature (procedure 1, 2 and 3 reflecting L3 pedagogy) *including explicit focus on super six reading comprehension strategies</p> <p>Guided Reading (learning to read) including Reciprocal Reading sessions (reading to learn, level 18 plus)</p> <p>Independent literacy activities – linking to all aspects</p> <p><b>Focus on Reading strategies:</b>  <b>Week 1:</b> Visualising  <b>Week 2 – 5:</b> Predicting  <b>Week 6 – 9:</b> Monitoring  <b>Week 10:</b> Revise Predicting/ Monitoring</p> <p><b>Teacher/Modelled:</b> *include range of informative texts as per teacher discretion  Picture Books:  <b>Week 1 – 5:</b>  * Feathers for Phoebe  *Edward the Emu  *Edwina the Emu  *John Brown, Rose and the Midnight Cat</p> <p><b>Week 6 – 10: Australian Life</b>  *My Farm  *A Year on Our farm  * The Tram to Bondi Beach  * Are We There Yet?</p> <p><b>Teacher/Guided:</b>  *Levelled readers for guiding reading sessions as per class groupings and student need</p>	<p>EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p>EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p> <p>EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>- Guided reading observations</li> <li>- Teacher feedback during modelled and guided reading</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Reading Records/ PM Benchmark assessment every 5 weeks</li> </ul>

<p><b>Spelling</b></p>	<p><b>Week 1 -</b>  <u>Graphemes:</u> u, o  <u>Patterns:</u> (Yr 1) ut, un, up, ug, um, uck, ust, ump, uch (Yr 2) ush, ump, unch, ust, uck  <u>Extra graphemes:</u> (Yr 2) d/oe/s  <u>Focus Concepts:</u> (Yr 2) adding s or es, rhyming, onset/rime</p> <p><b>Week 2 -</b>  <u>Graphemes:</u> (Yr 1) h, j (Yr 2) h, j, g, ge, dge  <u>Extra graphemes:</u> /wh/o  <u>Focus Concepts:</u> (Yr 1) adding ed, adding ing (Yr 2) contractions</p> <p><b>Week 3 -</b>  <u>Graphemes:</u> (Yr 1) ai, ay, a_e (Yr 2) ai, ay, a_e, a  <u>Patterns:</u> (Yr 1) ate, ake, ame, ade, ay (Yr 2) ake, ate, ail, ain, ame  Extra graphemes: (Yr 1) th/ey/, /eigh/t (Yr 2) /eigh/ty  <u>Focus Concepts:</u> (Yr 2) adding ing, rhyming, homophones</p> <p><b>Week 4 -</b>  <u>Graphemes:</u> l, ll  <u>Blends:</u> (Yr 1) bl, cl, fl, gl, ld, lf, lk, lp, lt (Yr 2) ld, lf, lk, lp, lt  <u>Patterns:</u> (Yr 1) ill, ell, all, old, ilk, elt, elp, elf, ilt  <u>Focus Concepts:</u> (Yr 1) capitals (Yr 2) rhyming, contractions</p> <p><b>Week 5 -</b>  <u>Graphemes:</u> (Yr 1) ee, e, ea (Yr 2) ee, e, ea, y, ey  <u>Patterns:</u> (Yr 1) eed, eep, een, eat, eet (Yr 2) eed, eet, each  <u>Extra graphemes:</u> (Yr 1) an/y/ (Yr 2) th/e/s/e/  <u>Focus Concepts:</u> (Yr 2) adding s or es, rhyming, onset/rime, homophones</p> <p><b>Week 6 -</b>  <u>Graphemes:</u> (Yr 1) m, mm (Yr 2) m, mm, mb  <u>Blends:</u> (Yr 1) sm, mp (Yr 2) sm  <u>Patterns:</u> (Yr 1) ump, amp (Yr 2) amp, imp, omp, ump  <u>Focus Concepts:</u> (Yr 1) capitals, adding ed, adding ing (Yr 2) adding ing</p> <p><b>Week 7 -</b>  <u>Graphemes:</u> (Yr 1) i_e, y (Yr 2) i_e, y, igh, l, ie  <u>Patterns:</u> (Yr 1) ine, ide, ind, ice, ike, ipe, ight (Yr 2) ind, ite, ight  Extra graphemes: (Yr 1) l/igh/t, b/uy/  <u>Focus Concepts:</u> (Yr 2) adding ing, adding s or es, rhyming, contractions, prefixes</p> <p><b>Week 8 -</b>  <u>Graphemes:</u> (Yr 1) n, nn, ng (Yr 2) n, nn, kn, ng, n  <u>Blends:</u> (Yr 1) sn  <u>Patterns:</u> (Yr 1) ing, ang, ong, ung  <u>Focus Concepts:</u> (Yr 2) rhyming, homophones</p> <p><b>Week 9 -</b>  <u>Graphemes:</u> (Yr 1) oa, o_e, o (Yr 2) oa, o_e, ow, o  <u>Patterns:</u> (Yr 1) old, one, ope, ose, oke (Yr 2) oat, oad, low  <u>Extra graphemes:</u> (Yr 1) g/oe/s, kn/ow/  <u>Focus Concepts:</u> (Yr 1) homophones (Yr 2) prefixes, compound words</p> <p><b>Week 10 -</b>  <u>Graphemes:</u> (Yr 1) p, pp, r, rr (Yr 2) p, pp, r, rr, wr</p>	<p>EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Teacher Feedback</li> <li>- Student self- feedback and self-assessment (editing checklist)</li> <li>- Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Diagnostic/ content test: Weeks 3-4</li> </ul>
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	<p>Blends: (Yr 1) pl, pr, sp, pt (Yr 2) spl, spr, pl, scr  Patterns: (Yr 1) ept  Focus Concepts: (Yr 1) capitals (Yr 2) adding ed, adding ing</p> <p>Weekly teaching must include 2 x 20mins <i>Exploring Sounds</i> and <i>List Words</i> and 2 x 20mins <i>Working with Words</i></p>			
<b>Grammar, Punctuation and Vocabulary</b>	<p><b>Grammar:</b>  <b>Week 1 – 4:</b>  developing quality of written descriptions using literary devices, paragraphs, adjectives  <b>Week 5 – 7:</b>  Time connectives, verbs, adverbs  <b>Week 8 – 10:</b>  Concrete/ abstract nouns  <i>*repeat early focus areas as per class need</i></p>	<p><b>Punctuation:</b>  <b>Week 2 – 4:</b>  capital letters, full stops  <b>Week 5 – 7:</b>  question marks, exclamation marks  <b>Week 8 – 10:</b>  commas</p>	EN1-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts	Formative Assessment: - Teacher Feedback - Student self- feedback and self-assessment (editing checklist) - Peer feedback Summative assessment: - As per writing assessment (Week 1,5,10)
<b>Handwriting &amp; Using Digital Technologies</b>	As per Spelling Scope and Sequence which is linked to Sound Waves Handwriting in literacy activities Digital publishing of text using computers Technology learning integration		EN1-3A composes texts using letters of consistent size and slope and uses digital technologies	Formative Assessment: - Teacher Feedback Summative assessment: - Work samples
<b>Writing &amp; Representing</b>	Informative text focus <b>Week 1 – 5: Cycle 1</b> Informative Texts: description, cause & effect, problem/solution <b>Week 6 -10: Cycle 2</b> Informative Texts: sequence compare/contrast Modelled, guided and independent writing sessions 3 to 4 times per week Writing process: planning, drafting/composing, revising/editing, publishing		EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-12E identifies and discusses aspects of their own and others' learning	Diagnostic Assessment: - Pre-assessment Week 1 - Mid-work sample Formative Assessment: - Teacher Feedback - Student self- feedback and self-assessment (editing checklist) - Peer feedback Summative assessment: - Post-assessment Week 9/10

<b>Speaking &amp; Listening</b>	<p>Reading procedures 1,2 and 3</p> <p>Literacy group activities</p> <p>News presentations</p> <p>History project presentations</p>	<p>EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p>EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Teacher observation/anecdotal notes</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Public speaking assessments as per teacher observation and rubrics</li> </ul>
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S1 English Scope and Sequence – Even Year			Term 3
	Content / Units -	Outcomes	Assessment
<b>Reading &amp; Viewing</b>	<p>Modelled and shared reading and viewing of rich texts and quality literature (procedure 1, 2 and 3 reflecting L3 pedagogy) *including explicit focus on super six reading comprehension strategies</p> <p>Guided Reading (learning to read) including Reciprocal Reading sessions (reading to learn, level 18 plus)</p> <p>Independent literacy activities – linking to all aspects</p> <p><b>Focus on Reading strategies:</b>  <b>Week 2 – 5:</b> Summarising  <b>Week 6 – 9:</b> Questioning  <b>Week 10:</b> Revise Summarising/ Questioning</p> <p><b>Teacher/Modelled: Aaron Blabey Theme</b></p> <p><b>Week 1 – 5:</b>  *Pearl Barley and Charlie Parsley  *Noah Dreary  *Stanley Paste  *Sunday Chutney</p> <p><b>Week 6 – 10:</b>  *Thelma the Unicorn  *The Brothers Quibble  *The Ghost of Miss Annabel Spoon</p> <p><b>Teacher/Guided:</b>  *Levelled readers for guiding reading sessions as per class groupings and student need</p>	<p>EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p>EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p> <p>EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>- Guided reading observations</li> <li>- Teacher feedback during modelled and guided reading</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Reading Records/ PM Benchmark assessment every 5 weeks</li> </ul>
<b>Phonics/Spelling</b>	<p><b>Week 1 -</b>  <u>Graphemes:</u> ar, a  <u>Patterns:</u> (Yr 1) ard, ark, ast (Yr 2) art, ass, ast, arge  <u>Extra graphemes:</u> are</p>	<p>EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Teacher Feedback</li> </ul>

Focus Concepts: (Yr 1) questions (Yr 2) comparison

**Week 2 -**

Graphemes: (Yr 1) s, ss, se, x(ks), c (Yr 2) s, ss, se, ce, x(ks), c

Blends: (Yr 1) sk, sc, sl (Yr 2) sk, sl, pl, st, nt

Focus Concepts: (Yr 1) adding ed, adding s or es (Yr 2) adding ed, adding ing, alphabetical order, compound words

**Week 3 -**

Graphemes: (Yr 1) ir, ur (Yr 2) ir, ur, or, er

Extra graphemes: (Yr 1) h/er/, w/ere/, w/ord/ (Yr 2) /ear/ly, w/ere/

Focus Concepts: (Yr 2) suffixes: er, less, ful

**Week 4 -**

Graphemes: t, tt

Blends: (Yr 1) st, tr, nt (Yr 2) st, tr, str

Patterns: (Yr 1) ent, est, ast

Focus Concepts: (Yr 1) capitals (Yr 2) adding ing, contractions

**Week 5 -**

Graphemes: (Yr 1) or, a (Yr 2) or, ore, a, aw, au

Patterns: (Yr 1) all, orn, ork (Yr 2) all, orn, ork

Extra graphemes: (Yr 1) s/aw/, y/our/, bec/au/se (Yr 2) y/our/ w/alk/, c/augh/t

Focus Concepts: (Yr 2) comparison

**Week 6 -**

Graphemes: v, ve:w, wh, u

Blends: (Yr 1) sw, tw, qu (Yr 2) qu, sw

Patterns: (Yr 1) ive, ove, ave

Focus Concepts: (Yr 1) questions (Yr 2) adding ed, adding ing, alphabetical order, correct word usage/vocab, contractions

**Week 7 -**

Graphemes: oo, u

Patterns: (Yr 1) ook, ood, ull (Yr 2) ook, ood

Extra graphemes: w/oul/d

Focus Concepts: (Yr 1) adding ing (Yr 2) adding ing, rhyming, homophones, contractions

**Week 8 -**

Graphemes: (Yr 1) y (Yr 2) y, u (yoo)

Blends: (Yr 2) yoo

Extra graphemes: (Yr 2) f/ew/, /use/

Focus Concepts: (Yr 1) capitals, adding ed, adding ing (Yr 2) alphabetical order, contractions

**Week 9 -**

Graphemes: (Yr 1) oo (Yr 2) oo, ew, ue, u\_e, u

Blends: (Yr 2) yoo

Extra graphemes: (Yr 1) d/o/, y/ou/ fl/ew/ (Yr 2) t/wo/, y/ou/, wh/o/

Focus Concepts: (Yr 1) questions, homophones (Yr 2) suffixes: er, less, ful

**Week 10 -**

Graphemes: z, zz, s, se, s, si

Focus Concepts: (Yr 1) capitals (Yr 2) alphabetical order, contractions

Weekly teaching must include 2 x 20mins *Exploring Sounds* and *List Words* and 2 x 20mins *Working with Words*

- Student self- feedback and self-assessment (editing checklist)
  - Peer feedback
- Summative assessment:
- As per writing assessment schedule
  - Diagnostic Week 8/9

<b>Grammar, Punctuation and Vocabulary</b>	<p><b>Grammar:</b>  <b>Week 1 – 4:</b>  Modality/emotive language, creative language features (alliteration, onomatopoeia), paragraphs  <b>Week 5 – 7:</b>  Adjectives, word families, noun groups/articles  <b>Week 8 – 10:</b>  Text level cohesion, subject-verb agreement, pronouns/noun agreement  <i>*repeat early focus areas as per class need</i></p>	<p><b>Punctuation:</b>  <b>Week 2-4:</b>  Capital and full stops    <b>Week 5-7:</b>  Question marks, exclamation marks, reported speech    <b>Week 8-10:</b>  Commas</p>	EN1-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts	Formative Assessment: <ul style="list-style-type: none"> <li>- Teacher Feedback</li> <li>- Student self- feedback and self-assessment (editing checklist)</li> <li>- Peer feedback</li> </ul> Summative assessment: <ul style="list-style-type: none"> <li>- As per writing assessment (Week 1, 5, 10)</li> </ul>
<b>Handwriting &amp; Using Digital Technologies</b>	As per Spelling Scope and Sequence which is linked to Sound Waves Handwriting in literacy activities Digital publishing of text using computers Technology learning integration	EN1-3A composes texts using letters of consistent size and slope and uses digital technologies	Formative Assessment: <ul style="list-style-type: none"> <li>- Teacher Feedback</li> </ul> Summative assessment: <ul style="list-style-type: none"> <li>- Work samples</li> </ul>	
<b>Writing &amp; Representing</b>	Persuasive text focus  <b>Week 1 – 5: Cycle 1</b> Persuasive text  <b>Week 6 -10: Cycle 2</b> Persuasive text  Modelled, guided and independent writing sessions 3 to 4 times per week  Writing process: planning, drafting/composing, revising/editing, publishing  <b>Rich Texts:</b> <ul style="list-style-type: none"> <li>- I Wanna Iguana: Karen Kaufman Orloff</li> <li>- I Wanna new room: Karen Kaufman Orloff</li> </ul>	EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences EN1-12E identifies and discusses aspects of their own and others’ learning	Diagnostic Assessment: <ul style="list-style-type: none"> <li>- Pre-assessment Week 1</li> <li>- Mid- work sample Week 5</li> </ul> Formative Assessment: <ul style="list-style-type: none"> <li>- Teacher Feedback</li> <li>- Student self- feedback and self-assessment (editing checklist)</li> <li>- Peer feedback</li> </ul> Summative assessment: <ul style="list-style-type: none"> <li>- Post-assessment Week 9/10</li> </ul>	
<b>Speaking &amp; Listening</b>	Reading procedures 1,2 and 3  Literacy group activities	EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is	Formative Assessment: <ul style="list-style-type: none"> <li>- Teacher observation/anecdotal notes</li> </ul> Summative assessment: <ul style="list-style-type: none"> <li>- Public Speaking Rubric</li> </ul>	

	<p>News presentations</p> <p>Whole School/COS Public Speaking Competition</p>	<p>adjusted in different situations</p> <p>EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p>	
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S1 English Scope and Sequence – Even Year			Term 4
	Content / Units -	Outcomes	Assessment
<b>Reading &amp; Viewing</b>	<p>Modelled and shared reading and viewing of rich texts and quality literature (procedure 1, 2 and 3 reflecting L3 pedagogy) *including explicit focus on super six reading comprehension strategies</p> <p>Guided Reading (learning to read) including Reciprocal Reading sessions (reading to learn, level 18 plus)</p> <p>Independent literacy activities – linking to all aspects</p> <p><b>Focus on Reading strategies:</b>  <b>Week 2:</b> Making Connections  <b>Week 3:</b> Visualising  <b>Week 4:</b> Predicting  <b>Week 5:</b> Monitoring  <b>Week 6:</b> Summarising  <b>Week 7:</b> Questioning  <b>Week 8 – 10:</b> Practice all skills using a range of learning tools</p> <p><b>Teacher/Modelled:</b>  Picture Books:  <b>Week 1 – 6: Jeanie Baker Theme</b>  *Where the Forest Meets the Sea  *Mirror  *Belonging  *Window</p> <p><b>Week 7 – 10: Christmas</b>  *Red and Lulu  * The Jolly Postman’s Christmas</p> <p><b>Teacher/Guided:</b> Levelled readers for guiding reading sessions as per class groupings and student need</p>	<p>EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p>EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p> <p>EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>- Guided reading observations</li> <li>- Teacher feedback during modelled and guided reading</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Reading Records/ PM Benchmark assessment every 5 weeks</li> </ul>

<b>Phonics/Spelling</b>	<p><b>Week 1 –</b>  <u>Graphemes:</u> (Yr 1) er (Yr 2) er, ar, or, /a e i o u/  <u>Revision (Yr 1)</u> ar, ir, or, ur</p> <p><b>Week 2 -</b>  <u>Graphemes:</u> ou, ow  <u>Patterns:</u> (Yr 1) own (Yr 2)  Revision: (Yr 1) a_e, i_e, o_e, u_e  <u>Extra graphemes:</u> (Yr 2) /hou/r  <u>Focus Concepts:</u> (Yr 2) onset/rime</p> <p><b>Week 3 –</b>  <u>Graphemes:</u> (Yr 1) ch, sh (Yr 2) ch. Tch, sh, ch, ti, ci  <u>Blends:</u> (Yr 2) shr  <u>Focus Concepts:</u> (Yr 2) alphabetical order</p> <p><b>Week 4 -</b>  <u>Graphemes:</u> oy, oi, eer, ear  <u>Patterns:</u> oin, oil  Extra graphemes: h/ere/  <u>Focus Concepts:</u> (Yr 1) homophone (Yr 2) onset/rime, homophones</p> <p><b>Week 5 -</b>  <u>Graphemes:</u> th, th  <u>Focus Concepts:</u> (Yr 1) homophone (Yr 2) rhyming</p> <p><b>Week 6 -</b>  <u>Graphemes:</u> (Yr 1) air (Yr 2) air, are  <u>Extra graphemes:</u> (Yr 1) wh/ere/, th/eir/ (Yr 2) w/ear/, th/eir/, th/ere/ th/ey're/, w/e're/  Revision: (Yr 1) consonant blends, homophones  <u>Focus concepts:</u> (Yr 2) homophones, suffixes: less, ful</p>		EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words	Formative Assessment: <ul style="list-style-type: none"> <li>- Teacher Feedback</li> <li>- Student self- feedback and self-assessment (editing checklist)</li> <li>- Peer feedback</li> </ul> Summative assessment: <ul style="list-style-type: none"> <li>- Content test: Week 4</li> <li>- As per writing assessment schedule (Week 1, 6)</li> </ul>
<b>Grammar, Punctuation and Vocabulary</b>	<p><b>Grammar:</b>  <b>Week 1 – 4:</b>  Adjectives, synonyms, antonyms, paragraphs  <b>Week 5 – 7:</b>  Verbs, time connectives</p> <p><b>Week 8 – 10:</b>  Repeat early focus areas as per class need</p>	<p><b>Punctuation:</b>  <b>Weeks 1-10:</b>  As per class needs</p>	EN1-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts	Formative Assessment: <ul style="list-style-type: none"> <li>- Teacher Feedback</li> <li>- Student self- feedback and self-assessment (editing checklist)</li> <li>- Peer feedback</li> </ul> Summative assessment: <ul style="list-style-type: none"> <li>- As per writing assessment schedule (Week 1, 6)</li> </ul>
<b>Handwriting &amp; Using Digital Technologies</b>	As per Spelling Scope and Sequence which is linked to Sound Waves Handwriting in literacy activities Digital publishing of text using computers Technology learning integration		EN1-3A composes texts using letters of consistent size and slope and uses digital technologies	Formative Assessment: <ul style="list-style-type: none"> <li>- Teacher Feedback</li> </ul> Summative assessment: <ul style="list-style-type: none"> <li>- Work samples</li> </ul>

<p><b>Writing &amp; Representing</b></p>	<p>Imaginative Texts</p> <p><b>Week 1 – 4: Cycle 1</b> Imaginative Texts</p> <p><b>Week 5 -8: Cycle 2</b> Imaginative Texts</p> <p>Writing process: planning, drafting/composing, revising/editing, publishing</p> <p>Modelled, guided and independent writing sessions 3 to 4 times per week</p>	<p>EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</p> <p>EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter</p> <p>EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p> <p>EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences</p> <p>EN1-12E identifies and discusses aspects of their own and others' learning</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> <li>- Pre-assessment Week 1 (imaginative)</li> <li>- Post-assessment Week 6</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Teacher Feedback</li> <li>- Student self- feedback and self-assessment (editing checklist)</li> <li>- Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>- Post-assessment Week 6</li> </ul>
<p><b>Speaking &amp; Listening</b></p>	<p>Reading procedures 1,2 and 3</p> <p>Literacy group activities</p> <p>News presentations</p>	<p>EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p>EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>- Teacher observation/anecdotal notes</li> </ul>