

SCPS English Scope & Sequence

Stage Two

S2 English Scope and Sequence – Even Year			Term 1
	Content / Units -	Outcomes	Assessment
Reading & Viewing	<p>Modelled, guided and independent reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature (refer to S2 English Program).</p> <p>Focus on Reading comprehension strategies (Super 6):</p> <ul style="list-style-type: none"> Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context. Explicit focus on reading strategies to assist with comprehension. Identifies features of online texts. Stage texts (PMs, Expositions, Fast Zone, Alphakids and Interconnectors (reciprocal reading). Students will have the opportunity to practice a range of skills during reading for learning activities across the curriculum. <p>Modelled – Sharing of class novel, explicit teaching of monitoring skills</p> <p>Guided – Weekly differentiated read in ability groups</p> <p>Independent – Carousel activities linked to reading focus</p> <p>Focus on Reading strategies:</p> <p>Week 3 - 6: Making Connections Week 7 - 10: Visualising</p>	<p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p>EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> Focus on reading strategies Flotsam pre-assessment Week 3 (all Super 6 strategies) <p>Formative assessment:</p> <ul style="list-style-type: none"> Guided reading observations Teacher feedback during modelled and guided reading Bump it up walls Exit slips/reflection Two stars and a wish Feedback thumbs Peer and teacher feedback Student self-feedback and self-assessment using: WALT, WILF and TIB <p>Summative assessment:</p> <ul style="list-style-type: none"> Running records Week 6: Making Connections Post Test - Week 10: Visualising Post Test -
	<p>Comprehension focus: Weeks 3 - 6</p> <p>Making connections</p> <p>Learning Goal (WALT): We are learning to make text-to-self, text-to-text and text-to-world connections.</p>	<p>Comprehension focus: Weeks 7 - 10</p> <p>Visualising</p> <p>Learning Goal (WALT): We are learning to make a movie in our head to improve our understanding of the text</p> <ul style="list-style-type: none"> Learners will deepen their understanding of the 	

	<ul style="list-style-type: none"> Learners will deepen their understanding of the text by making links to their personal experience, other texts which they are familiar with and world events. <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use making connections and monitoring strategies.</p> <p>Strategy focus:</p> <ul style="list-style-type: none"> How do the characters or events link to my personal life? How are the characters or events similar to other texts that I have read? How does this text link to my understanding of the world? Using evidence from the text to support their connections 	<p>text by sketching and labelling detailed images.</p> <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use visualising and monitoring strategies.</p> <p>Strategy focus:</p> <ul style="list-style-type: none"> Sketch to stretch Communicating through art 		
	<p>Ongoing: Monitoring Learning Goal (WALT): We are learning to stop and think about the text and know what to do when meaning is disrupted.</p> <ul style="list-style-type: none"> Learners will monitor their reading using a variety of word attack strategies, including using the picture for clues, breaking the word into sounds, continuing the sentence by skipping the words and then re-reading, stretching the word, looking for known parts of the word, thinking about the meaning of the text <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use monitoring strategies.</p> <p>Strategy focus:</p> <ul style="list-style-type: none"> Decoding Identifying where meaning is lost Reading for meaning 			

	<p>Reading focus: Author Study – Andrew Clements (teacher-modelled)</p> <ul style="list-style-type: none"> The losers club <p>Stage 2 Suggested Texts: https://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf</p>		<p>Themes:</p> <ul style="list-style-type: none"> Loneliness Differences Acceptance Current issues Poverty Refugees War 			
	Spoken Texts:	Print Text:	Visual Text:	Digital/Multi-Media Texts:		
	<ul style="list-style-type: none"> Drama Speeches Role Play 	<ul style="list-style-type: none"> Fiction Non Fiction Novels Picture books 	<ul style="list-style-type: none"> Picture books Film Digital books Diagrams Maps Photographs Art works Illustrations <p>Examples:</p> <ul style="list-style-type: none"> Crow Boy – Taro Yashima (text-to-text connection with The Name Jar) The Name Jar – Yangsook Choi Flight - Nadia Wheatley Children in our world – Global Conflict – Louise Spilsbury Children in our world –Poverty and Hunger – Louise Spilsbury 	<ul style="list-style-type: none"> Television Media/News (e.g. Behind The News) Multi-modal texts 		

<p>Spelling</p>	<p>Explicit teaching as per modelled/guided writing:</p> <p>Learning Goal (WALT): We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p> <ul style="list-style-type: none"> • Refer to the new Sound Waves Spelling Scope and Sequence (implemented 2019). • Explicit teaching and modelling of the weekly phoneme, graphemes and spelling rule. • Theme words for vocabulary building e.g. using words from focused writing texts e.g. persuasive words in persuasive writing etc. • Weekly pre and post-tests (differentiated spelling lists). • Literacy/Guided reading activities: practice verbal and written spelling and spelling matrix activities. • Spelling words sent home for revision (weekly). <p>Weekly Phonemes and Graphemes: (Explicitly teach: modelled, guided and independent experiences):</p> <p>Week 2: Unit 1 Phonemic approach to spelling</p> <p>Week 3: Unit 2 Graphemes: b/bb Focus concepts: Y3 - adding ed, alphabetical order, antonyms, past tense Y4: adding ed, alphabetical order, past tense, prefixes</p> <p>Week 4: Unit 3 Graphemes a Focus concepts: Y3 – rhyming, adding ed/s Y4 – synonyms, rhyming, adding ed</p> <p>Week 5: Unit 4 Graphemes: c/k/q/ck/x(ks)/ch Focus concept: Y3 – adding es/ed, past tense Y4 – adding s/es/ing, prefixes ex-, rhyming, animal families</p> <p>Week 6: Unit 5 Graphemes: e/ea/ai/a Focus concept: Y3 – rhyming, past tense Y4 – compound words, synonyms</p> <p>Week 7: Unit 6 Graphemes: d/dd</p>	<p>EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Sound Waves Content Assessment – Week 2 • Sound Waves Diagnostic Assessment - Week 3/4 • Phase 3 Phonics Assessment - Week 3/4 <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self-feedback and self-assessment • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • See writing rubrics • Digital data collection.
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	<p>Focus concept: Y3 – adding ing, compound words, rhyming, antonyms, adding s or es Y4 – adding ing, antonyms, present tense, rhyming</p> <p>Week 8: Unit 7 Graphemes: i/e/u/ui Focus concept: Y3 – synonyms, rhyming, adding s or es, adding ing Y4 – rhyming, prefixes, adding s/es</p> <p>Week 9: Unit 8 Graphemes: f/ff/ph/gh/ffe Focus concept: Y3 – suffixes, adding ed/ing Y4 – prefix fore-, adding s, antonyms</p> <p>Week 10: Unit 9 Graphemes: o/a Focus concept: Y3 – rhyming, adding ing, alphabetical order Y4 – adding s/ed/ing, compound words</p> <p>Week 11: Revision</p>			
<p>Grammar, Punctuation and Vocabulary</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence and Stage 3 Grammar program: https://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Week 3: Simple sentence structure – clause includes a verb. Two or more verbs e.g. he huffed and puffed. Sentence structure – clause includes a subject (noun (single, plural or collective) or noun group that agrees with the verb). - Week 4: Compound sentences – connectives and conjunctions - Week 5: Adjectives and two adjective sentences - Week 6: Similes - Week 7: Metaphors - Week 8: Personification - Week 9: Complex sentences – connectives and conjunctions - Week 10: Sentence structure – clause includes a noun (pronoun) 	<p>Punctuation:</p> <ul style="list-style-type: none"> - Week 3: Capital letters and full stops in simple sentences - Week 4: Simple sentences – commas in a list - Week 5: Question marks - Week 6: Exclamation marks - Week 7: Speech marks - Week 8: Proper nouns, including terms of address (e.g. Mr Jones) - Week 9 - 10: Complex sentences - comma <p><i>*integrated into writing program</i></p>	<p>EN2-9A 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>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Use writing assessment <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self-feedback and self-assessment (extended writing checklist, VCOP and rubrics) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule

	<i>*integrated into writing program</i>			
Handwriting & Using Digital Technologies	<p>Basic letter formation/size/slope/placement on lines – 4 letter families</p> <p>Handwriting in literacy activities</p> <p>As per writing process (publishing)</p> <p>Digital publishing of text using computers (at least one text per term)</p> <p>Technology learning integration</p>		<p>EN2-3A uses effective handwriting and publishes texts using digital technologies</p>	<p>Diagnostic Assessment</p> <ul style="list-style-type: none"> Paragraph (2 sentences printed and 2 sentences cursive) <p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> As per writing assessment schedule
Writing & Representing	<p>Writing Focus: Persuasive text</p> <p>Cycle 1 Week 1 – 5: Persuasive advertisements and discussions</p> <p>Topic: Should children wear school uniforms?</p> <p>Learning Goal (WALT): We are learning to write a persuasive text to advertise and discuss different opinions, points of view or perspectives on a specific topic.</p> <ul style="list-style-type: none"> Explicit modelled, guided and independent writing Modelled and guided teaching to include deconstructing quality WAGOLLS 4 lessons per week: focus on persuasive text structure and language devices (e.g. emotive language, rhetorical questions etc.). Pre-assessment data to inform class and Stage focus Writing process: planning, drafting, editing and publishing cycle 	<p>Writing Focus: Persuasive text</p> <p>Cycle 2 Week 6 – 10: Persuasive debates and arguments</p> <p>Topic: Plastic in the ocean</p> <p>Learning Goal (WALT): We are learning to write a persuasive text to present a point of view in favour or against a specific topic.</p> <ul style="list-style-type: none"> Explicit modelled, guided and independent writing Modelled and guided teaching to include deconstructing quality WAGOLLS 4 lessons per week: focus on persuasive text structure and language devices (e.g. emotive language, rhetorical questions etc.). Pre-assessment data to inform class and Stage focus Writing process: planning, drafting, editing and publishing cycle Weekly extended write with a clear checklist for focus areas 	<p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p>EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p> <p>EN2-9B uses effective</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> Persuasive pre-assessment - All children should play sport –Week 3 Imaginative pre-assessment – The ring - Week 10 <p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher feedback Student self-feedback and self-assessment (success criteria, VCOP, rubric and extended writing checklist) Bump it up walls

	<ul style="list-style-type: none"> Weekly extended write with a clear checklist for focus areas 	<p>Examples:</p> <ul style="list-style-type: none"> The True Story of the Three Little Pigs – Jon Scieszka The Perfect Pet – Palantini and Whatley Fearless – Colin Thompson The Selfish Giant – Oscar Wilde <p>Texts linked to plastic in the oceans:</p> <ul style="list-style-type: none"> 'On the Reef' - Judith and Shandley McMurray (picture book) -Dear Future Generations: Sorry - Youtube (slam poetry) https://www.youtube.com/watch?v=eRLJscAlk1M -BTN Plastic Oceans (news report) - http://www.abc.net.au/btn/story/s3591476.htm -Curious Kids article - How do plastic bags harm our environment and sea life (blog post) http://theconversation.com/curious-kids-how-do-plastic-bags-harm-our-environment-and-sea-life-98859 	<p>and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p> <p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p> <p>EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>	<ul style="list-style-type: none"> Two stars and a wish Exit slips/reflection strategies Feedback thumbs Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> Persuasive pre-assessment - All children should play sport –Week 9
	<p>Writing Texts</p> <ul style="list-style-type: none"> 'On the Reef' - Judith and Shandley McMurray Generations: Sorry - YouTube (<i>slam poetry</i>) https://www.youtube.com/watch?v=eRLJscAlk1M BTN Plastic Oceans (<i>news report</i>) - http://www.abc.net.au/btn/story/s3591476.htm Curious Kids article - How do plastic bags harm our environment and sea life (<i>blog post</i>) http://theconversation.com/curious-kids-how-do-plastic-bags-harm-our-environment-and-sea-life-98859 			
<p>Speaking & Listening</p>	<p>Basic speaking and listening skills: listening, looking, voice volume, turn-taking</p> <p>Group tasks across all Key Learning Areas</p>	<p>EN2-1A communicates in a range of informal and formal contexts by</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> Teacher observation/aneecd 	

	<p>Radio advert - as part of writing program</p> <p>STEM Day- small group presentations</p>	<p>adopting a range of roles in group, classroom, school and community contexts</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p>	<p>otal notes</p> <ul style="list-style-type: none"> • STEM Day observations/anecdotal notes <p>Summative assessment:</p> <ul style="list-style-type: none"> • STEM Day • Radio adverts – Week 6-10
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S2 English Scope and Sequence Even Year			Term 2
	Content / Units -	Outcomes	Assessment
Reading & Viewing	<p>Modelled, guided and independent reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature (refer to S2 English Program).</p> <p>Focus on Reading comprehension strategies (Super 6):</p> <ul style="list-style-type: none"> • Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context. • Explicit focus on reading strategies to assist with comprehension. • Identifies features of online texts. • Stage texts (PMs, Expositions, Fast Zone, Alphakids and Interconnectors (reciprocal reading). • Students will have the opportunity to practice a range of skills during reading for learning activities across the curriculum. <p>Modelled – Sharing of class novel, explicit teaching of making connections, questioning and monitoring skills</p> <p>Guided – Weekly differentiated read in ability groups</p> <p>Independent – Carousel activities linked to reading focus</p> <p>Focus on Reading strategies:</p>	<p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p>EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Guided reading observations • Teacher feedback during modelled and guided reading • Bump it up walls • Exit slips/reflection • Two stars and a wish • Feedback thumbs • Peer and teacher feedback • Student self-feedback and self-assessment using: WALT, WILF and TIB

	<p>Week 1 – 5: Predicting Week 6 -10: Questioning Ongoing: Monitoring</p>		and subject matter	
	<p>Comprehension focus: Weeks 1 - 5</p> <p>Predicting</p> <p>Learning Goal (WALT): We are learning to predict what will happen next by using clues in the text.</p> <ul style="list-style-type: none"> Learners will deepen their understanding of the text, by using clues to make informed predictions. <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use making predicting and monitoring strategies.</p> <p>Strategy focus:</p> <ul style="list-style-type: none"> Identify when to stop reading and make a prediction Identify key information to use as the basis for predictions Use evidence from the text to support their predictions Change predictions as more information becomes available Reflect on and evaluate predictions 	<p>Comprehension focus: Weeks 6-10</p> <p>Questioning</p> <p>Learning Goal (WALT): We are learning to use information from the text to ask informed questions.</p> <ul style="list-style-type: none"> Learners will pose and answer questions that clarify the meaning of the text and further develop their understanding. Learners will use questioning to identify and respond to themes within the text <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use questioning and monitoring strategies.</p> <p>Strategy Focus:</p> <ul style="list-style-type: none"> What questions do you have after reading/viewing this section of the text? What questions do you have after reading/viewing the text? <p>What are the big questions that link to the theme?</p>	<p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> Running records Predicting Post Test- Week 5 Questioning Post Test- Week 10
	<p>Ongoing: Monitoring</p> <p>Learning Goal (WALT): We are learning to stop and think about the text and know what to do when meaning is disrupted.</p> <ul style="list-style-type: none"> Learners will monitor their reading using a variety of word attack strategies, including using the picture for clues, breaking the word into sounds, continuing the sentence by skipping the words and then re-reading, stretching the word, looking for known parts of the word, thinking about the meaning of the text 			

	<p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use monitoring strategies.</p> <p>Strategy focus:</p> <ul style="list-style-type: none"> • Decoding • Identifying where meaning is lost • Reading for meaning 					
	<p>Stage 2 Suggested Texts:</p> <p>Reading focus: Author Study – Andrew Clements (teacher-modelled)</p> <ul style="list-style-type: none"> • Frindle <p>https://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf</p>	<p>Themes:</p> <ul style="list-style-type: none"> • Creativity in the face of opposition • Resilience • Motivation • Perseverance • Friendship • Identity 				
	<p>Spoken Texts</p>	<p>Print Texts</p>	<p>Visual Texts</p>	<p>Digital/Multi-Media Texts:</p>		
	<ul style="list-style-type: none"> • Drama • Speeches • Role Play 	<ul style="list-style-type: none"> • Fiction • Non Fiction • Novels • Picture books 	<ul style="list-style-type: none"> • Picture books • Film • Digital books • Diagrams • Maps • Photographs • Art works • Illustrations 	<ul style="list-style-type: none"> • Television • Media/News (e.g. Behind The News) • Multi-modal texts 		
<p>Spelling</p>	<p>Explicit teaching as per modelled/guided writing:</p> <p>Learning Goal (WALT): We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p>			<p>EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Phase 3 Phonics Assessment - Week 1 (individual student needs) 	

	<ul style="list-style-type: none"> • Refer to the new Sound Waves Spelling Scope and Sequence (implemented 2019). • Explicit teaching and modelling of the weekly phoneme, graphemes and spelling rule. • Theme words for vocabulary building e.g. using words from focused writing texts e.g. descriptive words in narrative/imaginative writing etc. • Weekly pre and post-tests (differentiated spelling lists). • Literacy/Guided reading activities: practice verbal and written spelling and spelling matrix activities. • Spelling words sent home for revision (weekly). <p>Weekly Phonemes and Graphemes: <i>(Explicitly teach: modelled, guided and independent experiences):</i></p> <p>Week 1: Unit 10 <u>Graphemes:</u> g/gg/gu <u>Focus concepts:</u> Y3 – collective nouns, synonyms, suffix -ful, alphabetical order, adding ed/ing Y4 – homophones, addings/ed/ing, alphabetical order</p> <p>Week 2: Unit 11 <u>Graphemes:</u> u/o/ou/oe <u>Focus concepts:</u> Y3 – prefixes, rhyming, alphabetical order, adding s or es Y4 – rhyming, prefix under-, synonyms, adding s/es, compound words</p> <p>Week 3: Unit 12 <u>Graphemes:</u> h/wh and j/g/ge/dge <u>Focus concepts:</u> Y3 – contractions, homophones Y4 – contractions, homophones</p> <p>Week 4: Unit 13 <u>Graphemes:</u> ai/ay/a-e/a/eigh/ea/ey <u>Focus concepts:</u> Y3 – adding ing to words ending in e, homophones Y4 – rhyming, adding ed/ing, homophones</p> <p>Week 5: Unit 14 <u>Graphemes:</u> l/l <u>Focus concept:</u> Y3 – adding all/ full/till, adult and baby animal names, suffixes, rhyming, contractions, past tense Y4 – word building, suffixes, suffix -ly, contractions, adding ly</p> <p>Week 6: Unit 15 <u>Graphemes:</u> ee/e/ea/y/ey/ie/eo/i <u>Focus concept:</u> Y3 – adding s to words ending in a consonant+y and a vowel+y</p>	<p>and common letter patterns, to spell familiar and some unfamiliar words</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self-feedback and self-assessment • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • See writing rubrics • Digital data collection.

	<p>Y4 – rhyming, singular and plural, synonyms and homophones</p> <p>Week 7: Unit 16 <u>Graphemes:</u> m/mm/mb/me <u>Focus concept:</u> Y3 – prefixes, alphabetical order, adding ed/ing/s/es, compound words Y4 – rhyming, suffix -ment, homophones, verb tense</p> <p>Week 8: Unit 17 <u>Graphemes:</u> i-e/y/igh/i/ie/uy <u>Focus concept:</u> Y3 – adding s/ed/ing to words ending in y, adding ing to words ending in e Y4 – prefix bi-, adding s/es/ed/ing, homophones</p> <p>Week 9: Unit 18 <u>Graphemes:</u> n/nn/kn and ng/n <u>Focus concept:</u> Y3 – suffixes -en, adding ed, rhyming, adding s/ed/ing to words ending in y Y4 – verb tense, contractions, homophones, rhyming, compound words</p> <p>Week 10: Unit 19 <u>Graphemes:</u> oa/o-e/ow/o/oe/ough <u>Focus concept:</u> Y3 – adding s and es to words ending in o, adding ed/ing to words ending in e, prefix over-, homophones/rhyming Y4 – adding s/ed/ing, adding s or es to words ending in o</p> <p>Week 11: Revision</p>			
<p>Grammar, Punctuation and Vocabulary</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence and Stage 3 Grammar program: https://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Week 1-2: Evaluative language - Week 3: Additional nouns/ noun group in a clause - Week 4: Adjectives – possessive (e.g. our) and comparative (e.g. bigger) - Week 5: Preposition – when, where, how and why (link to complex sentences) - Week 6: Prepositional phrases – how, when, where and why (link to complex sentences) 	<p>Punctuation:</p> <ul style="list-style-type: none"> - Week 1-2: Commas in two adjective sentences - Week 3-4: Question marks – including rhetorical questions - Week 5-6: Quotation marks – quoted direct speech - Week 7-8: Reported indirect speech - Week 9-10: Complex sentence – comma for clauses <p><i>*integrated into writing program</i></p>	<p>EN2-9A 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"> • Teacher feedback • Student self-feedback and self-assessment (extended writing checklist, VCOP and rubrics) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule

	<ul style="list-style-type: none"> - Week 7: Homonyms - Week 8: Homophones - Week 9-10: Sentence structure – complex sentences, connectives and conjunctions <p><i>*integrated into writing program</i></p>			
Handwriting & Using Digital Technologies	<p>Entry and exit flicks, basic diagonal joins e.g. ca (explicitly teach which letters do not join)</p> <p>Handwriting in literacy activities</p> <p>As per writing process (publishing)</p> <p>Digital publishing of text using computers</p> <p>Technology learning integration</p>		<p>EN2-3A uses effective handwriting and publishes texts using digital technologies</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule
Writing & Representing	<p>Writing Focus: Narrative</p> <p>Cycle 1 Week 1–5: Narrative descriptions</p> <p>Topic: Rock Paper Scissors</p> <p>Learning Goal (WALT): We are learning to write an imaginative text with rich setting and character descriptions</p> <ul style="list-style-type: none"> • Explicit modelled, guided and independent writing • Modelled and guided teaching to include deconstructing quality WAGOLLS • 4 lessons per week: focus on narrative descriptions and language devices (e.g. descriptive language, use of senses, similes, metaphors etc.). • Pre-assessment data to inform class and Stage focus • Writing process: planning, drafting, editing and publishing cycle 	<p>Writing Focus: Narrative</p> <p>Cycle 1 Week 6 – 10: Narrative structure</p> <p>Topic: The Lighthouse</p> <p>Learning Goal (WALT): We are learning to write an imaginative text with a clear narrative structure (introduction, complication, resolution, conclusion)</p> <ul style="list-style-type: none"> • Explicit modelled, guided and independent writing • Modelled and guided teaching to include deconstructing quality WAGOLLS • 4 lessons per week: focus on narrative structure (introduction, complication, resolution, conclusion) • Pre-assessment data to inform class and Stage focus • Writing process: planning, drafting, editing and publishing cycle • Weekly extended write with a clear checklist for focus areas 	<p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p>EN2-7B identifies and uses language forms and features in their own writing</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Informative pre-assessment – ‘Lizards’ - Week 10 <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self-feedback and self-assessment (success criteria, VCOP, rubric and extended writing checklist) • Bump it up walls • Two stars and a wish • Exit slips/reflection strategies • Feedback thumbs

	<ul style="list-style-type: none"> • Weekly extended write with a clear checklist for focus areas 		<p>appropriate to a range of purposes, audiences and contexts</p> <p>EN2-9B 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>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p> <p>EN2-12E recognises and uses an increasing range of strategies to reflect on their own and</p>	<ul style="list-style-type: none"> • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • Imaginative post- The ring - assessment – Week 9

			others' learning
	<p>Writing texts:</p> <p>Rock Paper Scissors: https://www.literacyshed.com/a-shed-full-of-animations.html</p> <p>The Light House: https://www.literacyshed.com/the-lighthouse.html</p>		
Speaking & Listening	<p>Basic speaking and listening skills: listening, looking, voice volume, turn-taking</p> <p>Group tasks across all Key Learning Areas</p> <p>Homework project presentation</p> <p>HP Reveal – retelling stories/character descriptions</p>	<p>EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation/anecdotal notes <p>Summative assessment:</p> <ul style="list-style-type: none"> • HP Reveal • Week 10 Project

S2 English Scope and Sequence – Even Year			Term 3
	Content / Units -	Outcomes	Assessment
Reading & Viewing	<p>Modelled, guided and independent reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature (refer to S2 English Program).</p> <p>Focus on Reading comprehension strategies (Super 6):</p> <ul style="list-style-type: none"> • Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context. 	<p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Guided reading observations • Teacher feedback during modelled and

	<ul style="list-style-type: none"> • Explicit focus on reading strategies to assist with comprehension. • Identifies features of online texts. • Stage texts (PMs, Expositions, Fast Zone, Alphakids and Interconnectors (reciprocal reading). • Students will have the opportunity to practice a range of skills during reading for learning activities across the curriculum. <p>Modelled – Sharing of class novel, explicit teaching of inferencing, visualising and monitoring skills</p> <p>Guided – Weekly differentiated read in ability groups</p> <p>Independent – Carousel activities linked to reading focus</p> <p>Focus on Reading strategies:</p> <p>Week 1 – 5: Summarising Week 6 -10: Monitoring Ongoing: Monitoring and Inferring</p>	<p>texts on increasingly challenging topics in different media and technologies</p> <p>EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter</p> <p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p>guided reading</p> <ul style="list-style-type: none"> • Bump it up walls • Exit slips/reflection • Two stars and a wish • Feedback thumbs • Peer and teacher feedback • Student self-feedback and self-assessment using: WALT, WILF and TIB <p>Summative assessment:</p> <ul style="list-style-type: none"> • Running records • Summarising Post Test -Week 5 • Monitoring Post Test - Texts to be decided on with stage - Week 10 	
	<p>Comprehension focus: Weeks 1-5</p> <p>Summarising</p> <p>Learning Goal (WALT): We are learning to summarise a text by identifying the main events, ideas and themes.</p> <ul style="list-style-type: none"> • Learners will deepen their understanding of the text by identifying key elements of the text in a logical order. <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use summarising and monitoring strategies.</p> <p>Strategy focus:</p> <ul style="list-style-type: none"> • Identify the key elements of a story • Retell the story in a logical order 	<p>Comprehension focus: Weeks 6-10</p> <p>Monitoring</p> <p>Learning Goal (WALT): We are learning to stop and think about the text and know what to do when meaning is disrupted.</p> <ul style="list-style-type: none"> • Learners will monitor their reading using a variety of word attack strategies, including using the picture for clues, breaking the word into sounds, continuing the sentence by skipping the words and then re-reading, stretching the word, looking for known parts of the word, thinking about the meaning of the text <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help</p>		

	<ul style="list-style-type: none"> Refer to characters using their names <ul style="list-style-type: none"> Identify the character's perspective 	students use monitoring strategies. Strategy focus: <ul style="list-style-type: none"> Decoding Identifying where meaning is lost Reading for meaning 				
	<p>Ongoing: Inferring</p> <p>Learning Goal (WALT): We are learning to make inferences using our own knowledge and clues from the text</p> <ul style="list-style-type: none"> Learners will deepen their understanding of the text by identifying clues within the text and making connections with what they already know (clues + what I know = inference) <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use inferencing and monitoring strategies.</p> <p>Strategy focus:</p> <ul style="list-style-type: none"> Identifying clues within the text (what I can see) Linking personal experience (what I know) Joining the clues and what I know to make inferences Using the STEM 'I infer....' Justifying inferences with evidence from the text 					
	<p>Reading focus: Author Study – Roald Dahl (teacher-modelled)</p> <ul style="list-style-type: none"> Matilda George's Marvellous Medicine Fantastic Mr Fox James and the Giant Peach <p>Stage 2 Suggested Texts: https://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf</p>	<p>Themes:</p> <ul style="list-style-type: none"> Perseverance Creativity Families Relationships Teamwork Indigenous 				
	Spoken Texts:	Print Texts:	Visual Texts:	Digital/Multi-Media Texts:		

	<ul style="list-style-type: none"> • Drama • Speeches • Role Play 	<ul style="list-style-type: none"> • Fiction • Non Fiction • Novels • Picture books 	<ul style="list-style-type: none"> • Picture books • Film • Digital books • Diagrams • Maps • Photographs • Art works • Illustrations <p>Examples: - My Country: Dorothea Mackellar</p>	<ul style="list-style-type: none"> • Television • Media/News (e.g. Behind The News) • Multi-modal texts 		
Spelling	<p>Explicit teaching as per modelled/guided writing:</p> <p>Learning Goal (WALT): We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p> <ul style="list-style-type: none"> • Refer to the new Sound Waves Spelling Scope and Sequence (implemented 2019). • Explicit teaching and modelling of the weekly phoneme, graphemes and spelling rule. • Theme words for vocabulary building e.g. using words from focused writing texts e.g. precise words in informative writing etc. • Weekly pre and post-tests (differentiated spelling lists). • Literacy/Guided reading activities: practice verbal and written spelling and spelling matrix activities. • Spelling words sent home for revision (weekly). <p>Weekly Phonemes and Graphemes: <i>(Explicitly teach: modelled, guided and independent experiences):</i></p> <p>Week 1: Unit 20 <u>Graphemes:</u> p/pp and r/rr/wr <u>Focus concepts:</u></p>			<p>EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Phase 3 Phonics Assessment Week 1 (individual student needs) • Sound Waves Diagnostic Assessment – Week 8/9 <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self-feedback and self-assessment • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • See writing rubrics 	

Y3 – prefixes, synonyms, past tense, antonyms, adding s/ed/ing
Y4 – comparison, homophones, prefixes, antonyms,
Week 2: Unit 21
Graphemes: ar/a/are/al/au/ear
Focus concepts:
Y3 – rhyming, antonyms, adding s or es, alphabetical order
Y4 – adding s to words ending in f or fe, alphabetical order, rhyming, antonyms
Week 3: Unit 22
Graphemes: s/ss/se/ce/x(ks)/c
Focus concepts:
Y3 – adding s or es, suffixes, alphabetical order, prefixes, compound words
Y4 – rhyming, suffix -ness
Week 4: Unit 23
Graphemes: ir/ur/or/er/ere/ear
Focus concepts:
Y3 – adding s and es, alphabetical order
Y4 – rhyming, antonyms, synonyms
Week 5: Unit 24
Graphemes: t/tt
Focus concept:
Y3 – singular and plural, adding ing, suffixes, contractions
Y4 – alphabetical order, past tense, contractions
Week 6: Unit 25
Graphemes: or/ore/a/aw/au/al/our/oor/o/ure/ar/augh/ough
Focus concept:
Y3 – rhyming, past tense, homophones
Y4 - rhyming, homophones
Week 7: Unit 26
Graphemes: v/ve and w/wh/u
Focus concept:
Y3 – adding s to words ending in f or fe, rhyming, contractions, alphabetical order, prefixes
Y4 – adding er/est to words ending in y, singular and plural, comparison, verb tense, contractions, suffixes
Week 8: Unit 27
Graphemes: oo/u/oul/o
Focus concept:
Y3 – contractions, past tense, homophones, suffix -ful
Y4 – past tense, contractions, suffix -hood, compound words
Week 9: Unit 28
Graphemes: y/u(yoo)/eu(yoo)/i/u-e(yoo)
Focus concept:
Y3 – blend 'yoo', past tense, contractions, alphabetical order, suffixes, homophones

	<p>Y4 – verb tense, suffixes, prefixes, compound words Week 10: Unit 29 <u>Graphemes:</u> oo/ew/ue/u-e/u/wo/o/ui/eau(you)/ough <u>Focus concept:</u> Y3 – prefix super-, blend ‘yoo’, homophones, past tense Y4 – adding to words ending in e, compound words Week 11: Revision</p>			
<p>Grammar, Punctuation and Vocabulary</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence and Stage 3 Grammar program: https://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Week 1: Precise vocabulary - Week 2-3: Subheadings and paragraph structure - Week 4: Verbs – feeling e.g. <i>liked</i> and possessing e.g. he <i>has</i> - Week 5: Verbs – relating e.g. she <i>is</i> my teacher - Week 6- 7: Verbs – tense – past, present and future - Week 8: Verbs – auxiliary (helping verbs) - Week 9: Adverbs - manner, place or time - Week 10: Adverbs - modality, degree, opinions - Week 8: Verbs – auxiliary (helping verbs) - Week 9: Adverbs e.g. manner, place or time - Week 10: Adverbs e.g. modality, degree, opinions <p><i>*integrated into writing program</i></p>	<p>Punctuation:</p> <ul style="list-style-type: none"> - Week 1-2: Proper nouns - Week 3-4: Quotation marks: signal titles - Week 5-6: Apostrophe (possession) - Week 7 – 8: Apostrophe (contraction) - Week 9-10: Comma (clauses) <p><i>*integrated into writing program</i></p>	<p>EN2-9A 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"> • Teacher feedback • Student self-feedback and self-assessment (extended writing checklist, VCOP and rubrics) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule
<p>Handwriting & Using Digital Technologies</p>	<p>Basic horizontal joins e.g. rl (explicitly teach which letters do not join)</p> <p>Handwriting in literacy activities</p> <p>As per writing process (publishing)</p>		<p>EN2-3A uses effective handwriting and publishes texts using digital technologies</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher feedback <p>Summative assessment:</p>

	Digital publishing of text using computers Technology learning integration			<ul style="list-style-type: none"> As per writing assessment schedule
Writing & Representing	<p>Writing Focus: Informative</p> <p>Cycle 1 Week 1 – 5: Informative descriptions</p> <p>Topic: Animals</p> <p>Learning Goal (WALT): We are learning to write an informative text with precise descriptions</p> <ul style="list-style-type: none"> Explicit modelled, guided and independent writing Modelled and guided teaching to include deconstructing quality WAGOLLS 4 lessons per week: focus on informative descriptions and language devices (e.g. precise vocabulary, proper nouns). Pre-assessment data to inform class and Stage focus Writing process: planning, drafting, editing and publishing cycle Weekly extended write with a clear checklist for focus areas 	<p>Writing Focus: Informative</p> <p>Cycle 1 Week 6 – 10: Informative reports</p> <p>Topic: Animals</p> <p>Learning Goal (WALT): We are learning to write an informative report with a clear structure</p> <ul style="list-style-type: none"> Explicit modelled, guided and independent writing Modelled and guided teaching to include deconstructing quality WAGOLLS 4 lessons per week: focus on informative structure (e.g. titles, subheading, images, clear paragraph structure etc.). Pre-assessment data to inform class and Stage focus Writing process: planning, drafting, editing and publishing cycle Weekly extended write with a clear checklist for focus areas 	<p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p>EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p> <p>EN2-9B 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>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> Poetry Pre- ‘Little Red Riding Hood and the Wolf’ – Week 10 <p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher feedback Student self-feedback and self-assessment (success criteria, VCOP, rubric and extended writing checklist) Bump it up walls Two stars and a wish Exit slips/reflection strategies Feedback thumbs Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> Informative post-assessment – ‘Lizards’- Week 9

			EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning	
	Writing Texts: <ul style="list-style-type: none"> David Attenborough (Atlantic Productions) 			
Speaking & Listening	<p>Basic speaking and listening skills: listening, looking, voice volume, turn-taking</p> <p>Group tasks across all Key Learning Areas</p> <p>Whole School/COS Public Speaking Competition</p> <p>Preparation for speeches: prepared and impromptu</p> <p>STEM Day- small group presentations</p>		<p>EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> Peer and teacher feedback Teacher observation/aneccotal notes STEM Day observations/aneccotal notes <p>Summative assessment:</p> <ul style="list-style-type: none"> Prepared and impromptu speeches In-class public speaking Week 6 Stage 2 public speaking Week 7 Week 10 project
S2 English Scope and Sequence – Even Year				Term 4
	Content / Units -		Outcomes	Assessment

<p>Reading & Viewing</p>	<p>Modelled, guided and independent reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature (refer to S2 English Program).</p> <p>Focus on Reading Comprehension strategies (Super 6):</p> <ul style="list-style-type: none"> • Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context. • Explicit focus on reading strategies to assist with comprehension. • Identifies features of online texts. • Stage texts (PMs, Expositions, Fast Zone, Alphakids and Interconnectors (reciprocal reading). • Students will have the opportunity to practice a range of skills during reading for learning activities across the curriculum. <p>Modelled – Sharing of class novel, explicit teaching of monitoring skills</p> <p>Guided – Weekly differentiated read in ability groups</p> <p>Independent – Carousel activities linked to reading focus</p> <p>Focus on Reading strategies:</p> <p>Week 1 – 5: Inferring Week 6 -8: Revision based on class needs – refer to data Ongoing: Monitoring and inferring</p>		<p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p>EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter</p> <p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Guided reading observations • Teacher feedback during modelled and guided reading • Bump it up walls • Exit slips/reflection • Two stars and a wish • Feedback thumbs • Peer and teacher feedback • Student self- feedback and self-assessment using: WALT, WILF and TIB <p>Summative assessment:</p> <ul style="list-style-type: none"> • Reading records • Inference post-assessment – Week 5
	<p>Comprehension focus: Weeks 1-5</p> <p>Inferring</p> <p>Learning Goal (WALT): We are learning to make inferences using our own knowledge and clues from the text</p> <ul style="list-style-type: none"> • Learners will deepen their understanding of the text by identifying clues within the text and making connections with what they already know (clues + what I know = inference) 	<p>Comprehension focus: Weeks 6-8</p> <p>Revision – Based on Class Needs: Refer to data</p>		

	<p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use inferencing and monitoring strategies.</p> <p>Strategy focus:</p> <ul style="list-style-type: none"> • Identifying clues within the text (what I can see) • Linking personal experience (what I know) • Joining the clues and what I know to make inferences 			
	<p>Ongoing: Monitoring Learning Goal (WALT): We are learning to stop and think about the text and know what to do when meaning is disrupted.</p> <ul style="list-style-type: none"> • Learners will monitor their reading using a variety of word attack strategies, including using the picture for clues, breaking the word into sounds, continuing the sentence by skipping the words and then re-reading, stretching the word, looking for known parts of the word, thinking about the meaning of the text <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use monitoring strategies.</p> <p>Strategy focus:</p> <ul style="list-style-type: none"> • Decoding • Identifying where meaning is lost • Reading for meaning 			
	<p>Reading focus: Author Study – Shaun Tan (teacher-modelled)</p> <ul style="list-style-type: none"> • Lost Thing • Memorial • Cicada <p>Stage 2 Suggested Texts: https://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf</p>	<p>Themes:</p> <ul style="list-style-type: none"> • Equality • Indigenous Australia • Mental wellbeing • War • Perseverance 		

	Spoken Texts:	Print Texts:	Visual Texts:	Digital/Multi-Media Texts:		
	<ul style="list-style-type: none"> • Drama • Speeches • Role Play 	<ul style="list-style-type: none"> • Fiction • Non Fiction • Novels • Picture books <p>Picture books:</p> <ul style="list-style-type: none"> - Two Bad Ants: Chris Van Allsburg - Miss Nelson Goes Missing: Harry Allard - Once there was a boy: Dub Leffler <p>Examples:</p> <ul style="list-style-type: none"> • The Christmas Truce - The Place Where Peace was found - Hilary Robinson and Martin Impey 	<ul style="list-style-type: none"> • Picture books • Film • Digital books • Diagrams • Maps • Photographs • Art works • Illustrations 	<ul style="list-style-type: none"> • Television • Media/News (e.g. Behind The News) • Multi-modal texts 		
Spelling	<p>Explicit teaching as per modelled/guided writing:</p> <p>Learning Goal (WALT): We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p> <ul style="list-style-type: none"> • Refer to the new Sound Waves Spelling Scope and Sequence (implemented 2019). • Explicit teaching and modelling of the weekly phoneme, graphemes and spelling rule. • Theme words for vocabulary building e.g. using words from focused writing texts e.g. descriptive words in narrative/imaginative writing etc. • Weekly pre and post-tests (differentiated spelling lists). • Literacy/Guided reading activities: practice verbal and written spelling and spelling matrix activities. • Spelling words sent home for revision (weekly). 			<p>EN2-5A uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Phase 3 Phonics Assessment Week 1 (individual student needs) <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self-assessment • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • Sound Waves Content Test – Week 4 • See writing rubrics- Digital 	

	<p>Weekly Phonemes and Graphemes: <i>(Explicitly teach: modelled, guided and independent experiences):</i></p> <p>Week 1: Unit 36 <u>Graphemes:</u> er/ar/or/a/e/i/o/u/re/ure <u>Focus concepts:</u> Y3 – suffixes, alphabetical order Y4 – alphabetical order, suffixes -or/-er/-ant/-ent, prefixes inter-</p> <p>Week 2: Unit 30 <u>Graphemes:</u> z/zz/s/se and s/si <u>Focus concepts:</u> Y3 – rhyming, adding s or es, homophones/contractions/prefixes, antonyms, synonyms, alphabetical order Y4 – adding s or es, homophone who’s/whose</p> <p>Week 3: Unit 31 <u>Graphemes:</u> ou/ow/how <u>Focus concepts:</u> Y3 – rhyming, synonyms, compound words Y4 - rhyming, prefix out-, antonyms, synonyms</p> <p>Week 4: Unit 32 <u>Graphemes:</u> ch/tch/t and sh/ch/ti/ci/s <u>Focus concepts:</u> Y3 – adding s and es, prefixes, suffixes Y4 – singular and plural, suffix -ship</p> <p>Week 5: Unit 33 <u>Graphemes:</u> oy/oi and eer/ear/ere <u>Focus concept:</u> Y3 – antonyms, synonyms Y4 – adding ed/ing/s/es, suffixes -ance/-ly, prefixes dis-/re-, synonyms</p> <p>Week 6: Unit 34 <u>Graphemes:</u> th (hard) and th (soft) <u>Focus concept:</u> Y3 – homophones, suffixes Y4 – alphabetical order, homophone their/there/they’re</p> <p>Week 7: Unit 35 <u>Graphemes:</u> air/are/ere/eir/ey’re/ear/e’re <u>Focus concept:</u> Y3 – synonyms, adding s/ed/ing, contractions, homophones, compound words Y4 – word building/word families, homophones, compound words</p>		<p>data collection.</p>
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Grammar, Punctuation and Vocabulary	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence and Stage 3 Grammar program: https://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Week 1: Simple, compound and complex sentences - Week 2: Similes and metaphors - Week 3: Personification - Week 4: Idioms - Week 5: Nonsense words - Week 6-7: Word origins - Week 8: Spoonerisms, puns and neologisms <p><i>*integrated into writing program</i></p>	<p>Punctuation:</p> <ul style="list-style-type: none"> - Weeks 1-2: Grammar linked to procedures e.g. dot points and commas in a list - Week 3-4: Complex sentences, clauses (including embedded clauses) - Week 5: Dialogue in speech - Week 6-8: Apostrophes – contraction and possession <p><i>*integrated into writing program</i></p>	<p>EN2-9A 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"> • Teacher feedback • Student self- feedback and self-assessment (extended writing checklist, VCOP and rubrics) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule
Handwriting & Using Digital Technologies	<p>All joins to be practiced using poetry</p> <p>Handwriting in literacy activities</p> <p>As per writing process (publishing)</p> <p>Digital publishing of text using computers</p> <p>Technology learning integration</p>		<p>EN2-3A uses effective handwriting and publishes texts using digital technologies</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule • Post-assessment (2 sentences printed and 2 sentences cursive)
Writing & Representing	<p>Writing Focus: Imaginative - Poetry</p> <p>Cycle 1 Week 1 – 5: Poetry</p> <p>Learning Goal (WALT): We are learning to write an imaginative poem to entertain our reader.</p> <ul style="list-style-type: none"> • Explicit modelled, guided and independent writing • Modelled and guided teaching to include 	<p>Writing Focus: Informative - procedures</p> <p>Cycle 1 Week 6 – 8: Procedures (Christmas)</p> <p>Learning Goal (WALT): We are learning to write detailed, easy to follow procedures.</p> <ul style="list-style-type: none"> • Explicit modelled, guided and independent writing 	<p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-6B identifies the effect of purpose and audience on spoken</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self-assessment (success criteria, VCOP, rubric and extended writing checklist) • Bump it up walls • Two stars and a wish • Exit slips/reflection strategies

	<p>deconstructing quality WAGOLLS</p> <ul style="list-style-type: none"> • 4 lessons per week: focus on structure and poetic devices (e.g. alliteration, assonance, portmanteau etc.). • Pre-assessment data to inform class and Stage focus • Writing process: planning, drafting, editing and publishing cycle • Weekly extended write with a clear checklist for focus areas 	<ul style="list-style-type: none"> • Modelled and guided teaching to include deconstructing quality WAGOLLS • 4 lessons per week: focus on text structure and language devices (e.g. precise vocabulary). • Pre-assessment data to inform class and Stage focus • Writing process: planning, drafting, editing and publishing cycle • Weekly extended write with a clear checklist for focus areas 	<p>texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p>EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p> <p>EN2-9B 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>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p>	<ul style="list-style-type: none"> • Feedback thumbs • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • Poetry post-assessment - 'Little Red Riding Hood and the Wolf' - Week 5 (optional)

			EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning	
	<p>Writing texts: Dr Seuss</p> <ul style="list-style-type: none"> • The Grinch • The Lorax • Horton Hears a Who 			
Speaking & Listening	<p>Basic speaking and listening skills: listening, looking, voice volume, turn-taking</p> <p>Group tasks across all Key Learning Areas</p> <p>Homework project presentation</p> <p>Play scripts</p> <p>Oral reports</p>		<p>EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation/anecdotal notes <p>Summative assessment:</p> <ul style="list-style-type: none"> • Week 8 project