SCPS English Scope & Sequence

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|  | Stage 3 |

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| **S3** English Scope and Sequence **Even Year** | **Term 1** |
|  | **Content / Units -** | **Outcomes** | **Assessment** |
| **Reading & Viewing** | **Modelled, Guided and Independent Reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature (Refer to S3 English Program).** **Comprehension strategies**/ **Super 6 Strategies**:* Explicit focus on Super 6 reading comprehension strategies.
* Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context.
* Understands how texts are cohesive through use of text connectives.
* Identifies features of online texts.
* Stage texts and reciprocal reads *(Connectors).*
* Students will have the opportunity to practice a range of skills during reading for learning activities across the curriculum.
 | **EN3-3A** uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.**EN3-5B** discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts**.****EN3-8D** identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. | **Formative assessment:*** Guided reading observations
* Teacher feedback during modelled and guided reading
* Pre-test – Making Connections Comprehension: Week 2 (Sunday Chutney)
* Pre- test- Visualising Week 6 (Fox)
* Bump it up walls
* Exit Slips/reflection
* Two stars and one wish
* Feedback Thumbs
* Peer and teacher feedback
* Student self- feedback and self-assessment using: WALT, WILF and TIB
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| **Comprehension Focus: Weeks 2-6:***(Include explicit modelling/teaching of Skim & Scan and Inferring).* **Making connections:****Learning Goal (WALT):** We are learning to extend our understanding of texts by connecting the ideas to our knowledge.* Learners make personal connections from the text with- themselves, another text, something occurring in the world.

**Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use the comprehension strategies.****Strategy Focus:*** Coding strategy
* Connection Stems
* Double-Entry Journal
 | **Comprehension Focus: Weeks 7-10:***(Include explicit modelling/teaching of Skim & Scan and Inferring).* **Visualising:****Learning Goal (WALT):** We are learning to create a mental image from a text read/viewed/heard and describe this image.* Learners create a mental image from a text. Visualising brings the text to life, engages the imagination and uses all of the senses.

**Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students use the comprehension strategies.****Strategy Focus:*** Sketch to Stretch
* Gallery Images
* Visual Images
 |  | **Summative assessment:*** Running records
* Reading Records
* Post-test –Comprehension: Making Connections - Week 5
* Post-test –Comprehension: Visualising - Week 11
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| **Reading Focus:*** Australian Authors: *Anthony Browne Study*

**Stage 3 Suggested Texts:** [**http://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf**](http://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf) | **Themes:** * Friendship
* Family
* Alienation
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| **Spoken Texts:** | **Print Text:** | **Visual Text:** | **Digital/Multi-Media Texts:** |
| * Drama
* Speeches
* Role Play
* Film
 | * Fiction
* Non Fiction
* Novels
* Picture books

**Teacher/Modelled:*** Toppling: Sally Murphy
 | * Picture books
* Film
* Digital books
* Diagrams
* Maps
* Photographs
* Artworks
* Illustrations

**Examples:*** Silly Billy: Anthony Browne
* Into the Forest: Anthony Browne
* Piggybook – Anthony Browne
* The Tunnel –Anthony Browne
* Voices in the Park: Anthony Browne
 | * Television
* Media/News (e.g.: Behind The News)
* Multi-modal texts
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| **Spelling** | **Explicit teaching as per modelled/guided writing:****Learning Goal (WALT):** We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.* Refer to the Soundwaves Spelling Program.
* Explicit modelling of the weekly spelling rule/sounds (phonemes).
* 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, Bloom’s Taxonomy: *Spelling Matrix* etc.

**Weekly Phonemes and Graphemes:****Week 2: Unit 1** Graphemes: b/bbFocus concepts: Y5 – word building/word families, homophones, verb tense, suffixesY6 – adding to words ending in e, word building/word families, correct word usage/vocabulary, prefixes, Greek and Latin roots, synonyms**Week 3: Unit 2**Graphemes aFocus concepts: Y5 – word building/word families, words ending with ly and lly, correct word usage/vocabulary, analogies, synonyms**Week 4:** **Unit 3**Graphemes: c/k/q/ck/x(ks)/chFocus concept: Y5 – adding s or es, word building/word families, correct word usage/vocabulary, homophones, prefixes, synonymsY6 – word building/word families, correct word usage/vocabulary, using a dictionary, synonyms**Week 5: Unit 4**Graphemes: e/ea/ai/aFocus concept: Y5 – word building/word families, combining syllables, prefixes, Greek and Latin word roots , antonymsY6 – word building/word families, words ending with er/ir/ur, correct words usage/vocabulary, suffixes, prefixes, Greek and Latin roots**Week 6: Unit 5**Graphemes: d/ddFocus concept: Y5 – adding ion, comparison, correct word usage/vocabulary, homophone, prefixesY6 – word building/word families, correct word usage/vocabulary, spoonerisms, suffixes, prefixes, Greek and Latin roots**Week 7:** **Unit 6**Graphemes:i/e/u/uiFocus concept: Y5 – definitions, combining syllables, suffixes, prefixesY6 – word building/word families, correct word usage/vocabulary, homophones**Week 8: Unit 7**Graphemes: f/ff/ph/gh/ffeFocus concept: Y5 – adding y or ly, adding s or es, rhyming, combining syllables, verb tenses, Greek and Latin rootsY6 – word building/word families, words ending with ic and the schwa in the last syllable, correct word usage/vocabulary, suffixes**Week 9:** **Unit 8**Graphemes: o/aFocus concept: Y5 – word building/word families, combining syllables, prefixes, Greek and Latin roots, antonyms, synonymsY6 – word building/word families, similes, Greek and Latin roots, antonyms, synonyms **Week 10:** **Unit 9**Graphemes: g/gg/guFocus concepts: Y5 – adding ed ing, word building/word families, correct word usage/vocabulary, using a dictionary, combining syllables, homophones, suffixesY6 – comparison, prefixes, synonyms, **Week 11:** Revision | **EN3-4A** draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.  | **Formative Assessment:*** Teacher Feedback
* Student self- feedback and self-assessment
* Peer feedback
* Weekly pre-tests

**Summative assessment:*** Pre-test – Week 2 (SA Spelling A)
* Sound Waves Diagnostic for critical
* Post-test – Week 11 Dictation
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| **Grammar, Punctuation and Vocabulary** | **Refer to K-10 English Syllabus Grammar Scope and Sequence and Stage 3 Grammar program:**[**http://syllabus.nesa.nsw.edu.au/assets/global/files/english\_k6\_asm2.pdf**](http://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf)**Grammar Focus:** **Week 2:** Nouns**Week 3:** Noun Groups**Week 4:** Pronouns**Week 5:** Verbs (modal verbs, complex verbs)**Week 6:** Adverbs **Week 7:** Adjectives**Week 8:** Adjectival Phrases**Week 9:** Nominalisation **Week 10:** Reference Links | **Punctuation Focus:****Week 2 – 4:** Question Marks**Week 5 – 6:** Apostrophe: used to signify a contraction**Week 7 – 10:** Apostrophe: used to signify possession | **EN3-6B** uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.  | **Formative Assessment:*** Teacher Feedback
* Student self- feedback and self-assessment
* Peer feedback

**Summative assessment:**Writing assessment |
| **Writing &** **Representing** | **Writing Focus: Imaginative text:** *Description (use a variety of creative stimuli e.g. landscapes/scenery, characters, objects etc.)***Cycle 1****Week 1 – 5:** **Learning Goal (WALT):** We are learning to write well-structured and detailed texts using a range of descriptive devices and language features. * Explicit modelled, guided and independent writing

*(Jointly and independently construct narratives with the teacher in deconstructing and modelling stages).** Sessions: 4 to 5 times per week: focus on the structure of descriptive writing and language features (e.g. using rich stimuli, literary techniques, describing settings, characters etc.).
* Focus based on Stage and Class needs: analyzing pre-test data.
* Writing process: planning, drafting/composing, revising/editing, publishing - *Students plan, draft and write a number of descriptive passages using various concepts within a narrative e.g. setting, character etc.. They focus on using language features to create a strong sense of place, character and/or atmosphere.*
 | **Writing Focus: Imaginative text:** *Narrative (incorporate descriptive writing. Use a variety of creative stimuli e.g. landscapes/scenery, characters, objects etc.)***Cycle 2****Week 6 -10:** **Learning Goal (WALT):** We are learning to write a well-structured imaginative text that includes:  *an introduction, complication (climax) and resolution.** Explicit modelled, guided and independent writing

*(Jointly and independently construct narratives with the teacher in deconstructing and modelling stages).** Sessions: 4 to 5 times per week: focus on narrative text structure and language features (e.g. using rich stimuli, literary techniques, describing settings, characters etc.).
* Focus based on Stage and Class needs: analyzing pre-test data.
* Writing process: planning, drafting/composing, revising/editing, publishing - *Students plan, draft and write a narrative using a variety if rich visual stimuli/ texts as a starting point.*
 | [**EN3-2A**](http://syllabus.bos.nsw.edu.au/english/english-k10/content/887/)composes, edits and presents well-structured and coherent texts.**EN3-7C** thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts. **EN3-9E** recognises, reflects on and assesses their strengths as a learner.  | **Diagnostic Assessment:*** Pre-assessment week 1
* Mid-assessment week 5

**Formative Assessment:*** Bump it up walls
* Two stars and one wish
* Exit Slips/reflection
* Feedback Thumbs
* Peer and teacher feedback
* Student self- feedback and self-assessment using: WALT, WILF and TIB
* Pre-test: Imaginative- Week 2: *‘What’s in the box?’*

**Summative assessment:*** Post –test: Imaginative – Week 10: *‘What’s in the box?’*
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| **Speaking & Listening** | * Literacy group activities.
* Genius Hour Presentations.
* Mini Assignment Presentation.
 | [**EN3-1A**](http://syllabus.bos.nsw.edu.au/english/english-k10/content/881/)communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.**EN3-9E** recognises, reflects on and assesses their strengths as a learner.  | **Formative Assessment:*** Teacher observation/anecdotal notes
* Mini Assignment Presentation
* Self and Peer feedback

**Summative assessment:*** Presentation observations
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| **S3** English Scope and Sequence **Even Year**  | **Term 2** |
|  | **Content / Units** | **Outcomes** | **Assessment** |
| **Reading** | **Modelled, Guided and Independent Reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature (Refer to S3 English Program).** **Comprehension strategies**/ **Super 6 Strategies**:* Explicit focus on Super 6 reading comprehension strategies.
* Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context.
* Understands how texts are cohesive through use of text connectives.
* Identifies features of online texts.
* Stage texts and reciprocal reads (*Connectors)*
 | **EN3-3A** uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies. **EN3-5B** discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts. **EN3-8D** identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. | **Formative assessment:*** Guided reading observations
* Teacher feedback during modelled and guided reading
* Bump it up walls
* Pre-Test Predicting and Questioning (Week 1)
* Exit Slips/reflection
* Two stars and one wish
* Feedback Thumbs
* Peer and teacher feedback
* Student self- feedback and self-assessment using: WALT, WILF and TIB

**Summative assessment:*** Running records
* Reading Records
* Post-test –Comprehension: Predicting Week 5

Questioning Week 10 |
| **Comprehension Focus: Weeks 1-5:***(Include explicit modelling/teaching of Skim & Scan and Inferring).* **Predicting:****Learning Goal (WALT):** We are learning to use information from graphics, text and experiences to predict what will be read, viewed and heard.* Learners use information from graphics, text and experiences to anticipate what will be read/viewed/heard and to actively adjust comprehension while reading/viewing/listening.

**Teachers use a variety of appropriate teaching ideas to help students use the comprehension strategies.****Strategy Focus:*** Partner Read and Think
* Word predictions
* Predict-o-gram
* Before and After chart
 | **Comprehension Focus: Weeks 6-10:***(Include explicit modelling/teaching of Skim & Scan and Inferring).* **Questioning:** **Learning Goal (WALT):** We are learning to ask and answer questions to clarify the meaning of the text and deepen our understanding.* Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learner, a peer or the teacher.

**Teachers use a variety of appropriate teaching ideas to help students use the comprehension strategies.****Strategy Focus:*** I wonder …
* Magic Jigsaw: A Questioning Strategy
* Code it
* Stimulating Discussion through Questions
* Thin & Thick
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| **Reading Focus:*** Relationships

**Stage 3 Suggested Texts:** [**http://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf**](http://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf) | **Themes:*** Acceptance \* Circumstance
* Trust \* Difference
* Tolerance
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| **Spoken Texts:** | **Print Text:** | **Visual Text:** | **Digital/Multimedia:** |
| * Drama
* Speeches
* Role Play
* Film
 | * Fiction
* Non Fiction
* Novels
* Picture books

**Teacher/Modelled:****Week 1 – 5:*** The Boy in the Striped Pyjamas

**Week 6 – 10:*** Boss of the Pool
 | * Picture books
* Film
* Digital books
* Diagrams
* Maps
* Photographs
* Artworks
* Illustrations

**Examples:** * + Fox: Margaret Wild
	+ The Silence Seeker: Ben Morley
	+ Wilfred Gordon McDonald Partridge
	+ Luke’s Way of Looking
	+ Mirror – Jeannie Baker
 | * Television
* Media/News (e.g.: Behind The News)
* Multi-modal texts
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| **Spelling** | **Explicit teaching as per modelled/guided writing:****Learning Goal (WALT):** We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.* Refer to Soundwaves Spelling Program
* Explicit modelling of the weekly spelling rule/sounds (phonemes).
* 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, Bloom’s Taxonomy: *Spelling Matrix* etc.

**Weekly Phonemes and Graphemes:****Week 2: Unit 11**Graphemes: u/o/ou/oeFocus concepts: Y5 – word building/word families, combining syllables, homophones, prefixes, Greek and Latin rootsY6 – alphabetical order, correct word usage/vocabulary, combining syllables, verb tenses, suffixes, Greek and Latin rotts**Week 3: Unit 12**Graphemes: h/wh and j/g/ge/dgeFocus concepts: Y5 – comparison, word building/word families, combining syllables, contractions, Greek and Latin rootsY6 – word building/word families, correct word usage/vocabulary, prefixes, Greek and Latin roots**Week 4:** **Unit 13**Graphemes: ai/ay/a-e/a/eigh/ea/eyFocus concepts: Y5 – adding ing/ion/y/ly, correct word usage/vocabulary, homophones, verb tensesY6 – adding ing/ion, word origins, word building/word families, correct word usage/vocabulary, homophones, homographs**Week 5: Unit 14**Graphemes: l/llFocus concept: Y5 – comparison, word building/word families, words ending with al/el/it/ol/le, correct word usage/vocabulary, homophonesY6 – words ending with er/ir/ur for the ir sound/schwa in the last syllable, words ending with le/al/el, correct word usage/vocabulary, contractions**Week 6: Unit 15**Graphemes: ee/e/ea/y/ey/ie/eo/iFocus concept: Y5 – rhyming, singular and plural, comparison, correct word usage/vocabulary, combining syllables, homophones, suffixesY6 – singular and plural, correct word usage/vocabulary, combining syllables, analogies, homograph, suffixes**Week 7:** **Unit 16**Graphemes: m/mm/mb/meFocus concept: Y5 – singular and plural, word building/word families, combining syllables, prefixes, compound words, synonymsY6 – alphabetical order, comparison, combining syllables, Greek and Latin roots, synonyms**Week 8: Unit 17**Graphemes:i-e/y/igh/i/ie/uyFocus concept: Y5 – rhyming, word building/word families, correct word usage/vocabulary, homographsY6 – rhyming, word building/word families, correct word usage/vocabulary, homographs**Week 9:** **Unit 18**Graphemes: n/nn/kn and ng/nFocus concept: Y5 – word building/word families, homophones, homographs, contractions, suffixes, prefixesY6 – correct word usage/vocabulary, verb tenses, suffixes, prefixes**Week 10:** **Unit 19**Graphemes: oa/o-e/ow/o/oe/oughFocus concept: Y5 – adding s or es, rhyming, word building/word families, homophones, homographs, prefixes, Greek and Latin roots**Week 10:** Revision | **EN3-4A** draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts | **Formative Assessment:*** Teacher Feedback
* Student self- feedback and self-assessment
* Peer feedback

**Summative assessment:*** Post Test (Week 5 and 10- dictation)
* Post Test SA Spelling A
 |
| **Grammar, Punctuation and Vocabulary** | **Refer to K-10 English Syllabus Grammar Scope and Sequence and Stage 3 Grammar program.**[**http://syllabus.nesa.nsw.edu.au/assets/global/files/english\_k6\_asm2.pdf**](http://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf)**Grammar Focus:** **Week 1:** Topic Sentences**Week 2 - 3:** Complex Sentences **Week 4 - 5:** Main Clauses (independent clause) **Week 6 - 7:** Subordinate Clause**Week 8:** Emotive Language**Week 9 - 10:** Modality  | **Punctuation Focus:** **Week 2-6:** Contractions, Direct/Indirect Speech**Week 7-10:** Based on class needs.  | **EN3-6B** uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies. | **Formative Assessment:*** Teacher Feedback
* Student self- feedback and self-assessment
* Peer feedback

**Summative assessment:*** Embedded in Writing task
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| **Writing & Representing**  | **Writing Focus: Persuasive text:** *Exposition – Is it cruel to keep animals in cages?* **Cycle 1****Week 1 – 5:** **Learning Goal (WALT):** We are learning to write a persuasive exposition text to present a point of view in favour or against a specific topic. * Explicit modelled, guided and independent writing *(jointly and independently construct exposition texts with the teacher in deconstructing and modelling stages).*
* Sessions: 4 to 5 times per week: focus on exposition text structure and use persuasive language devices (e.g. modality, emotive language etc.).
* Focus based on Stage and Class needs: analyzing pre-test data.
* Writing process: planning, drafting/composing, revising/editing, publishing - *Students write a response to a topic of their choice with a focus on persuasion. They draft and edit their work thoroughly to produce a published text.*
 | **Writing Focus: Persuasive text:** *Discussion (Both sides: for and against) Example: Homework or no homework?***Cycle 2****Week 6 -10:** **Learning Goal (WALT):** We are learning to to write a discussion text to present different opinions, points of view or perspectives on a specific issue.* Explicit modelled, guided and independent writing *(jointly and independently construct texts involving discussions with the teacher in deconstructing and modelling stages).*
* Sessions: 4 to 5 times per week: focus on having a range of persuasive discussions using language devices (e.g. explore how language is a powerful tool for expressing a point of view).
* Focus based on Stage and Class needs: analyzing pre-test data.
* Writing process: planning, drafting/composing, revising/editing, publishing - *Students research, plan, draft and write a discussion on a topic of their choice. They produce a hand-written draft, and then a final draft is published using a computer.*
 | [**EN3-2A**](http://syllabus.bos.nsw.edu.au/english/english-k10/content/887/)composes, edits and presents well-structured and coherent texts.**EN3-7C** thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts. **EN3-9E** recognises, reflects on and assesses their strengths as a learner.  | **Diagnostic Assessment:*** Pre-assessment - Week 1
* Mid-assessment - Week 5 (due to reports)

**Formative Assessment:*** Bump it up walls
* Exit Slips/reflection
* Two stars and one wish
* Feedback Thumbs
* Peer and teacher feedback
* Student self- feedback and self-assessment using: WALT, WILF and TIB
* Pre-test: Exposition- Week 1: ‘*Is it cruel to keep animals in cages?’*
* Pre-test: Discussion – Week 6: ‘*Homework or no homework?’*

**Summative assessment:*** Post –test: Exposition – Week 5: ‘*Is it cruel to keep animals in cages?’*
* Post-test: Discussion – Week 10: ‘*Homework or no homework?’*
 |
| **Speaking & Listening** | * NAIDOC Competition
* Debating Presentation
* Genius Hour Presentations
 | [**EN3-1A**](http://syllabus.bos.nsw.edu.au/english/english-k10/content/881/)communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.**EN3-9E** recognises, reflects on and assesses their strengths as a learner. | **Formative Assessment:*** Teacher observation/anecdotal notes
* Mini Assignment Presentation
* Self and Peer feedback

**Summative assessment:*** Presentation observations
* Debating observations (embedded in writing unit)
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| **S3** English Scope and Sequence **Even Year**  | **Term 3** |
|  | **Content / Units** | **Outcomes** | **Assessment** |
| **Reading** | **Modelled, Guided and Independent Reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature (Refer to S3 English Program).** **Comprehension strategies**/ **Super 6 Strategies**:* Explicit focus on Super 6 reading comprehension strategies.
* Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context.
* Understands how texts are cohesive through use of text connectives.
* Identifies features of online texts.
* Stage texts and reciprocal reads *(Connectors)*
 | **EN3-3A** uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies. **EN3-5B** discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts. **EN3-8D** identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. | **Formative assessment:*** Guided reading observations
* Teacher feedback during modelled and guided reading
* Bump it up walls
* Pre Test- Summarising
* Exit Slips/reflection
* Two stars and one wish
* Feedback Thumbs
* Peer and teacher feedback
* Student self- feedback and self-assessment using: WALT, WILF and TIB

**Summative assessment:*** Running records
* Reading Records
* Post-test –Comprehension: Summarising Week 5
 |
| **Comprehension Focus: Weeks 1- 5:***(Include explicit modelling/teaching of Skim & Scan and Inferring).* **Summarising:** **Learning Goal (WALT):** We are learning to summarise the main ideas/themes in the text.* Learners identify and accumulate the most important ideas and restate them in their own words.

**Teachers use a variety of appropriate teaching ideas to help students use the comprehension strategies.****Strategy Focus:*** V.I.P.
* Partner Retelling
* Team Retelling
* Key Word Strategy
* Pass around Retells
* Weave a Web of Understanding
* I Remember
 | **Comprehension Focus: Weeks 6-10:***(Include explicit modelling/teaching of Skim & Scan and Inferring).* **Monitoring:** **Learning Goal (WALT):** We are learning to stop and think about the text. * Learners stop and think about the text and know what to do when meaning is disrupted.

**Teachers use a variety of appropriate teaching ideas to help students use the comprehension strategies.****Strategy Focus:*** Bookmark technique
* Patterned Partner Reading
* Read, Cover, Remember, Retell
* Coding
 |
| **Reading Focus:*** Author Study: *Shaun Tan*

**Stage 3 Suggested Texts:** [**http://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf**](http://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf) | **Themes:** * Culture
* Identity
* Family/Relationships
* Colonisation
* Environmentalisms
* Isolation
 |
| **Spoken Texts:** | **Print Text:** | **Visual Text:** | **Digital/Multi-media:** |
| * Drama
* Speeches
* Role Play
* Film
 | * Fiction
* Non Fiction
* Novels
* Picture books

**Teacher/Modelled:*** *Explicitly model and read a variety of print/visual texts.*
 | * Picture books
* Film
* Digital books
* Diagrams
* Maps
* Photographs
* Artworks
* Illustrations

**Examples:** * The Rabbits
* Rules of Summer
* The Red Tree
 | * Television
* Media/News (e.g.: Behind The News)
* Multi-modal texts
 |
| **Spelling** | **Explicit teaching as per modelled/guided writing:****Learning Goal (WALT):** We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.* Refer to the Soundwaves Spelling*.*
* Explicit modelling of the weekly spelling rule/sounds (phonemes).
* 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, Bloom’s Taxonomy: *Spelling Matrix* etc.

**Week 2: Unit 20**Graphemes: p/pp and r/rr/wrFocus concepts: Y5 – alphabetical order, suffixes, prefixes, Greek and Latin rootsY6 – correct word usage/vocabulary, homophones, prefixes**Week 3: Unit 21**Graphemes: ar/a/are/al/au/earFocus concepts: Y5 – alphabetical order, singular an dplural, using a dictionaryY6 – comparison, correct word usage/vocabulary, using a dictionary, contractions**Week 4: Unit 22**Graphemes: s/ss/se/ce/x(ks)/cFocus concepts: Y5 – word building/word families, homophones, contractions, antonymsY6 – alphabetical order, word building/word families, correct word usage/vocabulary, homophones**Week 5:** **Unit 23**Graphemes: ir/ur/or/er/ere/earFocus concepts: Y5 – adding ed/ing to words ending in er, comparison, word building/word families, correct word usage/vocabulary, verb tense, Greek and Latin rootsY6 – comparison, word building/word families, using adictionary, homophones**Week 6: Unit 24**Graphemes: t/ttFocus concept: Y5 – word building/word families, correct word usage/vocabulary, combining syllables, prefixes, Greek and Latin roots**Week 7: Unit 25**Graphemes: or/ore/a/aw/au/al/our/oor/o/ure/ar/augh/oughFocus concept: Y5 – singular and plural, comparison, correct word usage/vocabulary, homophones, homographs, verb tenses, prefixes, Greek and Latin rootsY6 – singular and plural, comparison, word building/word families, homographs, synonyms, **Week 8:** **Unit 26**Graphemes: v/ve and w/wh/uFocus concept: Y5 – word building/word families, correct word usage/vocabulary, homophones, contractions, suffixesY6 – correct word usage/vocabulary, homophones, prefixes, Greek and Latin roots, synonyms**Week 9: Unit 27**Graphemes:oo/u/oul/oFocus concept: Y5 – singular and plural, using a dictionary, homographs, contractions, compound wordsY6 – correct word usage/vocabulary, using a dictionary, spoonerisms**Week 10:** **Unit 28**Graphemes: y/u(yoo)/eu(yoo)/i/u-e(yoo)Focus concept: Y5 – word building/word families, correct word usage/vocabulary, using a dictionary, combining syllablesY6 – using a dictionary, proverbs, synonyms**Week 10:** **Unit 29**Graphemes: oo/ew/ue/u-e/u/wo/o/ui/eau(you)/oughFocus concept: Y5 – rhyming, word building/word families, correct word usage/vocabulary, combining syllables, homophones, Greek and Latin rootsY6 – comparison, word building/word families, words ending with ly/able/al/ity/ation, correct word usage/vocabulary, synonyms | **EN3-4A** draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts. | **Formative Assessment:*** Teacher Feedback
* Student self- feedback and self-assessment
* Peer feedback
* Weekly pre-tests

**Summative assessment:*** Pre-test – Week 2 (SA Spelling A)
* Post-test – Week 11 Dictation
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| **Grammar, Punctuation and Vocabulary** | **Refer to K-10 English Syllabus Grammar Scope and Sequence and Stage 3 Grammar program.**[**http://syllabus.nesa.nsw.edu.au/assets/global/files/english\_k6\_asm2.pdf**](http://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf)**Grammar Focus:****Week 1-2:** Verbs Tense**Week 3-4:** Elaborated Tense**Week 5-6:** Evaluative Language**Week 7-8:** Articles**Week 6-7:** Prepositions**Week 8-10:** Conjunctions | **Punctuation Focus:** Revision based on class needs.  | **EN3-6B** uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies. | **Formative Assessment:*** Teacher Feedback
* Student self- feedback and self-assessment
* Peer feedback

**Summative assessment:*** Embedded in Writing
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| **Writing & Representing**  | **Writing Focus: Informative text:** *Informative Book Review – The Rabbits by Shaun Tan and John Marsden* **Cycle 1****Week 1 – 5:** **Learning Goal (WALT):** We are learning to inform a range of audiences with specific information on a particular book in order to help them decide to read the book for themselves.* Explicit modelled, guided and independent writing *(jointly and independently construct informative book reviews with the teacher in deconstructing and modelling stages).*
* Sessions: 4 to 5 times per week: focus on the structure of a book review and use informative language features to inform a range of audiences about a particular text.
* Focus based on Stage and Class needs: analyzing pre-test data.
* Writing process: planning, drafting/composing, revising/editing, publishing – *Students draft and write* *well-structured and well-presented book reviews for a wide variety of purposes and audiences using increasingly challenging topics, ideas and issues (themes).*

  | **Writing Focus: Informative text:** *Informative Explanation – Link to Geography/Science Unit: Bushfires/Mould growth on bread***Cycle 2****Week 6 -10:** **Learning Goal (WALT):** We are learning to write a well-structured explanation for a particular audience using correct language features.* Explicit modelled, guided and independent writing *(jointly and independently construct informative explanations with the teacher in deconstructing and modelling stages).*
* Sessions: 4 to 5 times per week: focus on the text structure of an explanation text and use detailed/informative language devices (e.g. uses facts to explain something, subject specific vocabulary to give detail about the topic).
* Focus based on Stage and Class needs: analyzing pre-test data.
* Writing process: planning, drafting/composing, revising/editing, publishing - *Students research, draft and write a detailed explanation text by selecting and using relevant facts on various topics.*
 | [**EN3-2A**](http://syllabus.bos.nsw.edu.au/english/english-k10/content/887/)composes, edits and presents well-structured and coherent texts.**EN3-7C** thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts. **EN3-9E** recognises, reflects on and assesses their strengths as a learner.  | **Diagnostic Assessment:*** Pre-assessment - Week 1
* Mid-assessment - Week 5

**Formative Assessment:*** Bump it up walls
* Exit Slips/reflection
* Two stars and one wish
* Feedback Thumbs
* Peer and teacher feedback
* Student self- feedback and self-assessment using: WALT, WILF and TIB
* Pre-test: Book Review- Week 1: *The Rabbits*
* Pre-test: *Informative Explanation: The Water Cycle* – Week 6

**Summative assessment:*** Post –test: Book Review – Week 5: *The Rabbits*
* Post-test: Informative Explanation*: The Water Cycle* – Week 10
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| **Speaking & Listening** | * Whole School/COS Public Speaking Competition
* Genius Hour Presentations
* Mini Assignment Presentation
* Informative Madam Tussauds – Invite Parents
 | [**EN3-1A**](http://syllabus.bos.nsw.edu.au/english/english-k10/content/881/)communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.**EN3-9E** recognises, reflects on and assesses their strengths as a learner. | **Formative Assessment:*** Teacher observation/anecdotal notes
* Mini Assignment Presentation
* Self and Peer feedback

**Summative assessment:*** Observations
* Public Speaking
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| **S3** English Scope and Sequence **Even Year**  | **Term 4** |
|  | **Content / Units** | **Outcomes** | **Assessment** |
| **Reading** | **Modelled, Guided and Independent Reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature (Refer to S3 English Program).** **Comprehension strategies**/ **Super 6 Strategies**:* Explicit focus on Super 6 reading comprehension strategies.
* Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context.
* Understands how texts are cohesive through use of text connectives.
* Identifies features of online texts.
* Stage texts and reciprocal reads (*Connectors)*
 | **EN3-3A** uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies. **EN3-5B** discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts. **EN3-8D** identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. | **Formative assessment:*** Guided reading observations
* Teacher feedback during modelled and guided reading
* Bump it up walls
* Exit Slips/reflection
* Two stars and one wish
* Feedback Thumbs
* Peer and teacher feedback
* Student self- feedback and self-assessment using: WALT, WILF and TIB

**Summative assessment:*** Running records
* Reading Records
* Post-test – Comprehension: Inferring – Week 6
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| **Comprehension Focus: Weeks 1-5:***(Include explicit modelling/teaching of Skim & Scan).* **Inferring:****Learning Goal (WALT):** We are learning to go beyond the literal meaning of a text and form ideas that are not explicitly stated.* Learners identify the hidden meaning or message in a variety of texts by using text clues plus their own knowledge.

**Teachers use a variety of appropriate teaching ideas to help students use the comprehension strategies.****Strategy Focus** *(Incorporate other Super 6 strategies previously taught)***:*** Think aloud
* Questioning
* Drawing on observations
 | **Comprehension Focus: Weeks 6-10:**Revision based on class need. |
| **Reading Focus:*** Poetry: Author Study: *Paul Jennings*

**Stage 3 Suggested Texts:** [**http://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf**](http://syllabus.nesa.nsw.edu.au/assets/global/files/english-k10-suggested-texts.pdf) | **Themes:** * Humour
* Poems
 |
| **Spoken Texts:** | **Print Text:** | **Visual Text:** | **Digital/Multi-media:** |
| * Drama
* Speeches
* Role Play
* Film
 | * Fiction
* Non Fiction
* Novels
* Picture books

**Teacher/Modelled:****Paul Jennings*** Unreal
* Uncanny
* Unbelievable
* Unbearable
 | * Picture books
* Film
* Digital books
* Diagrams
* Maps
* Photographs
* Artworks
* Illustrations

**Examples:** * The Ghost of Miss Annabelle Spoon
* Far Out, Brussel Sprout!
* Alright, Vegemite!
 | * Television
* Media/News (e.g.: Behind The News)
* Multi-modal texts
 |
| **Spelling** | **Explicit teaching as per modelled/guided writing:****Learning Goal (WALT):** We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.* Refer to the Soundwaves Spelling Program.
* Explicit modelling of the weekly spelling rule/sounds (phonemes).
* 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, Bloom’s Taxonomy: *Spelling Matrix* etc.

**Weekly Phonemes and Graphemes:** *(Explicitly teach: modeled, guided and independent experiences)***:****Week 2:** **Unit 29**Graphemes: oo/ew/ue/u-e/u/wo/o/ui/eau(you)/oughFocus concept: Y5 – rhyming, word building/word families, correct word usage/vocabulary, combining syllables, homophones, Greek and Latin rootsY6 – comparison, word building/word families, words ending with ly/able/al/ity/ation, correct word usage/vocabulary, synonyms**Week 3 Unit 30:** Graphemes: z/ zz/ s/ se/ s/ siFocus ConceptsY5 - Comparison (BLMs WL8–9), Word building/Word families (BLM GM95), Using a dictionary, Suffixes: sion, ismY6 - Comparison (BLMs WL8–9), Word building/Word families (BLM GM95), Using a dictionary, Suffixes: sion, ism**Week 4 Unit 31:**Graphemes:ou/ owFocus Concepts:Y5 - Past tense, Rhyming, Word building/Word families, Correct word usage/Vocabulary, Homographs: row, house, wound (BLM WL5), Prefix: pro (BLM P13)Y6 - Focus Concepts: Singular and plural, Correct word usage/Vocabulary, (BLMs WL3–4), Proverbs, Homophones: bow/ bough, coward/cowered, foul/fowl, council/counsel, browse/brows, aloud/ allowed, Prefix: counter (BLM P17)**Week 5 Unit 32:**Graphemes: ch/ tch/ sh/ ch/ ti/ ci Focus ConceptsY5 - Adding s or es, adding to words ending in the letter e, Word building/Word families, Correct word usage/VocabularyY6 - Focus Concepts: Word building/ Word families, Correct word usage/ Vocabulary, Verb tense (present and past) (verb agreement)**Week 6 Unit 33:** Graphemes: oy/ oi/ eer/ earFocus Concepts:Y5 - Rhyming, Comparison (BLM GM83), Word building/Word families, Homophones: peer/pier, shear/ sheer, tear/tier, serial/cereal (BLM WL4), Antonyms: repairs/destroys, employee/ employer, lower/hoists, quiet/noisy, blunt/pointed, uncoil/coil, Synonyms: dampness/moisture, pleasant/enjoyable, position/appointment, regal/royal, slippery/oily, stop/foil, selection/choice, together/jointly, journey/voyageY6 - Collective nouns, Correct word usage/Vocabulary, Verb tense (present and past) (verb agreement) (BLM WL12), (verb tense) (BLMs GM102–105)**Week 7 Unit 34:** Graphemes: t/ th Focus Concepts:Y5 - Word origins, Word building/Word families, Correct word usage/Vocabulary, Compound words: thunderstorm, earthquake, thornbill, thickset, thumbnail, throughout, throwaway, thoroughfare (BLM T2Y6 - Word building/ Word families, Correct word usage/ Vocabulary, (BLMs WL3–4), Proverbs (BLM WL10), Synonyms: length/ swathe, respire/breathe, beat/rhythm, encircled/wreathed, serenely/smoothly, twist/writhe, detestable/loathsome, enveloped/smothered approximately/ thereabouts**Week 8 Unit 35:** Graphemes: air/ areFocus Concepts:Y5 - Adding ed, adding ing, adding y or ly, Word building/Word families, Homophones: stairs/stares, hair/hare, pare/pair/pear, mayor/mare, flare/flair, where/wear/we’re, bear/bare, fare/fair, they’re/their/there, heir/air (BLMs WL3–5), Homograph: tearY6 - Word building/Word families, Suffixes: aire, ian (BLMs S17–18), Greek and Latin roots: aero (BLM R36), Synonyms: event/affair, request/prayer, breezily/airily, antenna/aerial, misery/ despair, cautiously/warily, announce/ declare, shortage/scarcity, imperfect/ impaired, broken/disrepair, opening performance/premiere, intolerable/ unbearable, test/questionnaire, clear/ transparent, change/variation**Week 9 Unit 36:**Graphemes: era, r, or, a, e, I, o, u Focus Concepts:Y5 - Using a dictionary, Greek and Latin roots: capio captus, caput capitus, decem, natalis (BLMs R38–41) Y6 - Correct word usage/ Vocabulary, Similes, Homophones: forward/foreword, licence/license (BLMs WL3–4), Suffixes: ist, ian, ician (BLM GM114), Synonyms: housing/ accommodation, breathtaking/ exhilarating, moral sense/conscience, now and then/occasional, usually/ ordinarily, absurd/ridiculous, interpreter/ translator, help/assistance, easy/ effortless, driver/chauffeur, aware/ conscious, well–mannered/courteous, misgiving/suspicion, fine china/porcelain, particular/specific, examine/analyse, unfamiliar/foreign, rogue/villain, small plate/saucer, employment/career | **EN3-4A** draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts | **Formative Assessment:*** Teacher Feedback
* Student self- feedback and self-assessment
* Peer feedback

**Summative assessment:*** Post-test – Week 5 (SA Spelling A)
* Post-test – Week 5 Dictation
 |
| **Grammar, Punctuation and Vocabulary** | **Refer to K-10 English Syllabus Grammar Scope and Sequence and Stage 3 Grammar program.**[**http://syllabus.nesa.nsw.edu.au/assets/global/files/english\_k6\_asm2.pdf**](http://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf)**Grammar Focus:** **Week 1:** Emphasis**Week 2:** Irony/Humour**Week 3-10:** Revision | **Punctuation Focus:**Revision based on class needs. | **EN3-6B** uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies. | **Formative Assessment:*** Teacher Feedback
* Student self- feedback and self-assessment
* Peer feedback

**Summative assessment:*** Embedded in Writing
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| **Writing & Representing**  | **Writing Focus: Poetry :** *Poetic Devices - Writing Different Text Types of Poetry* **Cycle 1****Week 1 – 2:** *Limericks***Weeks 3 – 5:** *Looking at various poems (Ballads, shape poems etc.)***Learning Goal (WALT):** We are learning to view and write different forms of poetry for a widening range of purposes and audiences. * Explicit modelled, guided and independent writing *(jointly and independently construct a variety of poems with the teacher in deconstructing and modelling stages).*
* Sessions: 4 to 5 times per week: focus on the structure of a limerick poem and then focus on other various poems (e.g. ballads, haikus etc.) as well as teaching/modelling specific poetic devices (e.g. similes, metaphors, rhymes etc.).
* Focus based on Stage and Class needs: analyzing pre-test data.
* Writing process: planning, drafting/composing, revising/editing, publishing - *Students draft and write a number of different poems for a wide variety of purposes and audiences. Students will learn the common elements of poetry and explore how these may be applied to shape poems.*
 | **Writing Focus:** *Revision of text types based on class needs.***Cycle 2****Week 7 -10:** * Explicit modelled, guided and independent writing *(jointly and independently construct a variety of texts with the teacher in deconstructing and modelling stages).*
* Writing process: planning, drafting/composing, revising/editing, publishing.
 | [**EN3-2A**](http://syllabus.bos.nsw.edu.au/english/english-k10/content/887/)composes, edits and presents well-structured and coherent texts.**EN3-7C** thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts. **EN3-9E** recognises, reflects on and assesses their strengths as a learner.  | **Diagnostic Assessment:*** Pre-assessment - Week 1
* Mid-assessment - Week 5

**Formative Assessment:*** Bump it up walls
* Exit Slips/reflection
* Two stars and one wish
* Feedback Thumbs
* Peer and teacher feedback
* Student self- feedback and self-assessment using: WALT, WILF and TIB
* Pre-test: - *Limericks* – Week 1

**Summative assessment:*** Post-test: - *Limericks –* Week 5
 |
| **Speaking & Listening** | * Debating
* Toast Masters
* Genius Hour Presentations
* Mini Assignment Presentation
 | [**EN3-1A**](http://syllabus.bos.nsw.edu.au/english/english-k10/content/881/)communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.**EN3-9E** recognises, reflects on and assesses their strengths as a learner. | **Formative Assessment:*** Teacher observation/anecdotal notes
* Mini Assignment Presentation
* Self and Peer feedback

**Summative assessment:** |