SCPS English Scope & Sequence

|  |  |
| --- | --- |
|  | Stage 3 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 |
| **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 |
| **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 | |
| **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 |
| **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/bb  Focus concepts:  Y5 – word building/word families, homophones, verb tense, suffixes  Y6 – 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 a  Focus 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)/ch  Focus concept:  Y5 – adding s or es, word building/word families, correct word usage/vocabulary, homophones, prefixes, synonyms  Y6 – word building/word families, correct word usage/vocabulary, using a dictionary, synonyms  **Week 5: Unit 4**  Graphemes: e/ea/ai/a  Focus concept:  Y5 – word building/word families, combining syllables, prefixes, Greek and Latin word roots , antonyms  Y6 – 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/dd  Focus concept:  Y5 – adding ion, comparison, correct word usage/vocabulary, homophone, prefixes  Y6 – word building/word families, correct word usage/vocabulary, spoonerisms, suffixes, prefixes, Greek and Latin roots  **Week 7:** **Unit 6**  Graphemes:i/e/u/ui  Focus concept:  Y5 – definitions, combining syllables, suffixes, prefixes  Y6 – word building/word families, correct word usage/vocabulary, homophones  **Week 8: Unit 7**  Graphemes: f/ff/ph/gh/ffe  Focus concept:  Y5 – adding y or ly, adding s or es, rhyming, combining syllables, verb tenses, Greek and Latin roots  Y6 – 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/a  Focus concept:  Y5 – word building/word families, combining syllables, prefixes, Greek and Latin roots, antonyms, synonyms  Y6 – word building/word families, similes, Greek and Latin roots, antonyms, synonyms  **Week 10:** **Unit 9**  Graphemes: g/gg/gu  Focus concepts:  Y5 – adding ed ing, word building/word families, correct word usage/vocabulary, using a dictionary, combining syllables, homophones, suffixes  Y6 – 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 |
| **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?’* |
| **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 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | | |
| **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 | | |
| **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 |
| **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/oe  Focus concepts:  Y5 – word building/word families, combining syllables, homophones, prefixes, Greek and Latin roots  Y6 – 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/dge  Focus concepts:  Y5 – comparison, word building/word families, combining syllables, contractions, Greek and Latin roots  Y6 – 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/ey  Focus concepts:  Y5 – adding ing/ion/y/ly, correct word usage/vocabulary, homophones, verb tenses  Y6 – adding ing/ion, word origins, word building/word families, correct word usage/vocabulary, homophones, homographs  **Week 5: Unit 14**  Graphemes: l/ll  Focus concept:  Y5 – comparison, word building/word families, words ending with al/el/it/ol/le, correct word usage/vocabulary, homophones  Y6 – 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/i  Focus concept:  Y5 – rhyming, singular and plural, comparison, correct word usage/vocabulary, combining syllables, homophones, suffixes  Y6 – singular and plural, correct word usage/vocabulary, combining syllables, analogies, homograph, suffixes  **Week 7:** **Unit 16**  Graphemes: m/mm/mb/me  Focus concept:  Y5 – singular and plural, word building/word families, combining syllables, prefixes, compound words, synonyms  Y6 – alphabetical order, comparison, combining syllables, Greek and Latin roots, synonyms  **Week 8: Unit 17**  Graphemes:i-e/y/igh/i/ie/uy  Focus concept:  Y5 – rhyming, word building/word families, correct word usage/vocabulary, homographs  Y6 – rhyming, word building/word families, correct word usage/vocabulary, homographs  **Week 9:** **Unit 18**  Graphemes: n/nn/kn and ng/n  Focus concept:  Y5 – word building/word families, homophones, homographs, contractions, suffixes, prefixes  Y6 – correct word usage/vocabulary, verb tenses, suffixes, prefixes  **Week 10:** **Unit 19**  Graphemes: oa/o-e/ow/o/oe/ough  Focus 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 |
| **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) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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/wr  Focus concepts:  Y5 – alphabetical order, suffixes, prefixes, Greek and Latin roots  Y6 – correct word usage/vocabulary, homophones, prefixes  **Week 3: Unit 21**  Graphemes: ar/a/are/al/au/ear  Focus concepts:  Y5 – alphabetical order, singular an dplural, using a dictionary  Y6 – comparison, correct word usage/vocabulary, using a dictionary, contractions  **Week 4: Unit 22**  Graphemes: s/ss/se/ce/x(ks)/c  Focus concepts:  Y5 – word building/word families, homophones, contractions, antonyms  Y6 – alphabetical order, word building/word families, correct word usage/vocabulary, homophones  **Week 5:** **Unit 23**  Graphemes: ir/ur/or/er/ere/ear  Focus concepts:  Y5 – adding ed/ing to words ending in er, comparison, word building/word families, correct word usage/vocabulary, verb tense, Greek and Latin roots  Y6 – comparison, word building/word families, using adictionary, homophones  **Week 6: Unit 24**  Graphemes: t/tt  Focus 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/ough  Focus concept:  Y5 – singular and plural, comparison, correct word usage/vocabulary, homophones, homographs, verb tenses, prefixes, Greek and Latin roots  Y6 – singular and plural, comparison, word building/word families, homographs, synonyms,  **Week 8:** **Unit 26**  Graphemes: v/ve and w/wh/u  Focus concept:  Y5 – word building/word families, correct word usage/vocabulary, homophones, contractions, suffixes  Y6 – correct word usage/vocabulary, homophones, prefixes, Greek and Latin roots, synonyms  **Week 9: Unit 27**  Graphemes:oo/u/oul/o  Focus concept:  Y5 – singular and plural, using a dictionary, homographs, contractions, compound words  Y6 – 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 syllables  Y6 – using a dictionary, proverbs, synonyms  **Week 10:** **Unit 29**  Graphemes: oo/ew/ue/u-e/u/wo/o/ui/eau(you)/ough  Focus concept:  Y5 – rhyming, word building/word families, correct word usage/vocabulary, combining syllables, homophones, Greek and Latin roots  Y6 – 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 |
| **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 |
| **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 |
| **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 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| **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)/ough  Focus concept:  Y5 – rhyming, word building/word families, correct word usage/vocabulary, combining syllables, homophones, Greek and Latin roots  Y6 – 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/ si  Focus Concepts  Y5 - Comparison (BLMs WL8–9), Word building/Word families (BLM GM95), Using a dictionary, Suffixes: sion, ism  Y6 - Comparison (BLMs WL8–9), Word building/Word families (BLM GM95), Using a dictionary, Suffixes: sion, ism  **Week 4 Unit 31:**  Graphemes:ou/ ow  Focus 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 Concepts  Y5 - Adding s or es, adding to words ending in the letter e, Word building/Word families, Correct word usage/Vocabulary  Y6 - 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/ ear  Focus 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/voyage  Y6 - 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 T2  Y6 - 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/ are  Focus 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: tear  Y6 - 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 |
| **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:** |