

SCPS English Scope & Sequence

Early Stage One

ES1 English Scope and Sequence		Term 1	
	Content / Units -	Outcomes	Assessment
Reading & Viewing	<p>Modelled and shared reading and viewing of rich texts and quality literature.</p> <p>Guided Reading (learning to read) – Decodable readers following the phonics scope and sequence, one to one matching, return sweep, developing skills and strategies for reading, viewing and comprehension with the goal of reading PM ‘red levelled text’.</p> <p>Independent literacy activities – linking to all aspects</p> <p>‘Word Work’ based on text</p> <p>Modelled texts: Silly Billy by Anthony The Night Shimmy by Gwen Strauss Hiccup the Viking Who was Seasick by Cressida Cowell What if...? by Anthony Browne The Runaway Hug: Nick Bland There’s a Sea in My Bedroom Elmer Ella Kazoo Won’t Brush Her Hair</p> <p>Guided texts: Decodable readers and levelled readers for guiding reading sessions as per class groupings and student need.</p>	<p>Ene-4A demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies</p> <p>Ene-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</p> <p>Ene-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> Kindergarten Best Start Week 1 <p>Formative assessment:</p> <ul style="list-style-type: none"> Guided reading observations Teacher feedback during modelled and guided reading Student feedback to self during guided reading <p>Summative assessment:</p> <ul style="list-style-type: none"> Reading records/ PM Benchmark assessment when needed or when students reach levels 6, 9 and 12
Spelling	<p>Phonetic spelling in guided reading and writing</p> <p>Blends and spelling patterns</p> <p>Hearing and recording sounds</p> <p>Segmenting to write and blending to read</p> <p>Syllabification</p> <p>High frequency words – OPEN sight words scope and sequence (modified to suit SCPS), butterfly chart words</p>	<p>Ene-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p>	<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> Kindergarten Best Start Week 1 <p>Formative assessment:</p> <ul style="list-style-type: none"> Teacher observations and feedback Student self-assessment against success criteria and WAGOLL (e.g. feedback slips, checklist, 2 stars and a wish)

	<p>Week 2-6: focus on <i>Exploring Sounds</i> Week 2 /b/ balloon, /k/ kite, /d/ duck, /f/ fish Week 3 /g/ girl, /h/ house, /j/ jellyfish, /l/ lizard, /m/ moon Week 4 /n/ net /p/ pig, /r/ robot, /s/ seal, /t/ tiger Week 5 /v/ vase, /w/ web, /y/ yo-yo, /z/ zebra, /a/ apple Week 6 /e/ egg, /i/ igloo, /o/ orange, /u/ umbrella</p> <p>Week 7-10: focus on <i>Discovering Graphemes</i> Week 7 m moon, a apple Week 8 t tiger, s seal Week 9 i igloo, d duck Week 10 f fish, n net Week 11 Revise/assess</p>			<ul style="list-style-type: none"> Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> As per writing assessment schedule Phonics assessment (fortnightly) High frequency word assessment (weekly) L3 vocabulary assessment Week 5 and Week 10 L3 hearing and recording sounds assessment Week 10
Grammar, Punctuation and Vocabulary	<p>Grammar: Week 1-2 - simple sentence Week 5-6 - nouns Week 7-8 - statements Week 9 - pronoun reference</p> <p><i>*integrated into writing program</i></p>	<p>Punctuation: Week 2-3 - capital letters Week 4-5 - full stops</p> <p><i>*integrated into writing program</i></p>	<p>ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback (e.g. verbal, feedback slips, mid lesson spotlight) Student self-assessment against success criteria and WAGOLL (e.g. feedback slips, checklist, 2 stars and a wish) Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> As per writing assessment schedule

Handwriting & Using Digital Technologies	<p>Explicit instruction of letter formation alongside phoneme/grapheme scope and sequence.</p> <p>Handwriting in literacy activities.</p> <p>Explicit instruction in guided writing groups.</p> <p>Digital publishing of text using computers.</p> <p>Technology learning integration</p>	<p>Ene-3A produces most lower case and upper case letters and uses digital technologies to construct texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback • Student self-assessment against success criteria and WAGOLL <p>Summative assessment:</p> <ul style="list-style-type: none"> • Handwriting assessment on graphemes taught in Week 10
Writing & Representing	<p>During Term 1 students will participate in modelled, guided and independent writing activities that focus on letter formation, name writing and link to books selected in the reading to unit.</p> <p>Writing will be taught by an appropriate combination of explicit teaching through the modelled, guided and independent writing pedagogy.</p> <p>Modelled, guided and independent writing sessions will occur 4 to 5 times per week:</p> <ul style="list-style-type: none"> - Understand and identify the use of writing conventions from modelled teaching eg spaces, left to right, return sweep, capital letters and full stops. - Develop correct letter formation for letters A-Z - Ability to write a basic bank of high frequency words (from butterfly chart and high frequency word scope and sequence) - Begin to identify, hear and record sound - Begin to hear syllables and chunks in words - Develop an understanding of phoneme-grapheme correspondences - Students will be exposed to a range of imaginative, informative and persuasive texts 	<p>Ene-2A composes simple texts to convey an idea or message</p> <p>Ene-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p>Ene-11D responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p>Ene-12E demonstrates awareness of how to reflect on aspects of their own and others' learning</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Kindergarten Best Start Week 1 • Mid-assessment Week 6 'Look at Me' <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback • Student self- feedback and self-assessment (e.g. feedback slips, checklist, 2 stars and a wish, mid lesson spotlight) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • Post-assessment Week 10 'Cross Country' • Hearing and Recording Post (Week 10 sentence)
Speaking & Listening	<p>Establish routine and social skills for appropriate spoken interactions with peers and adults</p> <p>Modelled reading discussions</p> <p>Literacy group activities</p> <p>Developmental play program</p> <p>News presentations</p>	<p>Ene-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>Ene-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Kindergarten Best Start Week 1 <p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation/anecdotal notes <p>Summative assessment:</p> <ul style="list-style-type: none"> • History verbal assessment related to news.

ES1 English Scope and Sequence		Term 2	
	Content / Units -	Outcomes	Assessment
Reading & Viewing	<p>Modelled and shared reading and viewing of rich texts and quality literature.</p> <p>Guided Reading (learning to read) - Decodable readers following the phonics scope and sequence, one to one matching, return sweep, developing skills and strategies for reading, viewing and comprehension with the goal of reading PM red or yellow levelled text (4-8).</p> <p>Participation in self-motivated reading activities beyond modelled and guided teaching e.g. independent familiar reading, high frequency word recognition, comprehension opportunities.</p> <p>See high frequency word scope and sequence and phoneme/grapheme scope and sequence.</p> <p>Independent literacy activities – linking to all aspects</p> <p>Modelled texts: Warnayarra the Rainbow Snake How the Kangaroos got their Tails Dunbi the Owl How the Birds got their Colours The Echidna and the Shade Tree When the Snake Bites the Sun The River is Big</p> <p>Guided texts: Decodable readers and levelled readers for guiding reading sessions as per class groupings and student need.</p>	<p>EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p>ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</p> <p>ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Guided reading observations • Teacher feedback during modelled and guided reading • Student feedback to self <p>Summative assessment:</p> <ul style="list-style-type: none"> • Benchmark assessment for levels 6, 9 and 12 • Reading Records/ PM Benchmark assessment Week 9

Spelling	<p>Phonetic spelling in guided reading and writing Blends and spelling patterns Hearing and recording sounds Segmenting to write and blending to read Syllabification High frequency words – OPEN sight words scope and sequence (modified to suit SCPS), butterfly chart words</p> <p>As per SCPS scope & sequence: Week 1 p pig, o orange Week 2 r robot, g girl Week 3 e egg, h house Week 4 k kite, c kite Week 5 Revise/assess Week 6 u umbrella, b balloon Week 7 l lizard, j jellybean Week 8 y yo-yo, v vase Week 9 w web, z zebra Week 10 Revise/assess</p>		<p>ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Teacher observations and feedback • Student self-assessment against success criteria and WAGOLL (e.g. feedback slips, checklist, 2 stars and a wish) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule • Phonics assessment (fortnightly) • High frequency word assessment (weekly) • L3 vocabulary assessment Week 5 and Week 10 • L3 hearing and recording sounds assessment Week 10
Grammar, Punctuation and Vocabulary	<p>Grammar: Week 2-3 - statement Week 4-5 – who, what, when, where words Week 7 – pronouns Week 8 - conjunctions Week 9 - statement, command, question</p>	<p>Punctuation: Week 1 - capital letter Week 6 - questions and question marks</p>	<p>ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback (e.g. verbal, feedback slips, mid lesson breaks) • Student self-assessment against success criteria and WAGOLL (e.g. feedback slips, checklist, 2 stars and a wish)

	<i>*integrated into writing program</i>	<i>*integrated into writing program</i>		<ul style="list-style-type: none"> Peer feedback Summative assessment: <ul style="list-style-type: none"> As per writing assessment schedule
Handwriting & Using Digital Technologies	<p>Explicit instruction of letter formation alongside phoneme/grapheme scope and sequence.</p> <p>Handwriting in literacy activities.</p> <p>Explicit instruction in guided writing groups.</p> <p>Digital publishing of text using computers.</p> <p>Technology learning integration</p>	<p>ENE-3A produces most lower case and upper case letters and uses digital technologies to construct texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback Student self-assessment against success criteria and WAGOLL <p>Summative assessment:</p> <ul style="list-style-type: none"> Handwriting assessment on graphemes taught- Week 10 	
Writing & Representing	<p>Modelled, guided and independent writing sessions will occur 4 to 5 times per week:</p> <ul style="list-style-type: none"> Begin to use writing conventions from modelled teaching eg spaces, left to right, return sweep, capital letters and full stops. Develop correct letter formation for letters A-Z Ability to write a basic bank of high frequency words (from butterfly chart and high frequency word scope and sequence) Ability to write independently using room print, butterfly charts and dictionaries Begin to identify, hear and record sounds Begin to hear syllables and chunks in words Develop an understanding of phoneme-grapheme correspondences <p>Students will focus on writing informative texts to provide information. This may include recounts of events, instructions, descriptions and rules.</p> <p>FOCUS : Informative</p> <ul style="list-style-type: none"> Procedures (i.e. making bread or butter) Information report (i.e. Aboriginal hunting and tucker, where food comes from) Recount/information about school experiences Responses to rich text and shared experiences. 	<p>ENE-7B recognises some different purposes for writing and that own texts differ in various ways</p> <p>ENE-2A composes simple texts to convey an idea or message</p> <p>ENE-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p>ENE-11D responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p>ENE-12E demonstrates awareness of how to reflect on aspects of their own and others' learning</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> Term 1 Week 10 assessment Mid-assessment Week 6 'How the birds got their colours' <p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback Student self- feedback and self-assessment (e.g. feedback slips, checklist, 2 stars and a wish, mid lesson spotlight) Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> Post-assessment Week 10 'Special Traditions or Places you like to go with your Family' Hearing and Recording Post (Week 20 sentence) 	

Speaking & Listening	<p>Participation in regular spoken interactions with peers and adults.</p> <p>Modelled reading discussions</p> <p>Literacy group activities</p> <p>Developmental play program</p> <p>Topical news presentations</p> <p>Week 1: School Holidays</p> <p>Week 2: Mum</p> <p>Week 3: Family</p> <p>Week 4: Free choice</p> <p>Week 5: Family Stories</p> <p>Week 6: Grandparents</p> <p>Week 7: Favourite season</p> <p>Week 8: Favourite game</p> <p>Week 9: Special events</p> <p>Week 10: Free choice</p>	<p>Ene-1A communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>Ene-6B recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation/anecdotal notes <p>Summative assessment:</p> <ul style="list-style-type: none"> • Anecdotal notes
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ES1 English Scope and Sequence		Term 3	
	Content / Units -	Outcomes	Assessment
Reading & Viewing	<p>Modelled and shared reading and viewing of rich texts and quality literature.</p> <p>Guided Reading (learning to read) - Decodable readers following the phonics scope and sequence, one to one matching, return sweep, developing skills and strategies for reading, viewing and comprehension with the goal of reading PM yellow levelled texts using meaning, compound words, spelling patterns and analogy to read unknown words.</p> <p>Participation in self-motivated reading activities beyond modelled and guided teaching e.g. independent familiar reading, high frequency word recognition, comprehension opportunities.</p> <p>See high frequency word scope and sequence and phoneme/grapheme scope and sequence.</p> <p>Independent literacy activities – linking to all aspects</p> <p>Modelled texts: Diary of a Wombat Little Platypus Puggle's Problem Waddle, Giggle, Gargle Olga the Brolga Karana, The Story of Father Emu The Great Rock Whale: Christine Paice Sebastian Lives in a Hat Invisible Me Wombat Stew Blossom Possum Kolah the Koala</p> <p>Guided texts: Decodable readers and levelled readers for guiding reading sessions as per class groupings and student need.</p>	<p>EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p>ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</p> <p>ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p>ENe-12C demonstrates awareness of how to reflect on aspects of their own and others' learning</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Guided reading observations • Teacher feedback during modelled and guided reading • Student feedback to self <p>Summative assessment:</p> <ul style="list-style-type: none"> • Reading Records/ PM Benchmark assessment Week 9 • Benchmark assessment for levels 6, 9 and 12

<p>Spelling</p>	<p>Phonetic spelling in guided reading and writing Blends and spelling patterns Hearing and recording sounds Segmenting to write and blending to read Syllabification Compound words Spelling patterns High frequency words – OPEN sight words scope and sequence (modified to suit SCPS), butterfly chart words, spiral dictionaries As per SCPS scope & sequence:</p> <p>Week 1 ck kite, ng ring</p> <p>Week 2 ss seal, ff fish</p> <p>Week 3 ll lizard, zz s zebra</p> <p>Week 4 x kite seal, q kite umbrella</p> <p>Week 5 Revise/assess</p> <p>Week 6 ch chick, sh shell</p> <p>Week 7 th thong, th feather</p> <p>Week 8 s treasure, ay a_e snail</p> <p>Week 9 ee e ea bee, i_e y ice cream</p> <p>Week 10 Revise/assess</p>		<p>ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Teacher observations and feedback • Student self-assessment against success criteria and WAGOLL (e.g. feedback slips, checklist, 2 stars and a wish) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule • Phonics assessment (fortnightly) • High frequency word assessment (weekly) • L3 vocabulary assessment Week 5 and Week 10 • L3 hearing and recording sounds assessment Week 10
<p>Grammar, Punctuation and Vocabulary</p>	<p>Grammar: Week 1-2 - adjectives Week 3-4 - conjunctions Week 5-6 - pronoun</p>	<p>Punctuation: Week 7-8 exclamations and exclamation marks</p>	<p>ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback (e.g. verbal, feedback slips, mid lesson breaks) • Student self-assessment against success criteria and WAGOLL (e.g.

	<p>Week 9-10 - revise statement, command, question, exclamation</p> <p><i>*integrated into writing program</i></p>	<p><i>*integrated into writing program</i></p>		<p>feedback slips, checklist, 2 stars and a wish)</p> <ul style="list-style-type: none"> Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> As per writing assessment schedule
<p>Handwriting & Using Digital Technologies</p>	<p>Explicit instruction of letter formation alongside phoneme/grapheme scope and sequence.</p> <p>Handwriting in literacy activities.</p> <p>Explicit instruction in guided writing groups.</p> <p>Digital publishing of text using computers.</p> <p>Technology learning integration</p>	<p>ENe-3A produces most lower case and upper case letters and uses digital technologies to construct texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback Student self-assessment against success criteria and WAGOLL <p>Summative assessment:</p> <ul style="list-style-type: none"> Handwriting assessment on graphemes taught- Week 10 	
<p>Writing & Representing</p>	<p>Modelled, guided and independent writing sessions will occur 4 to 5 times per week:</p> <ul style="list-style-type: none"> Understand and use writing conventions from modelled teaching eg spaces, left to right, return sweep, capital letters and full stops. Develop correct letter formation for letters A-Z Ability to write a basic bank of high frequency words (from butterfly chart and high frequency word scope and sequence) Ability to write independently using room print, butterfly charts and dictionaries Ability to compose and reread own text Ability to identify, hear and record sounds Ability to hear syllables and chunks in words Develop an understanding of phoneme-grapheme correspondences Participation in self-motivated independent writing activities beyond modelled and guided teaching e.g. response to familiar text after guided reading 	<p>ENe-7B recognises some different purposes for writing and that own texts differ in various ways</p> <p>ENe-2A composes simple texts to convey an idea or message</p> <p>ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p>ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p>ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> Term 2 Week 10 assessment Mid-assessment Week 6 'Description of a Platypus' <p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback Student self- feedback and self-assessment (e.g. feedback slips, checklist, 2 stars and a wish, mid lesson spotlight) Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> Post-assessment Week 10 'Description of a Koala' Hearing and Recording Post (Week 30 sentence) 	

	<p>FOCUS : Informative and exposure to persuasive</p> <ul style="list-style-type: none"> - Information report (Australian animals) - Recount/information about school experiences (Market Day, Discovery Space and Sculptures at Killalea excursions) - Responses to rich text and shared experiences. - Environmental issues 		
<p>Speaking & Listening</p>	<p>Participation in regular spoken interactions with peers and adults.</p> <p>Modelled reading discussions</p> <p>Literacy group activities</p> <p>Developmental play program</p> <p>News presentations</p> <p>Week 1: School Holidays Week 2: Athletics Carnival Week 3: Australian Animal Week 4: Speeches Week 5: Australian Animal Week 6: Dad Week 7: Free Choice Week 8: Discovery Space Excursion Week 9: Sculptures by the Sea Week 10: Free Choice</p> <p>Whole School/COS Public Speaking Competition 'When I grow up'</p>	<p>EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p>EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher observation/anecdotal notes <p>Summative assessment:</p> <ul style="list-style-type: none"> • Public Speaking assessment and rubric

ES1 English Scope and Sequence		Term 4	
	Content / Units -	Outcomes	Assessment
Reading & Viewing	<p>Modelled and shared reading and viewing of rich texts and quality literature.</p> <p>Guided Reading (learning to read) - Decodable readers following the phonics scope and sequence, one to one matching, return sweep, developing skills and strategies for reading, viewing and comprehension with the goal of reading PM yellow levelled texts using meaning, compound words, spelling patterns and analogy to read unknown words, develop independent reading strategies and self-monitoring.</p> <p>Participation in self-motivated reading activities beyond modelled and guided teaching e.g. independent familiar reading, high frequency word recognition, comprehension opportunities.</p> <p>See high frequency word scope and sequence and phoneme/grapheme scope and sequence.</p> <p>Independent literacy activities – linking to all aspects</p> <p>Modelled texts: Pog Emily and the Dragon Room on the Broom The Gruffalo The Gruffalo’s Child The Paper Bag Princess How I became a pirate The Egg The Troll Where the Wild Things Are We’re Going on a Bear Hunt</p> <p>Guided texts: Decodable readers and levelled readers for guiding reading sessions as per class groupings and student need.</p>	<p>EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p>ENe-8B demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</p> <p>ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p>ENe-12C demonstrates awareness of how to reflect on aspects of their own and others’ learning</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Guided reading observations • Teacher feedback during modelled and guided reading • Student feedback to self <p>Summative assessment:</p> <ul style="list-style-type: none"> • Reading Records/ PM Benchmark assessment Week 5 for all students

Spelling	<p>Phonetic spelling in guided reading and writing Blends and spelling patterns Hearing and recording sounds Segmenting to write and blending to read Syllabification Compound words Spelling patterns High frequency words – OPEN sight words scope and sequence (modified to suit SCPS), butterfly chart words, spiral dictionaries As per SCPS scope & sequence:</p> <p>Week 1 oa, o_e o boat, ar a star</p> <p>Week 2 ir ur bird, or a horse</p> <p>Week 3 oo u book, oo boot</p> <p>Week 4 ou ow cloud, oy boy</p> <p>Week 5 eer, ear deer, air chair</p> <p>Week 6 er ladder</p> <p>Week 7 Revise/assess</p> <p>Week 8 Revise/assess</p> <p>Week 9 Revise/assess</p>		<p>ENe-5A demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Teacher observations and feedback • Student self-assessment against success criteria and WAGOLL (e.g. feedback slips, checklist, 2 stars and a wish) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule • Phonics assessment (fortnightly) • High frequency word assessment (weekly) • L3 vocabulary assessment Week 5 • Sound Waves Kindergarten Content Assessment Week 5 • L3 hearing and recording sounds assessment Week 5
Grammar, Punctuation and Vocabulary	<p>Grammar:</p> <p>Week 1 - adverbial phrases Week 2 - adverbial phrases Week 3 - adverbial phrases Week 4 - conjunctions Week 5-6 - pronoun Week 9-10 - revise as per class need</p>	<p>Punctuation:</p> <p>Week 7-8 exclamations and exclamation marks</p>	<p>ENe-9B demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback (e.g. verbal, feedback slips, mid lesson breaks) • Student self-assessment against success criteria and WAGOLL (e.g. feedback slips, checklist, 2 stars and a wish) • Peer feedback

	<i>*integrated into writing program</i>	<i>*integrated into writing program</i>		Summative assessment: <ul style="list-style-type: none"> As per writing assessment schedule
Handwriting & Using Digital Technologies	<p>Explicit instruction of letter formation alongside phoneme/grapheme scope and sequence.</p> <p>Handwriting in literacy activities.</p> <p>Explicit instruction in guided writing groups.</p> <p>Digital publishing of text using computers.</p> <p>Technology learning integration</p>	<p>ENe-3A produces most lower case and upper case letters and uses digital technologies to construct texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback Student self-assessment against success criteria and WAGOLL <p>Summative assessment:</p> <ul style="list-style-type: none"> Handwriting assessment on graphemes taught Week 5 	
Writing & Representing	<p>Modelled, guided and independent writing sessions will occur 4 to 5 times per week:</p> <ul style="list-style-type: none"> Understand and use writing conventions from modelled teaching e.g. basic punctuation and sentence composition Develop correct letter formation for letters A-Z Ability to write a basic bank of high frequency words (from butterfly chart and high frequency word scope and sequence) Ability to write independently using room print, butterfly charts and dictionaries Ability to compose and reread own text Ability to identify, hear and record sounds Ability to hear syllables and chunks in words Develop an understanding of phoneme-grapheme correspondences Participation in self-motivated independent writing activities beyond modelled and guided teaching e.g. response to familiar text after guided reading <p>FOCUS : Imaginative</p> <p>Students will focus on writing imaginative texts to represent their ideas, feelings and mental images in words (creative story writing) or visual images.</p> <ul style="list-style-type: none"> Creating stories using description, characters, settings and plots. Responses to rich texts and shared experiences 	<p>ENe-7B recognises some different purposes for writing and that own texts differ in various ways</p> <p>ENe-2A composes simple texts to convey an idea or message</p> <p>ENe-10C thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p>ENe-11D responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p>ENe-12E demonstrates awareness of how to reflect on aspects of their own and others' learning</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> Term 3 Week 10 assessment <p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback Student self- feedback and self-assessment (e.g. feedback slips, checklist, 2 stars and a wish, mid lesson spotlight) Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> Post-assessment Week 5 'create your own monster' Hearing and Recording Post (Week 37 sentence) Week 5 	

Speaking & Listening	<p>Participation in regular spoken interactions with peers and adults.</p> <p>Modelled reading discussions</p> <p>Literacy group activities</p> <p>Developmental play program</p> <p>News presentations</p> <p>Week 1: School Holidays Week 2: Favourite Book Week 3: Music Workshop Week 4: Halloween Week 5: Shoalhaven Zoo Week 6: Monsters Week 7: Free Choice Week 8: Summer Week 9: Christmas Week 10: Free Choice</p>	<p>EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p>EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher observation/anecdotal notes
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