SCPS English Scope & Sequence

Stage One
# S1 English Scope and Sequence – Even Year

<table>
<thead>
<tr>
<th>Content / Units -</th>
<th>Outcomes</th>
<th>Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading &amp; Viewing</strong></td>
<td></td>
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</table>
| Modelled and shared reading and viewing of rich texts and quality literature (procedure 1, 2 and 3 reflecting L3 pedagogy) including explicit focus on super six reading comprehension strategies | 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 | Formative assessment:  
- Guided reading observations  
- Teacher feedback during modelled and guided reading  
Summative assessment:  
- PLAN data Week 10  
- Reading Records/ PM Benchmark assessment every 5 weeks |
| Guided Reading (learning to read) including Reciprocal Reading sessions (reading to learn, level 23 plus) | EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts | |
| Independent literacy activities – linking to all aspects | | |
| **Focus on Reading strategies:**  
Week 5 – 8: Making Connections  
Week 9 – 11: Visualising | | |

| **Spelling** | | |
| As per LIPI/sound detectives scope & sequence:  
**Week 2 – 3:**  
Yr 1: sh, th, ay, oo (book)  
Yr 2: sh, th  
**Week 4 – 5:**  
Yr 1: ar, oy, ay, oo (book)  
Yr 2: a_e  
**Week 6 – 7:**  
Yr 1: ar, y(my), oy, qu  
Yr 2: i_e, ck  
**Week 8 – 9:**  
Yr 1: ck, y(my), wh, all  
Yr 2: ar, o_e  
**Week 10:**  
Yr 1: ing, ang, ong, ung  
Yr 2: ow  
Home Learning reading and writing sight word program  
Explicit teaching as per modelled/guided writing/LIPI scope and sequence | EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words | Formative Assessment:  
- Teacher Feedback  
- Student self- feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- As per writing assessment schedule  
- Home learning sight word testing (weekly) |
| **Grammar, Punctuation and Vocabulary** | **Grammar:**  
Week 2 – 4: nouns, pronouns, verbs  
Week 5 – 7: adjectives  
Week 8 – 10: prepositions simple conjunctions  
*integrated into writing program* | **Punctuation:**  
Week 2 – 4: capital letters, full stops  
Week 5 – 7: question marks, exclamation marks  
Week 8 – 10: commas | **EN1-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts**  
Formative Assessment:  
- Teacher Feedback  
- Student self- feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- As per writing assessment schedule  
- PLAN data Week 10 |
|---|---|---|---|
| **Handwriting & Using Digital Technologies** | As per LIPI/sound detectives scope & sequence  
As per writing process (publishing)  
Handwriting in literacy activities  
Digital publishing of text using computers  
Technology learning integration | **EN1-3A composes texts using letters of consistent size and slope and uses digital technologies**  
Formative Assessment:  
- Teacher Feedback  
Summative assessment:  
- As per writing assessment schedule |
| **Writing & Representing** | Imaginative text focus  
Week 1 – 5: Cycle 1  
Imaginative texts  
*for future years consider just focusing on sentence level*  
Week 6 -10: Cycle 2  
Imaginative texts  
Modelled, guided and independent writing sessions 4 to 5 times per week  
Writing process: planning, drafting/composing, revising/editing, publishing  
*Imaginative text focus* | **EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers**  
EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  
EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences  
EN1-12E identifies and discusses aspects of their own and others’ learning  
Diagnostic Assessment:  
- Pre-assessment Week 2  
- Mid-assessment Week 6  
Formative Assessment:  
- Teacher Feedback  
- Student self- feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- Post-assessment Week 10  
- PLAN data Week 10 |
| **Speaking & Listening** | Reading procedures 1,2 and 3  
Literacy group activities  
News presentations  
*Imaginative text focus* | **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**  
Formative Assessment  
- Teacher observation/anecdotal notes  
Summative assessment:  
- PLAN data Week 10 |
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<tr>
<th><strong>S1 English Scope and Sequence Even Year</strong></th>
<th><strong>Term 2</strong></th>
</tr>
</thead>
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<td><strong>Content / Units -</strong></td>
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</tr>
<tr>
<td><strong>Reading &amp; Viewing</strong></td>
<td><strong>Assessment</strong></td>
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<td>Modelled and shared reading and viewing of rich texts and quality literature (procedure 1, 2 and 3 reflecting L3 pedagogy) *including explicit focus on super six reading comprehension strategies</td>
<td>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</td>
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<td>Guided Reading (learning to read) including Reciprocal Reading sessions (reading to learn, level 23 plus)</td>
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<tr>
<td>Independent literacy activities – linking to all aspects</td>
<td>EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</td>
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**Focus on Reading strategies:**
**Week 1:** Visualising
**Week 2 – 5:** Predicting
**Week 6 – 9:** Monitoring
**Week 10:** Revise Predicting/ Monitoring

**Teacher/Modelled:**
Picture Books: *Aaron Blabey
**Week 1 – 5:**
*Pearl Barley and Charlie Parsley
*Noah Dreary
*Stanley Paste
*Sunday Chutney
**Week 6 – 10:**
*Thelma the Unicorn
*The Brothers Quibble
*The Ghost of Miss Annabel Spoon

**Teacher/Guided:**
*Levelled readers for guiding reading sessions as per class groupings and student need

**Formative assessment:**
- Guided reading observations
- Teacher feedback during modelled and guided reading

**Summative assessment:**
- PLAN data Week 5 and 10
- Reading Records/ PM Benchmark assessment every 5 weeks
| Spelling | As per LIPI/sound detectives scope & sequence:  
Week 1 – 2:  
Yr 1: ch, er, oo (moon), all  
Yr 2: ng, oo  
Week 3 – 4:  
Yr 1: ow (cow), er, oo (moon), ai  
Yr 2: ee, ea  
Week 5 – 6:  
Yr 1: a-e, o-e, i-e, u-e  
Yr 2: ch, oo  
Week 7 – 8:  
Yr 1: ow (cow), or, ee, ai  
Yr 2: ow, ai  
Week 9 - 10:  
Yr 1: ow (snow), or, ee, oi  
Yr 2: or  
Home Learning reading and writing sight word program  
Explicit teaching as per modelled/guided writing/LIPI scope and sequence | EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words | Formative Assessment:  
- Teacher Feedback  
- Student self- feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- As per writing assessment schedule  
- Home learning sight word testing (weekly) |
|---|---|---|
| Grammar, Punctuation and Vocabulary | Grammar:  
Week 1 – 4:  
structure of the clause, compound sentences  
Week 5 – 7:  
adjectives, word families, noun groups/articles  
Week 8 – 10:  
text level cohesion, subject-verb agreement, pronouns/noun agreement | EN1-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts | Formative Assessment:  
- Teacher Feedback  
- Student self- feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- As per writing assessment schedule |
| Handwriting & Using Digital Technologies | As per LIPI/sound detectives scope & sequence  
As per writing process (publishing)  
Handwriting in literacy activities  
Digital publishing of text using computers  
Technology learning integration | EN1-3A composes texts using letters of consistent size and slope and uses digital technologies | Formative Assessment  
- Teacher Feedback  
Summative assessment:  
- As per writing assessment schedule |
| Writing & Representing | Persuasive text focus  
**Week 1 – 5: Cycle 1**  
Persuasive text  
Modelled, guided and independent writing sessions 4 to 5 times per week  
Writing process: planning, drafting/composing, revising/editing, publishing  
**Week 6 -10: Cycle 2**  
Persuasive text  
| EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers  
EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter  
EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  
EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences  
EN1-12E identifies and discusses aspects of their own and others’ learning  
| Diagnostic Assessment:  
• Pre-assessment Week 1  
• Mid-assessment Week 5  
Formative Assessment:  
• Teacher Feedback  
• Student self- feedback and self-assessment (editing checklist)  
• Peer feedback  
Summative assessment:  
• Post-assessment Week 9  
• PLAN data Week 5 and 10  
| Speaking & Listening | Reading procedures 1,2 and 3  
Literacy group activities  
News presentations  
History project presentations  
| 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  
EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts  
| Formative Assessment:  
• Teacher observation/anecdotal notes  
Summative assessment:  
• PLAN data Week 5 and 10  
• History project presentation assessment rubric  

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<thead>
<tr>
<th>Content / Units - Reading &amp; Viewing</th>
<th>Outcomes</th>
<th>Term 3</th>
</tr>
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| Modelled and shared reading and viewing of rich texts and quality literature (procedure 1, 2 and 3 reflecting L3 pedagogy) *including explicit focus on super six reading comprehension strategies | **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 | Formative assessment:  
- Guided reading observations  
- Teacher feedback during modelled and guided reading  

Summative assessment:  
- PLAN data Week 5 and 10  
- Reading Records/ PM Benchmark assessment every 5 weeks |
| Guided Reading (learning to read) including Reciprocal Reading sessions (reading to learn, level 23 plus) | **EN1-8B** recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter | |
| Independent literacy activities – linking to all aspects | **EN1-10C** thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts | |
| **Focus on Reading strategies:**  
Week 2 – 5: Summarising  
Week 6 – 9: Questioning  
Week 10: Revise Summarising/ Questioning | Teacher/Modelled: *include range of informative texts as per teacher discretion  
Picture Books:  
*Week 1 – 5:  
- Feathers for Phoebe  
- Edward the Emu  
- Edwina the Emu  
- John Brown, Rose and the Midnight Cat  
*Week 6 – 10:  
- My Farm  
- A Year on Our farm  
- At the Beach | |
| Teacher/Guided: *levelled readers for guiding reading sessions as per class groupings and student need | | |

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| **Spelling** | As per LiPi/sound detectives scope & sequence:  
**Week 1 – 2:**  
Yr 1: ow (snow), ea (eat)  
y (baby), oi  
Yr 2: ll, ss, tt, nn, dd, pp, bb, rr  
**Week 3 – 4:**  
Yr 1: ur, ea (eat), y (baby), ou  
Yr 2: ou, air  
**Week 5 – 6:**  
Yr 1: ur, aw, ew (flew), ou  
Yr 2: aw, ew  
**Week 7 – 8:**  
Yr 1: oa, aw, ew, ea (bread)  
Yr 2: ir, y  
**Week 9 - 10:**  
Yr 1: oa, ir, ue, ea (bread)  
Yr 2: er  
Home Learning reading and writing sight word program  
Explicit teaching as per modelled/guided writing/LiPi scope and sequence | EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words | Formative Assessment:  
- Teacher Feedback  
- Student self- feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- As per writing assessment schedule  
- Home learning sight word testing (weekly) |
| **Grammar, Punctuation and Vocabulary** | **Grammar:**  
**Week 1 – 4:** developing quality of written descriptions using literary devices: adjectives, time connectives, verbs  
**Week 5 – 7:** adverbs, concrete/abstract nouns, paragraphs  
**Week 8 – 10:** paragraphs  
*repeat early focus areas as per class need** | EN1-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts | Formative Assessment:  
- Teacher Feedback  
- Student self- feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- As per writing assessment schedule |
| **Handwriting & Using Digital Technologies** | As per LiPi/sound detectives scope & sequence  
As per writing process (publishing)  
Handwriting in literacy activities  
Digital publishing of text using computers  
Technology learning integration | EN1-3A composes texts using letters of consistent size and slope and uses digital technologies | Formative Assessment:  
- Teacher Feedback  
Summative assessment:  
- As per writing assessment schedule |
| Writing & Representing | Persuasive text focus  
**Week 1 – 5: Cycle 1**  
Persuasive text  
Modelled, guided and independent writing sessions 4 to 5 times per week  
Writing process: planning, drafting/composing, revising/editing, publishing | EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers  
EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter  
EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  
EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences  
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- Pre-assessment Week 1  
- Mid-assessment Week 5  
Formative Assessment:  
- Teacher Feedback  
- Student self-feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- Post-assessment Week 9/10  
- PLAN data Week 5 and 10 |
| Speaking & Listening | Reading procedures 1, 2 and 3  
Literacy group activities  
News presentations  
Whole School/COS Public Speaking Competition | 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  
EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts | Formative Assessment:  
- Teacher observation/anecdotal notes  
Summative assessment:  
- PLAN data Week 5 and 10  
- History project presentation assessment rubric |
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<tr>
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  - Guided reading observations  
  - Teacher feedback during modelled and guided reading |
| Guided Reading (learning to read) including Reciprocal Reading sessions (reading to learn, level 23 plus) | EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter | Summative assessment:  
  - PLAN data Week 5 and 10  
  - Reading Records/ PM Benchmark assessment every 5 weeks |
| Independent literacy activities – linking to all aspects | EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts | |
| **Focus on Reading strategies:**  
  **Week 2:** Making Connections  
  **Week 3:** Visualising  
  **Week 4:** Predicting  
  **Week 5:** Monitoring  
  **Week 6:** Summarising  
  **Week 7:** Questioning  
  **Week 8 – 10:** practise all skills using a range of learning tools | **Teacher/Modelled:**  
  Picture Books:  
  **Week 1 – 5:**  
  *Where the Forest Meets the Sea*  
  *Mirror*  
  *Belonging*  
  *Window*  
  **Week 6 – 10:**  
  *What was the War Like, Grandma?*  
  *Queenie: One Elephant’s Story*  
  *The Tram to Bondi Beach* | |
| **Teacher/Guided:**  
  *levelled readers for guiding reading sessions as per class groupings and student need | | |
| Spelling | As per LIPI/sound detectives scope & sequence:  
**Week 1 – 2:**  
Yr 1: igh, ir, ue, ph  
Yr 2: ur, ea  
**Week 3 – 4:**  
Yr 1: igh, au, oe, ph  
Yr 2: oi, ay  
**Week 5 – 6:**  
Yr 1: kn, au, ui, wr  
Yr 2: o (as in son), en  
**Week 7 – 8:**  
Yr 1: kn, ey, ie (pie), wr  
Yr 2: review  
**Week 9 - 10:**  
Yr 1/2: review  
Home Learning reading and writing sight word program  
Explicit teaching as per modelled/guided writing/LIPI scope and sequence  
| EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words  
Formative Assessment:  
- Teacher Feedback  
- Student self-feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- As per writing assessment schedule  
- Home learning sight word testing (weekly)  
|  
| Grammar, Punctuation and Vocabulary | Grammar:  
**Week 1 – 4:**  
Modality/emotive language, creative language features (alliteration, onomatopoeia)  
**Week 5 – 7:**  
verbs, time connectives, paragraphs, synonyms and antonyms, paragraphs  
**Week 8 – 10:**  
Paragraphs  
*repeat early focus areas as per class need*  
Punctuation:  
**Week 1 – 10:**  
Revision and repeat of focus areas as per class need  
| EN1-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts  
Formative Assessment:  
- Teacher Feedback  
- Student self-feedback and self-assessment (editing checklist)  
- Peer feedback  
Summative assessment:  
- As per writing assessment schedule  
|  
| Handwriting & Using Digital Technologies | As per LIPI/sound detectives scope & sequence  
As per writing process (publishing)  
Handwriting in literacy activities  
Digital publishing of text using computers  
Technology learning integration  
| EN1-3A composes texts using letters of consistent size and slope and uses digital technologies  
Formative Assessment  
- Teacher Feedback  
Summative assessment:  
- As per writing assessment schedule  
|
## Writing & Representing

### Various text focus

**Week 1 – 3: Cycle 1**
- Imaginative Texts

**Week 4 -6: Cycle 2**
- Informative Texts

**Week 7 -10: Cycle 3**
- Persuasive Texts

Modelled, guided and independent writing sessions 4 to 5 times per week

Writing process: planning, drafting/composing, revising/editing, publishing

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<th>plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</th>
<th>Diagnostic Assessment:</th>
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<td>EN1-7B</td>
<td>identifies how language use in their own writing differs according to their purpose, audience and subject matter</td>
<td>• Pre-assessment Week 1 (imaginative)</td>
</tr>
<tr>
<td>EN1-10C</td>
<td>thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</td>
<td>• Post-assessment Week 4/5 (imaginative and informative)</td>
</tr>
<tr>
<td>EN1-11D</td>
<td>responds to and composes a range of texts about familiar aspects of the world and their own experiences</td>
<td>Formative Assessment:</td>
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<tr>
<td>EN1-12E</td>
<td>thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</td>
<td>• Teacher Feedback</td>
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### Diagnostic Assessment:
- Pre-assessment Week 1 (imaginative)
- Post-assessment Week 4/5 (imaginative and informative)

### Formative Assessment:
- Teacher Feedback
- Student self-feedback and self-assessment (editing checklist)
- Peer feedback

### Summative assessment:
- Post-assessment Week 9 (persuasive)
- PLAN data Week 5 and 10

## Speaking & Listening

### Reading procedures 1,2 and 3

- Literacy group activities
- News presentations

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<th>communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</th>
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<td>EN1-6B</td>
<td>recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</td>
<td>• Teacher observation/anecdotal notes</td>
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### Formative Assessment:
- Teacher observation/anecdotal notes

### Summative assessment:
- PLAN data Week 5 and 10
- History project presentation assessment rubric