<table>
<thead>
<tr>
<th>Content / Units -</th>
<th>Outcomes</th>
<th>Term 1</th>
</tr>
</thead>
</table>
| **Reading & Viewing** | **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.** | **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 – Super 6/Comprehension: Week 2 (Sunday Chutney)  
- 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 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.** | | **Summative assessment:**  
- Running records  
- Reading Records  
- Post-test – Comprehension: Making Connections - Week 5  
- Post-test – Comprehension: Visualising - Week 10  
- PLAN data - Week 5 & 10 |
<table>
<thead>
<tr>
<th>Strategy Focus:</th>
<th>Strategy Focus:</th>
</tr>
</thead>
</table>
| • Coding strategy  
• Connection Stems  
• Double-Entry Journal  | • Sketch to Stretch  
• Gallery Images  
• Visual Images  |

<table>
<thead>
<tr>
<th>Reading Focus:</th>
<th>Themes:</th>
</tr>
</thead>
</table>
| • Texts from Australia, other countries and times  
• War  
• Holocaust  
• Hardships  |

<table>
<thead>
<tr>
<th>Spoken Texts:</th>
<th>Print Text:</th>
<th>Visual Text:</th>
<th>Digital/Multi-Media Texts:</th>
</tr>
</thead>
</table>
| • Drama  
• Speeches  
• Role Play  
• Film  | • Fiction  
• Non Fiction  
• Novels  
• Picture books  | • Picture books  
• Film  
• Digital books  
• Diagrams  
• Maps  
• Photographs  
• Artworks  
• Illustrations  | • Television  
• Media/News (e.g.: Behind The News)  
• Multi-modal texts  |

**Teacher/Modeled:**  
• Hitler’s Daughter  
• Once – Morris Gleitzman  
• Boy Overboard  

**Examples:**  
• Rose Blanche: Ian McEwan  
• The Island: Armin Greder  
• Home and Away: John Marsden  
• My Mother’s Eyes – The Story of a Boy Soldier:  
• The Sound of Colours – Jimmy Liao *(Imaginative)*
### 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 new Spelling Program *(implemented 2017).*
- 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:** b, bb
- **Week 3:** a
- **Week 4:** k, c, q, ck, x, (ks),ch
- **Week 5:** e, ea
- **Week 6:** d, dd
- **Week 7:** i
- **Week 8:** f, ff, ph
- **Week 9:** o, oa
- **Week 10:** g, gg

---

### Grammar, Punctuation and Vocabulary


**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 – 6:** Punctuation, Apostrophe, Comma
- **Week 7 – 10:** Active Voice/Passive/Author Voice

**Formative Assessment:**

- Teacher Feedback
- Student self-feedback and self-assessment
- Peer feedback
- Weekly pre-tests

**Summative assessment:**

- Pre-test – Monday
- Post-test – Friday
- PLAN Data – Week 5 & 10

---

**EN3-4A** draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.

**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:**

- Post Grammar & Punctuation – Week 9
- PLAN Data – Week 5 + 10

---

© Mel Reskic – Shell Cove Public School
| 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 descriptive passages 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 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. | EN3-1A 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. | 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: ‘One day you wake up and you find out that you are invisible. What escapades do you get up to now that no one can see you?’  
**Summative assessment:**  
- Post –test: Imaginative – Week 10: ‘One day you wake up and you find out that you are invisible. What escapades do you get up to now that no one can see you?’  
- PLAN Data – Week 5 + 10  
| Speaking & Listening |  
- Literacy group activities.  
- News Presentations.  
- Genius Hour Presentations.  
- Mini Assignment Presentation. | EN3-1A 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. | **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:**  
- PLAN data week 10 |
<table>
<thead>
<tr>
<th>Content / Units</th>
<th>Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Reading** | **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: Predicting Week 5  
• Post-test – Comprehension: Questioning week 10  
• PLAN data week 5 & 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:**  
• Australian Identities  
**Stage 3 Suggested Texts:**  
• Aboriginal Australia |

© Mel Reskic – Shell Cove Public School
<table>
<thead>
<tr>
<th>Spoken Texts</th>
<th>Print Text</th>
<th>Visual Text</th>
<th>Digital/Multi-media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Fiction</td>
<td>Picture books</td>
<td>Television</td>
</tr>
<tr>
<td>Speeches</td>
<td>Non Fiction</td>
<td>Film</td>
<td>Media/News (e.g.:</td>
</tr>
<tr>
<td>Role Play</td>
<td>Novels</td>
<td>Digital books</td>
<td>Behind The News)</td>
</tr>
<tr>
<td>Film</td>
<td>Picture books</td>
<td>Diagrams</td>
<td>Multi-modal texts</td>
</tr>
</tbody>
</table>

**Teacher/Modelled:**
- The Burnt Stick: Anthony Hill
- Two Hands Together: Diana Kidd
- Nanberry – Black Brother White

**Examples:**
- My Dreaming is the Christmas Bird
- The Rainbow Serpent
- Tiddalick the Frog
- Stolen Girl: Trina Saffioti

**EN3-4A** draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing 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 new Spelling Program (*implemented 2017*).
- 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:** u, o (umbrella, monkey)
- **Week 3:** h, j, g, ge, dge
- **Week 4:** ai, ay, a-e, a
- **Week 5:** l, ll
- **Week 6:** ee, e, ea, y, ey
- **Week 7:** m, mm, mb
- **Week 8:** i-e, y, igh, i, ie
- **Week 9:** n, nn, kn/ng, n
- **Week 10:** oo, oe, ow, o

**Formative Assessment:**

- Teacher Feedback
- Student self-feedback and self-assessment
- Peer feedback
- Weekly pre-tests

**Summative assessment:**

- Pre-test – Monday
- Post-test – Friday
- PLAN data - Week 5 & 10
Grammar, Punctuation and Vocabulary


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

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:
- Post Grammar & Punctuation – Week 9
- PLAN Data – Week 5 + 10

Writing & Representing

Writing Focus: Persuasive text: Exposition - Graffiti – is it art or vandalism? – Link to CAPA – Graffiti Art

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. Students will learn to appreciate and understand the ideas that artists are trying to convey throughout street art. Students will explore freedom of expression vs. crime and punishment to influence their views on the topic.

Writing Focus: Persuasive text: Discussion (Both sides: for and against) Example: Sport or no sport?

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. Students will be provided with opportunities to engage in effective classroom debates/discussions on their topics to present differing opinions and views on various topics within the classroom.

EN3-2A 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: Exposition - Week

Pre-test: Discussion – Week 6

Summative assessment:
- Post –test: Exposition – Week 5
- Post-test: Discussion – Week 10
- PLAN Data – Week 5 + 10
| Speaking & Listening | EN3-1A 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:**  
- PLAN data week 10 |

- NAIDOC Competition
- Debating
- Toast Masters
- Genius Hour Presentations
- Mini Assignment Presentation
### S3 English Scope and Sequence  Odd Year

**Term 3**

<table>
<thead>
<tr>
<th>Content / Units</th>
<th>Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modelled, Guided and Independent Reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature (Refer to S3 English Program).</td>
<td>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.</td>
<td>Formative assessment:</td>
</tr>
<tr>
<td>Comprehension strategies/ Super 6 Strategies:</td>
<td></td>
<td>- Guided reading observations</td>
</tr>
<tr>
<td>• Explicit focus on Super 6 reading comprehension strategies.</td>
<td></td>
<td>- Teacher feedback during modelled and guided reading</td>
</tr>
<tr>
<td>• Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context.</td>
<td></td>
<td>- Bump it up walls</td>
</tr>
<tr>
<td>• Understands how texts are cohesive through use of text connectives.</td>
<td></td>
<td>- Exit Slips/reflection</td>
</tr>
<tr>
<td>• Identifies features of online texts.</td>
<td></td>
<td>- Two stars and one wish</td>
</tr>
<tr>
<td>• Stage texts and reciprocal reads (Connectors)</td>
<td></td>
<td>- Feedback Thumbs</td>
</tr>
<tr>
<td><strong>Comprehension Focus: Weeks 1-5:</strong> (Include explicit modelling/teaching of Skim &amp; Scan and Inferring).</td>
<td></td>
<td>- Peer and teacher feedback</td>
</tr>
<tr>
<td><strong>Summarising:</strong></td>
<td></td>
<td>- Student self-feedback and self-assessment using: WALT, WILF and TIB</td>
</tr>
<tr>
<td><strong>Learning Goal (WALT):</strong> We are learning to summarise the main ideas/themes in the text.</td>
<td></td>
<td><strong>Summative assessment:</strong></td>
</tr>
<tr>
<td>• Learners identify and accumulate the most important ideas and restate them in their own words.</td>
<td></td>
<td>- Running records</td>
</tr>
<tr>
<td>Teachers use a variety of appropriate teaching ideas to help students use the comprehension strategies.</td>
<td></td>
<td>- Reading Records</td>
</tr>
<tr>
<td><strong>Strategy Focus:</strong></td>
<td></td>
<td>- Post-test – Comprehension: Summarising Week 5</td>
</tr>
<tr>
<td>• V.I.P.</td>
<td></td>
<td>- Post-test –Monitoring: Questioning week 10</td>
</tr>
<tr>
<td>• Partner Retelling</td>
<td></td>
<td>- PLAN data week 5 &amp; 10</td>
</tr>
<tr>
<td>• Team Retelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Key Word Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pass around Retells</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Weave a Web of Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• I Remember</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension Focus: Weeks 6-10:</strong> (Include explicit modelling/teaching of Skim &amp; Scan and Inferring).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Goal (WALT):</strong> We are learning to stop and think about the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learners stop and think about the text and know what to do when meaning is disrupted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers use a variety of appropriate teaching ideas to help students use the comprehension strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy Focus:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bookmark technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Patterned Partner Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Read, Cover, Remember, Retell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Focus:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Insights into the People and Cultures of Asia</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stage 3 Suggested Texts:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Themes:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Family/Relationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**© Mel Reskic – Shell Cove Public School**
### 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 new Spelling Program (implemented 2017).
- 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 | p, pp, r, rr, er |
| Week 3 | ar, a (star, glass) |
| Week 4 | s, ss, se, ce, x, ks, c |
| Week 5 | ir, ur, or, er |
| Week 6 | t, tt |
| Week 7 | or, ore, a, aw, au |
| Week 8 | v, ve, w, wh, u |
| Week 9 | oo, u |
| Week 10 | y, u, yoo (computer) |

**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 – Monday
- Post-test – Friday
- PLAN data - Week 5 & 10
<table>
<thead>
<tr>
<th>Grammar, Punctuation and Vocabulary</th>
<th>Writing &amp; Representing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar Focus</strong></td>
<td><strong>Writing Focus: Informative text:</strong> <em>Factual Description/Information Report – Link with Science Unit: Desert Survivors</em></td>
</tr>
<tr>
<td>Week 1-2: Verbs Tense</td>
<td>Cycle 1: Week 1 – 5: Learning Goal (WALT): We are learning to write a factual description using detailed descriptive language to inform a range of audiences on different topics.</td>
</tr>
<tr>
<td>Week 3-4: Elaborated Tense</td>
<td>- Explicit modelled, guided and independent writing <em>(jointly and independently construct factual texts with the teacher in deconstructing and modelling stages)</em>.</td>
</tr>
<tr>
<td>Week 5-6: Evaluative Language</td>
<td>- Sessions: 4 to 5 times per week: focus on the structure of a factual description/information report and use detailed descriptive language to help the reader imagine what is being described.</td>
</tr>
<tr>
<td>Week 7-8: Articles</td>
<td>- Focus based on Stage and Class needs: analyzing pre-test data.</td>
</tr>
<tr>
<td>Week 6-7: Prepositions</td>
<td>- Writing process: planning, drafting/composing, revising/editing, publishing – <em>Students draft and write well-structured and well-presented factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas and issues. Students will have opportunities to explore some of the structural features and adaptions of desert plants and animals, and compare them with plants and animals that live in other environments.</em></td>
</tr>
<tr>
<td>Week 8-10: Conjunctions</td>
<td>- Explicit modelled, guided and independent writing <em>(jointly and independently construct information reports with the teacher in deconstructing and modelling stages)</em>.</td>
</tr>
<tr>
<td><strong>Punctuation Focus:</strong></td>
<td>- Sessions: 4 to 5 times per week: focus on the text structure of an information report and use detailed/informative language devices (e.g. uses facts to explain something, subject specific vocabulary to give detail about the topic).</td>
</tr>
<tr>
<td>Revision based on class needs.</td>
<td>- Focus based on Stage and Class needs: analyzing pre-test data.</td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td>- Writing process: planning, drafting/composing, revising/editing, publishing - <em>Students research, draft and write a detailed information report by selecting and using relevant facts on various topics. Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world’s people, including the indigenous peoples of other countries. Students will also explore and reflect upon similarities, differences and the importance of intercultural understanding.</em></td>
</tr>
<tr>
<td><strong>Writing Focus:</strong></td>
<td><strong>Formative Assessment:</strong></td>
</tr>
<tr>
<td><em>Information Report Continued – Link to Geography Unit: Japan Cycle 2 Week 6 -10: Learning Goal (WALT): We are learning to write a well-structured information report on the connections Australia has with other countries across the world for a particular audience.</em></td>
<td>• Teacher Feedback</td>
</tr>
<tr>
<td><strong>EN3-2A composes, edits and presents well-structured and coherent texts.</strong></td>
<td>• Student self-feedback and self-assessment</td>
</tr>
<tr>
<td><strong>EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.</strong></td>
<td>• Peer feedback</td>
</tr>
<tr>
<td><strong>EN3-9E recognises, reflects on and assesses their strengths as a learner.</strong></td>
<td><strong>Summative assessment:</strong></td>
</tr>
<tr>
<td>** Diagnostic Assessment:**</td>
<td>• Post Grammar &amp; Punctuation – Week 9</td>
</tr>
<tr>
<td>• Pre-assessment - Week 1</td>
<td>• PLAN Data – Week 5 + 10</td>
</tr>
<tr>
<td>• Mid-assessment - Week 5</td>
<td><strong>Formative Assessment:</strong></td>
</tr>
<tr>
<td>• Bump it up walls</td>
<td>• Exit Slips/reflection</td>
</tr>
<tr>
<td>• Two stars and one wish</td>
<td>• Feedback Thumbs</td>
</tr>
<tr>
<td>• Peer and teacher feedback</td>
<td>• Student self-feedback and self-assessment using: WALT, WILF and TIB</td>
</tr>
<tr>
<td>• Pre-test: <em>Factual Description</em> - Week 1</td>
<td>Pre-test: <em>Information Report</em> – Week 6</td>
</tr>
<tr>
<td>• Post-test: <em>Factual Description</em> – Week 5</td>
<td>Summative assessment:</td>
</tr>
<tr>
<td>• PLAN Data – Week 5 + 10</td>
<td>• PLAN Data – Week 5 + 10</td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td>EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Whole School/COS Public Speaking Competition</td>
<td></td>
</tr>
<tr>
<td>• Genius Hour Presentations</td>
<td></td>
</tr>
<tr>
<td>• Mini Assignment Presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative assessment:</td>
</tr>
<tr>
<td>Content / Units</td>
<td>Outcomes</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| **Reading**     | **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. | 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 |
| 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) | **EN3-5B** discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts. | **Summative assessment:**  
• Running records  
• Reading Records  
• Post-test – Comprehension: Inferring – Week 6  
• PLAN data week 5 & 10 |
| **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 alouds  
• Questioning  
• Drawing on observations | **Comprehension Focus: Weeks 6-10:**  
Revision based on class need. | **Themes:**  
• Humour: Roald Dahl |
| Reading Focus:  
• Poetry  
**Stage 3 Suggested Texts:**  
<table>
<thead>
<tr>
<th>Spoken Texts:</th>
<th>Print Text:</th>
<th>Visual Text:</th>
<th>Digital/Multi-media:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Fiction</td>
<td>Picture books</td>
<td>Television</td>
</tr>
<tr>
<td>Speeches</td>
<td>Non Fiction</td>
<td>Film</td>
<td>Media/News (e.g.:</td>
</tr>
<tr>
<td>Role Play</td>
<td>Novels</td>
<td>Digital books</td>
<td>Behind The News)</td>
</tr>
<tr>
<td>Film</td>
<td>Picture books</td>
<td>Diagrams</td>
<td>Multi-modal texts</td>
</tr>
</tbody>
</table>

**Teacher/Modelled:**
- Roald Dahl:
  - The BFG
  - The Enormous Crocodile
  - The Twits
  - Revolting Rhymes

**Examples:**
- Hist
- Stickman
- Unreal, Banana Peel!
- Real Keen, Baked Bean!

---

**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 new Spelling Program *(implemented 2017).*
- 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 1:** oo, ew, ue, u_e, u
- **Week 2:** z, zz, s, se, s, si
- **Week 3:** ou, ow
- **Week 4:** ch, tch, sh, ch, ti, ci
- **Week 5:** oy, oi, eer, ear
- **Week 6:** th
- **Week 7:** air, are
- **Week 8:** era, r, or, a, e, l, o, u

---

**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 – Monday
- Post-test – Friday
- PLAN data - Week 5 & 10
| Grammar, Punctuation and Vocabulary | **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:**  
- Post Grammar & Punctuation – Week 5  
- PLAN Data – Week 5 + 10 |
| --- | --- | --- | --- | --- |
| Writing & Representing | **Writing Focus:**  
Poetry: Poetic Devices - Writing Different Text Types of Poetry  
Cycle 1  
Week 1 – 2: Japanese Haikus  
Week 2 – 5: Looking at various poems (Ballads, limericks 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 Japanese Haiku and then focus on different poems (e.g. limericks, ballads 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 texts with the teacher in deconstructing and modelling stages).  
- Writing process: planning, drafting/composing, revising/editing, publishing. | **EN3-2A** 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: Poetry: Haiku poem on an animal or stimulus image - Week 1  
**Summative assessment:**  
- Post-test: Poetry: Haiku poem on an animal or stimulus image – Week 5  
- PLAN Data – Week 5 + 10 |
<table>
<thead>
<tr>
<th>Speaking &amp; Listening</th>
<th>EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EN3-9E recognises, reflects on and assesses their strengths as a learner.</td>
</tr>
<tr>
<td></td>
<td>Formative Assessment:</td>
</tr>
<tr>
<td></td>
<td>• Teacher observation/anecdotal notes</td>
</tr>
<tr>
<td></td>
<td>• Mini Assignment Presentation</td>
</tr>
<tr>
<td></td>
<td>• Self and Peer feedback</td>
</tr>
<tr>
<td></td>
<td>Summative assessment:</td>
</tr>
<tr>
<td></td>
<td>• PLAN data week 10</td>
</tr>
</tbody>
</table>

- Debating
- Toast Masters
- Genius Hour Presentations
- Mini Assignment Presentation

© Mel Reskic – Shell Cove Public School