

English Scope & Sequence

School: St Joseph's Primary School Merriwa

Stage: Early Stage 1

Grade: Kindergarten

Teacher:

Year:

Duration	Term 1			Term 2			Term 3			Term 4		
Title												
Objectives & Outcomes	Objective A ENe – 1A ENe – 2A ENe – 3A ENe – 4A ENe – 5A		Objective B ENe – 6B ENe – 7B ENe – 8B ENe – 9B	Objective A ENe – 1A ENe – 2A ENe – 3A ENe – 4A ENe – 5A		Objective B ENe – 6B ENe – 7B ENe – 8B ENe – 9B	Objective A ENe – 1A ENe – 2A ENe – 3A ENe – 4A ENe – 5A		Objective B ENe – 6B ENe – 7B ENe – 8B ENe – 9B	Objective A ENe – 1A ENe – 2A ENe – 3A ENe – 4A ENe – 5A		Objective B ENe – 6B ENe – 7B ENe – 8B ENe – 9B
	Objective C ENe – 10C	Objective D ENe – 11D	Objective E ENe – 12E	Objective C ENe – 10C	Objective D ENe – 11D	Objective E ENe – 12E	Objective C ENe – 10C	Objective D ENe – 11D	Objective E ENe – 10C	Objective C ENe – 11D	Objective D ENe – 12E	Objective E ENe – 10C
Concept	<p align="center">Story</p> <p>A succession of events, which become a plot once the events are structured into a narrative What is involved: 1. Understanding story structure and sequencing of events 2. Developing characters, plot and setting 3. Examining narrative 4. Understanding the difference between imaginative and informative texts 5. Concepts of print</p> <p>Examples of a Central Concept: 1. We all have our own stories 2. My stories belong to me (sense of author) 3. Stories demonstrate narrative 4. Stories from different times/places/cultures 5. Stories are a means of preserving traditions and cultures</p> <p>Devices: Predictable texts, point of view, visuals, figurative language, emotive language, alliteration, visuals, perspective, word play, narrative voice.....</p>			<p align="center">Characterisation</p> <p>The method by which characters are established in a story, using description, dialogue, dialect, and action. What is involved: 1. Character study and exploration 2. Making connections between characters within text and alternate texts 3. Making connections between characters, plot, setting and context 4. Exploring language features employed by writers to develop and enhance characters</p> <p>Examples of a Central Concept: 1. The characterisation of _____ in _____ 2. Authors build character through actions 3. Authors build characters through contrast 4. Authors build characters through dialogue 5. Characters are central to the development of plot, setting and context 6. Making connections to characters in a variety of texts 7. Characters can greatly influence the other major elements in a text (theme, setting, and tone)</p> <p>Devices: Metaphor, simile, point of view, personification, stereotyping, allusion, anthropomorphism, assumptions, emotive language, figurative language.....</p>			<p align="center">Visual Literacy / Inference</p> <p>The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read the intended meaning in a visual text such as an advertisement or a film shot, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use images in a creative and appropriate way to express meaning. <u>What is involved:</u> 1. Analyses the interaction between words and images 2. Recognition that oral, written and visual language are inter-related 3. Communicates meaning 4. Help the exploration of written text</p> <p>The process of drawing conclusions based on evidence from a text</p> <p>Examples of a Central Concept: 1. Making predictions 2. Drawing logical conclusions 3. Distinguishing between text and subtext 4. Understanding language forms and features 5. Recognising author intent and purpose of text 6. Understanding characters, settings and plot</p> <p>Devices: Assumptions, predictable texts, references/links, predictions, rhetorical devices, layout, foreshadowing</p>			<p align="center">Design</p> <p>The way particular elements are selected, organised and used in the process of text construction for particular purposes. These elements might be linguistic, visual, audio, gestural, spatial and multimodal. <u>What is involved</u> 1. Exploring the organisation of text 2. understanding text construction and elements of text Identifying purpose, organisation of ideas and language structures of text</p> <p>Devices: Visuals, figurative language, framing, gaze, saturation, salience, visuals, sound effects, layout, neglogism, modality</p>		

Types of Texts	Imaginative Informative <i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts	Imaginative Informative <i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts	Imaginative Informative <i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts	Imaginative Informative <i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts
Text Experiences over a Stage	<ul style="list-style-type: none"> • texts which are widely regarded as quality literature • a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia • a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books • texts written about intercultural experiences • texts that provide insights about the peoples and cultures of Asia • everyday and community texts • a wide range of factual texts that present information, issues and ideas • texts that include aspects of environmental and social sustainability • an appropriate range of digital texts, including film, media and multimedia. 	<ul style="list-style-type: none"> • texts which are widely regarded as quality literature • a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia • a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books • texts written about intercultural experiences • texts that provide insights about the peoples and cultures of Asia • everyday and community texts • a wide range of factual texts that present information, issues and ideas • texts that include aspects of environmental and social sustainability • an appropriate range of digital texts, including film, media and multimedia. 	<ul style="list-style-type: none"> • texts which are widely regarded as quality literature • a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia • a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books • texts written about intercultural experiences • texts that provide insights about the peoples and cultures of Asia • everyday and community texts • a wide range of factual texts that present information, issues and ideas • texts that include aspects of environmental and social sustainability • an appropriate range of digital texts, including film, media and multimedia. 	<ul style="list-style-type: none"> • texts which are widely regarded as quality literature • a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia • a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books • texts written about intercultural experiences • texts that provide insights about the peoples and cultures of Asia • everyday and community texts • a wide range of factual texts that present information, issues and ideas • texts that include aspects of environmental and social sustainability • an appropriate range of digital texts, including film, media and multimedia.
Suggested Texts <i>A range of other texts will also be used as appropriate</i>		<i>Selection of Fairy Tales</i>		
Comprehension Strategies	Making Connections and Predicting	<i>Summarising and Visualising</i>	<i>Predicting and Questioning</i>	<i>Monitoring and Summarising</i>
KLA Unit Link	HSIE Outcome / Strand: CUES1 Topic: School Days Science Outcome / Strand: Ste-9ME / Ste-10ME Topic: Products, places and spaces	HSIE Outcome / Strand: CCES1 Topic: Personal and Family Histories Science Outcome / Strand: Ste-7NE Topic: Seasons / What should I wear?	HSIE Outcome / Strand: ESSES1 Topic: Places we Know Science Outcome / Strand: Ste-8NE Topic: Living things	HSIE Outcome / Strand: SSES1 Topic: Meeting our needs Science Outcome / Strand: Ste-6NE Topic: How do things move?

Grammar Focus (ENe-9B)	Pronoun reference Sentence Conjunction Statement Question Command Exclamation Where/when/how adverbial phrase Noun Adjective Pronoun Who/what/when/where words	Pronoun reference Sentence Conjunction Statement Question Command Exclamation Where/when/how adverbial phrase Noun Adjective Pronoun Adverbs Who/what/when/where words	Pronoun reference Sentence Conjunction Statement Question Command Exclamation Where/when/how adverbial phrase Noun Adjective Pronoun Adverbs Who/what/when/where words	Pronoun reference Sentence Conjunction Statement Question Command Exclamation Where/when/how adverbial phrase Noun Verb Adjective Pronoun Adverbs Who/what/when/where words
Punctuation Focus (ENe-9B)	Capital Letter Full Stop Question Mark Exclamation Mark Quotation Marks	Capital Letter Full Stop Question Mark Exclamation Mark Quotation Marks	Capital Letter Full Stop Question Mark Exclamation Mark Quotation Marks	Capital Letter Full Stop Question Mark Exclamation Mark Quotation Marks
Vocabulary Focus (ENe-9B)	List examples specific to unit / suggested texts	List examples specific to unit / suggested texts	List examples specific to unit / suggested texts	List examples specific to unit / suggested texts
Sound (phonological) awareness	Aural discrimination of syllabus and sounds Rhymes, poems, chants, songs Initial Sounds Blending sounds Words	Aural discrimination of syllabus and sounds Rhymes, poems, chants, songs Initial Sounds Blending sounds Words	Aural discrimination of syllabus and sounds Rhymes, poems, chants, songs Initial Sounds Blending sounds Words	Aural discrimination of syllabus and sounds Rhymes, poems, chants, songs Initial Sounds Blending sounds Words
Visual (graphological) awareness (ENe-9B)	Features of print Meaning Sight words Alphabetic principle	Features of print Meaning Sight words Alphabetic principle	Features of print Meaning Sight words Alphabetic principle	Features of print Meaning Sight words Alphabetic principle
Letter-sound (graphological) Awareness (ENe-4A)	Sound – letter relationship blends	Sound – letter relationship blends	Sound – letter relationship blends	Sound – letter relationship blends
Spelling Focus (ENe-5A)	Phonetic spelling Segmenting to spell Sight words	Phonetic spelling Segmenting to spell Sight words	Phonetic spelling Segmenting to spell Sight words	Phonetic spelling Segmenting to spell Sight words
Handwriting Focus (ENe-3A)	Basic handwriting skills Foundation movements Letter formation Directionality	Basic handwriting skills Foundation movements Letter formation Directionality	Basic handwriting skills Foundation movements Letter formation Directionality	Basic handwriting skills Foundation movements Letter formation Directionality
Digital text Production (ENe-2A, ENe-3A, ENe-11D)	Use of digital technologies	Use of digital technologies	Use of digital technologies	Use of digital technologies

Resources				
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