

**English Scope & Sequence**

School:												
Stage: Stage 1			Grade:			Teacher:			Year: Even			
Duration	Term 1			Term 2			Term 3			Term 4		
Title												
Objectives & Outcomes	Objective A		Objective B	Objective A		Objective B	Objective A		Objective B	Objective A		Objective B
	EN1 – 1A	EN1 – 2A	EN1 – 6B	EN1 – 1A	EN1 – 2A	EN1 – 6B	EN1 – 1A	EN1 – 2A	EN1 – 6B	EN1 – 1A	EN1 – 2A	EN1 – 6B
	EN1 – 3A	EN1 – 4A	EN1 – 7B	EN1 – 3A	EN1 – 4A	EN1 – 7B	EN1 – 3A	EN1 – 4A	EN1 – 7B	EN1 – 3A	EN1 – 4A	EN1 – 7B
	EN1 – 5A		EN1 – 8B	EN1 – 5A		EN1 – 8B	EN1 – 5A		EN1 – 8B	EN1 – 5A		EN1 – 8B
	EN1 – 9B		EN1 – 9B	EN1 – 9B		EN1 – 9B	EN1 – 9B		EN1 – 9B	EN1 – 9B		EN1 – 9B
	Objective C	Objective D	Objective E	Objective C	Objective D	Objective E	Objective C	Objective D	Objective E	Objective C	Objective D	Objective E
	EN1-10C	EN1-11D	EN1-12E	EN1-10C	EN1-11D	EN1-12E	EN1-10C	EN1-11D	EN1-12E	EN1-10C	EN1-11D	EN1-12E
Concept	<p align="center"><u>Appreciation</u></p> <p>This examination term suggests that more than just a line by line mechanical analysis of a piece of text is required, and that the candidate must show a more in-depth understanding of the effects of various techniques. Appreciation: The act of discerning quality, value and enjoyment in imaginative, informative and persuasive texts.</p> <p><u>What is involved:</u></p> <ol style="list-style-type: none"> <li>1. Making an emotional response to texts</li> <li>2. Identifying with characters</li> <li>3. Understanding figurative language, whilst identifying tone and mood</li> <li>4. Discriminating about quality, content and context</li> </ol>			<p align="center"><u>Characterisation</u></p> <p>The method by which characters are established in a story, using description, dialogue, dialect, and action.</p> <p><u>What is involved:</u></p> <ol style="list-style-type: none"> <li>1. Character study and exploration</li> <li>2. Making connections between characters within text and alternate texts</li> <li>3. Making connections between characters, plot, setting and context</li> <li>4. Exploring language features employed by writers to develop and enhance characters</li> </ol>			<p align="center"><u>Visual literacy</u></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.</p> <p><u>What is involved:</u></p> <ol style="list-style-type: none"> <li>1. Analyses the interaction between words and images</li> <li>2. Recognition that oral, written and visual language are inter-related</li> <li>3. Communicates meaning</li> <li>4. Help the exploration of written text</li> </ol>			<p align="center"><u>Persuasion</u></p> <p>The type of speaking or writing that is intended to make its audience adopt a certain opinion or pursue an action or do both.</p> <p><u>What is involved:</u></p> <ol style="list-style-type: none"> <li>1. Awareness of possible perspectives in text</li> <li>2. Requires clear argument and concluding skills</li> <li>3. Understanding that it is intended to challenge thinking</li> <li>4. Identifying strategies employed by writers</li> <li>5. Requires the ability to logically sequence ideas and use powerful language</li> </ol>		
Types of Texts	<p><b>Imaginative</b> <b>Informative</b> <b>Persuasive</b></p> <p><i>(High light how these texts are represented)</i></p> <p><b>Spoken texts</b> <b>Print texts</b> <b>Visual texts</b> <b>Media, multimedia and digital texts</b></p>			<p><b>Imaginative</b> <b>Informative</b> <b>Persuasive</b></p> <p><i>(High light how these texts are represented)</i></p> <p><b>Spoken texts</b> <b>Print texts</b> <b>Visual texts</b> <b>Media, multimedia and digital texts</b></p>			<p><b>Imaginative</b> <b>Informative</b> <b>Persuasive</b></p> <p><i>(High light how these texts are represented)</i></p> <p><b>Spoken texts</b> <b>Print texts</b> <b>Visual texts</b> <b>Media, multimedia and digital texts</b></p>			<p><b>Imaginative</b> <b>Informative</b> <b>Persuasive</b></p> <p><i>(High light how these texts are represented)</i></p> <p><b>Spoken texts</b> <b>Print texts</b> <b>Visual texts</b> <b>Media, multimedia and digital texts</b></p>		

<b>Text Experiences over a Stage</b>	<ul style="list-style-type: none"> <li>• <b>texts which are widely regarded as quality literature</b></li> <li>• <b>a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia</b></li> <li>• a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books</li> <li>• texts written about intercultural experiences</li> <li>• texts that provide insights about the peoples and cultures of Asia</li> <li>• <b>everyday and community texts</b></li> <li>• a wide range of factual texts that present information, issues and ideas</li> <li>• texts that include aspects of environmental and social sustainability</li> <li>• an appropriate range of digital texts, including film, media and multimedia.</li> </ul>	<ul style="list-style-type: none"> <li>• texts which are widely regarded as quality literature</li> <li>• a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia</li> <li>• <b>a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books</b></li> <li>• <b>texts written about intercultural experiences</b></li> <li>• <b>texts that provide insights about the peoples and cultures of Asia</b></li> <li>• everyday and community texts</li> <li>• a wide range of factual texts that present information, issues and ideas</li> <li>• texts that include aspects of environmental and social sustainability</li> <li>• <b>an appropriate range of digital texts, including film, media and multimedia.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>texts which are widely regarded as quality literature</b></li> <li>• a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia</li> <li>• a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books</li> <li>• texts written about intercultural experiences</li> <li>• texts that provide insights about the peoples and cultures of Asia</li> <li>• everyday and community texts</li> <li>• <b>a wide range of factual texts that present information, issues and ideas</b></li> <li>• texts that include aspects of environmental and social sustainability</li> <li>• <b>an appropriate range of digital texts, including film, media and multimedia.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>texts which are widely regarded as quality literature</b></li> <li>• a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia</li> <li>• a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books</li> <li>• texts written about intercultural experiences</li> <li>• texts that provide insights about the peoples and cultures of Asia</li> <li>• <b>everyday and community texts</b></li> <li>• <b>a wide range of factual texts that present information, issues and ideas</b></li> <li>• <b>texts that include aspects of environmental and social sustainability</b></li> <li>• <b>an appropriate range of digital texts, including film, media and multimedia.</b></li> </ul>
<b>Suggested Texts</b> <i>A range of other texts will also be used as appropriate</i>				
<b>Comprehension Strategies</b>	Making Connections and Summarising	<i>Predicting and Visualising</i>	<i>Summarising and Questioning</i>	<i>Monitoring and questioning</i>
<b>KLA Unit Link</b>	<b>Year A HSIE:</b> <b>Year A Science:</b>  <b>Year B HSIE:</b> <b>Year B Science:</b>	<b>Year A HSIE:</b> <b>Year A Science:</b>  <b>Year B HSIE:</b> <b>Year B Science:</b>	<b>Year A HSIE:</b> <b>Year A Science:</b>  <b>Year B HSIE:</b> <b>Year B Science:</b>	<b>Year A HSIE:</b> <b>Year A Science:</b>  <b>Year B HSIE:</b> <b>Year B Science:</b>

<b>Grammar Focus (EN1-9B)</b>	<b>synonyms</b> antonyms time connectives <b>word families</b> noun–pronoun agreement Subject–verb agreement <b>compound sentence</b> quoted (direct) speech reported (indirect) speech <b>coordinating conjunction</b> paragraph clause noun group adverbial phrase <b>noun</b> • <b>common noun</b> , • proper noun, • concrete noun • abstract nouns, <b>Article</b> <b>Adjective</b> Pronoun verb • action verb • thinking verb Adverb Preposition	synonyms <b>antonyms</b> time connectives <b>word families</b> <b>noun–pronoun</b> agreement Subject–verb agreement compound sentence <b>quoted (direct) speech</b> reported (indirect) speech coordinating conjunction paragraph <b>clause</b> noun group adverbial phrase <b>noun</b> • common noun, • <b>proper noun</b> , • concrete noun • abstract nouns, Article Adjective <b>Pronoun</b> <b>verb</b> • <b>action verb</b> • thinking verb Adverb Preposition	synonyms antonyms <b>time connectives</b> <b>word families</b> noun–pronoun agreement Subject–verb agreement compound sentence quoted (direct) speech <b>reported (indirect) speech</b> coordinating conjunction <b>paragraph</b> clause <b>noun group</b> adverbial phrase <b>noun</b> • common noun, • proper noun, • <b>concrete noun</b> • abstract nouns, Article Adjective Pronoun verb • action verb • <b>thinking verb</b> <b>Adverb</b> Preposition	synonyms antonyms time connectives <b>word families</b> noun–pronoun <b>agreement</b> <b>Subject–verb agreement</b> compound sentence quoted (direct) speech reported (indirect) speech coordinating conjunction paragraph clause noun group <b>adverbial phrase</b> noun • common noun, • proper noun, • concrete noun • <b>abstract nouns</b> , Article Adjective Pronoun verb • action verb • thinking verb Adverb <b>Preposition</b>
<b>Punctuation Focus (EN1-9B)</b>	capital letter question mark exclamation mark comma	capital letter question mark exclamation mark comma	capital letter question mark exclamation mark comma	capital letter question mark exclamation mark comma
<b>Vocabulary Focus (EN1-9B)</b>	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
<b>Sound (phonological) awareness</b>	Knowledge of syllables and sounds (EN1-1A, EN1-6B) One-syllable words (EN1-5A)	Knowledge of syllables and sounds (EN1-1A, EN1-6B) One-syllable words (EN1-5A)	Knowledge of syllables and sounds (EN1-1A, EN1-6B) One-syllable words (EN1-5A)	Knowledge of syllables and sounds (EN1-1A, EN1-6B) One-syllable words (EN1-5A)
<b>Visual (graphological) awareness (EN1-4A)</b>	Sight words (EN1-4A) Syllabification and segmenting (EN1-4A)	Sight words (EN1-4A) Syllabification and segmenting (EN1-4A)	Sight words (EN1-4A) Syllabification and segmenting (EN1-4A)	Sight words (EN1-4A) Syllabification and segmenting (EN1-4A)
<b>Letter-sound (graphological) Awareness (EN1-4A)</b>	Sound–letter matches (EN1-4A) Prefixes and suffixes (EN1-5A) Word families and origins (EN1-4A)	Sound–letter matches (EN1-4A) Prefixes and suffixes (EN1-5A) Word families and origins (EN1-4A)	Sound–letter matches (EN1-4A) Prefixes and suffixes (EN1-5A) Word families and origins (EN1-4A)	Sound–letter matches (EN1-4A) Prefixes and suffixes (EN1-5A) Word families and origins (EN1-4A)

<b>Spelling Focus (EN1-5A)</b>	One-syllable words (EN1-5A) Sound–letter relationships (EN1-5A) Segmenting to spell (EN1-5A) Sight words (EN1-5A) Word origins (EN1-5A)	One-syllable words (EN1-5A) Sound–letter relationships (EN1-5A) Segmenting to spell (EN1-5A) Sight words (EN1-5A) Word origins (EN1-5A)	One-syllable words (EN1-5A) Sound–letter relationships (EN1-5A) Segmenting to spell (EN1-5A) Sight words (EN1-5A) Word origins (EN1-5A)	One-syllable words (EN1-5A) Sound–letter relationships (EN1-5A) Segmenting to spell (EN1-5A) Sight words (EN1-5A) Word origins (EN1-5A)
<b>Handwriting Focus (EN1-3A)</b>	NSW Foundation Style (EN1-3A) Writing skills (EN1-3A)			
<b>Digital text Production (EN1-2A, EN1-3A, EN1-11D)</b>	Use of digital technologies (EN1-2A, EN1-3A, EN1-11D)			
<b>RESOURCES</b>				