

English Scope & Sequence

School:												
Stage: Stage 1				Grade:			Teacher:			Year: Odd		
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 – 7B	EN1 – 1A	EN1 – 2A	EN1 – 6B	EN1 – 7B	EN1 – 6B
	EN1 – 3A	EN1 – 4A	EN1 – 8B	EN1 – 3A	EN1 – 4A	EN1 – 8B	EN1 – 9B	EN1 – 3A	EN1 – 4A	EN1 – 8B	EN1 – 9B	EN1 – 8B
	EN1 – 5A		EN1 – 9B	EN1 – 5A		EN1 – 9B		EN1 – 5A		EN1 – 9B		EN1 – 9B
	Objective C EN1-10C	Objective D EN1-11D	Objective E EN1-12E	Objective C EN1-10C	Objective D EN1-11D	Objective E EN1-12E	Objective C EN1-10C	Objective D EN1-11D	Objective E EN1-12E	Objective C EN1-10C	Objective D EN1-11D	Objective E EN1-12E
Concept	Context Indicates the place of a given passage or section of a literature in relation to the parts which immediately precede and follow it. More broadly speaking it can also indicate the social, historical and political backdrop in which the piece appeared. Context: The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed. <u>What is involved:</u> 1. Exploring the cultural, historical, personal and/or social conditions within text 2. Allows meaning to be derived from the setting, conditions and purpose of text 3. Word knowledge and vocabulary are supported by contextual clues in text			Narrative A succession of events, which become a plot once the events are structured into a narrative <u>What is involved:</u> 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			Responding (Different Genres) The activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves: • reading, listening and viewing that depend on, but go beyond, the decoding of texts • identifying, comprehending, selecting, <u>What is involved:</u> 1. Making connections with texts 2. Responding to texts 3. Critical analysis and evaluation of text 4. Drawing conclusions/making predictions 5. Relies on prior knowledge and experiences 6. Involves making inferences			Representation The way ideas are portrayed and represented in texts, using language devices, forms, features and structures of texts to create specific views about characters, events and ideas. Representation applies to all language modes: spoken, written, visual and multimodal. <u>What it involves:</u> 1. Applying personal experience to identify reality from fantasy 2. Used to construct images and understanding of text 3. Description of characters and how they are represented in text (e.g good guy/bad guy, etc) 4. Connects meaning and language to culture 5. Exploring language forms and features 6. Examining multimodal texts		
Types of Texts	Imaginative Informative Persuasive <i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts			Imaginative Informative Persuasive <i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts			Imaginative Informative Persuasive <i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts			Imaginative Informative Persuasive <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>				
Comprehension Strategies	Making Connections and Summarising	<i>Predicting and Visualising</i>	<i>Summarising and Questioning</i>	<i>Monitoring and questioning</i>
KLA Unit Link	Year A HSIE: Year A Science: Year B HSIE: Year B Science:	Year A HSIE: Year A Science: Year B HSIE: Year B Science:	Year A HSIE: Year A Science: Year B HSIE: Year B Science:	Year A HSIE: Year A Science: Year B HSIE: Year B Science:

Grammar Focus (EN1-9B)	synonyms antonyms time connectives word families noun–pronoun agreement Subject–verb agreement compound sentence quoted (direct) speech reported (indirect) speech coordinating conjunction paragraph clause noun group adverbial phrase noun • common noun , • proper noun, • concrete noun • abstract nouns, Article Adjective Pronoun verb • action verb • thinking verb Adverb Preposition	synonyms antonyms time connectives word families noun–pronoun agreement Subject–verb agreement compound sentence quoted (direct) speech reported (indirect) speech coordinating conjunction paragraph clause noun group adverbial phrase noun • common noun, • proper noun , • concrete noun • abstract nouns, Article Adjective Pronoun verb • action verb • thinking verb Adverb Preposition	synonyms antonyms time connectives word families noun–pronoun agreement Subject–verb agreement compound sentence quoted (direct) speech reported (indirect) speech coordinating conjunction paragraph clause noun group adverbial phrase noun • common noun, • proper noun, • concrete noun • abstract nouns, Article Adjective Pronoun verb • action verb • thinking verb Adverb Preposition	synonyms antonyms time connectives word families noun–pronoun agreement Subject–verb agreement compound sentence quoted (direct) speech reported (indirect) speech coordinating conjunction paragraph clause noun group adverbial phrase noun • common noun, • proper noun, • concrete noun • abstract nouns , Article Adjective Pronoun verb • action verb • thinking verb Adverb Preposition
Punctuation Focus (EN1-9B)	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
Vocabulary Focus (EN1-9B)	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	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)
Visual (graphological) awareness (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)	Sight words (EN1-4A) Syllabification and segmenting (EN1-4A)
Letter-sound (graphological) Awareness (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)	Sound–letter matches (EN1-4A) Prefixes and suffixes (EN1-5A) Word families and origins (EN1-4A)

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