

**English Scope & Sequence**

<b>School: St Joseph's Merriwa</b>												
<b>Stage: Stage 2</b>			<b>Grade: 3/4</b>			<b>Teacher: Paige Farrow</b>			<b>Year: Even</b>			
<b>Duration</b>	<b>Term 1</b>			<b>Term 2</b>			<b>Term 3</b>			<b>Term 4</b>		
<b>Title</b>												
<b>Objectives &amp; Outcomes</b>	Objective A <b>EN2-1A</b> <b>EN2-2A</b> <b>EN2-3A</b> <b>EN2-4A</b> <b>EN2-5A</b>		Objective B <b>EN2-6B</b> <b>EN2-7B</b> <b>EN2-8B</b> <b>EN2-9B</b>	Objective A <b>EN2-1A</b> <b>EN2-2A</b> <b>EN2-3A</b> <b>EN2-4A</b> <b>EN2-5A</b>		Objective B <b>EN2-6B</b> <b>EN2-7B</b> <b>EN2-8B</b> <b>EN2-9B</b>	Objective A <b>EN2-1A</b> <b>EN2-2A</b> <b>EN2-3A</b> <b>EN2-4A</b> <b>EN2-5A</b>		Objective B <b>EN2-6B</b> <b>EN2-7B</b> <b>EN2-8B</b> <b>EN2-9B</b>	Objective A <b>EN2-1A</b> <b>EN2-2A</b> <b>EN2-3A</b> <b>EN2-4A</b> <b>EN2-5A</b>		Objective B <b>EN2-6B</b> <b>EN2-7B</b> <b>EN2-8B</b> <b>EN2-9B</b>
	Objective C <b>EN2-10C</b>	Objective D <b>EN2-11D</b>	Objective E <b>EN2-12E</b>	Objective C <b>EN2-10C</b>	Objective D <b>EN2-11D</b>	Objective E <b>EN2-12E</b>	Objective C <b>EN2-10C</b>	Objective D <b>EN2-11D</b>	Objective C <b>EN2-12E</b>	Objective C <b>EN2-10C</b>	Objective D <b>EN2-11D</b>	Objective C <b>EN2-12E</b>
<b>Concept</b>	<b>Appreciation</b> 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. <u>What is involved:</u> 1. Making an emotional response to texts 2. Identifying with characters 3. Understanding figurative language, whilst identifying tone and mood 4. Discriminating about quality, content and context			<b>Characterisation</b> The method by which characters are established in a story, using description, dialogue, dialect, and action. <u>What is involved:</u> 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			<b>Visual literacy</b> 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			<b>Persuasion</b> The type of speaking or writing that is intended to make its audience adopt a certain opinion or pursue an action or do both. <u>What is involved:</u> 1. Awareness of possible perspectives in text 2. Requires clear argument and concluding skills 3. Understanding that it is intended to challenge thinking 4. Identifying strategies employed by writers 5. Requires the ability to logically sequence ideas and use powerful language		
<b>Types of Texts</b>	<b>Imaginative</b> Informative <b>Persuasive</b>  <i>(High light how these texts are represented)</i> <b>Spoken texts</b> <b>Print texts</b> <b>Visual texts</b> <b>Media, multimedia and digital texts</b>			<b>Imaginative</b> <b>Informative</b> Persuasive  <i>(High light how these texts are represented)</i> <b>Spoken texts</b> <b>Print texts</b> <b>Visual texts</b> <b>Media, multimedia and digital texts</b>			<b>Imaginative</b> <b>Informative</b> Persuasive  <i>(High light how these texts are represented)</i> <b>Spoken texts</b> <b>Print texts</b> <b>Visual texts</b> <b>Media, multimedia and digital texts</b>			<b>Imaginative</b> Informative <b>Persuasive</b>  <i>(High light how these texts are represented)</i> <b>Spoken texts</b> <b>Print texts</b> <b>Visual texts</b> <b>Media, multimedia and digital texts</b>		

<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>• <b>texts written about intercultural experiences</b></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>• 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>• <b>a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books</b></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>• 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>• <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>• <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>• <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>HSIE</b> Outcome / Strand: CCS2.2 Topic: Community and Remembrance  <b>Science</b> Outcome / Strand: Topic:	<b>HSIE</b> Outcome / Strand: SSS2.7 Topic: Who will Buy?  <b>Science</b> Outcome / Strand: Topic:	<b>HSIE</b> Outcome / Strand: CUS2.4 Topic: Living in Communities  <b>Science</b> Outcome / Strand: Topic:	<b>HSIE</b> Outcome / Strand: ENS2.6 Topic: State and National Parks  <b>Science</b> Outcome / Strand: Topic:

<b>Grammar Focus (EN2-9B)</b>	<a href="http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/">http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/</a> homonyms and homophones <b>cohesive links</b> connectives complex sentence quoted (direct) speech reported (indirect) speech clause noun group verb group <b>noun – singular, plural, collective, term of address</b> adjective – possessive, comparative <b>verb – relating, feeling, possessing tense</b> adverb <b>preposition</b> <b>prepositional phrases</b>  <b>evaluative language</b> <b>creative language features – simile, metaphor, idiom, personification, nonsense words, spoonerisms, neologisms, pun</b>	<a href="http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/">http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/</a> homonyms and homophones cohesive links connectives complex sentence <b>quoted (direct) speech</b> <b>reported (indirect) speech</b> clause noun group verb group <b>noun – singular, plural, collective, term of address</b> <b>adjective – possessive, comparative</b> <b>verb – relating, feeling, possessing tense</b> adverb preposition prepositional phrases  <b>evaluative language</b> <b>creative language features – simile, metaphor, idiom, personification, nonsense words, spoonerisms, neologisms, pun</b>	<a href="http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/">http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/</a> homonyms and homophones cohesive links connectives complex sentence quoted (direct) speech reported (indirect) speech clause <b>noun group</b> verb group <b>noun – singular, plural, collective, term of address</b> adjective – possessive, comparative verb – relating, feeling, possessing tense adverb <b>preposition</b> <b>prepositional phrases</b>  evaluative language <b>creative language features – simile, metaphor, idiom, personification, nonsense words, spoonerisms, neologisms, pun</b>	<a href="http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/">http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/</a> <b>homonyms and homophones</b> cohesive links <b>connectives</b> <b>complex sentence</b> quoted (direct) speech reported (indirect) speech <b>clause</b> <b>noun group</b> <b>verb group</b> <b>noun – singular, plural, collective, term of address</b> adjective – possessive, comparative verb – relating, feeling, possessing tense <b>adverb</b> preposition prepositional phrases  <b>evaluative language</b> <b>creative language features – simile, metaphor, idiom, personification, nonsense words, spoonerisms, neologisms, pun</b>
<b>Punctuation Focus (EN2-9B)</b>	Question marks Apostrophe Revise: capital letters exclamation mark comma	Question marks Apostrophe Revise: capital letters exclamation mark comma	Question marks Apostrophe Revise: capital letters exclamation mark comma	Question marks Apostrophe Revise: capital letters exclamation mark comma
<b>Vocabulary Focus (EN2-9B)</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>	No new skills introduced at this stage. Continue to revise and consolidate ES1 and S1 skills as necessary	No new skills introduced at this stage. Continue to revise and consolidate ES1 and S1 skills as necessary	No new skills introduced at this stage. Continue to revise and consolidate ES1 and S1 skills as necessary	No new skills introduced at this stage. Continue to revise and consolidate ES1 and S1 skills as necessary
<b>Visual (graphological) awareness (EN2-4A)</b>	<b>Sight words</b> • recognise high frequency sight words • build fluency and automaticity in recall of an expanding number of words in literary and factual texts • find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (automatic processing of letter clusters assists in word recognition)	<b>Sight words</b> • recognise high frequency sight words • build fluency and automaticity in recall of an expanding number of words in literary and factual texts • find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (automatic processing of letter clusters assists in word recognition)	<b>Sight words</b> • recognise high frequency sight words • build fluency and automaticity in recall of an expanding number of words in literary and factual texts • find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (automatic processing of letter clusters assists in word recognition)	<b>Sight words</b> • recognise high frequency sight words • build fluency and automaticity in recall of an expanding number of words in literary and factual texts • find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (automatic processing of letter clusters assists in word recognition)

<p><b>Letter-sound (graphological) Awareness (EN2-4A)</b></p>	<p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• use phonological knowledge when reading, eg</li> <li>– give the most common sounds for all vowel digraphs (eg cloud) and trigraphs (eg high)</li> <li>– decode more unusual letter patterns as chunks (eg 'ough', 'scious')</li> <li>– be aware of more advanced letter–sound correspondence rules (eg soft c and g before e (eg cent, gent), l (eg city, giant) or y (eg cygnet, gym))</li> <li>• identify syllables in multisyllabic words</li> <li>• read unknown words in syllable chunks, rather than as separate sounds</li> <li>• read multisyllabic words with known prefixes and suffixes (eg un-, non-, -tion, -ness, -able)</li> <li>• recognise contractions (eg shouldn't)</li> <li>• use knowledge of word families and homophones when reading</li> </ul>	<p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• use phonological knowledge when reading, eg</li> <li>– give the most common sounds for all vowel digraphs (eg cloud) and trigraphs (eg high)</li> <li>– decode more unusual letter patterns as chunks (eg 'ough', 'scious')</li> <li>– be aware of more advanced letter–sound correspondence rules (eg soft c and g before e (eg cent, gent), l (eg city, giant) or y (eg cygnet, gym))</li> <li>• identify syllables in multisyllabic words</li> <li>• read unknown words in syllable chunks, rather than as separate sounds</li> <li>• read multisyllabic words with known prefixes and suffixes (eg un-, non-, -tion, -ness, -able)</li> <li>• recognise contractions (eg shouldn't)</li> <li>• use knowledge of word families and homophones when reading</li> </ul>	<p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• use phonological knowledge when reading, eg</li> <li>– give the most common sounds for all vowel digraphs (eg cloud) and trigraphs (eg high)</li> <li>– decode more unusual letter patterns as chunks (eg 'ough', 'scious')</li> <li>– be aware of more advanced letter–sound correspondence rules (eg soft c and g before e (eg cent, gent), l (eg city, giant) or y (eg cygnet, gym))</li> <li>• identify syllables in multisyllabic words</li> <li>• read unknown words in syllable chunks, rather than as separate sounds</li> <li>• read multisyllabic words with known prefixes and suffixes (eg un-, non-, -tion, -ness, -able)</li> <li>• recognise contractions (eg shouldn't)</li> <li>• use knowledge of word families and homophones when reading</li> </ul>	<p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• use phonological knowledge when reading, eg</li> <li>– give the most common sounds for all vowel digraphs (eg cloud) and trigraphs (eg high)</li> <li>– decode more unusual letter patterns as chunks (eg 'ough', 'scious')</li> <li>– be aware of more advanced letter–sound correspondence rules (eg soft c and g before e (eg cent, gent), l (eg city, giant) or y (eg cygnet, gym))</li> <li>• identify syllables in multisyllabic words</li> <li>• read unknown words in syllable chunks, rather than as separate sounds</li> <li>• read multisyllabic words with known prefixes and suffixes (eg un-, non-, -tion, -ness, -able)</li> <li>• recognise contractions (eg shouldn't)</li> <li>• use knowledge of word families and homophones when reading</li> </ul>
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<p><b>Spelling Focus (EN2-5A)</b></p>	<p><b>Segmenting to spell (EN2-5A)</b></p> <ul style="list-style-type: none"> <li>• use knowledge of morphemic word families when spelling unknown words, eg prefixes, suffixes, compound words</li> </ul> <p><b>Sound–letter relationships (EN2-5A)</b></p> <ul style="list-style-type: none"> <li>• spell words using knowledge of letter combinations, including double letters</li> <li>• classify words into groups according to the way in which they are spelt, eg thought, bought, ought</li> <li>• use known letter patterns and sound sequences, not just individual letters, when spelling unknown words</li> <li>• become familiar with the various ways of representing a particular sound in writing, eg meat, meet, metre</li> <li>• correctly represent consonant blends when spelling unknown words</li> <li>• use common consonant and vowel digraphs in attempting Unknown words</li> </ul> <p><b>Sight words (EN2-5A)</b></p> <ul style="list-style-type: none"> <li>• use an increasing bank of known spelling words written automatically</li> </ul> <p><b>Metacognitive strategies (EN2-5A)</b></p> <ul style="list-style-type: none"> <li>• use mnemonics for spelling irregular or difficult words, eg ‘piece of pie’</li> <li>• spell words using spelling rules and generalisations, eg ‘l before e except after c’, ‘y to i’ rule for plurals, doubling consonants</li> </ul> <p><b>Proofreading (EN2-5A)</b></p> <ul style="list-style-type: none"> <li>• identify spelling errors in own writing and unknown texts and provide correct spelling</li> <li>• increasingly use visual and phonetic self-correction strategies in editing own work, eg correcting words that do not ‘look or sound right’</li> <li>• consider meaning and context when spelling words, eg when differentiating between homonyms such as their/there/they’re</li> <li>• become familiar with various spelling resources, eg spell check, dictionary</li> <li>• use knowledge of alphabetical order to locate information in 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<b>Handwriting Focus (EN2-3A)</b>	<b>NSW Foundation Style cursive (EN2-3A)</b> <ul style="list-style-type: none"> <li>• write upper case and lower case letters in NSW Foundation Style with letters that are: <ul style="list-style-type: none"> <li>– of consistent size</li> <li>– of consistent slope</li> <li>– appropriately spaced</li> <li>– in straight lines</li> <li>– legible</li> </ul> </li> <li>• explore joins that facilitate fluency and legibility</li> <li>• write using clearly formed joined letters, and develop increased fluency and automaticity</li> </ul>	<b>NSW Foundation Style cursive (EN2-3A)</b> <ul style="list-style-type: none"> <li>• write upper case and lower case letters in NSW Foundation Style with letters that are: <ul style="list-style-type: none"> <li>– of consistent size</li> <li>– of consistent slope</li> <li>– appropriately spaced</li> <li>– in straight lines</li> <li>– legible</li> </ul> </li> <li>• explore joins that facilitate fluency and legibility</li> <li>• write using clearly formed joined letters, and develop increased fluency and automaticity</li> </ul>	<b>NSW Foundation Style cursive (EN2-3A)</b> <ul style="list-style-type: none"> <li>• write upper case and lower case letters in NSW Foundation Style with letters that are: <ul style="list-style-type: none"> <li>– of consistent size</li> <li>– of consistent slope</li> <li>– appropriately spaced</li> <li>– in straight lines</li> <li>– legible</li> </ul> </li> <li>• explore joins that facilitate fluency and legibility</li> <li>• write using clearly formed joined letters, and develop increased fluency and automaticity</li> </ul>	<b>NSW Foundation Style cursive (EN2-3A)</b> <ul style="list-style-type: none"> <li>• write upper case and lower case letters in NSW Foundation Style with letters that are: <ul style="list-style-type: none"> <li>– of consistent size</li> <li>– of consistent slope</li> <li>– appropriately spaced</li> <li>– in straight lines</li> <li>– legible</li> </ul> </li> <li>• explore joins that facilitate fluency and legibility</li> <li>• write using clearly formed joined letters, and develop increased fluency and automaticity</li> </ul>
<b>Digital text Production (EN2-2A, EN2-3A, EN2-11D)</b>	<b>Use of digital technologies (EN2-2A, EN2-3A, EN2-9B, EN2-7B)</b> <ul style="list-style-type: none"> <li>• experiment with digital and multimodal technologies</li> <li>• use a range of software, including word processing programs to construct, edit and publish written text</li> <li>• practise a range of keyboard skills, eg ability to use all essential function keys</li> <li>• use digitally produced visual representations to represent ideas, experience and information</li> <li>• identify the features of online texts that enhance navigation and readability, eg text, links, graphics, layout</li> <li>• select, edit and place visual, print and audio elements</li> <li>• discuss issues related to responsible use of digital communication</li> </ul>	<b>Use of digital technologies (EN2-2A, EN2-3A, EN2-9B, EN2-7B)</b> <ul style="list-style-type: none"> <li>• experiment with digital and multimodal technologies</li> <li>• use a range of software, including word processing programs to construct, edit and publish written text</li> <li>• practise a range of keyboard skills, eg ability to use all essential function keys</li> <li>• use digitally produced visual representations to represent ideas, experience and information</li> <li>• identify the features of online texts that enhance navigation and readability, eg text, links, graphics, layout</li> <li>• select, edit and place visual, print and audio elements</li> <li>• discuss issues related to responsible use of digital communication</li> </ul>	<b>Use of digital technologies (EN2-2A, EN2-3A, EN2-9B, EN2-7B)</b> <ul style="list-style-type: none"> <li>• experiment with digital and multimodal technologies</li> <li>• use a range of software, including word processing programs to construct, edit and publish written text</li> <li>• practise a range of keyboard skills, eg ability to use all essential function keys</li> <li>• use digitally produced visual representations to represent ideas, experience and information</li> <li>• identify the features of online texts that enhance navigation and readability, eg text, links, graphics, layout</li> <li>• select, edit and place visual, print and audio elements</li> <li>• discuss issues related to responsible use of digital communication</li> </ul>	<b>Use of digital technologies (EN2-2A, EN2-3A, EN2-9B, EN2-7B)</b> <ul style="list-style-type: none"> <li>• experiment with digital and multimodal technologies</li> <li>• use a range of software, including word processing programs to construct, edit and publish written text</li> <li>• practise a range of keyboard skills, eg ability to use all essential function keys</li> <li>• use digitally produced visual representations to represent ideas, experience and information</li> <li>• identify the features of online texts that enhance navigation and readability, eg text, links, graphics, layout</li> <li>• select, edit and place visual, print and audio elements</li> <li>• discuss issues related to responsible use of digital communication</li> </ul>