

English Scope & Sequence

School: St Joseph's Primary School Merriwa

Stage: Stage 2

Grade: 3/4

Teacher: Paige Farrow

Year: Odd

| Duration | Term 1 | | | Term 2 | | | Term 3 | | | Term 4 | | |
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| Title | | | | | | | | | | | | |
| Objectives & Outcomes | Objective A EN2-1A EN2-2A EN2-3A EN2-4A EN2-5A | Objective B EN2-6B EN2-7B EN2-8B EN2-9B | | Objective A EN2-1A EN2-2A EN2-3A EN2-4A EN2-5A | Objective B EN2-6B EN2-7B EN2-8B EN2-9B | | Objective A EN2-1A EN2-2A EN2-3A EN2-4A EN2-5A | Objective B EN2-6B EN2-7B EN2-8B EN2-9B | | Objective A EN2-1A EN2-2A EN2-3A EN2-4A EN2-5A | Objective B EN2-6B EN2-7B EN2-8B EN2-9B | |
| | Objective C EN2-10C | Objective D EN2-11D | Objective E EN2-12E | Objective C EN2-10C | Objective D EN2-11D | Objective E EN2-12E | Objective C EN2-10C | Objective D EN2-11D | Objective E EN2-12E | Objective C EN2-10C | Objective D EN2-11D | Objective E EN2-12E |
| Concept | <p align="center">Context</p> <p>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</p> | | | <p align="center">Narrative</p> <p>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</p> | | | <p align="center">Responding</p> <p>(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</p> | | | <p align="center">Representation</p> <p>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</p> | | |
| Types of Texts | <p>Imaginative Informative Persuasive</p> <p><i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts</p> | | | <p>Imaginative Informative Persuasive</p> <p><i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts</p> | | | <p>Imaginative Informative Persuasive</p> <p><i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts</p> | | | <p>Imaginative Informative Persuasive</p> <p><i>(High light how these texts are represented)</i> Spoken texts Print texts Visual texts Media, multimedia and digital texts</p> | | |

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| 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 | <i>Making Connections and Summarising</i> | <i>Predicting and Visualising</i> | <i>Summarising and Questioning</i> | <i>Monitoring and Questioning</i> |
| KLA Unit Link | HSIE Outcome / Strand:SSS2.8 Topic: Cooperating Communities Science Outcome / Strand: Topic: | HSIE Outcome / Strand:CCS2.1 Topic: First Contacts Science Outcome / Strand: Topic: | HSIE Outcome / Strand: ENS2.5 Topic: Australia:You're standing in it Science Outcome / Strand: Topic: | HSIE Outcome / Strand:CUS2.3 Topic: People and their beliefs Science Outcome / Strand: Topic: |

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| Grammar Focus (EN2-9B) | http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/ homonyms and homophones cohesive links connectives complex sentence quoted (direct) speech reported (indirect) speech clause noun group verb group noun – singular, plural, collective, term of address adjective – possessive, comparative verb – relating, feeling, possessing tense adverb preposition prepositional phrases evaluative language creative language features – simile, metaphor, idiom, personification, nonsense words, spoonerisms, neologisms, pun | http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/ homonyms and homophones cohesive links connectives complex sentence quoted (direct) speech reported (indirect) speech clause noun group verb group noun – singular, plural, collective, term of address adjective – possessive, comparative verb – relating, feeling, possessing tense adverb preposition prepositional phrases evaluative language creative language features – simile, metaphor, idiom, personification, nonsense words, spoonerisms, neologisms, pun | http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/ homonyms and homophones cohesive links connectives complex sentence quoted (direct) speech reported (indirect) speech clause noun group verb group noun – singular, plural, collective, term of address adjective – possessive, comparative verb – relating, feeling, possessing tense adverb preposition prepositional phrases evaluative language creative language features – simile, metaphor, idiom, personification, nonsense words, spoonerisms, neologisms, pun | http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/ homonyms and homophones cohesive links connectives complex sentence quoted (direct) speech reported (indirect) speech clause noun group verb group noun – singular, plural, collective, term of address adjective – possessive, comparative verb – relating, feeling, possessing tense adverb preposition prepositional phrases evaluative language creative language features – simile, metaphor, idiom, personification, nonsense words, spoonerisms, neologisms, pun |
| Punctuation Focus (EN2-9B) | Question marks apostrophe | Question marks Apostrophe | Question marks Apostrophe | Question marks apostrophe |
| Vocabulary Focus (EN2-9B) | 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 | 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 |
| Visual (graphological) awareness (EN2-4A) | Sight words • 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) | Sight words • 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) | Sight words • 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) | Sight words • 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) |

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