

English Scope & Sequence

School: St Joseph's Primary School Merriwa													
Stage: Stage 3			Grade:			Teacher:			Year: Even				
Duration	Term 1			Term 2			Term 3			Term 4			
Title													
Objectives & Outcomes	Objective A EN3-1A EN3-2A EN3-3A EN3-4A		Objective B EN3-5B EN3.6B	Objective A EN3-1A EN3-2A EN3-3A EN3-4A		Objective B EN3-5B EN3.6B	Objective A EN3-1A EN3-2A EN3-3A EN3-4A		Objective B EN3-5B EN3.6B	Objective A EN3-1A EN3-2A EN3-3A EN3-4A		Objective B EN3-5B EN3.6B	
	Objective C EN3-7C	Objective D EN3-8D	Objective E EN3-9E	Objective C EN3-7C	Objective D EN3-8D	Objective E EN3-E9	Objective C EN3-7C	Objective D EN3.8D	Objective E EN3-9E	Objective C EN3-7C	Objective D EN3.8D	Objective E EN3-9E	
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. <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</p>			<p align="center"><u>Characterisation</u></p> <p>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</p>			<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. <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 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. <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</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>			

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	Predicting Questioning Making Connections Visualising Summarising Monitoring	Predicting Questioning Making Connections Visualising Summarising Monitoring	Predicting Questioning Making Connections Visualising Summarising Monitoring	Predicting Questioning Making Connections Visualising Summarising Monitoring
KLA Unit Link	HSIE Outcome / Strand: CULTURES Cultural Diversity CUS3.4. Topic: Cultural Study (Asia) Science Outcome / Strand: Made Environment Working Technologically (ST3-4WS) Topic: Built Environments (ST3 – 14BE)	HSIE Outcome / Strand: CHANGE & CONTINUITY Significant Events & People CCS3:2 (HT3.3, HT3.4, HT3.5) Topic: Australia as a Nation (Democracy) Science Outcome / Strand: Natural Environment Working Scientifically (ST3-4WS) Topic: Living World (ST3-11LW)	HSIE Outcome / Strand: ENVIRONMENT Patterns of Place & Location ENS3:6 Topic: Global Issues (Antarctica) Science Outcome / Strand: Natural Environment Working Scientifically (ST3-4WS) Topic: Physical World - Electricity (ST3-6PW)	HSIE Outcome / Strand: SOCIAL SYSTEMS AND STRUCTURES Resource Systems SSS3:7 Topic: Global Connections Science Outcome / Strand: Natural Environment Working Technologically (ST3-4WS) Topic: Physical World - Light (ST3-7PW)

Grammar Focus (EN3-9B)	http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/ nominalisation reference links topic sentence main clause (independent clause) subordinate clause (dependent clause) voice – active, passive author voice noun group verb group noun - technical adjective – classifying, modal pronoun – relative pronoun elaborated tenses evaluative language – emotive language, modality figurative language features – simile, metaphor, personification, onomatopoeia	http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/ nominalisation reference links topic sentence main clause (independent clause) subordinate clause (dependent clause) voice – active, passive author voice noun group verb group noun - technical adjective – classifying, modal pronoun – relative pronoun elaborated tenses evaluative language – emotive language, modality figurative language features – simile, metaphor, personification, onomatopoeia	http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/ nominalisation reference links topic sentence main clause (independent clause) subordinate clause (dependent clause) voice – active, passive author voice noun group verb group noun - technical adjective – classifying, modal pronoun – relative pronoun elaborated tenses evaluative language – emotive language, modality, tone figurative language features – simile, metaphor, personification, onomatopoeia	http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/ nominalisation reference links topic sentence main clause (independent clause) subordinate clause (dependent clause) voice – active, passive author voice noun group verb group noun - technical adjective – classifying, modal pronoun – relative pronoun elaborated tenses evaluative language – emotive language, modality figurative language features – simile, metaphor, personification, onomatopoeia
Punctuation Focus (EN3-9B)	apostrophe Comma Revise: capital letters quotation marks exclamation mark question mark	apostrophe Comma Revise: capital letters quotation marks exclamation mark question mark	apostrophe Comma Revise: capital letters quotation marks exclamation mark question mark	apostrophe Comma Revise: capital letters quotation marks exclamation mark question mark
Vocabulary Focus (EN3-9B)	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 (EN3-4A)	Syllabification and segmenting (EN1-4A) <ul style="list-style-type: none"> segment written words into syllables Sight words (EN2-4A) <ul style="list-style-type: none"> 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 <u>soluti</u>on), syllables (eg un/co/ver) and smaller words in big words (eg <u>know</u>ledge) (automatic processing of letter clusters assists in word recognition) Spelling Editing	Sight words (EN2-4A) <ul style="list-style-type: none"> 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 <u>soluti</u>on), syllables (eg un/co/ver) and smaller words in big words (eg <u>know</u>ledge) (automatic processing of letter clusters assists in word recognition) Spelling Editing	Sight words (EN2-4A) <ul style="list-style-type: none"> 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 <u>soluti</u>on), syllables (eg un/co/ver) and smaller words in big words (eg <u>know</u>ledge) (automatic processing of letter clusters assists in word recognition) Spelling Editing	Sight words (EN2-4A) <ul style="list-style-type: none"> 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 <u>soluti</u>on), syllables (eg un/co/ver) and smaller words in big words (eg <u>know</u>ledge) (automatic processing of letter clusters assists in word recognition) Spelling Editing

<p>Letter-sound (graphological) Awareness (EN3-4A)</p>	<p>Reading strategies (EN2-4A)</p> <ul style="list-style-type: none"> • use phonological knowledge when reading eg <ul style="list-style-type: none"> - 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), i (eg city, giant) or y (eg cygnet, gym) • identify syllables in multisyllabic words 	<p>Reading strategies (EN2-4A)</p> <ul style="list-style-type: none"> - 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), i (eg city, giant) or y (eg cygnet, gym) - identify syllables in multisyllabic words -use knowledge of word families and homophones when reading <ul style="list-style-type: none"> • identify syllables in multisyllabic words • read multisyllabic words with known prefixes and suffixes (eg un-, non-, -tion, -ness, -able) use knowledge of word families and homophones when reading 	<p>Reading strategies (EN2-4A)</p> <ul style="list-style-type: none"> - 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), i (eg city, giant) or y (eg cygnet, gym) • identify syllables in multisyllabic words • recognise contractions (eg shouldn't) 	<p>Reading strategies (EN2-4A)</p> <ul style="list-style-type: none"> - 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), i (eg city, giant) or y (eg cygnet, gym) • identify syllables in multisyllabic words • use knowledge of word families and homophones when reading
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<p>Spelling Focus (EN3-5A)</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>Sight words (EN2-5A)</p> <p>use an increasing bank of known spelling words written automatically</p> <p>Integrated strategy use (EN3-5B)</p> <ul style="list-style-type: none"> use a variety of spelling strategies and conventions to spell multisyllabic words use banks of known words to assist in spelling new words consider meaning and context when spelling words develop a knowledge of less common letter patterns and spelling generalisations/rules and apply them to new situations <p>Proofreading (EN3-5B)</p> <ul style="list-style-type: none"> recognise most misspelt words in their own writing and use a variety of resources for correction consolidate and extend proofreading skills and take responsibility for editing own work use competent visual and phonological strategies for attempting and checking spelling, eg correcting words that do not 'look or sound right' competently use various spelling resources, eg spell check, dictionary, personal spelling notebook demonstrate awareness of the limitations of spell check features in digital technology 	<p>Segmenting to spell (EN2-5A)</p> <p>use knowledge of morphemic word families when spelling unknown words, eg prefixes, suffixes, compound words</p> <p>Integrated strategy use (EN3-5B)</p> <ul style="list-style-type: none"> use a variety of spelling strategies and conventions to spell multisyllabic words use known word meanings and base words when spelling unknown words, eg heal, healthy; sign, signature use knowledge of suffixes and prefixes to spell new words use banks of known words to assist in spelling new words consider meaning and context when spelling words develop a knowledge of less common letter patterns and spelling generalisations/rules and apply them to new situations <p>Proofreading (EN3-5B)</p> <ul style="list-style-type: none"> recognise most misspelt words in their own writing and use a variety of resources for correction consolidate and extend proofreading skills and take responsibility for editing own work use competent visual and phonological strategies for attempting and checking spelling, eg correcting words that do not 'look or sound right' 	<p>Segmenting to spell (EN2-5A)</p> <p>use knowledge of morphemic word families when spelling unknown words, eg prefixes, suffixes, compound words</p> <p>Integrated strategy use (EN3-5B)</p> <ul style="list-style-type: none"> use a variety of spelling strategies and conventions to spell multisyllabic words develop knowledge of word origins, eg Greek and Latin roots (telephone, aquarium) use banks of known words to assist in spelling new words consider meaning and context when spelling words understand that the pronunciation, spelling and meaning of words have histories and change over time develop a knowledge of less common letter patterns and spelling generalisations/rules and apply them to new situations <p>Sight words (EN2-5A)</p> <p>use an increasing bank of known spelling words written automatically</p> <p>Metacognitive strategies (EN2-5A)</p> <ul style="list-style-type: none"> spell words using spelling rules and generalisations, eg 'i before e except after c', 'y to i' rule for plurals, doubling consonants (See attached sheets) <p>Proofreading (EN3-5B)</p> <ul style="list-style-type: none"> recognise most misspelt words in their own writing and use a variety of resources for correction consolidate and extend proofreading skills and take responsibility for editing own work use competent visual and phonological strategies for attempting and checking spelling, eg correcting words that do not 'look or sound right' competently use various spelling resources, eg spell check, dictionary, personal spelling notebook demonstrate awareness of the limitations of spell check features in digital technology 	<p>Segmenting to spell (EN2-5A)</p> <p>use knowledge of morphemic word families when spelling unknown words, eg prefixes, suffixes, compound words</p> <p>Integrated strategy use (EN3-5B)</p> <ul style="list-style-type: none"> use a variety of spelling strategies and conventions to spell multisyllabic words use banks of known words to assist in spelling new words consider meaning and context when spelling words develop a knowledge of less common letter patterns and spelling generalisations/rules and apply them to new situations <p>Proofreading (EN3-5B)</p> <ul style="list-style-type: none"> recognise most misspelt words in their own writing and use a variety of resources for correction consolidate and extend proofreading skills and take responsibility for editing own work use competent visual and phonological strategies for attempting and checking spelling, eg correcting words that do not 'look or sound right'
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<p>Handwriting Focus (EN3-3A)</p>	<p>Appropriate handwriting style (EN3-2A)</p> <ul style="list-style-type: none"> • use a handwriting style that is legible, fluent and automatic and varies according to audience and purpose • write fluently in NSW Foundation Style and/or personal style: <ul style="list-style-type: none"> – forming joined letters of appropriate size and spacing – using appropriate pressure – varying style according to audience and purpose • experiment with different instruments, eg a range of pencils, different types of biros and pens, ink, calligraphy pens <p>Writing skills(EN3-2A)</p> <ul style="list-style-type: none"> • use correct pen grip and maintain good posture 	<p>Appropriate handwriting style (EN3-2A)</p> <ul style="list-style-type: none"> • use a handwriting style that is legible, fluent and automatic and varies according to audience and purpose • write fluently in NSW Foundation Style and/or personal style: <ul style="list-style-type: none"> – forming joined letters of appropriate size and spacing – using appropriate pressure – varying style according to audience and purpose • give attention to layout and practise calligraphic flourishes to enhance writing in appropriate situations, eg project headings <p>Writing skills(EN3-2A)</p> <ul style="list-style-type: none"> • use correct pen grip and maintain good posture 	<p>Appropriate handwriting style (EN3-2A)</p> <ul style="list-style-type: none"> • use a handwriting style that is legible, fluent and automatic and varies according to audience and purpose • write fluently in NSW Foundation Style and/or personal style: <ul style="list-style-type: none"> – forming joined letters of appropriate size and spacing – using appropriate pressure – varying style according to audience and purpose • experiment with different instruments, eg a range of pencils, different types of biros and pens, ink, calligraphy pens <p>Writing skills(EN3-2A)</p> <ul style="list-style-type: none"> • use correct pen grip and maintain good posture 	<p>Appropriate handwriting style(EN3-2A)</p> <ul style="list-style-type: none"> • use a handwriting style that is legible, fluent and automatic and varies according to audience and purpose • write fluently in NSW Foundation Style and/or personal style: <ul style="list-style-type: none"> – forming joined letters of appropriate size and spacing – using appropriate pressure – varying style according to audience and purpose • give attention to layout and practise calligraphic flourishes to enhance writing in appropriate situations, eg project headings <p>Writing skills(EN3-2A)</p> <ul style="list-style-type: none"> • use correct pen grip and maintain good posture
<p>Digital text Production (EN3-2A, EN3-3A, EN3-11D)</p>	<p>Use of digital technologies(EN3-2A, EN3-5B)</p> <ul style="list-style-type: none"> • use a range of software, including word processing programs, learning new functions as required to create texts • discuss issues related to the responsible use of digital technologies <p>use and assess the reliability of digital resources when researching topics</p>	<p>Use of digital technologies(EN3-2A, EN3-5B)</p> <ul style="list-style-type: none"> • experiment with language, design, layout and graphics 	<p>Use of digital technologies(EN3-2A, EN3-5B)</p> <ul style="list-style-type: none"> • choose and experiment with digital and multimodal resources when constructing texts 	<p>Use of digital technologies(EN3-2A, EN3-5B)</p> <ul style="list-style-type: none"> • demonstrate confidence, accuracy and speed in keyboard skills