

English Overview

School: St Joseph's Primary School Merriwa

Stage: Stage 3

Grade: 5/6

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
	EN3-1A	EN3-2A	EN3-5B	EN3-1A	EN3-2A	EN3-5B	EN3-1A	EN3-2A	EN3-5B	EN3-1A	EN3-2A	EN3-5B
	EN3-3A	EN3-4A	EN3.6B	EN3-3A	EN3-4A	EN3.6B	EN3-3A	EN3-4A	EN3.6B	EN3-3A	EN3-4A	EN3.6B
	Objective C	Objective D	Objective E	Objective C	Objective D	Objective E	Objective C	Objective D	Objective E	Objective C	Objective D	Objective E
	EN3-7C	EN3-8D	EN3-9E	EN3-7C	EN3-8D	EN3-E9	EN3-7C	EN3.8D	EN3-9E	EN3-7C	EN3.8D	EN3-9E
Concept	<p align="center"><u>Narrative</u></p> <p>A succession of events, which become a plot once the events are structured into a narrative</p> <p><u>What is involved:</u></p> <ol style="list-style-type: none"> 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 align="center"><u>Context</u></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.</p> <p><u>What is involved:</u></p> <ol style="list-style-type: none"> 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 align="center"><u>Responding</u></p> <p>(Different Genres)</p> <p>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:</p> <ul style="list-style-type: none"> • reading, listening and viewing that depend on, but go beyond, the decoding of texts • identifying, comprehending, selecting, <p><u>What is involved:</u></p> <ol style="list-style-type: none"> 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 align="center"><u>Representation</u></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.</p> <p><u>What it involves:</u></p> <ol style="list-style-type: none"> 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	<p>Imaginative Informative Persuasive</p> <p><i>(High light how these texts are represented)</i></p> <p>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></p> <p>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></p> <p>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></p> <p>Spoken texts Print texts Visual texts Media, multimedia and digital texts</p>		

<p>Text Experiences over a Stage</p>	<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.
<p>Suggested Texts</p> <p><i>A range of other texts will also be used as appropriate</i></p>				
<p>Comprehension Strategies</p>	<p>Predicting Questioning Making Connections Visualising Summarising Monitoring</p>	<p>Predicting Questioning Making Connections Visualising Summarising Monitoring</p>	<p>Predicting Questioning Making Connections Visualising Summarising Monitoring</p>	<p>Predicting Questioning Making Connections Visualising Summarising Monitoring</p>
<p>KLA Unit Link</p>	<p>HSIE Outcome / Strand: CHANGE & CONTINUITY Time & Change CCS3:1 (HT3.1, HT3.2, HT3.5) Topic: Australian Colonies</p> <p>Science Outcome / Strand: Made Environment Working Technologically (ST3-5WT) Topic: Products (ST3- 16P)</p>	<p>HSIE Outcome / Strand: SOCIAL SYSTEMS AND STRUCTURES Roles, Rights & Responsibilities SSS3-8 Topic: State & Federal Government</p> <p>Science Outcome / Strand: Natural & Made Environment Working Scientifically (ST3-4WS) Working Technologically (ST3-5WT) Topic: Material World (ST3-12MW, ST3-13MW)</p>	<p>HSIE Outcome / Strand: ENVIRONMENT Relationships with Places ENS3:5 Topic: Global Issues / Rainforests</p> <p>Science Outcome / Strand: Natural Environment Working Scientifically (ST3-4WS) Topic: Living World (ST3-10LW,)</p>	<p>HSIE Outcome / Strand: CULTURES Identities CUS3.3. Topic: Identity</p> <p>Science Outcome / Strand: Natural Environment Working Scientifically (ST3-4WS) Topic: Earth and Space (ST3-8ES, ST3-9ES)</p>

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 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			
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 (EN3-4A)	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>solu</u>tion), 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>solu</u>tion), 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>solu</u>tion), 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>solu</u>tion), 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) <p>use knowledge of word families and homophones when reading</p>	<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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Handwriting Focus (EN3-3A)	Appropriate handwriting style (EN3-2A) <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 Writing skills(EN3-2A) <ul style="list-style-type: none"> • use correct pen grip and maintain good posture 	Appropriate handwriting style (EN3-2A) <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 Writing skills(EN3-2A) <ul style="list-style-type: none"> • use correct pen grip and maintain good posture 	Appropriate handwriting style (EN3-2A) <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 Writing skills(EN3-2A) <ul style="list-style-type: none"> • use correct pen grip and maintain good posture 	Appropriate handwriting style(EN3-2A) <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 Writing skills(EN3-2A) <ul style="list-style-type: none"> • use correct pen grip and maintain good posture
Digital text Production (EN3-2A, EN3-3A, EN3-11D)	Use of digital technologies(EN3-2A, EN3-5B) <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>	Use of digital technologies(EN3-2A, EN3-5B) <ul style="list-style-type: none"> • experiment with language, design, layout and graphics 	Use of digital technologies(EN3-2A, EN3-5B) <ul style="list-style-type: none"> • choose and experiment with digital and multimodal resources when constructing texts 	Use of digital technologies(EN3-2A, EN3-5B) <ul style="list-style-type: none"> • demonstrate confidence, accuracy and speed in keyboard skills