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<td>Engineering circle, self-directed discussions * Teacher directed discussions * Video conferencing or guest speakers * Podcasts * Verse speaking * Public Speaking</td>
<td>FOCUS - Print * Daily writing Persuasive, Informative, Imaginative * Modelled, joint &amp; independent * Poetry devices * FoR - Literature Circles * Publishing for Blog, Glogs, PowerPoint, Publisher, Word and other digital tools</td>
<td>* Explicit teaching of letters and joins according to pre assessment * Publish work in a variety of forms with a print focus; word, novel, poetry, silent film</td>
<td>Persuasive, informative and imaginative texts * FoR – Introduction to Super Six Strategies – * FoR - Literature Circles introduction to Roles - Discussion director, summariser, Illustrator Vocab Enrich, Lit luminary, Connector, travel tracer * Modelled/Peer/Group/Individual reading</td>
<td>* Spelling Scope &amp; Sequence E/T/R * Sound waves – one unit per week</td>
<td>* E/T/R scope &amp; sequence - collective nouns, noun groups, tense, quoted speech, reported speech homonyms, homophones</td>
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**Stage 2 Assessment**

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<thead>
<tr>
<th>Term 1</th>
<th>Informal observations LC – Aspects of speaking week 5</th>
<th>CTJ Stage assessment – Imaginative text Writing Samples Observations LC – Aspects of writing week 5</th>
<th>Pre &amp; post assessment writing sample LC – Aspects of writing week 5</th>
<th>Running Record as needed Teacher Observation Peer assessment Reflection journal LC – Reading Texts &amp; Comprehension wk 5</th>
<th>Weekly tests Stage assessment LC – Phonics and Phonemic Awareness week 5</th>
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**Stage 2 Thinking Imaginatively and Creatively**

- * identify creative language features in texts and talk about how authors create excitement and make similar stories in their own style.
- * create texts, including digital, that explore own experiences and respond to texts through drama
- * justify interpretations of a text

**Stage 2 Expressing Themselves**

- * recognise and discuss connections between personal experiences and how differently people from different times and cultures respond to text including Aboriginal cultures.
- * make connections between self and texts characters and events, identify point of view, suggest alternatives and justify own opinions

**Stage 2 Reflecting on Learning**

- * develop criteria for personal preferences
- * develop criteria for peer and personal assessment
- * seek and respond to feedback using appropriate language
- * reflect on own reading enjoyment

**Stage 2 Speaking & Listening – Own choice speech**

**Stage 2 Writing & Representing – Express preferences and respond to print texts**

**Stage 2 Reading & Viewing – Literature circle extension tasks**

**Stage 2 Speaking & Listening – Own choice speech**

**Stage 2 Writing & Representing – Express preferences and respond to print texts**

**Stage 2 Writing and Representing – Create print text about own experiences**

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# English Scope and Sequence – Stage Content

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<td>* FoR – Literature circle, self-directed discussions * Teacher directed discussions * Video conferencing or guest speakers * Podcasts * Verse speaking * Public Speaking * Debating</td>
<td>FOCUS – Spoken * Daily writing Persuasive, Informative, Imaginative Modelled, joint &amp; independent * FoR - Literature Circles * Publishing for Blog, Glogs, PowerPoint, Publisher, Word and other digital tools</td>
<td>* Explicit teaching of letters and joins according to pre assessment * Publish work in a variety of forms with a spoken focus; podcasts, speeches, debates</td>
<td>Persuasive, informative and imaginative texts * FoR – Refocus on Super Six Strategies * FoR - Literature Circles - Discussion director, summariser, Illustrator Vocab Enrich, Lit luminary, Connector, travel tracer *Modelled/Peer/Group/Individual reading</td>
<td>* Spelling Scope &amp; Sequence E/T/R * Sound waves – one unit per week</td>
<td>* E/T/R scope &amp; sequence - relating verb, saying verb, possessive verb, verb groups, simile, metaphor, comma, apostrophe</td>
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<td>Informal observations Debating Stage speaking assessment</td>
<td>CTJ Stage assessment-Persuasive text Writing Samples Observations LC – Aspects of writing week 5</td>
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<td>* recognise and discuss connections between personal experiences and how differently people from different times and cultures respond to text including Aboriginal cultures. * make connections between self and texts characters and events, identify point of view, suggest alternatives and justify own opinions</td>
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<td>Assessment</td>
<td>Speaking &amp; Listening - Debating Writing &amp; Representing – Create spoken text about own experiences</td>
<td>Speaking &amp; Listening – Own choice speech Speaking and Listening/Reading and Viewing/Writing and Representing – Express preferences and respond to texts Writing and Representing – Create spoken text about own experiences</td>
<td>Teacher/student developed rubric for ‘self-reflection’ Student led teacher/peer conferencing Goal setting Reflection journal Self-edit writing</td>
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<td>Reading &amp; Viewing – Literature circle extension tasks</td>
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**Stage 2**

### Term 3

#### Speaking and Listening
- * FoR – Literature circle, self-directed discussions
- * Teacher directed discussions
- * Video conferencing or guest speakers
- * Podcasts
- * Verse speaking
- * Debating

#### Writing and Representing
- FOCUS – Visual
  - * Daily writing
  - Persuasive, Informative, Imaginative
  - Modelled, joint & independent
- * FoR - Literature Circles
- * Publishing for Blog, Glogs, PowerPoint, Publisher and other digital tools

#### Handwriting and using Digital Technologies
- * Explicit teaching of letters and joins according to pre-assessment
- * Publish work in a variety of forms with a visual focus; comics, photo stories...

#### Reading and Viewing
- Persuasive, informative and imaginative texts
  - * FoR – Revision of Super Six Strategies
  - * FoR - Literature Circles Discussion director, summariser, Illustrator Vocab Enrich, Lit luminary, Connector, travel tracer
  - * Modelled/Peer/Group/Individual reading

#### Spelling
- * Spelling Scope & Sequence E/T/R
  - * Sound waves – one unit per week

#### Grammar, Punctuation and Vocabulary
- * E/T/R scope & sequence
  - possessive adjectives, comparative adjective, connective, complex sentence, clause

### Assessment

#### Informal observations
- LC – Aspects of speaking week 5

#### CTJ Stage assessment
- Imaginative text
- Writing Samples
- Observations
- LC – Aspects of writing week 5

#### Pre & post assessment
- Writing sample
- LC – Aspects of writing week 5

#### Running Record as needed
- Teacher Observation
- Peer assessment

#### Reflection journal
- LC – Reading Texts & Comprehension wk 5

#### Weekly tests
- Stage assessment
- LC – Phonics and Phonemic Awareness week 5

#### Word, text and sentence level assessment
- Writing samples
- LC – Vocabulary knowledge & Concepts about Print Week 5

### Thinking Imaginatively and Creatively
- * identify creative language features in texts and talk about how authors create excitement and make similar stories in their own style.
- * create texts, including digital, that explore own experiences and respond to texts through drama
- * justify interpretations of a text

### Expressing Themselves
- * recognise and discuss connections between personal experiences and how differently people from different times and cultures respond to text including Aboriginal cultures.
- * make connections between self and texts characters and events, identify point of view, suggest alternatives and justify own opinions

### Reflecting on Learning
- * develop criteria for personal preferences
- * develop criteria for peer and personal assessment
- * seek and respond to feedback using appropriate language
- * reflect on own reading enjoyment

#### Speaking & Listening – Debating
- * FoR – Literature circle extension tasks

#### Writing & Representing – Create visual about own experiences
- Speaking & Listening – Own choice speech
- Speaking and Listening/Reading and Viewing/Writing and Representing – Express preferences and respond to texts
- Writing and Representing – Create visual about own experiences

#### Reading & Viewing – Literature circle extension tasks

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