

ENGLISH SCOPE AND SEQUENCE – STAGE CONTENT

		Speaking and Listening	Writing and Representing	Handwriting and using Digital Technologies	Reading and Viewing	Spelling	Grammar, Punctuation and Vocabulary
Stage 2	Term 1	<ul style="list-style-type: none"> * FoR – Literature circle, self-directed discussions * Teacher directed discussions * Video conferencing or guest speakers * Podcasts * Verse speaking * Public Speaking 	FOCUS - Print <ul style="list-style-type: none"> * Daily writing Persuasive, Informative, Imaginative Modelled, joint & independent * Poetry devices * FoR - Literature Circles * Publishing for Blog, Glogs, PowerPoint, Publisher, Word and other digital tools 	<ul style="list-style-type: none"> * 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 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Spelling Scope & Sequence E/T/R * Sound waves – one unit per week 	<ul style="list-style-type: none"> * E/T/R scope & sequence - collective nouns, noun groups, tense, quoted speech, reported speech homonyms, homophones
	Assessment	<i>Informal observations</i> <i>LC – Aspects of speaking week 5</i>	<i>CTJ Stage assessment – Imaginative text</i> <i>Writing Samples</i> <i>Observations</i> <i>LC – Aspects of writing week 5</i>	<i>Pre & post assessment writing sample</i> <i>LC – Aspects of writing week 5</i>	<i>Running Record as needed</i> <i>Teacher Observation</i> <i>Peer assessment</i> <i>Reflection journal</i> <i>LC – Reading Texts & Comprehension wk 5</i>	<i>Weekly tests</i> <i>Stage assessment</i> <i>LC – Phonics and Phonemic Awareness week 5</i>	<i>Word/text level and punctuation assessment</i> <i>Writing samples</i> <i>LC – Vocabulary knowledge & Concepts about Print Week 5</i>
		Thinking Imaginatively and Creatively	Expressing Themselves		Reflecting on Learning		
	Term 1	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 			
Assessment	<i>Speaking & Listening – Own choice speech</i> <i>Writing & Representing – Express preferences and respond to print texts</i> <i>Reading & Viewing – Literature circle extension tasks</i>	<i>Speaking & Listening – Own choice speech</i> <i>Speaking and Listening/Reading and Viewing/Writing and Representing – Express preferences and respond to texts</i> <i>Writing and Representing – Create print text about own experiences</i>	<i>Teacher/student developed rubric for ‘self-reflection’</i> <i>Student led teacher/peer conferencing</i> <i>Goal setting</i> <i>Reflection journal</i> <i>Self-edit writing</i>				

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Stage 2	Term 2	<ul style="list-style-type: none"> * FoR – Literature circle, self-directed discussions * Teacher directed discussions * Video conferencing or guest speakers * Podcasts * Verse speaking * Public Speaking * Debating 	FOCUS – Spoken <ul style="list-style-type: none"> * Daily writing Persuasive, Informative, Imaginative Modelled, joint & independent * FoR - Literature Circles * Publishing for Blog, Glogs, PowerPoint, Publisher, Word and other digital tools 	<ul style="list-style-type: none"> * Explicit teaching of letters and joins according to pre assessment * Publish work in a variety of forms with a spoken focus; podcasts, speeches, debates 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Spelling Scope & Sequence E/T/R * Sound waves – one unit per week 	<ul style="list-style-type: none"> * E/T/R scope& sequence - relating verb, saying verb, possessive verb, verb groups, simile, metaphor, comma, apostrophe 	
	Assessment	<i>Informal observations</i> <i>Debating</i> <i>Stage speaking assessment</i> <i>LC – Aspects of speaking week 5</i>	<i>CTJ Stage assessment- Persuasive text</i> <i>Writing Samples</i> <i>Observations</i> <i>LC – Aspects of writing week 5</i>	<i>Pre & post assessment writing sample</i> <i>LC – Aspects of writing week 5</i>	<i>Running Record as needed</i> <i>Teacher Observation</i> <i>Peer assessment</i> <i>Reflection journal</i> <i>LC – Reading Texts & Comprehension wk 5</i>	<i>Weekly tests</i> <i>Stage assessment</i> <i>LC – Phonics and Phonemic Awareness week 5</i>	<i>Word level, creative/evaluative language and Punctuation assessment</i> <i>Writing samples</i> <i>LC – Vocabulary knowledge & Concepts about Print Week 5</i>	
	Thinking Imaginatively and Creatively			Expressing Themselves			Reflecting on Learning	
	Term 2	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 				
Assessment	Speaking & Listening - Debating Writing & Representing – Create spoken text about own experiences Reading & Viewing – Literature circle extension tasks	Speaking & 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	<i>Teacher/student developed rubric for ‘self-reflection’</i> <i>Student led teacher/peer conferencing</i> <i>Goal setting</i> <i>Reflection journal</i> <i>Self-edit writing</i>					

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		Speaking and Listening	Writing and Representing	Handwriting and using Digital Technologies	Reading and Viewing	Spelling	Grammar, Punctuation and Vocabulary	
Stage 2	Term 3	<ul style="list-style-type: none"> * FoR – Literature circle, self-directed discussions * Teacher directed discussions * Video conferencing or guest speakers * Podcasts * Verse speaking * Debating 	<p>FOCUS – Visual</p> <ul style="list-style-type: none"> * Daily writing Persuasive, Informative, Imaginative Modelled, joint & independent * FoR - Literature Circles * Publishing for Blog, Glogs, PowerPoint, Publisher and other digital tools 	<ul style="list-style-type: none"> * Explicit teaching of letters and joins according to pre assessment * Publish work in a variety of forms with a visual focus; comics, photo stories... 	<p>Persuasive, informative and imaginative texts</p> <ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Spelling Scope & Sequence E/T/R * Sound waves – one unit per week 	<ul style="list-style-type: none"> * E/T/R scope& sequence - possessive adjectives, comparative adjective, connective, complex sentence, clause 	
	Assessment	<i>Informal observations</i> <i>Debating</i> <i>LC – Aspects of speaking week 5</i>	<i>CTJ Stage assessment- Imaginative text</i> <i>Writing Samples</i> <i>Observations</i> <i>LC – Aspects of writing week 5</i>	<i>Pre & post assessment writing sample</i> <i>LC – Aspects of writing week 5</i>	<i>Running Record as needed</i> <i>Teacher Observation</i> <i>Peer assessment</i> <i>Reflection journal</i> <i>LC – Reading Texts & Comprehension wk 5</i>	<i>Weekly tests</i> <i>Stage assessment</i> <i>LC – Phonics and Phonemic Awareness week 5</i>	<i>Word, text and sentence level assessment</i> <i>Writing samples</i> <i>LC – Vocabulary knowledge & Concepts about Print Week 5</i>	
		Thinking Imaginatively and Creatively			Expressing Themselves		Reflecting on Learning	
	Term 3	<ul style="list-style-type: none"> * 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 			<ul style="list-style-type: none"> * 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 		<ul style="list-style-type: none"> * 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 	
Assessment	<i>Speaking & Listening - Debating</i> <i>Writing & Representing– Create visual about own experiences</i> <i>Reading & Viewing – Literature circle extension tasks</i>			<i>Speaking & Listening – Own choice speech</i> <i>Speaking and Listening/Reading and Viewing/Writing and Representing – Express preferences and respond to texts</i> <i>Writing and Representing – Create visual about own experiences</i>		<i>Teacher/student developed rubric for ‘self-reflection’</i> <i>Student led teacher/peer conferencing</i> <i>Goal setting</i> <i>Reflection journal</i> <i>Self-edit writing</i>		

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		Speaking and Listening	Writing and Representing	Handwriting and using Digital Technologies	Reading and Viewing	Spelling	Grammar, Punctuation and Vocabulary	
Stage 2	Term 4	<ul style="list-style-type: none"> * FoR – Literature circle, self-directed discussions * Teacher directed discussions * Video conferencing or guest speakers * Podcasts * Verse speaking 	FOCUS – Digital <ul style="list-style-type: none"> * Daily writing Persuasive, Informative, Imaginative Modelled, joint & independent * FoR - Literature Circles * Publishing for Blog, Glogs, PowerPoint, Publisher, Word and other digital tools 	<ul style="list-style-type: none"> * Explicit teaching of letters and joins according to pre assessment * Publish work in a variety of forms with a digital focus;..... 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Spelling Scope & Sequence E/T/R * Sound waves – one unit per week 	<ul style="list-style-type: none"> * E/T/R scope& sequence - modality adverb, degree adverb, adverbial phrases, prepositional phrases, idiom, personification 	
	Assessment	<i>Informal observations</i> <i>LC – Aspects of speaking week 5</i>	<i>CTJ Stage assessment- Informative text</i> <i>Writing Samples</i> <i>Observations</i> <i>LC – Aspects of writing week 5</i>	<i>Pre & post assessment writing sample</i> <i>LC – Aspects of writing week 5</i>	<i>Running Record as needed</i> <i>Teacher Observation</i> <i>Peer assessment</i> <i>Reflection journal</i> <i>LC – Reading Texts & Comprehension wk 5</i>	<i>Weekly tests</i> <i>Stage assessment</i> <i>LC – Phonics and Phonemic Awareness week 5</i>	<i>Stage assessment</i> <i>Writing samples</i> <i>LC – Vocabulary knowledge & Concepts about Print Week 5</i>	
		Thinking Imaginatively and Creatively			Expressing Themselves		Reflecting on Learning	
	Term 4	<ul style="list-style-type: none"> * 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 		<ul style="list-style-type: none"> * 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 		<ul style="list-style-type: none"> * 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 		
	Assessment	Writing & Representing – <i>Create digital text about own experiences</i> Reading & Viewing – <i>Literature circle extension tasks</i>		Speaking & Listening – <i>Own choice speech</i> Speaking and Listening/Reading and Viewing/Writing and Representing – <i>Express preferences and respond to texts</i> Writing and Representing – <i>Create digital text about own experiences</i>		<i>Teacher/student developed rubric for ‘self-reflection’</i> <i>Student led teacher/peer conferencing</i> <i>Goal setting</i> <i>Reflection journal</i> <i>Self-edit writing</i>		