

ENGLISH SCOPE AND SEQUENCE – STAGE CONTENT

		Speaking and Listening	Writing and Representing	Responding and Composing	Reading and Viewing	Spelling	Grammar, Punctuation and Vocabulary	
Stage 3	Term 1	<ul style="list-style-type: none"> * FoR – Literature circle discussions modelled and self-directed * Teacher directed discussions * Note taking – BTN/ guest speakers * Podcasts * Debating * Public Speaking - prepared 	FOCUS - Print <ul style="list-style-type: none"> * Daily writing Persuasive, Informative, Imaginative(themes/ central storylines) * FoR - Literature Circles * Publishing for Blog, Glogs, PowerPoint, Publisher, Word and other digital print tools * Legible handwriting 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> * Writers Circle discussion, sharing and joint construction * organisation of vast range texts 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> * FoR – Super Six Strategies Explicit Revision FoR - Literature Circles introduction to Roles * Discussion director, summariser, Illustrator Vocab Enrich, Lit luminary, Connector, travel tracer Modelled/ Peer / Individual reading 	<ul style="list-style-type: none"> * Sound Waves - One unit /week * Literature circle - expansion of vocabulary focus * Scope/sequence spelling rules and strategies embedded in speaking/ listening and writing and representing 	<ul style="list-style-type: none"> * S&S E/T/R *pronoun reference *homonyms/ homophones *connectives nominalisation *complex sentence * topic sentence *paragraph * clause *voice *author voice 	
	Assessment	<i>Literature Circle - Peer Assessment</i> <i>Teacher observation</i> <i>Podcasts</i> <i>LC – Aspects of speaking</i> <i>Wk 5</i>	<i>Stage assessment CTJ – Imaginative text</i> <i>Work samples</i> <i>Blogs</i> <i>Reflection journal</i> <i>LC – Aspects of writing</i> <i>Wk 5</i>	<i>Student created rubrics</i> <i>Observation</i> <i>LC – Aspects of writing</i> <i>Wk 5</i>	<i>Teacher observation</i> <i>Peer assessment</i> <i>Reflection journal</i> <i>LC – Reading Texts & Comprehension</i> <i>Wk 5</i>	<i>SA Pre - Test</i> <i>OC devised test</i> <i>Weekly/term assess</i> <i>LC – Phonics and Phonemic Awareness</i> <i>Wk 5</i>	<i>Writing samples</i> <i>Text/Sentence/ Clause level assess</i> <i>LC – Vocabulary knowledge & Concepts about Print</i> <i>Wk 5</i>	
			Thinking Imaginatively and Creatively		Expressing Themselves		Reflecting on Learning	
	Term 1	<ul style="list-style-type: none"> * critically interpret and think imaginatively about texts, explain creative language features and preferences in interpretation * understand how authors innovate for effect in texts and identify relationships in words and language patterns * experiment with, interpret, create innovative ways and adapt aspects of text in a creative way 	<ul style="list-style-type: none"> * move beyond making connections and identifying aspects of texts that convey particular social and cultural contexts to take account of perspective and points of view * recognise how cultural assumptions are made and how language is used to influence the reader/viewer * explore and compose texts with moral, ethical and social dilemmas reflective of global understandings 	<ul style="list-style-type: none"> * develop criteria for peer and personal assessment including the effectiveness of writing. * seek and respond to feedback using appropriate language * reflect on which skills contribute to language development and the benefit of working collaboratively 				
Assessment	Speaking & Listening – Own choice speech Writing & Representing/Responding & Composing – Imaginative text, product-based task Reading & Viewing – Literature circle extension tasks	Speaking & Listening – Own choice speech Writing & Representing/Responding & Composing – Imaginative text, product-based task Reading & Viewing – Literature circle tasks	<i>Teacher/student developed rubric for ‘self-reflection’</i> <i>Goal setting</i> <i>Evaluation of product –based task</i> <i>Reflection journal</i> <i>Self-edit writing</i>					

ENGLISH SCOPE AND SEQUENCE – STAGE CONTENT

		Speaking and Listening	Writing and Representing	Responding and Composing	Reading and Viewing	Spelling	Grammar, Punctuation and Vocabulary
Stage 3	Term 2	<ul style="list-style-type: none"> * FoR – Literature circle, self-directed discussions * Teacher directed discussions * Note taking – debates/ video conferencing or guest speakers * Podcasts * Debating * Public Speaking - prepared 	FOCUS - Spoken <ul style="list-style-type: none"> * Daily writing – Persuasive(persuasive devices), Informative, Imaginative Texts * FoR - Literature Circles * Publishing for podcast, vodcast, voki and other spoken/digital tools * Legible handwriting 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> * Literature Circle * Introduction to Writers Circle and Reflection Journals * Debating – influence readers/ audience through objective/ subjective language 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> FoR - Literature Circles * Discussion director, summariser, Illustrator Vocab Enrich, Lit luminary, Connector, travel tracer * Modelled/ Peer / Individual reading * Evaluative language 	<ul style="list-style-type: none"> * Sound Waves - One unit /week * Literature circle - expansion of vocabulary focus * Scope/sequence spelling rules and strategies embedded in speaking/ listening and writing and representing 	<ul style="list-style-type: none"> * S&S E/T/R * noun groups /col. nouns/ possessive verb * tense * elaborated tense *comma *apostrophe *emphasis *irony/ humour *emotive language *modality *denotation connotation
	Assessment	<i>Formal Speech</i> <i>Literature Circle - Peer Assessment</i> <i>Teacher observation</i> <i>Podcasts</i> <i>LC – Aspects of speaking</i> <i>Wk 5</i>	<i>Stage assessment CTJ- Persuasive text</i> <i>Self-assessment</i> <i>Work samples</i> <i>Reflection journal</i> <i>LC – Aspects of writing</i> <i>Wk 5</i>	<i>Student created rubrics</i> <i>Observation</i> <i>Reflection Journal</i> <i>LC – Aspects of writing</i> <i>Wk 5</i>	<i>Teacher observation</i> <i>Peer assessment</i> <i>Reflection journal</i> <i>LC – Reading Texts & Comprehension</i> <i>Wk 5</i>	<i>Weekly tests</i> <i>Term assess</i> <i>LC – Phonics and Phonemic Awareness</i> <i>Wk 5</i>	<i>Evaluative language assessment + Word/ punctuation level</i> <i>LC – Vocabulary knowledge & Concepts about Print</i> <i>Wk 5</i>
		Thinking Imaginatively and Creatively		Expressing Themselves		Reflecting on Learning	
Term 2	<ul style="list-style-type: none"> * critically interpret and think imaginatively about texts, explain creative language features and preferences in interpretation * understand how authors innovate for effect in texts and identify relationships in words and language patterns * experiment with, interpret, create innovative ways and adapt aspects of text in a creative way 		<ul style="list-style-type: none"> * move beyond making connections and identifying aspects of texts that convey particular social and cultural contexts to take account of perspective and points of view * recognise how cultural assumptions are made and how language is used to influence the reader/viewer * explore and compose texts with moral, ethical and social dilemmas reflective of global understandings 		<ul style="list-style-type: none"> * develop criteria for peer and personal assessment including the effectiveness of writing. * seek and respond to feedback using appropriate language * reflect on which skills contribute to language development and the benefit of working collaboratively 		
Assessment	<i>Speaking & Listening , Responding & Composing - Debating</i> <i>Writing & Representing/Responding & Composing – Persuasive text, product-based task</i> <i>Reading & Viewing – Literature circle extension tasks</i>		<i>Speaking & Listening, Responding & Composing – Debating</i> <i>Writing & Representing/Responding & Composing – Persuasive text, product-based task</i> <i>Reading & Viewing – Literature circle tasks</i>		<i>Peer debate marking</i> <i>Goal setting</i> <i>Evaluation of product –based task</i> <i>Reflection journal</i> <i>Self-edit writing</i>		

ENGLISH SCOPE AND SEQUENCE – STAGE CONTENT

		Speaking and Listening	Writing and Representing	Responding and Composing	Reading and Viewing	Spelling	Grammar, Punctuation and Vocabulary	
Stage 3	Term 3	<ul style="list-style-type: none"> * FoR – Literature circle discussions * Teacher directed discussions * Summarise- BTN/ debates / guest speakers * Podcasts * Debating * Public Speaking – prepared & impromptu 	FOCUS - Visual <ul style="list-style-type: none"> * Daily writing - Persuasive, Informative, Imaginative (imagery) Texts * FoR - Literature Circles * Publishing for Blog, Glogs, PowerPoint and other visual/ digital tools * Legible handwriting 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> * Literature Circles * Writers Circle discussion, sharing and joint construction * Figurative language, character development, events and setting * Reflection Journal 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> FoR - Literature Circles * Discussion director, summariser, Illustrator Vocab Enrich, Lit luminary, Connector, travel tracer * Modelled/ Peer / Individual reading * Readers theatre 	<ul style="list-style-type: none"> * Sound Waves - One unit /week * Literature circle - expansion of vocabulary focus * Scope/sequence spelling rules and strategies embedded in speaking/ listening and writing and representing 	<ul style="list-style-type: none"> * rel. pronoun * possessive/ comparative adjectives * direct/ indirect speech * simile * metaphor * idiom personification * nonsense spoonerism 	
	Assessment	<i>Formal Speech</i> <i>Literature Circle - Peer Assessment</i> <i>Teacher observation</i> <i>Podcasts</i> <i>LC – Aspects of speaking</i> <i>Wk 5</i>	<i>Stage assessment CTJ – Imaginative text</i> <i>Self / peer assessment</i> <i>Work samples</i> <i>Blogs</i> <i>Reflection journal</i> <i>LC – Aspects of writing</i> <i>Wk 5</i>	<i>Student created rubrics</i> <i>Observation</i> <i>LC – Aspects of writing</i> <i>Wk 5</i> <i>Reflection Journal</i>	<i>Teacher observation</i> <i>Peer assessment</i> <i>Reflection journal</i> <i>LC – Reading Texts & Comprehension</i> <i>Wk 5</i>	<i>Weekly tests</i> <i>Term assess</i> <i>LC – Phonics and Phonemic Awareness</i> <i>Wk 5</i>	<i>Figurative language /Word level/ Punctuation assessment</i> <i>LC – Vocabulary knowledge & Concepts about Print</i> <i>Wk 5</i>	
		Thinking Imaginatively and Creatively			Expressing Themselves		Reflecting on Learning	
	Term 3	<ul style="list-style-type: none"> * critically interpret and think imaginatively about texts, explain creative language features and preferences in interpretation * understand how authors innovate for effect in texts and identify relationships in words and language patterns * experiment with, interpret, create innovative ways and adapt aspects of text in a creative way 			<ul style="list-style-type: none"> * move beyond making connections and identifying aspects of texts that convey particular social and cultural contexts to take account of perspective and points of view * recognise how cultural assumptions are made and how language is used to influence the reader/viewer * explore and compose texts with moral, ethical and social dilemmas reflective of global understandings 		<ul style="list-style-type: none"> * develop criteria for peer and personal assessment including the effectiveness of writing. * seek and respond to feedback using appropriate language * reflect on which skills contribute to language development and the benefit of working collaboratively 	
Assessment	<i>Speaking & Listening – Impromptu speeches</i> <i>Responding & Composing - Debating</i> <i>Writing & Representing/Responding & Composing – Imaginative text, product-based task</i> <i>Reading & Viewing – Literature circle extension tasks</i>			<i>Speaking & Listening – Impromptu speeches</i> <i>Responding & Composing – Debating</i> <i>Writing & Representing/Responding & Composing – Imaginative text, product-based task</i> <i>Reading & Viewing – Literature circle tasks</i>		<i>Peer debate marking</i> <i>Teacher/student developed rubric for ‘self-reflection’</i> <i>Goal setting</i> <i>Evaluation of product –based task</i> <i>Reflection journal</i> <i>Self-edit writing</i>		

ENGLISH SCOPE AND SEQUENCE – STAGE CONTENT

		Speaking and Listening	Writing and Representing	Responding and Composing	Reading and Viewing	Spelling	Grammar, Punctuation and Vocabulary	
Stage 3	Term 4	<ul style="list-style-type: none"> * FoR – Literature circle discussions * Teacher directed discussions * Summarise - video conferencing / guest speakers * Podcasts 	FOCUS - Digital <ul style="list-style-type: none"> *Daily writing - Persuasive, Informative (development of ideas), Imaginative Texts * FoR - Literature Circles * Publishing for Blog, Glogs, PowerPoint, Publisher, Word and other digital tools * Legible handwriting 	Persuasive, informative and imaginative texts <ul style="list-style-type: none"> * Literature Circles * Writers Circle discussion, sharing and joint construction * complex text conventions * Reflection Journal 	Persuasive, informative and imaginative texts FoR - Literature Circles <ul style="list-style-type: none"> * Discussion director, summariser, Illustrator Vocab Enrich, Lit luminary, Connector, travel tracer * Modelled/ Peer / Individual reading * Multimedia elements 	<ul style="list-style-type: none"> * Sound Waves - One unit /week * Literature circle - expansion of vocabulary focus * Scope/sequence spelling rules and strategies embedded in speaking/ listening and writing and representing 	<ul style="list-style-type: none"> *classifying / modal adjective *modality/degree adverbs *prepositional phrase noun/ * verb groups *ad phrases *complex punctuation 	
	Assessment	<i>Literature Circle - Peer Assessment</i> <i>Teacher observation</i> <i>Podcasts</i> <i>LC – Aspects of speaking Wk 5</i>	<i>Stage assessment CTJ- Informative text</i> <i>Self / peer assessment</i> <i>Work samples</i> <i>Reflection journal</i> <i>LC – Aspects of writing Wk 5</i>	<i>Student created rubrics</i> <i>Observation</i> <i>LC – Aspects of writing Wk 5</i> <i>Reflection Journal</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>Term assess</i> <i>LC – Phonics and Phonemic Awareness Wk 5</i>	<i>Word level/ Punctuation assessment</i> <i>LC – Vocabulary knowledge & Concepts about Print Wk 5</i>	
		Thinking Imaginatively and Creatively			Expressing Themselves		Reflecting on Learning	
	Term 5	<ul style="list-style-type: none"> * critically interpret and think imaginatively about texts, explain creative language features and preferences in interpretation * understand how authors innovate for effect in texts and identify relationships in words and language patterns * experiment with, interpret, create innovative ways and adapt aspects of text in a creative way 			<ul style="list-style-type: none"> * move beyond making connections and identifying aspects of texts that convey particular social and cultural contexts to take account of perspective and points of view * recognise how cultural assumptions are made and how language is used to influence the reader/viewer * explore and compose texts with moral, ethical and social dilemmas reflective of global understandings 		<ul style="list-style-type: none"> * develop criteria for peer and personal assessment including the effectiveness of writing. * seek and respond to feedback using appropriate language * reflect on which skills contribute to language development and the benefit of working collaboratively 	
	Assessment	Writing & Representing/Responding & Composing – Informative text, product-based task Reading & Viewing – Literature circle extension tasks			Writing & Representing/Responding & Composing – Informative text, product-based task Reading & Viewing – Literature circle tasks		<i>Teacher/student developed rubric for ‘self-reflection’</i> <i>Goal setting</i> <i>Evaluation of product –based task</i> <i>Reflection journal</i> <i>Self-edit writing</i>	