



Surveyors Creek PS

English Scope &

Sequence

Stage Two

*These documents are to be used in conjunction when planning a teaching cycle for each term. The scope and sequences have been colour coded to match the syllabus colour and to match the colour assigned to each stage:

Early Stage 1 = Yellow Stage 1 = Pink Stage 2 = Green Stage 3 = Orange



S2 English Scope and Sequence					Term 1
Outcomes	Content				Assessment
<p>Reading & Viewing EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p>	<p>Modelled and shared reading and viewing of rich texts and quality literature *including explicit focus on super six/STARS reading comprehension strategies.</p> <p>Guided Reading and Independent literacy activities – linking to all aspects. Weekly differentiated read in ability groups Independent – Literacy activities linked to reading focus</p> <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students implement the STARS strategies.</p> <ul style="list-style-type: none"> ❖ <i>Finding Main Idea:</i> ❖ <i>Recalling facts and details:</i> ❖ <i>Understanding sequence:</i> <p>Modelled, guided and independent reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature. Focus on Reading comprehension strategies (Super 6):</p> <ul style="list-style-type: none"> ➤ Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context. ➤ Explicit focus on reading strategies to assist with comprehension. ➤ Identifies features of online texts. ➤ Stage texts (reciprocal reading). ➤ Students will have the opportunity to practice a range of skills during reading for learning activities across the curriculum. 				<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Pre test (all 12 - CARS) Week 1 • Pre assessment STARS Week 1 (Three specific skills) • Learning Progressions pre-assessment <p>Formative assessment:</p> <ul style="list-style-type: none"> • Guided reading observations • Teacher feedback during modelled and guided reading • Bump it up walls • Exit slips/reflection • Two stars and a wish • Feedback thumbs • Peer and teacher feedback • Student self- feedback and self-assessment using: WALT, WILF <p>Summative assessment:</p> <ul style="list-style-type: none"> • Review of three skills. (STARS Assessment) • CARS Post test Week 10 • Running records • PLAN2 data Week 10 <p>*PAT TEST</p>
	Spoken Texts:	Print Text:	Visual Text:	Digital/Multi-Media Texts:	
	<ul style="list-style-type: none"> • Drama • Speeches • Role Play 	<ul style="list-style-type: none"> • Fiction • Non Fiction • Novels 	<ul style="list-style-type: none"> • Picture books • Film • Digital books 	<ul style="list-style-type: none"> • Television • Media/News (e.g. Behind The News) 	



		<ul style="list-style-type: none"> • Picture books 	<ul style="list-style-type: none"> • Diagrams • Maps • Photographs • Art works • Illustrations 	<ul style="list-style-type: none"> • Multi-modal texts 	
<p>English Concepts EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>Persuasive -Advertisements, print, multimedia, spoken in magazines, on radio, internet, billboards, television. -Expositions, speeches, journal articles, debates, product packaging</p>	<p>Odd Year</p>	<p>Even Year</p>			
	<p>Authority The first sense, authority over a text, refers to who controls meaning in its composition and responses to it. In its second sense, authority of a text, it refers to how trustworthy the text appears to be, to what extent it can be taken as an authority on its subject matter. <i>Students understand authority and authorship are different aspects of texts.</i> <i>They learn that</i></p> <ul style="list-style-type: none"> • <i>responses to and interpretations of a text may vary and may have more or less validity.</i> • <i>authors may shape interpretation of a text but may not be able to control it.</i> <p>Argument Argument is the statement of a position supported by evidence. It can have a range of purposes including persuasion, clarification of ideas, resolving disputes, defending a point of view or simply for entertainment. Argument is conveyed through visual, spoken, written and performative modes. <i>Students understand that opinions should be supported by information and ideas presented in a structured way.</i> <i>They learn that</i></p> <ul style="list-style-type: none"> • <i>opinions can be refined through negotiation with others.</i> • <i>paragraphs contain a single idea</i> • <i>paragraphs are made up of topic sentences and evidence</i> • <i>certain language (eg. description, modality, aspects of images) carries a persuasive force.</i> 	<p>Point of View Point of view in a text is the position from which the subject matter of a text is designed to be perceived. In defining a point of view the writer, speaker or director of the text controls what we see and how we relate to the situation, characters or ideas in the text. <i>Students understand that stories may be narrated through a character's point of view.</i></p> <p>Perspective Perspective is a lens through which we learn to see the world; it shapes what we see and the way we see it. Perspective includes the values that the responder and composer bring to a text. We need to recognise how these lenses are working so that we can choose to accept or dismiss the values that they entail. <i>Students recognise that their understanding of the worlds in texts are shaped by their own personal experience and their own culture.</i> <i>They learn that views of the world in texts:</i></p> <ul style="list-style-type: none"> • <i>may differ from each other</i> • <i>are based on selections</i> • <i>may be represented in various ways in different modes and media.</i> 			



<p>Writing & Representing</p> <p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p>EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p> <p>EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p> <p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p> <p>EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>	<p>Various text focus</p> <p>Week 1 – 3: Cycle 1 Imaginative Texts *Focus on narrative descriptions and language devices (e.g. descriptive language, use of senses, similes, metaphors etc.). *Focus on the structure of descriptive writing and language features (e.g. using rich stimuli, literary techniques, describing settings, characters etc.).</p> <p>Week 4 -6: Cycle 2 Informative Texts *Focus on text structure, informative descriptions and language devices (e.g. precise vocabulary, proper nouns).</p> <p>Week 7 -10: Cycle 3 Persuasive Texts *Focus on persuasive text structure and language devices (e.g. emotive language, rhetorical questions etc.).</p> <p>Writing process: planning, drafting/composing, revising/editing, publishing Modelled, guided and independent writing sessions 4 to 5 times per week (<i>jointly and independently construct descriptive passages with the teacher in deconstructing and modelling stages</i>).</p> <p>Focus based on Stage and Class needs.</p>	<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self- assessment (success criteria. • Bump it up walls • Two stars and a wish • Exit slips/reflection strategies • Feedback thumbs • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • PLAN 2 data Week 10 and 10
<p>Spelling</p> <p>EN2-5A uses a range of strategies, including knowledge of letter– sound correspondences and</p>	<p>Explicit teaching as per modelled/guided writing:</p> <p>Learning Goal (WALT): We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p>	



<p>common letter patterns, to spell familiar and some unfamiliar words</p>	<ul style="list-style-type: none"> • Explicit teaching and modelling of the weekly phoneme, graphemes and spelling rule. • Theme words for vocabulary building e.g. using words from focused writing texts e.g. persuasive words in persuasive writing etc. • Weekly pre and post-tests (differentiated spelling lists). • Literacy/Guided reading activities: practice verbal and written spelling and spelling matrix activities. • Spelling words sent home for revision (weekly). 		
<p>Grammar, Punctuation & Vocabulary EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence: https://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar: Week 1: Simple sentence structure – clause includes a verb. Two or more verbs e.g. he huffed and puffed. Week 2: Sentence structure – clause includes a subject (noun (single, plural or collective) or noun group that agrees with the verb). Week 3: Sentence structure – clause includes a noun (pronoun) Week 4: Sentence structure – a clause may include an object (additional noun or noun group affected by the action) Week 5: Sentence structure – compound sentences, connectives and conjunctions. Week 6: Sentence structure – complex sentences, connectives and conjunctions. Week 7: Evaluative language Week 8: Evaluative language Week 9: Adjectives – possessive e.g. our Week 10: Adjectives – comparative e.g. bigger <i>*integrated into writing program</i></p>	<p>Punctuation:</p> <p>Week 1-2: Capital letters and full stops in simple sentences Week 3-4: Simple sentences – commas in a list Week 5: Proper nouns (including terms of address – e.g. Mr Jones) Week 6-7: Complex sentences - comma Week 8-9: Question marks –including rhetorical questions Week 10: Exclamation marks <i>*integrated into writing program</i></p>	<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self-assessment (extended writing checklist and rubrics) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule • PAT TEST
<p>Handwriting & Using Digital Technologies EN2-3A uses effective handwriting and publishes texts using digital technologies</p>	<p>Basic letter formation/size/slope/placement on lines</p> <p>Handwriting in literacy activities</p> <p>As per writing process (publishing)</p> <p>Digital publishing of text using computers (at least one text per term) Technology learning integration</p>		<p>Formative Assessment:</p> <ul style="list-style-type: none"> •Teacher Feedback <p>Summative assessment:</p>
<p>Speaking & Listening EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in</p>	<p>Basic speaking and listening skills: listening, looking, voice volume, turn-taking</p> <p>Group tasks across all Key Learning Areas</p>		<p>Formative Assessment</p> <ul style="list-style-type: none"> •Teacher observation/anecdotal notes <p>Summative assessment:</p>



group, classroom, school and community contexts EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features	STEM - small group presentations	
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S2 English Scope and Sequence		Term 2
Outcomes	Content	Assessment
<p>Reading & Viewing EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter EN2-10C thinks imaginatively,</p>	<p>Modelled and shared reading and viewing of rich texts and quality literature *including explicit focus on super six/STARS reading comprehension strategies.</p> <p>Guided Reading and Independent literacy activities – linking to all aspects. Weekly differentiated read in ability groups Independent – Literacy activities linked to reading focus</p> <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students implement the STARS strategies.</p> <ul style="list-style-type: none"> ❖ Making Predictions: ❖ Comparing & Contrast: ❖ Cause & Effect: <p>Modelled, guided and independent reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature.</p> <p>Focus on Reading comprehension strategies (Super 6):</p> <ul style="list-style-type: none"> ➤ Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context. 	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Pre assessment STARS Week 1 (Three specific skills) <p>Formative assessment:</p> <ul style="list-style-type: none"> • Guided reading observations • Teacher feedback during modelled and guided reading • Bump it up walls • Exit slips/reflection • Two stars and a wish • Feedback thumbs • Peer and teacher feedback • Student self- feedback and self-assessment using: WALT, WILF <p>Summative assessment:</p> <ul style="list-style-type: none"> • Review of three skills. (STARS Assessment)



<p>creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p>	<ul style="list-style-type: none"> ➤ Explicit focus on reading strategies to assist with comprehension. ➤ Identifies features of online texts. ➤ Stage texts (reciprocal reading). ➤ Students will have the opportunity to practice a range of skills during reading for learning activities across the curriculum. 				<ul style="list-style-type: none"> • CARS Post test Week 10 • Running records
	Spoken Texts:	Print Text:	Visual Text:	Digital/Multi- Media Texts:	
	<ul style="list-style-type: none"> • Drama • Speeches • Role Play 	<ul style="list-style-type: none"> • Fiction • Non Fiction • Novels • Picture books 	<ul style="list-style-type: none"> • Picture books • Film • Digital books • Diagrams • Maps • Photographs • Art works • Illustrations 	<ul style="list-style-type: none"> • Television • Media/News (e.g. Behind The News) • Multi-modal texts 	
<p>English Concepts</p> <p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>Imaginative</p> <p>-Poetry, songs- lyrics, musical compositions, stories, book trailers, movies, fashion collections.</p>	Odd Year		Even Year		
	<p>Literary Value</p> <p>Literary value does not include the values expressed or implied in a text but refers specifically to how one can attribute worth to a text in terms of its value to ‘civilisation’, a culture, a society, or a particular group of people.</p> <p><i>Students understand that pleasure can be gained by sharing ideas and feelings about texts</i></p> <p><i>Students learn that:</i></p> <ul style="list-style-type: none"> • <i>texts are a way of encountering ideas</i> • <i>imaginative texts are expressions of real world ideas</i> • <i>texts can be a source of emotional satisfaction.</i> <p>Style</p> <p>Style is one of the ways of distinguishing the work of an individual composer, a genre or a context of composition. Style includes semantics, form, structure, design and point of view.</p> <p><i>Students understand the impact of language choices and deliberately plan and refine their compositions</i></p>	<p>Connotation, Imagery and Symbol</p> <p>Connotation, imagery and symbol enrich a text by making words and images mean more than one thing. They invite students to consider the habitual in terms of the new and so are important to creative and critical thought. Critical analysis brings to light these associations and strands of meaning. For example, in the slogan ‘Stop the boats’, the metonymy in ‘boats’ refers to refugees but removes humanity from the issue.</p> <p><i>Students understand that imagery is one way of connecting with an audience.</i></p> <p><i>They learn that:</i></p> <ul style="list-style-type: none"> • <i>figurative language has an effect on meaning</i> • <i>imagery may be expressed through comparisons</i> • <i>there are different types of figurative language in different types of texts and media and for different audiences and purposes</i> <p>Characterisation</p> <p>Character is an important concept in narrative as a</p>			



	<p><i>accordingly.</i> <i>Students learn that:</i></p> <ul style="list-style-type: none"> • <i>there are rules for the development of style</i> • <i>topics may invite particular words and images</i> • <i>words, sentences and images vary for particular purposes, audiences and effects.</i> 	<p>driver of the action, a function in the plot, a way of engaging or positioning a reader or as a way of representing its thematic concerns. The way character is read is an indication of particular approaches to texts, be it through personal engagement or critical response.</p> <p><i>Students understand that characters are represented in such a way as to have motives for actions.</i></p> <p><i>They learn that characters:</i></p> <ul style="list-style-type: none"> • <i>may be judged by the reader, the other character constructs in the text, the narrator or the 'author'.</i> • <i>are constructed in a such a way as to invite an emotional reaction such as identification, empathy or antipathy.</i> 	
<p>Writing & Representing</p> <p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p>EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p> <p>EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type</p>	<p>Week 1 – 3: Cycle 1 Imaginative Texts *Focus on narrative descriptions and language devices (e.g. descriptive language, use of senses, similes, metaphors etc.). *Focus on the structure of descriptive writing and language features (e.g. using rich stimuli, literary techniques, describing settings, characters etc.).</p> <p>Week 4 -6: Cycle 2 Informative Texts *Focus on text structure, informative descriptions and language devices (e.g. precise vocabulary, proper nouns).</p> <p>Week 7 -10: Cycle 3 Persuasive Texts *Focus on persuasive text structure and language devices (e.g. emotive language, rhetorical questions etc.).</p> <p>Writing process: planning, drafting/composing, revising/editing, publishing Modelled, guided and independent writing sessions 4 to 5 times per week (<i>jointly and independently construct descriptive passages with the teacher in deconstructing and modelling stages</i>).</p> <p>Focus based on Stage and Class needs.</p> <p>7 STEPS</p> <p>Tightening Tension- Rise and fall, build up momentum.</p> <p>Ban The Boring- Ban the B words bed, breakfasts and bus trips.</p>		<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self- assessment (success criteria. • Bump it up walls • Two stars and a wish • Exit slips/reflection strategies • Feedback thumbs • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • PLAN 2 data Week 10



<p>of text when responding to and composing texts EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>	<p>Modelled, guided and independent writing sessions</p>		
<p>Spelling EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	<p>Explicit teaching as per modelled/guided writing:</p> <p>Learning Goal (WALT): We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p> <ul style="list-style-type: none"> • Explicit teaching and modelling of the weekly phoneme, graphemes and spelling rule. • Theme words for vocabulary building e.g. using words from focused writing texts e.g. persuasive words in persuasive writing etc. • Weekly pre and post-tests (differentiated spelling lists). • Literacy/Guided reading activities: practice verbal and written spelling and spelling matrix activities. • Spelling words sent home for revision (weekly). <p>Weekly Phonemes and Graphemes: <i>(Explicitly teach: modelled, guided and independent experiences):</i></p>		<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self-assessment • Peer feedback • Weekly pre-assessments <p>Summative assessment:</p> <ul style="list-style-type: none"> • See writing rubrics • Weekly post-assessments - digital data collection. •
<p>Grammar, Punctuation & Vocabulary EN2-9B uses effective and</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence: https://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf Grammar:</p>	<p>Punctuation: Week 1-2: Commas in two adjective sentences Week 3-5: Proper nouns Week 6-8: Comma (clauses) Week 9-10: Complex sentence – comma for clauses</p>	<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and



<p>accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p>	<p>Week 1: Adjectives Week 2: Simile Week 3: Metaphor Week 4: Personification Week 5: Preposition – when and where (link to complex sentences) Week 6: Preposition – how and why (link to complex sentences) Week 7: Prepositional phrases – how and when (link to complex sentences) Week 8: Prepositional phrases – where or why (link to complex sentences) Week 9: Homonyms Week 10: Homophones</p>	<p><i>*integrated into writing program</i></p>	<p>self-assessment (extended writing checklist and rubrics)</p> <ul style="list-style-type: none"> Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> As per writing assessment schedule
<p>Handwriting & Using Digital Technologies EN2-3A uses effective handwriting and publishes texts using digital technologies</p>	<p>Entry and exit flicks, basic diagonal joins e.g. ca (explicitly teach which letters do not join).</p> <p>Handwriting in literacy activities</p> <p>As per writing process (publishing)</p> <p>Digital publishing of text using computers (at least one text per term) Technology learning integration</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback <p>Summative assessment:</p>	
<p>Speaking & Listening EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p>	<p>Basic speaking and listening skills: listening, looking, voice volume, turn-taking</p> <p>Group tasks across all Key Learning Areas</p> <p>STEM - small group presentations</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> Teacher observation/anecdotal notes <p>Summative assessment:</p>	



S2 English Scope and Sequence				Term 3
Outcomes	Content			Assessment
<p>Reading & Viewing EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p>Modelled and shared reading and viewing of rich texts and quality literature *including explicit focus on super six/STARS reading comprehension strategies. Guided Reading and Independent literacy activities – linking to all aspects. Weekly differentiated read in ability groups Independent – Literacy activities linked to reading focus Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students implement the STARS strategies.</p> <ul style="list-style-type: none"> ❖ <i>Finding word meaning in context:</i> ❖ <i>Drawing conclusions & making inferences:</i> ❖ <i>Distinguishing between fact & opinion:</i> <p>Modelled, guided and independent reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature. Focus on Reading comprehension strategies (Super 6):</p> <ul style="list-style-type: none"> ➤ Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context. ➤ Explicit focus on reading strategies to assist with comprehension. ➤ Identifies features of online texts. ➤ Stage texts (reciprocal reading). ➤ Students will have the opportunity to practice a range of skills during reading for learning activities across the curriculum. 			<p>Diagnostic Assessment: • Pre assessment STARS Week 1 (Three specific skills) Formative assessment: • Guided reading observations • Teacher feedback during modelled and guided reading • Bump it up walls • Exit slips/reflection • Two stars and a wish • Feedback thumbs • Peer and teacher feedback • Student self- feedback and self-assessment using: WALT, WILF</p> <p>Summative assessment: • Review of three skills. (STARS Assessment) • CARS Post test Week 10 • Running records • PAT TEST</p>
	Spoken Texts:	Print Text:	Visual Text:	
	<ul style="list-style-type: none"> • Drama • Speeches • Role Play 	<ul style="list-style-type: none"> • Fiction • Non Fiction • Novels • Picture books 	<ul style="list-style-type: none"> • Picture books • Film • Digital books • Diagrams • Maps • Photographs 	



		<ul style="list-style-type: none"> • Art works • Illustrations 	
<p>English Concepts EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>Imaginative -Poetry, songs- lyrics, musical compositions, stories, book trailers, movies, fashion collections.</p>	Odd Year	Even Year	
	<p>Intertextuality Intertextuality refers to those interrelationships among texts that shape a text’s meaning. Explicit intertextuality, alluding specifically to another text through quotation or reference. Implied intertextuality, where the allusion is more indirect may occur through such commonalities as genre or style Inferred intertextuality referring to the texts drawn on by the actual responder and will likely include texts that had not even existed when the text was composed. <i>Students understand that when one text draws on another composing and responding are enriched.</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • <i>stories may be changed for different situations</i> • <i>some aspects of stories may be inserted into other stories</i> • <i>they can see their own story in terms of other stories.</i> <p>Narrative Narrative is the communication of a sequence of related events into a story. It can refer to a story itself or to the conventions by which we communicate and understand it. Narrative is a part of everyday communication to convey any message, be it political (an annual budget), commercial (a fashion collection) or institutional (public health warnings). <i>Students understand that narratives may be interpreted in various ways.</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • <i>characters and events may be drawn differently for different purposes audiences, modes and media</i> 	<p>Theme At its most basic level a theme may be regarded as the message or even the moral of a text. Theme differs from the topic of a text (war, the sea) or an idea addressed by a text (prejudice, friendship) in that the theme conveys an attitude or value about an idea (By accepting difference we are <i>Students understand that ideas in texts may be made into thematic statements that tell us about human experience.</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • <i>the ideas of a text are suggested through particular details such as events, character behaviour and relationships</i> • <i>some ideas are so powerful that they reappear in many texts</i> <p>Context Context refers to factors acting upon composers and responders that impinge on meaning. By considering the effects of context (their own, that of the composer and other contexts of response) on making meaning students recognise that:</p> <ol style="list-style-type: none"> 1. There can be no single reading of a text, 2. All meaning is contingent upon a range of factors not simply in the text but also outside it and 3. Values and attitudes may change over time and cultures. <p><i>Students understand that texts can be responded to and composed differently in different personal, social and cultural contexts.</i> <i>Students learn that:</i></p> <ul style="list-style-type: none"> • <i>contexts to be considered should include the context of composition and the context of response</i> • <i>the context of composition includes such elements as the purpose of the text, its intended audience, its mode and its medium</i> • <i>language and forms of texts vary according to the</i> 	



	<ul style="list-style-type: none"> • stories may be interpreted through action, character and setting • stories present a view of the world. 	<p>context of composition</p> <ul style="list-style-type: none"> • responses are framed by the immediate context of the actual responder. 	
<p>Writing & Representing</p> <p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p>EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p> <p>EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p> <p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p>	<p>Week 1 – 3: Cycle 1 Imaginative Texts *Focus on narrative descriptions and language devices (e.g. descriptive language, use of senses, similes, metaphors etc.). *Focus on the structure of descriptive writing and language features (e.g. using rich stimuli, literary techniques, describing settings, characters etc.).</p> <p>Week 4 -6: Cycle 2 Informative Texts *Focus on text structure, informative descriptions and language devices (e.g. precise vocabulary, proper nouns).</p> <p>Week 7 -10: Cycle 3 Persuasive Texts *Focus on persuasive text structure and language devices (e.g. emotive language, rhetorical questions etc.).</p> <p>Writing process: planning, drafting/composing, revising/editing, publishing Modelled, guided and independent writing sessions 4 to 5 times per week (<i>jointly and independently construct descriptive passages with the teacher in deconstructing and modelling stages</i>).</p> <p>Focus based on Stage and Class needs.</p> <hr/> <p>7 STEPS</p> <p>Exciting Endings- Story Graph visual- Know where you are heading.</p> <p>Dynamic Dialogue- How we get to know characters/ Point of View.</p>	<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self- assessment (success criteria. • Bump it up walls • Two stars and a wish • Exit slips/reflection strategies • Feedback thumbs • Peer feedback <p>Summative assessment: PLAN 2 data Week 10 and 10</p>	



<p>EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>			
<p>Spelling EN2-5A uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p>	<p>Explicit teaching as per modelled/guided writing:</p> <p>Learning Goal (WALT): We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p> <ul style="list-style-type: none"> • Explicit teaching and modelling of the weekly phoneme, graphemes and spelling rule. • Theme words for vocabulary building e.g. using words from focused writing texts e.g. persuasive words in persuasive writing etc. • Weekly pre and post-tests (differentiated spelling lists). • Literacy/Guided reading activities: practice verbal and written spelling and spelling matrix activities. • Spelling words sent home for revision (weekly). <p>Weekly Phonemes and Graphemes: <i>(Explicitly teach: modelled, guided and independent experiences):</i></p>		<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self-assessment • Peer feedback • Weekly pre-assessments <p>Summative assessment:</p> <ul style="list-style-type: none"> • See writing rubrics • Weekly post-assessments - digital data collection.
<p>Grammar, Punctuation & Vocabulary EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence: https://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar: Week 1: Precise vocabulary Week 2: Subheadings and paragraph structure Week 3: Subheadings and paragraph structure Week 4: Verbs – feeling e.g. <i>liked</i> and possessing e.g. <i>he has</i> Week 5: Verbs – relating e.g. <i>she is</i> my teacher Week 6: Verbs – tense – past, present and future Week 7: Verbs – tense – past, present and future Week 8: Verbs – auxiliary (helping verbs) Week 9: Adverbs e.g. manner, place or time Week 10: Adverbs e.g. modality, degree, opinions <i>*integrated into writing program</i></p>	<p>Punctuation: Week 1-2: Quotation marks – quoted direct speech Week 3-4: Quotation marks – signal titles Week 5-6: Reported indirect speech Week 7 – 8: Apostrophe (contraction) Week 9-10: Apostrophe (possession) <i>*integrated into writing program</i></p>	<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self-assessment (extended writing checklist and rubrics) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule • PAT Test



<p>Handwriting & Using Digital Technologies EN2-3A uses effective handwriting and publishes texts using digital technologies</p>	<p>Basic horizontal joins e.g. ca (explicitly teach which letters do not join.)</p> <p>Handwriting in literacy activities</p> <p>As per writing process (publishing)</p> <p>Digital publishing of text using computers (at least one text per term) Technology learning integration</p>	<p>Formative Assessment: •Teacher Feedback</p> <p>Summative assessment:</p>
<p>Speaking & Listening EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p>	<p>Basic speaking and listening skills: listening, looking, voice volume, turn-taking</p> <p>Group tasks across all Key Learning Areas</p> <p>Whole School Public Speaking Competition</p> <p>Preparation for speeches: prepared and impromptu</p> <p>STEM - small group presentations</p>	<p>Formative Assessment •Teacher observation/anecdotal notes</p> <p>Summative assessment:</p>



S2 English Scope and Sequence		Term 4		
Outcomes	Content			Assessment
<p>Reading & Viewing EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p>Modelled and shared reading and viewing of rich texts and quality literature *including explicit focus on super six/STARS reading comprehension strategies.</p> <p>Guided Reading and Independent literacy activities – linking to all aspects. Weekly differentiated read in ability groups Independent – Literacy activities linked to reading focus</p> <p>Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students implement the STARS strategies.</p> <ul style="list-style-type: none"> ❖ <i>Identifying Authors Purpose:</i> ❖ <i>Interpreting Figurative language:</i> ❖ <i>Summarising:</i> <p>Modelled, guided and independent reading (e.g. reading for enjoyment) and viewing of rich texts and quality literature.</p> <p>Focus on Reading comprehension strategies (Super 6):</p> <ul style="list-style-type: none"> ➤ Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context. ➤ Explicit focus on reading strategies to assist with comprehension. ➤ Identifies features of online texts. ➤ Stage texts (reciprocal reading). ➤ Students will have the opportunity to practice a range of skills during reading for learning activities across the curriculum. 			<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Pre assessment STARS Week 1 (Three specific skills) <p>Formative assessment:</p> <ul style="list-style-type: none"> • Guided reading observations • Teacher feedback during modelled and guided reading • Bump it up walls • Exit slips/reflection • Two stars and a wish • Feedback thumbs • Peer and teacher feedback • Student self- feedback and self-assessment using: WALT, WILF <p>Summative assessment:</p> <ul style="list-style-type: none"> • Review of three skills. (STARS Assessment) • CARS Post test Week 10 • Running records • PLAN2 data Week 10
	Spoken Texts:	Print Text:	Visual Text:	Digital/Multi- Media Texts:



	<ul style="list-style-type: none"> • Drama • Speeches • Role Play 	<ul style="list-style-type: none"> • Fiction • Non Fiction • Novels • Picture books 	<ul style="list-style-type: none"> • Picture books • Film • Digital books • Diagrams • Maps • Photographs • Art works • Illustrations 	<ul style="list-style-type: none"> • Television • Media/News (e.g. Behind The News) • Multi-modal texts 	
<p>English Concepts EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>Informative -News reports on radio, television, internet, newspapers -Written reports on phenomena. -Documentaries -Youtube – ‘how to’ clips -Blogs, Vlogs, Podcasts -Recipes, procedures, forms</p>	Odd Year		Even Year		
<p>Writing & Representing EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and</p>	<p>Week 1 – 3: Cycle 1 Imaginative Texts *Focus on narrative descriptions and language devices (e.g. descriptive language, use of senses, similes, metaphors etc.). *Focus on the structure of descriptive writing and language features (e.g. using rich stimuli, literary techniques, describing settings, characters etc.).</p> <p>Week 4 -6: Cycle 2</p>		<p>Representation Representation is the depiction of a thing, person or idea in written, visual, performed or spoken language. Students need to understand that representations are not neutral. Students need to be aware of the range of choices available to them in representing people, objects, experiences and ideas <i>Students understand that representations are varied and reflect individual experiences and contexts.</i> <i>They learn that representations:</i></p> <ul style="list-style-type: none"> • are deliberately constructed for particular audiences and purposes and vary according to the capabilities of mode or medium • may reflect stereotypic ideas rather than actuality. • Vary because of different composers or situations 		<p>Code and Convention The basic elements of speech, writing and visual language convey meaning when they combine in commonly understood arrangements or patterns. These patterns are formed by the interplay of codes (eg sounds, spelling and grammar) agreed systems for communicating (eg names of things and of actions, logos, camera angles, tone of voice etc), conventions, shared and habitual ways of using these systems (eg. paragraph structure, genre, framing of images, dramatic gestures etc). <i>Students appreciate that codes of communication are rules which provide access to information and ideas as well as opportunities for expression.</i> <i>Students learn that:</i></p> <ul style="list-style-type: none"> • there are choices of language and structure for expressing information and ideas • codes and conventions vary according to mode, medium and type of text. • all texts go through stages of refinement of language and structure for accuracy and effectiveness
					<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and



<p>language EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>	<p>Informative Texts *Focus on text structure, informative descriptions and language devices (e.g. precise vocabulary, proper nouns).</p> <p>Week 7 -10: Cycle 3 Persuasive Texts *Focus on persuasive text structure and language devices (e.g. emotive language, rhetorical questions etc.).</p> <p>Writing process: planning, drafting/composing, revising/editing, publishing Modelled, guided and independent writing sessions 4 to 5 times per week (<i>jointly and independently construct descriptive passages with the teacher in deconstructing and modelling stages</i>).</p> <p>Focus based on Stage and Class needs.</p>	<p>self- assessment (success criteria.</p> <ul style="list-style-type: none"> • Bump it up walls • Two stars and a wish • Exit slips/reflection strategies • Feedback thumbs • Peer feedback <p>Summative assessment: PLAN 2 data Week 10 and 10</p>
<p>Spelling EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar</p>	<p>Explicit teaching as per modelled/guided writing:</p> <p>Learning Goal (WALT): We are learning to draw on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p> <ul style="list-style-type: none"> • Explicit teaching and modelling of the weekly phoneme, graphemes and spelling rule. 	<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and



<p>and some unfamiliar words</p>	<ul style="list-style-type: none"> • Theme words for vocabulary building e.g. using words from focused writing texts e.g. persuasive words in persuasive writing etc. • Weekly pre and post-tests (differentiated spelling lists). • Literacy/Guided reading activities: practice verbal and written spelling and spelling matrix activities. • Spelling words sent home for revision (weekly). <p>Weekly Phonemes and Graphemes: <i>(Explicitly teach: modelled, guided and independent experiences):</i></p>		<p>self-assessment</p> <ul style="list-style-type: none"> • Peer feedback • Weekly pre-assessments <p>Summative assessment:</p> <ul style="list-style-type: none"> • See writing rubrics • Weekly post-assessments - digital data collection.
<p>Grammar, Punctuation & Vocabulary EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence: https://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf Grammar: Week 1: Idioms Week 2: Nonsense words Week 3: Similes Week 4: Metaphors Week 5: Personification Week 6: Simple sentences Week 7: Compound sentences Week 8: Complex sentences Week 8: Word origins Week 9: Word origins Week 10: Spoonerisms, puns and neologisms <i>*integrated into writing program</i></p>	<p>Punctuation: Week 1-2: Complex sentences, clauses (including embedded clauses) Week 3-5: Dialogue in speech Week 5-7: Apostrophes – contraction and possession Weeks 8-10: Grammar linked to procedures e.g. dot points and commas in a list <i>*integrated into writing program</i></p>	<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher feedback • Student self- feedback and self-assessment (extended writing checklist and rubrics) • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • As per writing assessment schedule • PLAN2 data Week 10
<p>Handwriting & Using Digital Technologies EN2-3A uses effective handwriting and publishes texts using digital technologies</p>	<p>All joins to be practiced using poetry</p> <p>Handwriting in literacy activities</p> <p>As per writing process (publishing)</p> <p>Digital publishing of text using computers (at least one text per term) Technology learning integration</p>		<p>Formative Assessment:</p> <ul style="list-style-type: none"> •Teacher Feedback <p>Summative assessment:</p>
<p>Speaking & Listening EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom,</p>	<p>Basic speaking and listening skills: listening, looking, voice volume, turn-taking</p> <p>Group tasks across all Key Learning Areas</p>		<p>Formative Assessment</p> <ul style="list-style-type: none"> •Teacher observation/anecdotal notes <p>Summative assessment:</p> <p>PLAN data week 10</p>



Surveyors Creek PS English Scope & Sequence Stage Two

school and community contexts
EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features

Play scripts

Oral reports