



Surveyors Creek PS

English Scope &

Sequence

Stage Three

*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



S3 English Scope and Sequence					Term 1
Outcomes	Content				Assessment
<p>Reading & Viewing</p> <p>EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.</p> <p>EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.</p> <p>EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in 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"> ❖ Finding Main Idea: ❖ Recalling facts and details: ❖ Understanding sequence: <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
		Spoken Texts:	Print Text:	Visual Text:	Digital/Multi- Media Texts:



	<ul style="list-style-type: none"> • Drama • Speeches • Role Play • Film 	<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 • Artworks • Illustrations 	<ul style="list-style-type: none"> • Television • Media/News (e.g.: Behind The News) • Multi-modal texts 	<ul style="list-style-type: none"> • Running records • PLAN2 data Week 10 *PAT Test
<p>English Concepts EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between 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>	Odd Year		Even Year		
<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 that in different contexts, authority is conferred in different ways.</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • texts have more authority with the use of appropriate language, spelling and punctuation • authority is invested in a text by clearly expressed and substantiated argument and acknowledgement of accepted authorities • popularity can become a form of authority • authority is valued and questioned. <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 an argument takes into account audience, form and purpose.</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • arguments can be objectively or subjectively presented • language choices (visual, spoken and written) can strengthen arguments 		<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 the narrator is different from the author and that point of view positions the reader to respond in a particular way.</i> <i>Students learn that:</i></p> <ul style="list-style-type: none"> • a narrator may be inside or outside the story, in fiction and non-fiction texts • point of view can create a more personal or distant relationship with the responder, evoking degrees of empathy or indifference • the author chooses the way a story is told and chooses language appropriate to that purpose in the different modes and media. <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 understand that perspectives may differ and that these differences need to be considered</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • perspective may be expressed in different ways including 			



	<ul style="list-style-type: none"> • <i>an argument may provide an informed assessment of a range of opinions.</i> 	<p><i>the values expressed and the form of expression</i></p>	
<p>Writing & Representing</p> <p>EN3-2A composes, edits and presents well- structured and coherent texts.</p> <p>EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.</p> <p>EN3-9E recognises, reflects on and assesses their strengths as a learner.</p>	<p>Various text focus</p> <p>Week 1 – 3: Cycle 1 Imaginative Texts <i>Writing process: planning, drafting/composing, revising/editing, publishing - Students plan, draft and write a number of descriptive passages using various concepts within a narrative e.g. setting, character etc.. They focus on using language features to create a strong sense of place, character and/or atmosphere.</i> *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 <i>Writing process: Students draft and write well-structured and well-presented factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas and issues.</i> *Focus on text structure, informative descriptions and language devices (e.g. precise vocabulary, proper nouns).</p> <p>Week 7 -10: Cycle 3 Persuasive Texts <i>Writing process: planning, drafting/composing, revising/editing, publishing - Students research, plan, draft and write a discussion on a topic of their choice. Students will be provided with opportunities to engage in effective classroom debates/discussions on their topics to present differing opinions and views on various topics within the classroom.</i> *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:</p> <ul style="list-style-type: none"> • Explicit modelled, guided and independent writing (<i>jointly and independently construct descriptive passages with the teacher in deconstructing and modelling stages</i>). • Sessions: 4 to 5 times per week: focus on descriptive writing and text structure. Writing process: planning, drafting/composing, revising/editing, publishing - <i>Students plan, draft and write a number of descriptive passages using various concepts.</i> <p>7 STEPS</p> <p>Sizzling Starts- Start from the point of action. Begin with a sound, action or dialogue.</p> <p>Planning For Success- Story Graph visual. Brainstorm multiple ideas for texts.</p>	<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Bump it up walls • Exit Slips/reflection • Two stars and one wish • Feedback Thumbs • Peer and teacher feedback • Student self- feedback and self-assessment using: WALT & success criteria <p>Summative assessment:</p> <ul style="list-style-type: none"> • PLAN2 Data – Week 10 	



	Modelled, guided and independent writing sessions		
<p>Spelling EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</p>	<p>Explicit teaching as per modelled/guided writing: 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 modelling of the weekly spelling rule/sounds (phonemes). • Theme words for vocabulary building e.g. using words from focused writing texts e.g. descriptive words in narrative/imaginative writing etc. • Weekly pre and post-tests (<i>differentiated spelling lists</i>). • Literacy/Guided reading activities: practice verbal and written, Bloom’s Taxonomy: <i>Spelling Matrix</i> etc. 		<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback • Student self- feedback and self-assessment • Peer feedback • Weekly pre-tests <p>Summative assessment:</p> <ul style="list-style-type: none"> • Weekly post-tests – Digital data collection. • Pre-test – Monday • Post-test – Friday • PLAN data Week 10
<p>Grammar, Punctuation & Vocabulary EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence: http://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar Focus: Week 2: Nouns Week 3: Noun Groups Week 4: Pronouns Week 5: Verbs (modal verbs, complex verbs) Week 6: Adverbs Week 7: Adjectives Week 8: Adjectival Phrases Week 9: Nominalisation Week 10: Reference Links</p>	<p>Punctuation Focus: Week 2 – 6: Punctuation, Apostrophe, Comma Week 7 – 10: Active Voice/Passive/Author Voice</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback • Student self- feedback and self-assessment • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • Post Grammar & Punctuation Week 9 • PLAN Data – Week 10 • PAT Test
<p>Handwriting & Using Digital Technologies</p>			
<p>Speaking & Listening EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and</p>	<ul style="list-style-type: none"> • Literacy group activities. • News Presentations. • Genius Hour Presentations. • Mini Assignment Presentation. 		<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher observation/anecdotal notes • Mini Assignment



language forms and features. EN3-9E recognises, reflects on and assesses their strengths as a learner.	Presentation <ul style="list-style-type: none"> Self and Peer feedback Summative assessment: <ul style="list-style-type: none"> PLAN data week 10
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S3 English Scope and Sequence		Term 2
Outcomes	Content	Assessment
<p>Reading & Viewing</p> <p>EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.</p> <p>EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.</p> <p>EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in 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"> ❖ 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. ➤ 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



	<p>Spoken Texts:</p> <ul style="list-style-type: none"> • Drama • Speeches • Role Play • Film 	<p>Print Text:</p> <ul style="list-style-type: none"> • Fiction • Non Fiction • Novels • Picture books 	<p>Visual Text:</p> <ul style="list-style-type: none"> • Picture books • Film • Digital books • Diagrams • Maps • Photographs • Artworks • Illustrations 	<p>Digital/Multi-media:</p> <ul style="list-style-type: none"> • Television • Media/News (e.g.: Behind The News) • Multi-modal texts 	
<p>English Concepts EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between 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>Literary Value 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. <i>Students begin to understand that texts can be valued for the ways they convey experiences and ideas.</i> <i>Students learn that:</i></p> <ul style="list-style-type: none"> • texts that have several layers of meaning or that can be interpreted in various ways can be satisfying • texts that are thought-provoking and extend one's understanding of the world are valued. <p>Style 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. <i>Students understand that particular styles result from the use of identifiable language features appropriate to each mode and medium.</i> <i>Students learn that</i></p> <ul style="list-style-type: none"> • style may be changed by manipulating certain elements • style creates connections between and among texts • literary devices such as sound, images and figurative 	<p>Connotation, Imagery and Symbol 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. <i>Students understand that richer meanings are produced when responders recognise and engage with imagery.</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • imagery prompts evocative comparisons which may add new meanings to a text • figurative language extends the meanings of words • figurative language compresses ideas through the connections it makes • figurative language can persuade, inform and engage audiences emotionally in different modes and media. <p>Characterisation Character is an important concept in narrative as a 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</p>			



	<p><i>language can enhance expression.</i></p> <ul style="list-style-type: none"> <i>personal style can be cultivated.</i> 	<p>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 trigger an imaginative response through identification.</i></p> <p><i>They learn that characters may:</i></p> <ul style="list-style-type: none"> <i>be complex having a range of characteristics or simple with one salient feature</i> <i>change as a result of events or remain unchanging</i> <i>have individual characteristics or be based on a stereotype</i> 	
<p>Writing & Representing</p> <p>EN3-2A composes, edits and presents well-structured and coherent texts.</p> <p>EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.</p> <p>EN3-9E recognises, reflects on and assesses their strengths as a learner</p>	<p>Various text focus</p> <p>Week 1 – 3: Cycle 1 Imaginative Texts <i>Writing process: planning, drafting/composing, revising/editing, publishing - Students plan, draft and write a number of descriptive passages using various concepts within a narrative e.g. setting, character etc.. They focus on using language features to create a strong sense of place, character and/or atmosphere.</i> *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 <i>Writing process: Students draft and write well-structured and well-presented factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas and issues.</i> *Focus on text structure, informative descriptions and language devices (e.g. precise vocabulary, proper nouns).</p> <p>Week 7 -10: Cycle 3 Persuasive Texts <i>Writing process: planning, drafting/composing, revising/editing, publishing - Students research, plan, draft and write a discussion on a topic of their choice. Students will be provided with opportunities to engage in effective classroom debates/discussions on their topics to present differing opinions and views on various topics within the classroom.</i> *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:</p> <ul style="list-style-type: none"> Explicit modelled, guided and independent writing (<i>jointly and independently construct descriptive passages with the teacher in deconstructing and modelling stages</i>). 	<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Bump it up walls Exit Slips/reflection Two stars and one wish Feedback Thumbs Peer and teacher feedback Student self- feedback and self-assessment using: WALT & success criteria <p>Summative assessment:</p> <ul style="list-style-type: none"> PLAN2 Data – Week 10 	



	<ul style="list-style-type: none"> Sessions: 4 to 5 times per week: focus on descriptive writing and text structure. Writing process: planning, drafting/composing, revising/editing, publishing - <i>Students plan, draft and write a number of descriptive passages using various concepts.</i> 		
	<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>Spelling EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts</p>	<p>Explicit teaching as per modelled/guided writing: 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 modelling of the weekly spelling rule/sounds (phonemes). Theme words for vocabulary building e.g. using words from focused writing texts e.g. descriptive words in narrative/imaginative writing etc. Weekly pre and post-tests (<i>differentiated spelling lists</i>). Literacy/Guided reading activities: practice verbal and written, Bloom’s Taxonomy: <i>Spelling Matrix</i> etc. 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback Student self- feedback and self-assessment Peer feedback Weekly pre-tests <p>Summative assessment:</p> <ul style="list-style-type: none"> Weekly post-tests – Digital data collection. Pre-test – Monday Post-test – Friday PLAN data Week 10 	
<p>Grammar, Punctuation & Vocabulary EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence: http://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar Focus: Week 1: Topic Sentences Week 2 - 3: Complex Sentences Week 4 - 5: Main Clauses (independent clause) Week 6 - 7: Subordinate Clause Week 8: Emotive Language Week 9 - 10: Modality</p>	<p>Punctuation Focus: Week 2-6: Contractions, Direct/Indirect Speech</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Teacher Feedback Student self- feedback and self-assessment Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> Post Grammar & Punctuation – Week 9
<p>Handwriting & Using Digital Technologies</p>			



<p>Speaking & Listening</p> <p>EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.</p> <p>EN3-9E recognises, reflects on and assesses their strengths as a learner.</p>	<ul style="list-style-type: none"> • Genius Hour Presentations • Mini Assignment Presentation 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher observation/anecdotal notes • Mini Assignment Presentation • Self and Peer feedback <p>Summative assessment:</p>
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S3 English Scope and Sequence		Term 3
Outcomes	Content	Assessment
<p>Reading & Viewing</p> <p>EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.</p> <p>EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.</p> <p>EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in 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>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.</p>	<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>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>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 *PAT Test
	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>EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between 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 intertextuality occurs across and within modes and media</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • <i>intertextuality may occur through adaptation of structure and style</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 enriched. True friendship survives adversity). <i>Students understand that thematic statements may be interrogated</i> <i>They learn that themes:</i></p> <ul style="list-style-type: none"> • <i>are different from subjects or topics</i> • <i>arise out of the actions, feelings and ideas of people or characters</i> • <i>may be explored in different ways by different texts</i> • <i>relate to social, moral and ethical questions in the real world</i> 			



	<ul style="list-style-type: none"> whole texts may be appropriated for different audiences and purposes, modes and media. in transforming texts, there are opportunities for originality. <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 there are conventions of the narrative form that combine to involve responders in the story.</i> <i>Students learn that narrative engages responders through:</i></p> <ul style="list-style-type: none"> Recognisable characters, events and places Skilful plot development Perceptible mood and atmosphere Evocative images and imagery that complement the story Narrative voice and voices of characters. They learn that these conventions are adapted to different modes and media. 	<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"> There can be no single reading of a text, All meaning is contingent upon a range of factors not simply in the text but also outside it and Values and attitudes may change over time and cultures. <p><i>Students begin to recognise how context may be expressed in texts.</i> <i>Students learn that:</i></p> <ul style="list-style-type: none"> specific contexts require particular forms and language their own context affects the way they respond to and compose texts context includes clearly identifiable elements such as purpose, intended audience and medium as well as more complex and diffuse influences such as culture culture, as a way of living, involves beliefs, customs, language and values and is reflected in texts cultural context refers to the context of composition as well as to the context of response. 	
<p>Writing & Representing</p> <p>EN3-2A composes edits and presents well-structured and coherent texts.</p> <p>EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts.</p>	<p>Various text focus</p> <p>Week 1 – 3: Cycle 1 Imaginative Texts <i>Writing process: planning, drafting/composing, revising/editing, publishing - Students plan, draft and write a number of descriptive passages using various concepts within a narrative e.g. setting, character etc.. They focus on using language features to create a strong sense of place, character and/or atmosphere.</i> *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>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Bump it up walls Exit Slips/reflection Two stars and one wish Feedback Thumbs Peer and teacher feedback Student self- feedback and self-assessment using: WALT & success criteria <p>Summative assessment:</p>	



<p>EN3-9E recognises, reflects on and assesses their strengths as a learner.</p>	<p>Informative Texts <i>Writing process: Students draft and write well-structured and well-presented factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas and issues.</i> *Focus on text structure, informative descriptions and language devices (e.g. precise vocabulary, proper nouns).</p> <p>Week 7 -10: Cycle 3</p> <p>Persuasive Texts <i>Writing process: planning, drafting/composing, revising/editing, publishing - Students research, plan, draft and write a discussion on a topic of their choice. Students will be provided with opportunities to engage in effective classroom debates/discussions on their topics to present differing opinions and views on various topics within the classroom.</i> *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:</p> <ul style="list-style-type: none"> • Explicit modelled, guided and independent writing (<i>jointly and independently construct descriptive passages with the teacher in deconstructing and modelling stages</i>). • Sessions: 4 to 5 times per week: focus on descriptive writing and text structure. Writing process: planning, drafting/composing, revising/editing, publishing - <i>Students plan, draft and write a number of descriptive passages using various concepts.</i> <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>	<ul style="list-style-type: none"> • PLAN2 Data – Week 10
<p>Spelling EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.</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 modelling of the weekly spelling rule/sounds (phonemes). • Theme words for vocabulary building e.g. using words from focused writing texts e.g. descriptive words in narrative/imaginative writing etc. • Weekly pre and post-tests (<i>differentiated spelling lists</i>). • Literacy/Guided reading activities: practice verbal and written, Bloom’s Taxonomy: <i>Spelling Matrix</i> etc. 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback • Student self- feedback and self-assessment • Peer feedback • Weekly pre-tests <p>Summative assessment:</p> <ul style="list-style-type: none"> • Weekly post-tests – Digital data collection. • Pre-test – Monday • Post-test – Friday • PLAN data Week 10



<p>Grammar, Punctuation & Vocabulary</p> <p>EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence. http://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar Focus: Week 1-2: Verbs Tense Week 3-4: Elaborated Tense Week 5-6: Evaluative Language Week 7-8: Articles</p> <p>Week 6-7: Prepositions Week 8-10: Conjunctions</p>	<p>Punctuation Focus: Revision based on class needs.</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback • Student self- feedback and self-assessment • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • Post Grammar & Punctuation – Week 9 • PAT Test
<p>Handwriting & Using Digital Technologies</p>			
<p>Speaking & Listening</p> <p>EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.</p> <p>EN3-9E recognises, reflects on and assesses their strengths as a learner.</p>	<ul style="list-style-type: none"> • Whole School Public Speaking Competition • Genius Hour Presentations • Mini Assignment Presentation 		<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher observation/anecdotal notes • Mini Assignment Presentation • Self and Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • PLAN data week 10

S3 English Scope and Sequence		Term 4
Outcomes	Content	Assessment
<p>Reading & Viewing</p> <p>EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of</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.</p> <p>Weekly differentiated read in ability groups</p> <p>Independent – Literacy activities linked to reading focus</p>	<p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> • Pre assessment STARS Week 1 (Three specific skills) <p>Formative assessment:</p>



texts in different media and technologies.
EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.
EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.

Teachers will explicitly model/teach how to use a variety of appropriate teaching ideas to help students implement the STARS strategies.

- ❖ *Identifying Authors Purpose:*
- ❖ *Interpreting Figurative language:*
- ❖ *Summarising:*

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):

- 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.

- 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

Summative assessment:
 • Review of three skills. (STARS Assessment)
 • 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

English Concepts

EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

Odd Year	Even Year
<p>Representation</p> <p>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</p>	<p>Code and Convention</p> <p>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</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>	<p>choices available to them in representing people, objects, experiences and ideas <i>Students understand that representations position audiences to adopt a particular response</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • <i>information and ideas may be represented symbolically</i> • <i>representation in each mode operates according to its own codes and conventions.</i> • <i>representations may be adapted for different audiences</i> • <i>representations influence response.</i> 	<p>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 understand that codes and conventions of each mode provide the foundation for innovation.</i> <i>They learn that:</i></p> <ul style="list-style-type: none"> • <i>knowledge of codes and conventions helps finding meaning in and through texts</i> • <i>codes and conventions vary for different audiences and purposes</i> • <i>choices of language and design have subtle differences and effects</i> • <i>opportunities for innovation occur at all levels eg word, sentence, paragraph and whole text levels</i> 	
<p>Writing & Representing EN3-2A composes, edits and presents well-structured and coherent texts. EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts. EN3-9E recognises, reflects on and assesses their strengths as a learner</p>	<p>Various text focus</p> <p>Week 1 – 3: Cycle 1 Imaginative Texts <i>Writing process: planning, drafting/composing, revising/editing, publishing - Students plan, draft and write a number of descriptive passages using various concepts within a narrative e.g. setting, character etc.. They focus on using language features to create a strong sense of place, character and/or atmosphere.</i> *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 <i>Writing process: Students draft and write well-structured and well-presented factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas and issues.</i> *Focus on text structure, informative descriptions and language devices (e.g. precise vocabulary, proper nouns).</p> <p>Week 7 -10: Cycle 3 Persuasive Texts <i>Writing process: planning, drafting/composing, revising/editing, publishing - Students research, plan, draft and write a discussion on a topic of their choice. Students will be provided with opportunities to engage in effective</i></p>		<p>Diagnostic Assessment:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Bump it up walls • Exit Slips/reflection • Two stars and one wish • Feedback Thumbs • Peer and teacher feedback • Student self- feedback and self-assessment using: WALT & success criteria <p>Summative assessment:</p> <ul style="list-style-type: none"> • PLAN2 Data – Week 10



	<p><i>classroom debates/discussions on their topics to present differing opinions and views on various topics within the classroom.</i></p> <p>*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:</p> <ul style="list-style-type: none"> • Explicit modelled, guided and independent writing (<i>jointly and independently construct descriptive passages with the teacher in deconstructing and modelling stages</i>). • Sessions: 4 to 5 times per week: focus on descriptive writing and text structure. Writing process: planning, drafting/composing, revising/editing, publishing - <i>Students plan, draft and write a number of descriptive passages using various concepts.</i> 	
<p>Spelling EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts</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 modelling of the weekly spelling rule/sounds (phonemes). • Theme words for vocabulary building e.g. using words from focused writing texts e.g. descriptive words in narrative/imaginative writing etc. • Weekly pre and post-tests (<i>differentiated spelling lists</i>). • Literacy/Guided reading activities: practice verbal and written, Bloom’s Taxonomy: <i>Spelling Matrix</i> etc. 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback • Student self- feedback and self-assessment • Peer feedback • Weekly pre-tests <p>Summative assessment:</p> <ul style="list-style-type: none"> • Weekly post-tests – Digital data collection. • Pre-test – Monday • Post-test – Friday • PLAN data Week 10
<p>Grammar, Punctuation & Vocabulary EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.</p>	<p>Refer to K-10 English Syllabus Grammar Scope and Sequence. http://syllabus.nesa.nsw.edu.au/assets/global/files/english_k6_asm2.pdf</p> <p>Grammar Focus: Week 1: Emphasis Week 2: Irony/Humour Week 3-10: Revision</p>	<p>Punctuation Focus: Revision based on class needs.</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Teacher Feedback • Student self- feedback and self-assessment • Peer feedback <p>Summative assessment:</p> <ul style="list-style-type: none"> • Post Grammar & Punctuation – Week 5



Handwriting & Using Digital Technologies		
Speaking & Listening EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features. EN3-9E recognises, reflects on and assesses their strengths as a learner.	<ul style="list-style-type: none">• Genius Hour Presentations• Mini Assignment Presentation	Formative Assessment: <ul style="list-style-type: none">• Teacher observation/anecdotal notes• Mini Assignment Presentation• Self and Peer feedback Summative assessment: PLAN data week 10