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| Early Stage 1 English Scope and Sequence/Overview- Term 1 | | | | | | | | | | | | |
| Week | Reading and Viewing  ENe1-4A, ENe1-8B | Speaking and listening  ENe1-1A, ENe1-6B | Writing and Representing  ENe1-2A, ENe1-7B | Spelling  ENe1-5A | | Grammar, Punctuation and Vocabulary  ENe1-9B | Handwriting  ENe1-3A | | Digital Technologies  ENe1-3A | Thinking Imaginatively and Creatively  ENe1-10C | Expressing Themselves  ENe1-11D | Reflecting On  Learning  EN2e1-12E |
|  |  |  | Imaginative | Sound | Sight word |  |  |  |  |  |  |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads | Engaging in classroom discussions. Participating in shared reads | Best Start Assessments | | | | | | -use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus  -experiment using digital technologies, eg produce own name, commonly used words and simple sentences | thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts | responds to and composes simple texts about familiar aspects of the world and their own experiences | demonstrates awareness of how to reflect on aspects of their own and others’ learning |
| 2 | Structure of a sentence | s, a, t, i | I  the | Sentence Structure | Straight down family | Ll |
| 3 | Structure of writing-beginning, middle, end | p, n, c/k, e | he  she | Tt |
| 4 | Structure: Setting the scene: time and place | h, r, m, d | me  we | Spaces between words | Ii |
| 5 | Structure: Problem | g, o, u, l | be  was | Jj |
| 6 | Structure: Resolution | f, b, ai, j | to  do | Capital letter and full stop | Ff |
| 7 | Adjectives: describing words | oa, ie, ee, or | are  all | Down the Valley | Vv |
| 8 | Characters: traits, personality | z, w, ng, v | you  your | Question mark | Uu |
| 9 | Character: Description | 00/oo, y, x, ch | come  some | Exclamation mark | Ww |
| 10 | Linking words | sh, th/th, qu, ou | said  here | Conjunction | Yy |
| 11 |  | oi, ue ,er, ar | there  they |  |  |

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| Early Stage 1 English Scope and Sequence/Overview- Term 2 | | | | | | | | | | | | | | |
| Week | Reading and Viewing  ENe1-4A, ENe1-8B | Speaking and listening  ENe1-1A, ENe1-6B | Writing and Representing  ENe1-2A, ENe1-7B | Spelling  ENe1-5A | | Grammar, Punctuation and Vocabulary  ENe1-9B | Handwriting  ENe1-3A | | | | Digital Technologies  ENe1-3A | Thinking Imaginatively and Creatively  ENe1-10C | Expressing Themselves  ENe1-11D | Reflecting On  Learning  EN2e1-12E |
|  |  |  | Persuasive/ Imaginative | Initial Consonant Blends | Sight word |  | |  |  |  | |  |  |  | |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads | Engaging in classroom discussions. Participating in shared reads | Persuasive-opinion | bl, br | go  no | When, where, how adverbial phrases | | Across the top Family | Cc | -use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus  -experiment using digital technologies, eg produce own name, commonly used words and simple sentences | | thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts | responds to and composes simple texts about familiar aspects of the world and their own experiences | demonstrates awareness of how to reflect on aspects of their own and others’ learning | |
| 2 | Persuasive-reasons | cl, cr | so  my | Oo |
| 3 | Persuasive- Descriptive language (metaphors, similes) | fr, fl | one  by | Statement | | Aa |
| 4 | Personal response- diary entry | gl, gr | like  have | Question | | Dd |
| 5 | Personal response- diary entry | pl, pr | live  give | Command | | Gg |
| 6 | Personal response- Describe feelings | dr, dw | only  old | Exclamation | | Qq |
| 7 | Personal response- Reasons | tr, tw | little  down | Noun | | No relations Family | Xx |
| 8 | Imaginative (Y chart) | sc, sk, sl, sm, sn, sp, , st, sw, | what  when | Ee |
| 9 | Imaginative -Describing words (adjectives) | scr, spl, spr, str | why  where | Pronoun | | Zz |
| 10 | Imaginative -description | Digraph blends: shr, thr, squ | who  which |  |
| 11 |  |  |  |  | |  |

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| Early Stage 1 English Scope and Sequence/Overview- Term 3 | | | | | | | | | | | | |
| Week | Reading and Viewing  ENe1-4A, ENe1-8B | Speaking and listening  ENe1-1A, ENe1-6B | Writing and Representing  ENe1-2A, ENe1-7B | Spelling  ENe1-5A | | Grammar, Punctuation and Vocabulary  ENe1-9B | Handwriting  ENe1-3A | | Digital Technologies  ENe1-3A | Thinking Imaginatively and Creatively  ENe1-10C | Expressing Themselves  ENe1-11D | Reflecting On  Learning  EN2e1-12E |
|  |  |  | Informative | Final Consonant Blends | Sight word |  |  |  |  |  |  |  | |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads | Engaging in classroom discussions. Participating in shared reads | Informative-description Adjectives | ng | any  many | who, what, when, where words | No Relation | Ss | -use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus  - construct texts using software including word processing programs | thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts | responds to and composes simple texts about familiar aspects of the world and their own experiences | demonstrates awareness of how to reflect on aspects of their own and others’ learning | |
| 2 | Informative -procedure Purpose and audience | nk | more  before | Down up and Over the hill | Rr |
| 3 | Informative-literary recount  Past tense when writing a recount | nd, nt, | other  were | Conjunction | Nn |
| 4 | Informative-Letter  Linking words to sequence events-then, next, after that | mp | because  want | Mm |
| 5 | Informative-shopping list Purpose and audience when writing | ct, xt | saw  put | When, where, how adverbial phrases | Hh |
| 6 | Imaginative- plan narrative  Planning for a narrative | pt, lt | could should | Pp |
| 7 | Imaginative- argument  Joining words to make compound/complex sentences, e.g. because, and, but, so. | lm, lf, ld | would right | Statement | Bb |
| 8 | Imaginative-diary entry Composing: Sequencing events | lb, lk, ln, | two  four | Question | Kk |
| 9 | Imaginative- Narrative Assessment Task: | st, sp, | goes does | Command | Revision | Dd |
| 10 | Informative-label drawing of an Aus. animal Combines visuals with written text | sk, sm | made  their | Exclamation | Ff |
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| Early Stage 1 English Scope and Sequence/Overview- Term 4 | | | | | | | | | | | | | |
| Week | Reading and Viewing  ENe1-4A, ENe1-8B | Speaking and listening  ENe1-1A, ENe1-6B | Writing and Representing  ENe1-2A, ENe1-7B | Spelling  ENe1-5A | | | Grammar, Punctuation and Vocabulary  ENe1-9B | Handwriting  ENe1-3A | | Digital Technologies  ENe1-3A | Thinking Imaginatively and Creatively  ENe1-10C | Expressing Themselves  ENe1-11D | Reflecting On  Learning  EN2e1-12E |
|  |  |  | Informative/  Persuasive | common | alternate | Sight word |  |  |  |  |  |  |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads | Engaging in classroom discussions. Participating in shared reads | Text Structure, purpose and audience of information reports | ai | ay/a-e | once  upon | Noun | Up and Over the hill | Pp | -use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus  - construct texts using software including word processing programs | thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts | responds to and composes simple texts about familiar aspects of the world and their own experiences | demonstrates awareness of how to reflect on aspects of their own and others’ learning |
| 2 | Description/ Informative language | ie | igh/i-e/ y | always  also | Bb |
| 3 | Technical Language | oa | ow/o-e | of  eight | Pronoun | Kk |
| 4 | Sequencing/ Adjectives | ee | ea/e-e/y | love  cover | Straight Down | Ff |
| 5 | Text Structure, purpose and audience of persuasive texts | or | au/aw | after  every | who, what, when, where words | Across the top Family | Dd |
| 6 | Point of View/Opinion with persuasive devices | ue | u-e/oo | mother  father | Gg |
| 7 | Reason with persuasive devices | ou | ow | brother  sister | When, where, how adverbial phrases | Qq |
| 8 | Linking words | oi | oy | aunt  uncle | Conjunction | Down the Valley | Yy |
| 9 |  | er | ir/ur |  |  |  |  |
| 10 |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |