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| Early Stage 1 English Scope and Sequence/Overview- Term 1 |
| Week | Reading and ViewingENe1-4A, ENe1-8B | Speaking and listeningENe1-1A, ENe1-6B | Writing and RepresentingENe1-2A, ENe1-7B | SpellingENe1-5A | Grammar, Punctuation and VocabularyENe1-9B | HandwritingENe1-3A | Digital TechnologiesENe1-3A | Thinking Imaginatively and CreativelyENe1-10C | Expressing ThemselvesENe1-11D | Reflecting On LearningEN2e1-12E |
|  |  |  | 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 | Ithe | Sentence Structure | Straight down family | Ll |
| 3 | Structure of writing-beginning, middle, end | p, n, c/k, e | heshe | Tt |
| 4 | Structure: Setting the scene: time and place | h, r, m, d | mewe | Spaces between words | Ii |
| 5 | Structure: Problem | g, o, u, l | bewas | Jj |
| 6 | Structure: Resolution | f, b, ai, j | todo | Capital letter and full stop  | Ff |
| 7 | Adjectives: describing words | oa, ie, ee, or | areall | Down the Valley | Vv |
| 8 | Characters: traits, personality | z, w, ng, v | youyour | Question mark | Uu |
| 9 | Character: Description | 00/oo, y, x, ch | comesome | Exclamation mark | Ww |
| 10 | Linking words | sh, th/th, qu, ou | saidhere | Conjunction | Yy |
| 11 |  | oi, ue ,er, ar | therethey |  |  |

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| Early Stage 1 English Scope and Sequence/Overview- Term 2 |
| Week | Reading and ViewingENe1-4A, ENe1-8B | Speaking and listeningENe1-1A, ENe1-6B | Writing and RepresentingENe1-2A, ENe1-7B | SpellingENe1-5A | Grammar, Punctuation and VocabularyENe1-9B | HandwritingENe1-3A | Digital TechnologiesENe1-3A | Thinking Imaginatively and CreativelyENe1-10C | Expressing ThemselvesENe1-11D | Reflecting On LearningEN2e1-12E |
|  |  |  | 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 | gono | 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 | somy | Oo |
| 3 | Persuasive- Descriptive language (metaphors, similes) | fr, fl | oneby | Statement | Aa |
| 4 | Personal response- diary entry | gl, gr | likehave | Question | Dd |
| 5 | Personal response- diary entry | pl, pr | livegive | Command | Gg |
| 6 | Personal response- Describe feelings | dr, dw | onlyold | Exclamation | Qq |
| 7 | Personal response- Reasons | tr, tw | littledown | Noun | No relations Family | Xx |
| 8 | Imaginative (Y chart) | sc, sk, sl, sm, sn, sp, , st, sw,  | whatwhen | Ee |
| 9 | Imaginative -Describing words (adjectives) | scr, spl, spr, str | whywhere | Pronoun | Zz |
| 10 | Imaginative -description | Digraph blends: shr, thr, squ | whowhich |  |
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| Early Stage 1 English Scope and Sequence/Overview- Term 3 |
| Week | Reading and ViewingENe1-4A, ENe1-8B | Speaking and listeningENe1-1A, ENe1-6B | Writing and RepresentingENe1-2A, ENe1-7B | SpellingENe1-5A | Grammar, Punctuation and VocabularyENe1-9B | HandwritingENe1-3A | Digital TechnologiesENe1-3A | Thinking Imaginatively and CreativelyENe1-10C | Expressing ThemselvesENe1-11D | Reflecting On LearningEN2e1-12E |
|  |  |  | 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 | anymany | 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 | morebefore | Down up and Over the hill | Rr |
| 3 | Informative-literary recount Past tense when writing a recount  | nd, nt,  | otherwere | Conjunction | Nn |
| 4 | Informative-Letter Linking words to sequence events-then, next, after that  | mp | becausewant | 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- argumentJoining 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 | madetheir | Exclamation | Ff |
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| Early Stage 1 English Scope and Sequence/Overview- Term 4 |
| Week | Reading and ViewingENe1-4A, ENe1-8B | Speaking and listeningENe1-1A, ENe1-6B | Writing and RepresentingENe1-2A, ENe1-7B | SpellingENe1-5A | Grammar, Punctuation and VocabularyENe1-9B | HandwritingENe1-3A | Digital TechnologiesENe1-3A | Thinking Imaginatively and CreativelyENe1-10C | Expressing ThemselvesENe1-11D | Reflecting On LearningEN2e1-12E |
|  |  |  | 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  | onceupon | 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 | alwaysalso | Bb |
| 3 | Technical Language | oa | ow/o-e | ofeight | Pronoun | Kk |
| 4 | Sequencing/ Adjectives | ee | ea/e-e/y | lovecover | Straight Down | Ff |
| 5 | Text Structure, purpose and audience of persuasive texts | or | au/aw | afterevery | who, what, when, where words | Across the top Family | Dd |
| 6 | Point of View/Opinion with persuasive devices | ue | u-e/oo | motherfather | Gg |
| 7 | Reason with persuasive devices | ou | ow | brothersister |  When, where, how adverbial phrases | Qq |
| 8 | Linking words | oi | oy | auntuncle | Conjunction | Down the Valley | Yy |
| 9 |  | er | ir/ur |  |  |  |  |
| 10 |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |