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| Stage 1 English Scope and Sequence/Overview- Term 1 | | | | | | | | | | | | | |
| Week | Reading and Viewing  EN1-4A, EN1-8B | Speaking and listening  EN1-1A, EN1-6B | Writing and Representing  EN1-2A, EN1-7B | Spelling  EN1-5A | | Grammar, Punctuation and Vocabulary  EN1-9B | | Handwriting  EN1-3A | | Digital Technologies  EN1-3A | Thinking Imaginatively and Creatively  EN1-10C | Expressing Themselves  EN1-11D | Reflecting On  Learning  EN1-12E |
|  |  |  | Imaginative | Year 1 | Year 2 | Year 1 | Year 2 |  |  |  |  |  |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads | Engaging in classroom discussions, interacting with others, engaging in conversations, participating in shared reads |  | Pre test | Pre test | Pre test | Pre test |  |  | Construct texts featuring print, visual and audio elements using software, including word processing programs | Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. Identify creative language features in imaginative texts that enhance enjoyment, e.g.  illustrations, repetition | Responds to and composes a range of texts about familiar aspects of the world. Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences. | Identifies and discusses aspects of their own and others’ learning |
| 2 | Structure/ Purpose | sh | silent b | Rainbow Letters | Alphabetical Order 1 | Straight down family | Ll |
| 3 | Structure/ Purpose | ch | silent w | Writing Sentences | Sentence Writing | Tt |
| 4 | Setting | th | silent k | Correcting Sentences | Speech marks | Ii |
| 5 | Setting | ng | <wh> | Capital Letters | Questions | Jj |
| 6 | Characters | qu | <ph> | Proper Nouns | Commas in lists | Ff |
| 7 | Characters | ar | <ea> for /e/ | Common Nouns | Exclamation Marks | Down the Valley | Vv |
| 8 | Problem/ Series of Events | Short Vowels | soft c for /s/ sound | Alphabetical Order | Alphabetical Order 2 | Uu |
| 9 | Assessment | Short Vowels | soft g for /j/ sound | Using ‘a’ or ‘an’ | Proper Nouns | Ww |
| 10 |  |  |  |  |  | Yy |
| 11 |  |  |  |  |  |  |  |

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| Stage 1 English Scope and Sequence/Overview- Term 2 | | | | | | | | | | | | | |
| Week | Reading and Viewing  EN1-4A, EN1-8B | Speaking and listening  EN1-1A, EN1-6B | Writing and Representing  EN1-2A, EN1-7B | Spelling  EN1-5A | | Grammar, Punctuation and Vocabulary  EN1-9B | | Handwriting  EN1-3A | | Digital Technologies  EN1-3A | Thinking Imaginatively and Creatively  EN1-10C | Expressing Themselves  EN1-11D | Reflecting On  Learning  EN1-12E |
|  |  |  | Informative | Year 1 | Year 2 | Year 1 | Year 2 |  |  |  |  |  |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads | Engaging in classroom discussions, interacting with others, engaging in conversations, participating in shared reads | Procedure- Purpose | ff | <wa> for  /wo/ (want) | Plurals | Adjectives | Across the top Family | Cc | construct texts featuring print, visual and audio elements using software, including word processing programs | Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. Identify that different texts have different organisational patterns and features for a variety of  Audiences. | Responds to and composes a range of texts about familiar aspects of the world | Identifies and discusses aspects of their own and others’ learning |
| 2 | Procedure- Sequential Order | ll | <ou> as /u/ | Pronouns | Plurals<-s> <-es> | Oo |
| 3 | Procedure- Commands | ss/zz | <air> | Initial Blends | Possessive Adjectives | Aa |
| 4 | ASSESSMENT | ck | <ch>  for /k/ | Initial Blends | Homophone Mix-ups | Dd |
| 5 | Explanation- Purpose | Y as e | /ai/  (ai, ay, a\_e) | Alphabetical Order | Alphabetical Order 3 | Gg |
| 6 | Explanation- Time Connectives | a\_e | /ee/  (ee, ea) | Verbs | Sentences and Verbs | Qq |
| 7 | Explanation- Diagrams Labelled Pictures | i\_e | /Ie/  (ie, igh, y, i\_e) | To Verbs | Adverbs | No relations Family | Xx |
| 8 | Report- Purpose | o\_e | /oa/  (oa, ow, o\_e) | Past Tense Verbs | Verb ‘to be’ (present) | Ee |
| 9 | Information Report- Grouping Information | u\_e | /ue/  (ue, ew, u\_e) | Past Tense | Regular Past Tense | Zz |
| 10 | Information Report- Grouping Information | wh | /k/  (k, ck) | Future Tense | Irregular Present Tense |  |

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| Stage 1 English Scope and Sequence/Overview- Term 3 | | | | | | | | | | | | | |
| Week | Reading and Viewing  EN1-4A, EN1-8B | Speaking and listening  EN1-1A, EN1-6B | Writing and Representing  EN1-2A, EN1-7B | Spelling  EN1-5A | | Grammar, Punctuation and Vocabulary  EN1-9B | | Handwriting  EN1-3A | | Digital Technologies  EN1-3A | Thinking Imaginatively and Creatively  EN1-10C | Expressing Themselves  EN1-11D | Reflecting On  Learning  EN1-12E |
|  |  |  | Persuasive | Year 1 | Year 2 | Year 1 | Year 2 |  |  |  |  |  |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads | Engaging in classroom discussions, interacting with others, engaging in conversations, participating in shared reads | Point of view  Book Review | ay | /er/  (er, ir, ur) | Alphabetical Order | Using a Dictionary | No Relation | Ss | Construct texts featuring print, visual and audio elements using software, including word processing programs. | Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. Identify that different texts have different organisational patterns and features for a variety of  audiences | Responds to and composes a range of texts about familiar aspects of the world. | Identifies and discusses aspects of their own and others’ learning |
| 2 | Modal words  Advertisement | ea | /oi/  (oi, oy) | Nouns | Proofreading Sentences | Down up and Over the hill | Rr |
| 3 | Adjectives  Description | igh | /ou/  (ou, ow) | Adjectives | Verb ‘to be’ (past) | Nn |
| 4 | Linking words  Invitation/ letter | y as i | /or/  (or, al,  au, aw) | Adjectives | Expanding a Sentence | Mm |
| 5 | Figurative language  Diary Entry | ow | ey | Final Blends | Conjunctions | Hh |
| 6 | Arguments  Exposition | ew | y at the end | Compound Words | Plurals<-s> <-ies> | Pp |
| 7 | Arguments  Exposition | ou | Silent <h> | Alphabetical Order | Word Webs | Bb |
| 8 | Arguments  Exposition | ow | Silent <c> | Verbs | Proofreading a Story | Kk |
| 9 | Debate | oi | <are>  for /air/ | Adverbs | Prefixes | Revision | Dd |
| 10 |  | oy | <ear>  for /air/ | Adverbs | Apostrophe <s> | Ff |
| 11 |  |  |  |  |  |  |  |

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| Stage 1 English Scope and Sequence/Overview- Term 4 EVEN | | | | | | | | | | | | | |
| Week | Reading and Viewing  EN1-4A, EN1-8B | Speaking and listening  EN1-1A, EN1-6B | Writing and Representing  EN1-2A, EN1-7B | Spelling  EN1-5A | | Grammar, Punctuation and Vocabulary  EN1-9B | | Handwriting  EN1-3A | | Digital Technologies  EN1-3A | Thinking Imaginatively and Creatively  EN1-10C | Expressing Themselves  EN1-11D | Reflecting On  Learning  EN1-12E |
|  |  |  | Imaginative | Year 1 | Year 2 | Year 1 | Year 2 | Revision | |  |  |  |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads | Engaging in classroom discussions, interacting with others, engaging in conversations, participating in shared reads | Structure and Purpose | or | tion | Nouns | Contractions | Up and Over the hill | Pp | construct texts featuring print, visual and audio elements using software, including word processing programs | Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. | Responds to and composes a range of texts about familiar aspects of the world | Identifies and discusses aspects of their own and others’ learning |
| 2 | Setting | al | sion | Plural <es> | Prepositions | Bb |
| 3 | Characters | nk | <ei> & <eigh> | Antonyms | Finding the Meaning | Kk |
| 4 | Problem/ Series of Events/ Resolution | er | <o> for /u/ sound | Alphabetical Order | Suffix <ing> | Straight Down | Ff |
| 5 | ir | <ture> | Speech Marks | Suffix <er> <est> | Across the top Family | Dd |
| 6 | Planning, Drafting and publishing Christmas text | ur | <ie> for the /ee/ sound | Word Web (Synonyms) | Interesting words | Gg |
| 7 | au | ore | Questions | Commas in speech | Qq |
| 8 | aw | le | Questions | Parsing | Down the Valley | Yy |
| 9 | Revision | Revision | Revision | Revision |  |  |
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| 11 |  |  |  |  |  |  |  |

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| Stage 1 English Scope and Sequence/Overview- Term 4 ODD | | | | | | | | | | | | | |
| Week | Reading and Viewing  EN1-4A, EN1-8B | Speaking and listening  EN1-1A, EN1-6B | Writing and Representing  EN1-2A, EN1-7B | Spelling  EN1-5A | | Grammar, Punctuation and Vocabulary  EN1-9B | | Handwriting  EN1-3A | | Digital Technologies  EN1-3A | Thinking Imaginatively and Creatively  EN1-10C | Expressing Themselves  EN1-11D | Reflecting On  Learning  EN1-12E |
|  |  |  | Informative/  Persuasive | Year 1 | Year 2 | Year 1 | Year 2 | Revision | |  |  |  |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads | Engaging in classroom discussions, interacting with others, engaging in conversations, participating in shared reads | Text Structure, purpose and audience of information reports | or | tion | Nouns | Contractions | Up and Over the hill | Pp | construct texts featuring print, visual and audio elements using software, including word processing programs | Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts. | Responds to and composes a range of texts about familiar aspects of the world | Identifies and discusses aspects of their own and others’ learning |
| 2 | Description/ Informative language | al | sion | Plural <es> | Prepositions | Bb |
| 3 | Technical Language | nk | <ei> & <eigh> | Antonyms | Finding the Meaning | Kk |
| 4 | Sequencing/ Adjectives | er | <o> for /u/ sound | Alphabetical Order | Suffix <ing> | Straight Down | Ff |
| 5 | Text Structure, purpose and audience of persuasive texts | ir | <ture> | Speech Marks | Suffix <er> <est> | Across the top Family | Dd |
| 6 | Point of View/Opinion with persuasive devices | ur | <ie> for the /ee/ sound | Word Web (Synonyms) | Interesting words | Gg |
| 7 | Reason with persuasive devices | au | ore | Questions | Commas in speech | Qq |
| 8 | Linking words | aw | le | Questions | Parsing | Down the Valley | Yy |
| 9 |  | Revision | Revision | Revision | Revision |  |  |
| 10 |  |  |  |  |  |  |  |