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| Stage 3 English Scope and Sequence/Overview- Term 1 | | | | | | | | | | | |
| Week | Reading and Viewing  EN3-3A | Speaking and listening  EN3-1A | Writing and Representing  EN3-2A | Spelling  EN3-4A | | Grammar, Punctuation and Vocabulary  EN3-6B | | Responding and Composing  EN3-5B | Thinking Imaginatively and Creatively  EN3-7C | Expressing Themselves  EN3-8D | Reflecting On  Learning  EN3-9E |
|  |  |  | Imaginative | Year 5 | Year 6 | Year 5 | Year 6 |  | Imaginative | Imaginative |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads. Digital technologies. Appreciation of increasing levels of complexity and abstraction for enjoyment (Evaluative lang, emotive lang, modality, sound devices, imagery, analytical images). | Engaging in classroom discussions. Participating in shared reads, collaborative work groups, rotational activities, class/stage debates or dramatic performances. Understanding that strategies and language for interaction become more complex across social contexts where appropriate metalanguage is required. | Review of prior knowledge | Pre Test | Pre Test | Pre Test | Pre Test | Identify and discuss how own text and language conventions have intended audience, structure and context for purpose and influence. Investigate how figurative lang, text structures and organisation of text create interest and influence. Understand the use of objective/subjective bias. Explore more complex text and techniques used. | Recognise and explain creative language features and interpret events, situations and characters in test. Explain own preferences and think critically about aspects of text. Think imaginatively using prediction when thinking of what happened next. Explore and compare textual features that absorb and hold readers interest. | Recognise that ideas can have different viewpoints and interpretations. Endeavour to make connections b/w student and others experiences from different contexts. Move beyond bare assertions and identify aspects of literary text (lang/visual) that convey detail/information and help to explore moral, ethical and social dilemmas at global level. | Understand multiple ways of learning, reflecting on specific criteria and questions for achievement. Use a language for discussions on learning and how text support wide range of literary experiences. Develop own criteria to assess and critically reflect on own and others work and growth. Identify roles, responsibilities and skills for collaboration. |
| 2 | Audience, Structure and Purpose (Plan for Success) | <Age>, <ege> | Numerical Prefixes for 1 | Parts of Speech and Parsing | Homophone Mix Ups |
| 3 | Introduction (Sizzling Starts) Explore underlying themes. | <nge> | Numerical Prefixes for 2 | One Word: Different parts of Speech | Simple, Continuous and Perfect Tenses |
| 4 | Descriptive Setting (Backfill) Explore central storylines. | Suffix: <-ance> | Numerical Prefixes for 3 | Sentence Walls | Definite and Indefinite Articles |
| 5 | Character Development (Show, Don’t Tell) | Suffix: <-ancy> | Numerical Prefixes for 4, 5, 6 | Simple and Continuous Tenses | Countable and Uncountable Nouns |
| 6 | Problem (Tightening Tension) | Suffix: <-ence> | Numerical Prefixes for 7, 8, 9 | Verb ‘To Have’: Past, Present, Future | Parts of Speech |
| 7 | Resolution (Exciting Endings) | Suffix: <-ency> | Numerical Prefixes for 10: <dec-> | Past Participles (1): Regular | Direct and Indirect Objects |
| 8 | Speech and Dialogue (Dynamic Dialogue) | Prefix: <multi-> | <ei> and <eigh> for /ai/ | Perfect Tenses: Past, Present, Future | Indirect Objects and Sentence Walls |
| 9 | Whole Text Development (Ban the Boring Bits) | Prefix: <auto-> | <ei> and <ie> for /ee/ | Contractions and the verb ‘To Have’ | Linking Verbs: ‘To Be’ |
| 10 | Assessment | <mega-> <micro-> | <ei>, <eigh> and <eir> | Past Participles (2): Irregular | Prepositional Phrases as Adverbs |
| 11 |  | Post Test | Post Test | Post Test | Post Test |

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| Stage 3 English Scope and Sequence/Overview- Term 2 | | | | | | | | | | | |
| Week | Reading and Viewing  EN3-3A | Speaking and listening  EN3-1A | Writing and Representing  EN3-2A | Spelling  EN3-4A | | Grammar, Punctuation and Vocabulary  EN3-6B | | Responding and Composing  EN3-5B | Thinking Imaginatively and Creatively  EN3-7C | Expressing Themselves  EN3-8D | Reflecting On  Learning  EN3-9E |
|  |  |  | Informative | Year 5 | Year 6 | Year 5 | Year 6 |  | Informative | Informative |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads. Digital Technologies. Appreciation of increasing levels of complexity and abstraction for enjoyment (Evaluative lang, emotive lang, modality, sound devices, imagery, analytical images). | Engaging in classroom discussions. Participating in shared reads, collaborative work groups, rotational activities, class/stage debates or dramatic performances. Understanding that strategies and language for interaction become more complex across social contexts where appropriate metalanguage is required. | Review of prior knowledge | Pre Test | Pre Test | Pre test | Pre Test | Identify and discuss how own text and language conventions have intended audience, structure and context for purpose and influence. Investigate how figurative lang, text structures and organisation of text create interest and influence. Understand the use of objective/subjective bias. Explore more complex text and techniques used. | Recognise and explain creative language features and interpret events, situations and characters in test. Explain own preferences and think critically about aspects of text. Think imaginatively using prediction when thinking of what happened next. Explore and compare textual features that absorb and hold readers interest. | Recognise that ideas can have different viewpoints (local events/issues in the media) and interpretations. Endeavour to make connections b/w student and others experiences from different contexts. Move beyond bare assertions and identify aspects of literary text (lang/visual) that convey detail/information and help to explore moral, ethical and social dilemmas at global level. | Understand multiple ways of learning, reflecting on specific criteria and questions for achievement. Use a language for discussions on learning and how text support wide range of literary experiences. Develop own criteria to assess and critically reflect on own and others work and growth. Identify roles, responsibilities and skills for collaboration. |
| 2 | Audience, Structure and Purpose | Prefix: <super-> | <ci> for /sh/ | Identifying Verb Tenses | Prepositional Phrases as Adjectives |
| 3 | Opening Statement | <cent->, <kilo->, <milli-> | <cious> | Adverb Placement | Relative Clauses |
| 4 | Paragraphs (Linking Concepts) | Prefix: <post-> | <eous> | Proof Reading | Relative Clauses in Sentences |
| 5 | Paragraphs (Linking Concepts) | Suffix:<-tion> | Double Letters | Prepositions | Coordinating Conjunctions |
| 6 | Language Features | Suffix:<-sion> | <cc> for /k/ | Prepositional Phrases | Semicolons and Compound Sentences |
| 7 | Text Specific Features  - Diagrams  - Maps  - Images | <ssion> | Doubling Rule for <fer> | Noun Phrases as Subjects and Objects | Colons in Sentences |
| 8 | Text Specific Features  - Diagrams  - Maps  - Images | <cian> | Spellings for Long /oo/ | Compound Subjects and objects | Subordinating Conjunctions |
| 9 | Text Specific Features  - Diagrams  - Maps  - Images | Suffix:<-ation> | Spellings for /ai/ | Transitive and Intransitive Verbs | Complex Sentences |
| 10 | Assessment | <ch> and <che> for /sh/  Post Test | Silent <h> Digraphs  Post Test | Prepositional Phrases and Adverbs Post Test | Simple, Compound and Complex Sentences  Post Test |
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| Stage 3 English Scope and Sequence/Overview- Term 3 | | | | | | | | | | | |
| Week | Reading and Viewing  EN3-3A | Speaking and listening  EN3-1A | Writing and Representing  EN3-2A | Spelling  EN3-4A | | Grammar, Punctuation and Vocabulary  EN3-6B | | Responding and Composing  EN3-5B | Thinking Imaginatively and Creatively  EN3-7C | Expressing Themselves  EN3-8D | Reflecting On  Learning  EN3-9E |
|  |  |  | Persuasive | Year 5 | Year 6 | Year 5 | Year 6 |  | Persuasive | Persuasive |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads. Digital Technologies. Appreciation of increasing levels of complexity and abstraction for enjoyment (Evaluative lang, emotive lang, modality, sound devices, imagery, analytical images). | Engaging in classroom discussions. Participating in shared reads, collaborative work groups, rotational activities, class/stage debates or dramatic performances. Understanding that strategies and language for interaction become more complex across social contexts where appropriate metalanguage is required. | Review of prior knowledge | Pre Test | Pre Test | Per Test | Pre Test | Identify and discuss how own text and language conventions have intended audience, structure and context for purpose and influence. Investigate how figurative lang, text structures and organisation of text create interest and influence. Understand the use of objective/subjective bias. Explore more complex text and techniques used. | Recognise and explain creative language features and interpret events, situations and characters in test. Explain own preferences and think critically about aspects of text. Think imaginatively using prediction when thinking of what happened next. Explore and compare textual features that absorb and hold readers interest. | Recognise that ideas can have different viewpoints and interpretations. Endeavour to make connections b/w student and others experiences from different contexts. Move beyond bare assertions and identify aspects of literary text (lang/visual) that convey detail/information and help to explore moral, ethical and social dilemmas at global level. | Understand multiple ways of learning, reflecting on specific criteria and questions for achievement. Use a language for discussions on learning and how text support wide range of literary experiences. Develop own criteria to assess and critically reflect on own and others work and growth. Identify roles, responsibilities and skills for collaboration. |
| 2 | Audience, Structure and Purpose | <sure> | <bt>, <te>, <tte>, <th>, <cht> for /t/ | Phrasal Verbs | Adverbials |
| 3 | Statement of Position | <ture> | <mb>, <mn>, <me> for /m/ | More Phrasal Verbs | Past participles as Adjectives |
| 4 | Body arguments – sustained and effective use of persuasive devices | Suffix: <-ible> | Silent <p> Digraphs | Making Verbs from Nouns and Adjectives | Active and Passive Voice |
| 5 | Body arguments – present point of view with appropriate metalangugae | Suffix: <-ate> | <ui> and <u> for /i/ | Nouns and Verbs: <-ce>, <-se>, <-cy>, <-sy> | The Passive Voice |
| 6 | Closing Statememt | Suffixes: <-ise>, <-ize> | <gh> and <gue> | Adjective Order | Gerunds |
| 7 | Language features  - Modality | Suffix: <-ify> | <gu> | Writing Adjective in the Correct Order | Idioms |
| 8 | Language features  - Engaging techniques | Suffix: <-ous> | <ough> | Adverbs of Manner | Verb ‘To Do’: Past, Present, Future |
| 9 | Language features  - Engaging techniques | Suffix: <-ious> | Schwa: <ure> | Adverbs of Degree and Place | Statements and the Verb ‘To Do’ |
| 10 | Whole text development and editing | <tious>  Post Test | Schwa: <our>  Post test | Adverbs of Time and Frequency  Post Test | Questions and the Verb ‘To Do’  Post Test |
| 11 | Assessment |  |  |  |  |

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| Stage 3 English Scope and Sequence/Overview- Term 4 | | | | | | | | | | | | |
| Week | Reading and Viewing  EN3-3A | Speaking and listening  EN3-1A | Writing and Representing  EN3-2A | | Spelling  EN3-4A | | Grammar, Punctuation and Vocabulary  EN3-6B | | Responding and Composing  EN3-5B | Thinking Imaginatively and Creatively  EN3-7C | Expressing Themselves  EN3-8D | Reflecting On  Learning  EN3-9E |
|  |  |  | *Option*:  Whole School  Revision | | Year 5 | Year 6 | Year 5 | Year 6 |  |  |  |  |
| 1 | Whole class- Initial Reads, Modelled Reads, Shared Reads, Guided Reads (small groups/individuals), independent Reads. Digital Technologies. Appreciation of increasing levels of complexity and abstraction for enjoyment (Evaluative lang, emotive lang, modality, sound devices, imagery, analytical images). | Engaging in classroom discussions. Participating in shared reads, collaborative work groups, rotational activities, class/stage debates or dramatic performances. Understanding that strategies and language for interaction become more complex across social contexts where appropriate metalanguage is required. | *Whole School Writing Focus –*  Christmas | *Stage Revision* – Dominant areas for revision  Imaginative/Informative/Persuasive  ALTERNATIVE: Poetry/roleplay | Pre Test | Pre Test | Pre Test | Pre Test | Identify and discuss how own text and language conventions have intended audience, structure and context for purpose and influence. Investigate how figurative lang, text structures and organisation of text create interest and influence. Understand the use of objective/subjective bias. Explore more complex text and techniques used. | Recognise and explain creative language features and interpret events, situations and characters in test. Explain own preferences and think critically about aspects of text. Think imaginatively using prediction when thinking of what happened next. Explore and compare textual features that absorb and hold readers interest. | Recognise that ideas can have different viewpoints and interpretations. Endeavour to make connections b/w student and others experiences from different contexts. Move beyond bare assertions and identify aspects of literary text (lang/visual) that convey detail/information and help to explore moral, ethical and social dilemmas at global level. | Understand multiple ways of learning, reflecting on specific criteria and questions for achievement. Use a language for discussions on learning and how text support wide range of literary experiences. Develop own criteria to assess and critically reflect on own and others work and growth. Identify roles, responsibilities and skills for collaboration. |
| 2 | <cial> | Suffixes: <-ity>, <-ety> | Adverbs Describing Other Adverbs | Modal Verbs |
| 3 | <tial> | Suffix: <-ial> | Adverbs Describing Adjectives | Modal Adverbs |
| 4 | Words Ending in <-i> | Suffix: <-able> | Irregular Plurals: <-i> | Imperatives |
| 5 | <graph> | <que> for /k/ | Using a Colon and bullet Points in a List | Using Paragraphs and Cohesion |
| 6 | Suffix: <-ology> | <ne> for /n/ | Parentheses (Round Brackets) | Formal and Informal Writing |
| 7 | Suffix: <-ment> | Word Mix- Ups | Homophone Mix Ups | Alliteration |
| 8 | Suffix: <-ship> | Suffix: <-ly> | Homograph and Homonyms | Homophone Mix-Ups |
| 9 | Suffix: <-ward> | <ere> and /oa/ | Homographs and Heteronyms | Antonyms and Synonyms |
| 10 | <sch> | Schwas | Antonyms and Synonyms | ‘Grammar Consequences’ Game. |
| 11 |  |  |  |  |