## English Scope & Sequence

### School: St Joseph’s Primary School Merriwa

<table>
<thead>
<tr>
<th>Stage: Stage 3</th>
<th>Grade:</th>
<th>Teacher:</th>
<th>Year: Even</th>
</tr>
</thead>
</table>

### Duration

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective A</td>
<td>Objective B</td>
<td>Objective A</td>
<td>Objective B</td>
</tr>
<tr>
<td>EN3-1A</td>
<td>EN3-5B</td>
<td>EN3-1A</td>
<td>EN3-5B</td>
</tr>
<tr>
<td>EN3-2A</td>
<td>EN3.6B</td>
<td>EN3-2A</td>
<td>EN3.6B</td>
</tr>
<tr>
<td>EN3-3A</td>
<td>EN3-4A</td>
<td>EN3-3A</td>
<td>EN3-4A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective A</th>
<th>Objective B</th>
<th>Objective A</th>
<th>Objective B</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN3-1A</td>
<td>EN3-5B</td>
<td>EN3-1A</td>
<td>EN3-5B</td>
</tr>
<tr>
<td>EN3-2A</td>
<td>EN3.6B</td>
<td>EN3-2A</td>
<td>EN3.6B</td>
</tr>
<tr>
<td>EN3-3A</td>
<td>EN3-4A</td>
<td>EN3-3A</td>
<td>EN3-4A</td>
</tr>
</tbody>
</table>

### Objectives & Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>Title</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective A</td>
<td>Objective B</td>
<td>Objective A</td>
<td>Objective B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN3-7C</td>
<td>EN3-8D</td>
<td>EN3-7C</td>
<td>EN3-8D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EN3-9C</td>
<td>EN3-9E</td>
<td>EN3-9C</td>
<td>EN3-9E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Concept

**Appreciation**
This examination term suggests that more than just a line by line mechanical analysis of a piece of text is required, and that the candidate must show a more in-depth understanding of the effects of various techniques. Appreciation: The act of discerning quality, value and enjoyment in imaginative, informative and persuasive texts. 

**Characterisation**
The method by which characters are established in a story, using description, dialogue, dialect, and action.

**Visual literacy**
The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read the intended meaning in a visual text such as an advertisement or a film shot, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use images in a creative and appropriate way to express meaning.

**Persuasion**
The type of speaking or writing that is intended to make its audience adopt a certain opinion or pursue an action or do both.

### Types of Texts

<table>
<thead>
<tr>
<th>Imaginative</th>
<th>Informative</th>
<th>Persuasive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken texts</td>
<td>Print texts</td>
<td>Visual texts</td>
</tr>
<tr>
<td>Media, multimedia and digital texts</td>
<td>Media, multimedia and digital texts</td>
<td>Media, multimedia and digital texts</td>
</tr>
</tbody>
</table>

**(High light how these texts are represented)**
| Text Experiences over a Stage | • texts which are widely regarded as quality literature
• a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
• a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
• texts written about intercultural experiences
• texts that provide insights about the peoples and cultures of Asia
everyday and community texts
• a wide range of factual texts that present information, issues and ideas
texts that include aspects of environmental and social sustainability
• an appropriate range of digital texts, including film, media and multimedia. | • texts which are widely regarded as quality literature
• a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
• a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
• texts written about intercultural experiences
• texts that provide insights about the peoples and cultures of Asia
everyday and community texts
• a wide range of factual texts that present information, issues and ideas
texts that include aspects of environmental and social sustainability
• an appropriate range of digital texts, including film, media and multimedia. | • texts which are widely regarded as quality literature
• a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
• a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
• texts written about intercultural experiences
• texts that provide insights about the peoples and cultures of Asia
everyday and community texts
• a wide range of factual texts that present information, issues and ideas
texts that include aspects of environmental and social sustainability
• an appropriate range of digital texts, including film, media and multimedia. | • texts which are widely regarded as quality literature
• a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
• a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
• texts written about intercultural experiences
• texts that provide insights about the peoples and cultures of Asia
everyday and community texts
• a wide range of factual texts that present information, issues and ideas
texts that include aspects of environmental and social sustainability
• an appropriate range of digital texts, including film, media and multimedia. |

| Suggested Texts | A range of other texts will also be used as appropriate |

| Comprehension Strategies | Predicting
Questioning
Making Connections
Visualising
Summarising
Monitoring | Predicting
Questioning
Making Connections
Visualising
Summarising
Monitoring | Predicting
Questioning
Making Connections
Visualising
Summarising
Monitoring | Predicting
Questioning
Making Connections
Visualising
Summarising
Monitoring |

| KLA Unit Link | HSIE
Outcome / Strand: CULTURES
Cultural Diversity CCS3.4.
Topic: Cultural Study (Asia)
Science
Outcome / Strand: Made Environment
Working Technically (ST3-4WS)
Topic: Built Environments
(ST3 – 14BE) | HSIE
Outcome / Strand: CHANGE & CONTINUITY
Significant Events & People CCS3.2
(HT3.3, HT3.4, HT3.5)
Topic: Australia as a Nation (Democracy)
Science
Outcome / Strand: Natural Environment
Working Scientifically (ST3-4WS)
Topic: Living World
(ST3-11LW) | HSIE
Outcome / Strand: ENVIRONMENT
Patterns of Place & Location ENS3.6
Topic: Global Issues (Antarctica)
Science
Outcome / Strand: Natural Environment
Working Scientifically (ST3-4WS)
Topic: Physical World - Electricity
(ST3-6PW) | HSIE
Outcome / Strand: SOCIAL SYSTEMS AND STRUCTURES
Resource Systems SSS3.7
Topic: Global Connections
Science
Outcome / Strand: Natural Environment
Working Technologically (ST3-4WS)
Topic: Physical World - Light
(ST3-7PW) |
| Punctuation Focus (EN3-9B) | apostrophe Comma Revise: capital letters quotation marks exclamation mark question mark | apostrophe Comma Revise: capital letters quotation marks exclamation mark question mark | apostrophe Comma Revise: capital letters quotation marks exclamation mark question mark | apostrophe Comma Revise: capital letters quotation marks exclamation mark question mark |
| Vocabulary Focus (EN3-9B) | List examples specific to unit / suggested texts | List examples specific to unit / suggested texts | List examples specific to unit / suggested texts | List examples specific to unit / suggested texts |
| Sound (phonological) awareness | No new skills introduced at this stage. Continue to revise and consolidate ES1 and S1 skills as necessary | No new skills introduced at this stage. Continue to revise and consolidate ES1 and S1 skills as necessary | No new skills introduced at this stage. Continue to revise and consolidate ES1 and S1 skills as necessary | No new skills introduced at this stage. Continue to revise and consolidate ES1 and S1 skills as necessary |
| Visual (graphophorical) awareness (EN3-4A) | Syllabification and segmenting (EN1-4A) | Sight words (EN2-4A) | Sight words (EN2-4A) | Sight words (EN2-4A) |
| | • segment written words into syllables | • recognise high-frequency sight words | • recognise high-frequency sight words | • recognise high-frequency sight words |
| | Sight words (EN2-4A) | • build fluency and automaticity in recall of an expanding number of words in literary and factual texts | • build fluency and automaticity in recall of an expanding number of words in literary and factual texts | • build fluency and automaticity in recall of an expanding number of words in literary and factual texts |
| | • find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (automatic processing of letter clusters assists in word recognition) | • find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (automatic processing of letter clusters assists in word recognition) | • find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (automatic processing of letter clusters assists in word recognition) | • find known letter clusters (eg solution), syllables (eg un/co/ver) and smaller words in big words (eg knowledge) (automatic processing of letter clusters assists in word recognition) |
| | Spelling Editing | Spelling Editing | Spelling Editing | Spelling Editing |

http://syllabus.bos.nsw.edu.au/support-materials/additional-support-materials/
<table>
<thead>
<tr>
<th>Letter-sound (graphological) Awareness (EN3-4A)</th>
<th>Reading strategies (EN2-4A)</th>
<th>Reading strategies (EN2-4A)</th>
<th>Reading strategies (EN2-4A)</th>
<th>Reading strategies (EN2-4A)</th>
</tr>
</thead>
</table>
| • use phonological knowledge when reading eg - decode more unusual letter patterns as chunks (eg 'ough', 'scious) - be aware of more advanced letter–sound correspondence rules (eg soft c and g before e (eg cent, gent), i (eg city, giant) or y (eg cygnet, gym)
• identify syllables in multisyllabic words | • decode more unusual letter patterns as chunks (eg ‘ough’, ‘scious) • be aware of more advanced letter–sound correspondence rules (eg soft c and g before e (eg cent, gent), i (eg city, giant) or y (eg cygnet, gym)
• identify syllables in multisyllabic words • use knowledge of word families and homophones when reading | • recognize contractions (eg shouldn’t) • identify syllables in multisyllabic words • use knowledge of word families and homophones when reading | • decode more unusual letter patterns as chunks (eg ‘ough’, ‘scious) • be aware of more advanced letter–sound correspondence rules (eg soft c and g before e (eg cent, gent), i (eg city, giant) or y (eg cygnet, gym)
• identify syllables in multisyllabic words • use knowledge of word families and homophones when reading |
### Spelling Focus (EN3-5A)

- Use knowledge of morphemic word families when spelling unknown words, eg prefixes, suffixes, compound words

### Sight words (EN2-5A)

- Use an increasing bank of known spelling words written automatically

### Integrated strategy use (EN3-5B)

- Use a variety of spelling strategies and conventions to spell multisyllabic words
- Use known word meanings and base words when spelling unknown words, eg heal, healthy; sign, signature
- Use knowledge of suffixes and prefixes to spell new words
- Use banks of known words to assist in spelling new words
- Consider meaning and context when spelling words
- Develop a knowledge of less common letter patterns and spelling generalisations/rules and apply them to new situations

### Proofreading (EN3-5B)

- Recognise most misspelt words in their own writing and use a variety of resources for correction
- Consolidate and extend proofreading skills and take responsibility for editing own work
- Use competent visual and phonological strategies for attempting and checking spelling, eg correcting words that do not ‘look or sound right’
- Competently use various spelling resources, eg spell check, dictionary, personal spelling notebook
- Demonstrate awareness of the limitations of spell check features in digital technology

### Segmenting to spell (EN2-5A)

- Use knowledge of morphemic word families when spelling unknown words, eg prefixes, suffixes, compound words

### Integrated strategy use (EN3-5B)

- Use a variety of spelling strategies and conventions to spell multisyllabic words
- Use known word meanings and base words when spelling unknown words, eg heal, healthy; sign, signature
- Use knowledge of suffixes and prefixes to spell new words
- Use banks of known words to assist in spelling new words
- Consider meaning and context when spelling words
- Develop a knowledge of less common letter patterns and spelling generalisations/rules and apply them to new situations

### Proofreading (EN3-5B)

- Recognise most misspelt words in their own writing and use a variety of resources for correction
- Consolidate and extend proofreading skills and take responsibility for editing own work
- Use competent visual and phonological strategies for attempting and checking spelling, eg correcting words that do not ‘look or sound right’

### Sight words (EN2-5A)

- Use an increasing bank of known spelling words written automatically

### Metacognitive strategies (EN2-5A)

- Spell words using spelling rules and generalisations, eg ‘i before e except after c’, ‘y to i’ rule for plurals, doubling consonants (See attached sheets)

### Proofreading (EN3-5B)

- Recognise most misspelt words in their own writing and use a variety of resources for correction
- Consolidate and extend proofreading skills and take responsibility for editing own work
- Use competent visual and phonological strategies for attempting and checking spelling, eg correcting words that do not ‘look or sound right’
- Competently use various spelling resources, eg spell check, dictionary, personal spelling notebook
- Demonstrate awareness of the limitations of spell check features in digital technology
<table>
<thead>
<tr>
<th>Handwriting Focus (EN3-3A)</th>
<th>Appropriate handwriting style (EN3-2A)</th>
<th>Appropriate handwriting style (EN3-2A)</th>
<th>Appropriate handwriting style (EN3-2A)</th>
<th>Appropriate handwriting style (EN3-2A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>use a handwriting style that is legible, fluent and automatic and varies according to audience and purpose</td>
<td>use a handwriting style that is legible, fluent and automatic and varies according to audience and purpose</td>
<td>use a handwriting style that is legible, fluent and automatic and varies according to audience and purpose</td>
<td>use a handwriting style that is legible, fluent and automatic and varies according to audience and purpose</td>
</tr>
<tr>
<td></td>
<td>write fluently in NSW Foundation Style and/or personal style:</td>
<td>write fluently in NSW Foundation Style and/or personal style:</td>
<td>write fluently in NSW Foundation Style and/or personal style:</td>
<td>write fluently in NSW Foundation Style and/or personal style:</td>
</tr>
<tr>
<td></td>
<td>- forming joined letters of appropriate size and spacing</td>
<td>- forming joined letters of appropriate size and spacing</td>
<td>- forming joined letters of appropriate size and spacing</td>
<td>- forming joined letters of appropriate size and spacing</td>
</tr>
<tr>
<td></td>
<td>- using appropriate pressure</td>
<td>- using appropriate pressure</td>
<td>- using appropriate pressure</td>
<td>- using appropriate pressure</td>
</tr>
<tr>
<td></td>
<td>- varying style according to audience and purpose</td>
<td>- varying style according to audience and purpose</td>
<td>- varying style according to audience and purpose</td>
<td>- varying style according to audience and purpose</td>
</tr>
<tr>
<td></td>
<td>experiment with different instruments, eg a range of pencils, different types of biros and pens, ink, calligraphy pens</td>
<td>experiment with different instruments, eg a range of pencils, different types of biros and pens, ink, calligraphy pens</td>
<td>experiment with different instruments, eg a range of pencils, different types of biros and pens, ink, calligraphy pens</td>
<td>experiment with different instruments, eg a range of pencils, different types of biros and pens, ink, calligraphy pens</td>
</tr>
<tr>
<td>Writing skills (EN3-2A)</td>
<td>use correct pen grip and maintain good posture</td>
<td>use correct pen grip and maintain good posture</td>
<td>use correct pen grip and maintain good posture</td>
<td>use correct pen grip and maintain good posture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Digital text Production (EN3-2A, EN3-3A, EN3-11D)</th>
<th>Use of digital technologies (EN3-2A, EN3-5B)</th>
<th>Use of digital technologies (EN3-2A, EN3-5B)</th>
<th>Use of digital technologies (EN3-2A, EN3-5B)</th>
<th>Use of digital technologies (EN3-2A, EN3-5B)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>use a range of software, including word processing programs, learning new functions as required to create texts</td>
<td>experiment with language, design, layout and graphics</td>
<td>choose and experiment with digital and multimodal resources when constructing texts</td>
<td>demonstrate confidence, accuracy and speed in keyboard skills</td>
</tr>
<tr>
<td></td>
<td>discuss issues related to the responsible use of digital technologies</td>
<td>use and assess the reliability of digital resources when researching topics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>