

# English – Primary - Scope and Sequence

## Semester 1

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Writing Genre: Imaginative & Information Text				
Stage	Outcomes (ODD)	Content Focus (ODD)	Outcomes (EVEN)	Content Focus (EVEN)
Early Stage 1	<p><b>ENE-1A</b> Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p><b>ENE-2A</b> Composes simple texts to convey an idea or message</p> <p><b>ENE-3A</b> Produces most lower case and upper case letters and uses digital technologies to construct texts</p> <p><b>ENE-4A</b> Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies</p> <p><b>ENE-5A</b> Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p> <p><b>ENE-6B</b> Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</p> <p><b>ENE-7B</b> Recognises some different purposes for writing and that own texts differ in various ways</p> <p><b>ENE-8B</b> Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</p> <p><b>ENE-9B</b> Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p> <p><b>ENE-10C</b> Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p><b>ENE-11D</b> Responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p><b>ENE-12E</b> Demonstrates awareness of how to reflect on aspects of their own and others' learning</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Mo Willems</li> <li>• Aaron Blabey</li> </ul>		
Stage 1	<p><b>EN1-1A</b> Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p><b>EN1-2A</b> Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</p> <p><b>EN1-3A</b> Composes texts using letters of consistent size and slope and uses digital technologies</p> <p><b>EN1-4A</b> Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p><b>EN1-5A</b> Uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p> <p><b>EN1-6B</b> Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p> <p><b>EN1-7B</b> Identifies how language use in their own writing differs according to their purpose, audience and subject matter</p> <p><b>EN1-8B</b> Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Mo Willems</li> <li>• Aaron Blabey</li> </ul>	<p><b>EN1-1A</b> Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p><b>EN1-2A</b> Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</p> <p><b>EN1-3A</b> Composes texts using letters of consistent size and slope and uses digital technologies</p> <p><b>EN1-4A</b> Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p><b>EN1-5A</b> Uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p> <p><b>EN1-6B</b> Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p> <p><b>EN1-7B</b> Identifies how language use in their own writing differs according to their purpose, audience and subject matter</p> <p><b>EN1-8B</b> Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Mem Fox</li> <li>• Dr. Seuss</li> </ul>

	<p><b>EN1-9B</b> Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts  <b>EN1-10C</b> Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  <b>EN1-11D</b> Responds to and composes a range of texts about familiar aspects of the world and their own experiences  <b>EN1-12E</b> Identifies and discusses aspects of their own and others' learning</p>		<p><b>EN1-9B</b> Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts  <b>EN1-10C</b> Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  <b>EN1-11D</b> Responds to and composes a range of texts about familiar aspects of the world and their own experiences  <b>EN1-12E</b> Identifies and discusses aspects of their own and others' learning</p>	
<p><b>Stage 2</b></p>	<p><b>EN2-1A</b> Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts  <b>EN2-2A</b> Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language  <b>EN2-3A</b> Uses effective handwriting and publishes texts using digital technologies  <b>EN2-4A</b> Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies  <b>EN2-5A</b> Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words  <b>EN2-6B</b> Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features  <b>EN2-7B</b> Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts  <b>EN2-8B</b> Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter  <b>EN2-9B</b> Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts  <b>EN2-10C</b> Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts  <b>EN2-11D</b> Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own  <b>EN2-12E</b> Recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• David Shannon</li> <li>• Alison Lester</li> </ul>	<p><b>EN2-1A</b> Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts  <b>EN2-2A</b> Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language  <b>EN2-3A</b> Uses effective handwriting and publishes texts using digital technologies  <b>EN2-4A</b> Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies  <b>EN2-5A</b> Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words  <b>EN2-6B</b> Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features  <b>EN2-7B</b> Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts  <b>EN2-8B</b> Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter  <b>EN2-9B</b> Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts  <b>EN2-10C</b> Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts  <b>EN2-11D</b> Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own  <b>EN2-12E</b> Recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Beatrix Potter</li> <li>• Lois Ehlert</li> </ul>
<p><b>Stage 3</b></p>	<p><b>EN3-1A</b> Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features  <b>EN3-2A</b> Composes, edits and presents well-structured and coherent texts  <b>EN3-3A</b> Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies  <b>EN3-4A</b> Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts  <b>EN3-5B</b> Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts  <b>EN3-6B</b> Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies  <b>EN3-7C</b> Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts  <b>EN3-8D</b> Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts  <b>EN3-9E</b> Recognises, reflects on and assesses their strengths as a learner</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Graeme Base</li> <li>• Mem Fox</li> </ul>	<p><b>EN3-1A</b> Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features  <b>EN3-2A</b> Composes, edits and presents well-structured and coherent texts  <b>EN3-3A</b> Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies  <b>EN3-4A</b> Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts  <b>EN3-5B</b> Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts  <b>EN3-6B</b> Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies  <b>EN3-7C</b> Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts  <b>EN3-8D</b> Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts  <b>EN3-9E</b> Recognises, reflects on and assesses their strengths as a learner</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Roald Dahl</li> <li>• Michael Rosen</li> </ul>
<p><b>Assessment</b></p>	<p><b>Assessment for Learning:</b> Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.  <b>Assessment as Learning:</b> Involves students in the learning process where they monitor their own progress, ask questions and practices skills.  <b>Assessment of Learning:</b> Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.  <b>Assessments:</b> IniaLit Screening</p>			

**Resources**

Syllabus: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10>  
ABCYA: <https://www.abcya.com/>  
BTN: <https://www.abc.net.au/btn/>  
Pobble365: <https://www.pobble365.com/>  
Literacy Shed: <https://www.literacyshed.com/home.html>  
BrainPop!: <https://www.brainpop.com/>  
Butterfly Wings Units: <https://obwe.weebly.com/>  
Storyline Online: <https://www.youtube.com/user/StorylineOnline>  
Seussville: <https://www.seussville.com/>  
Spelfabet: <https://www.spelfabet.com.au/>

# English – Primary - Scope and Sequence

## Semester 2

*This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:*

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Term 2 – Imaginative & Persuasive				
Stage	Outcomes (ODD)	Content Focus (ODD)	Outcomes (EVEN)	Content Focus (EVEN)
<b>Early Stage 1</b>	<p><b>ENe-1A</b> Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p><b>ENe-2A</b> Composes simple texts to convey an idea or message</p> <p><b>ENe-3A</b> Produces most lower case and upper case letters and uses digital technologies to construct texts</p> <p><b>ENe-4A</b> Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies</p> <p><b>ENe-5A</b> Demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p> <p><b>ENe-6B</b> Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</p> <p><b>ENe-7B</b> Recognises some different purposes for writing and that own texts differ in various ways</p> <p><b>ENe-8B</b> Demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</p> <p><b>ENe-9B</b> Demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p> <p><b>ENe-10C</b> Thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p><b>ENe-11D</b> Responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p><b>ENe-12E</b> Demonstrates awareness of how to reflect on aspects of their own and others' learning</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Lynley Dodd</li> <li>• Eric Carle</li> <li>• Audrey Penn</li> </ul>		
<b>Stage 1</b>	<p><b>EN1-1A</b> Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p><b>EN1-2A</b> Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</p> <p><b>EN1-3A</b> Composes texts using letters of consistent size and slope and uses digital technologies</p> <p><b>EN1-4A</b> Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p><b>EN1-5A</b> Uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p> <p><b>EN1-6B</b> Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p> <p><b>EN1-7B</b> Identifies how language use in their own writing differs according to their purpose, audience and subject matter</p> <p><b>EN1-8B</b> Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p> <p><b>EN1-9B</b> Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Lynley Dodd</li> <li>• Pamela Allen</li> </ul>	<p><b>EN1-1A</b> Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations</p> <p><b>EN1-2A</b> Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</p> <p><b>EN1-3A</b> Composes texts using letters of consistent size and slope and uses digital technologies</p> <p><b>EN1-4A</b> Draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p><b>EN1-5A</b> Uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p> <p><b>EN1-6B</b> Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p> <p><b>EN1-7B</b> Identifies how language use in their own writing differs according to their purpose, audience and subject matter</p> <p><b>EN1-8B</b> Recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p> <p><b>EN1-9B</b> Uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Julia Donaldson</li> <li>• Nick Bland</li> </ul>

	<p><b>EN1-10C</b> Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  <b>EN1-11D</b> Responds to and composes a range of texts about familiar aspects of the world and their own experiences  <b>EN1-12E</b> Identifies and discusses aspects of their own and others' learning</p>	<ul style="list-style-type: none"> <li>• Eric Carle</li> </ul>	<p><b>EN1-10C</b> Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  <b>EN1-11D</b> Responds to and composes a range of texts about familiar aspects of the world and their own experiences  <b>EN1-12E</b> Identifies and discusses aspects of their own and others' learning</p>	<ul style="list-style-type: none"> <li>• Penny Dale</li> </ul>
<p><b>Stage 2</b></p>	<p><b>EN2-1A</b> Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts  <b>EN2-2A</b> Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language  <b>EN2-3A</b> Uses effective handwriting and publishes texts using digital technologies  <b>EN2-4A</b> Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies  <b>EN2-5A</b> Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words  <b>EN2-6B</b> Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features  <b>EN2-7B</b> Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts  <b>EN2-8B</b> Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter  <b>EN2-9B</b> Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts  <b>EN2-10C</b> Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts  <b>EN2-11D</b> Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own  <b>EN2-12E</b> Recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Stan and Jan Berenstain</li> <li>• Marcus Pfister</li> </ul>	<p><b>EN2-1A</b> Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts  <b>EN2-2A</b> Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language  <b>EN2-3A</b> Uses effective handwriting and publishes texts using digital technologies  <b>EN2-4A</b> Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies  <b>EN2-5A</b> Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words  <b>EN2-6B</b> Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features  <b>EN2-7B</b> Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts  <b>EN2-8B</b> Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter  <b>EN2-9B</b> Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts  <b>EN2-10C</b> Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts  <b>EN2-11D</b> Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own  <b>EN2-12E</b> Recognises and uses an increasing range of strategies to reflect on their own and others' learning</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Pat Hutchins</li> <li>• Joy Cowley</li> </ul>
<p><b>Stage 3</b></p>	<p><b>EN3-1A</b> Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features  <b>EN3-2A</b> Composes, edits and presents well-structured and coherent texts  <b>EN3-3A</b> Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies  <b>EN3-4A</b> Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts  <b>EN3-5B</b> Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts  <b>EN3-6B</b> Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies  <b>EN3-7C</b> Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts  <b>EN3-8D</b> Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts  <b>EN3-9E</b> Recognises, reflects on and assesses their strengths as a learner</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Beverly Cleary</li> <li>• Maurice Sendak</li> </ul>	<p><b>EN3-1A</b> Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features  <b>EN3-2A</b> Composes, edits and presents well-structured and coherent texts  <b>EN3-3A</b> Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies  <b>EN3-4A</b> Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts  <b>EN3-5B</b> Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts  <b>EN3-6B</b> Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies  <b>EN3-7C</b> Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts  <b>EN3-8D</b> Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts  <b>EN3-9E</b> Recognises, reflects on and assesses their strengths as a learner</p>	<p><b>Weekly Focus:</b></p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Speaking and Listening</li> <li>• Writing and Representing</li> <li>• Grammar, Punctuation and Vocabulary</li> <li>• Handwriting</li> <li>• Spelling</li> <li>• Concepts of Print</li> <li>• Phonics &amp; Phonemic Awareness</li> </ul> <p><b>Author Studies:</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes</li> <li>• Fables</li> <li>• Brothers Grimm/ Fairy Tales</li> <li>• Claire Freedman</li> <li>• Pamela Allen</li> </ul>
<p><b>Assessment</b></p>	<p><b>Assessment for Learning:</b> Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching.  <b>Assessment as Learning:</b> Involves students in the learning process where they monitor their own progress, ask questions and practices skills.  <b>Assessment of Learning:</b> Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.  <b>Assessments:</b> IniaLit Screening</p>			
<p><b>Resources</b></p>	<p><b>Syllabus:</b> <a href="https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10">https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10</a>  <b>ABCYA:</b> <a href="https://www.abcya.com/">https://www.abcya.com/</a>  <b>BTN:</b> <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a></p>			

**Pobble365:** <https://www.pobble365.com/>  
**Literacy Shed:** <https://www.literacyshed.com/home.html>  
**BrainPop!:** <https://www.brainpop.com/>  
**Butterfly Wings Units:** <https://obwe.weebly.com/>  
**Storyline Online:** <https://www.youtube.com/user/StorylineOnline>  
**Seussville:** <https://www.seussville.com/>  
**Spelfabet:** <https://www.spelfabet.com.au/>