

English sample Stage 1 scope and sequence

Term 1	Let's talk!	Spelling	Reading
Duration	Term 1 (1–10 weeks) 8–10 hours per week in total		
Unit/Topic	<p>This unit, integrated with PDHPE outcomes, is designed to promote an understanding of how to build interaction skills and use language to build friendships and maintain them. Students learn how to choose appropriate language to demonstrate respect towards others. Students read the picture book, <i>Whoever You Are</i>, by Mem Fox and discuss the key ideas about diversity and accepting others. They reflect on the different languages spoken in their community and alternative forms of communication, including assistive technology and nonverbal communication. They practise using language appropriate to audience and purpose.</p> <p>While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>	<p>Weekly spelling focus</p> <ul style="list-style-type: none"> series of words that make up a text sight words in writing high-frequency words letter patterns and letter sounds the sounds of words and spelling unfamiliar words 	<p>Guided/Modelled reading</p> <ul style="list-style-type: none"> story illustration interpreting characters and events in literary texts the behaviour of characters simple expressions of points of view reading more complex texts
Outcomes	EN1-1A, EN1-4A, EN1-5A, EN1-6B, EN1-7B, EN1-8B. Other: GDS1.9, IRS1.11, INS1.3		
Term 2	Living in communities	Spelling	Reading
Duration	Term 2 (10 weeks) 8–10 hours per week in total		
Unit/Topic	<p>This unit, integrated with History outcomes, explores the concept of communities and the changes and continuities in family life in the local community over time, including the lives of students, parents and grandparents. A range of books, visual and multimedia texts about family celebrations and traditions, leisure activities and changes in technology and communication over time are used as the basis for students' recording of their family's history and traditions. Students will record information gained, construct imaginative texts and use computer technology to create presentations to share their knowledge with parents and peers.</p> <p>While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.</p> <p>Texts: <i>Clancy and Millie and the Very Fine House</i> by Libby Gleeson, <i>Mirror</i> by Jeannie Baker, <i>Collecting Colour</i> by Kylie Dunstan.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>	<p>Weekly spelling focus</p> <ul style="list-style-type: none"> letter–sound relationships, reading and spelling unknown words common letter patterns and letter–sound correspondence when writing texts spelling known sound and sight words a variety of strategies to spell words 	<p>Guided/Modelled reading</p> <ul style="list-style-type: none"> clusters and categorises ideas reading more complex texts about less familiar topics where, why, when and how literary texts, poems, illustrations, films, visual texts
Outcomes	EN1-1A, EN1-2A, EN1-3A, EN1-4A, EN1-5A, EN1-6B, EN1-8B, EN1-9B, EN1-11D, EN1-12E. Other: HT1-1 and HT1-4		
Term 3	Journeys	Spelling	Reading
Duration	Term 3 (Weeks 1–10) 8–10 hours per week in total		
Unit/Topic	<p>The concept of journeys is explored through a range of spoken, print and digital texts about transport, including timetables, itineraries, travel brochures, poems and presentations by parents, grandparents and guest speakers about particular journeys. Students can begin to express their point of view about different aspects of the topic such as interesting methods of travel, unusual or memorable experiences.</p> <p>While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.</p> <p>Texts: <i>Discovery at Paradise Island</i> by Sharon Boyce, <i>Here's a Little Poem Anthology</i> compiled by Jane Yolen, <i>Is Your Grandmother a Goanna?</i> by Pamela Allen, <i>The Little Refugee</i> by Anh Do.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>	<p>Weekly spelling focus</p> <ul style="list-style-type: none"> sight words and high-frequency words when writing a text common letter patterns and letter–sound correspondence when writing texts a variety of strategies to spell words 	<p>Guided/Modelled reading</p> <ul style="list-style-type: none"> strategies to locate information interpreting more complex story illustrations, characters and events in literary texts related to experience shared and guided reading and responding to questions about texts
Outcomes	EN1-1A, EN1-2A, EN1-3A, EN1-4A, EN1-5A, EN1-6B, EN1-8B, EN1-9B, EN1-11D, EN1-12E		
Term 4	Fantasy heroes	Spelling	Reading
Duration	Term 4 (1–10 weeks) 8–10 hours per week in total		
Unit/Topic	<p>Using a range of print and digital texts students explore the fantasy genre. Students identify and discuss common features of plot, fantasy characters and what constitutes the hero in these texts. They create their own fantasy text to share with their peers using the medium of their choice.</p> <p>While teaching this unit, explicit teaching of reading will occur concurrently and reading groups will operate.</p> <p>Texts: <i>April Underhill</i>, <i>Tooth Fairy</i> by Bob Graham, <i>Beware of the Storybook Wolves</i> by Lauren Child, <i>Look, a Book!</i> by Libby Gleeson.</p> <p>Types of texts: spoken texts, print texts, visual texts, media, multimedia and digital texts.</p>	<p>Weekly spelling focus</p> <ul style="list-style-type: none"> morphemic word families letter combinations spelling rules word origins homophones 	<p>Guided/Modelled reading</p> <ul style="list-style-type: none"> using clues in a text identifying different perspectives retelling to capture key events comprehension strategies to gain meaning and respond to texts
Outcomes	EN1-1A, EN1-2A, EN1-3A, EN1-4A, EN1-5A, EN1-6B, EN1-8B, EN1-9B, EN1-10C, EN1-11D, EN1-12E		