

English sample Stage 2 scope and sequence

Term 1	Responding to literature	Spelling	Reading
Unit/Topic	Example text: <i>Darius Bell and the Glitter Pool</i> by Odo Hirsch	Weekly spelling focus	Guided/Modelled reading
Duration	Term 1 (1–10 weeks)	Term 1 (1–10 weeks)	Term 1 (1–10 weeks)
Focus	Through a variety of shared reading, writing, speaking and listening activities, students investigate effective techniques used by authors to engage readers. Analysing these techniques, students develop skills to apply these devices to their own writing. They compose imaginative texts such as descriptions and narratives. Language focuses will include complex sentences, quoted speech, noun groups, adjectives, idioms and apostrophes.	<ul style="list-style-type: none"> • morphemic word families • better combinations • spelling rules • word origins • homophones • alphabetical order 	<ul style="list-style-type: none"> • specific skills and strategies for reading • comprehension strategies to build literal and inferred meaning
Outcomes	EN2-1A, EN2-3A, EN2-4A, EN2-8B, EN2-9B, EN2-10C; other: EN2-2A, EN2-5A, EN2-7B	EN2-5A	EN2-4A, EN2-8B, EN2-10C

Term 2	Wordless picture book and film study	Integrated PDHPE	Spelling	Reading
Unit/Topic	Pictures tell the story!	Food glorious food Example text: <i>World Food Alphabet</i> by Chris Caldicott	Weekly spelling focus	Guided/Modelled reading
Duration	Term 2 (5–6 weeks)	Term 2 (3–4 weeks)	Term 2 (1–10 weeks)	Term 2 (1–10 weeks)
Focus	Through a variety of shared reading, writing, speaking and listening activities, students develop their understanding of how stories can be communicated using still and moving images. Through an in-depth study of a wordless picture book and an animated short film, they explore how visual narratives are constructed. They engage in interpretation of the settings, events, characters and themes expressed in texts. Students also experiment with digital tools and processes to compose their own multimodal texts and narratives.	Through a variety of shared reading, writing, speaking and listening activities, students develop their understanding about healthy and nutritious eating habits. They investigate the influence of the media and advertising on healthy eating choices and create their own advertisement for healthy eating.	<ul style="list-style-type: none"> • morphemic word families • letter combinations • spelling rules • word origins • alphabetical order 	<ul style="list-style-type: none"> • specific skills and strategies for reading • comprehension strategies to build literal and inferred meaning
Outcomes	EN2-3A, EN2-8B, EN2-10C, EN2-11D, EN2-12E; other: EN2-2A	EN2-1A, EN2-4A, COS2.1, INS2.3, ALS2.6	EN2-5A	EN2-4A, EN2-8B, EN2-10C

Term 3	Persuasive techniques	Spelling	Reading
Unit/Topic	Convince me! I don't believe it!	Weekly spelling focus	Guided/Modelled reading
Duration	Term 3 (1–10 weeks)	Term 3 (1–10 weeks)	Term 3 (1–10 weeks)
Focus	Through shared reading, writing, speaking and listening activities, students study persuasive techniques. They analyse and compose a range of persuasive texts, including advertisements, arguments, persuasive letters, expositions and discussions. They plan and rehearse simple oral texts, including presentations, for a variety of audiences and purposes.	<ul style="list-style-type: none"> • morphemic word families • letter combinations • spelling rules • word origins 	<ul style="list-style-type: none"> • specific skills and strategies for reading • comprehension strategies to build literal and inferred meaning
Outcomes	EN2-3A, EN2-5A, EN2-6B, EN2-7B, EN2-10C; other: EN2-1A, EN2-2A, EN2-4A, EN2-8B, EN2-9B, EN2-11D	EN2-5A	EN2-4A, EN2-8B, EN2-10C

Term 4	Informative texts and source analysis	Spelling	Reading
Unit/Topic	Did you know?	Weekly spelling focus	Guided/Modelled reading
Duration	Term 4 (1–10 weeks)	Term 4 (1–10 weeks)	Term 4 (1–10 weeks)
Focus	In this unit, students engage in reading, writing and discussion about celebrations and commemorations in Australia and around the world. They engage in shared reading of Dreaming stories, with a focus on meaning and comprehension. Students develop their research skills to locate information and compose a range of informative texts, including information reports about global celebrations and commemorations and those of major world religions. They analyse a range of sources and visual texts, including maps and photographs, in order to investigate the past.	<ul style="list-style-type: none"> • morphemic word families • letter combinations • spelling rules • word origins • homophones 	<ul style="list-style-type: none"> • specific skills and strategies for reading • comprehension strategies to build literal and inferred meaning
Outcomes	EN2-1A, EN2-3A, EN2-8B; other: EN2-2A, EN2-4A, EN2-5A, EN2-6B, EN2-7B, EN2-9B, EN2-10C	EN2-5A	EN2-4A, EN2-8B, EN2-10C