



# Falls Road Primary Independent Public School

Challenge the Present – Create the Future

## English Scope and Sequence

### Rationale

Our aim in creating this document was first and foremost to ensure greater consistency and continuity across the school as far as literacy was concerned. We wanted to ensure that we could give all of our students seamless transitions through their learning journey from one year level into the next. In developing the document we also want to ensure that it is understood that literacy should not be confined to the English classroom. Literacy should be embedded in the curriculum of all learning areas in the school to ensure students have every opportunity to be successful. We have both always had a strong interest in the importance of literacy within all contexts. We are currently implementing Curriculum for Early Years (Sue DuPont) and Second Language (Italian) integrated with English (Sarah Schubert). This document is a scope and sequence for the implementation of English language learning (grammar, punctuation, writing, oral language, reading and viewing). It does not contain all aspects of the Literature section within the SCASA curriculum as documented.

### Contents

- Overall Scope and Sequence Documents for K-6
- Scope and Sequence Document for Punctuation K-6
- Scope and Sequence Document for Grammar K-6

### Implementation and Differentiation

Teach the Curriculum as it is to the students as they uniquely present themselves. Formative Assessment of all concepts should be undertaken using a variety of strategies to give every student the opportunity to demonstrate his/her progress throughout the implementation of the Curriculum. If during the learning journey an individual's progress is not adequate and core concepts have not been autonomised then those concepts should be explicitly taught again before summative assessment is facilitated.

### References

- SCASA English Curriculum PP-6
- Judging Standards PP-6
- Early Years Learning Framework
- Kindy Curriculum

### Resources for Reflective Data Analysis

- On Entry Testing
- PAT
- NAPLAN
- IEPs
- GEPs
- Take Home Reading Levels
- Speech Interventions

# Kindy Scope and Sequence

Writing		Reading and Viewing			
Grammar/ Sentence Structure	Punctuation	Phonics/ Sight words (oral)	Reading Strategies	Comprehension	Concepts of Print
<p><b>Expose</b> Model writing daily Use images, marks and approximations of letters and words to convey meaning</p>	<p><b>Expose</b> Capital letters: at beginning of sentences, proper nouns, book titles Exclamation marks to show strong feelings Full stops at end of sentences Question marks to request information</p>	<p><b>Explicitly Teach</b> Identify letters in own name Recognise letter sounds through songs, rhymes and games Recognise lower case letters <b>Expose</b> Letter names</p>	<p><b>Expose</b> Connecting Identify emotions and behaviours within a sequence of events Making inferences Predicting Show an awareness that print holds meaning Visualising</p>	<p><b>Explicitly Teach</b> Retell a sequence of events Comprehension book packs - home readers to support learning at home</p>	<p><b>Explicitly Teach</b> Become aware that numbers are different from letters Become aware that words are separated by spaces Build an understanding of book features, such as the title, author, illustrator Build an understanding that print is constant, and a reader moves (in English) left to right and top to bottom with a return sweep Describe how the illustrations connect to the text Recognise familiar written symbols in context, such as road signs and their name Use books/texts appropriately, turn pages and identify the front cover</p>
Oral Language/ Listening Comprehension					
Oral Narrative/ Narrative Development		Social Communication	Semantics & Vocabulary	Oral Comprehension/ Questioning	P.A
<p><b>Explicitly Teach</b> Ask questions to clarify concepts Develop understanding of purpose and meanings in a range of texts and engage with a range of texts Engage in discussion about narratives and informational texts Explore common language patterns in narrative Listen to others and share own ideas News telling: object based, event based, activity based Produce brief spoken narratives that deal with familiar ideas and information. Pronouns - he, she, they, his, her Read a wide variety of literary texts / stories, finger rhymes, songs Recognise simple literary conventions, such as setting and characters in narratives Retell a simple story Self-correct by rephrasing a statement or question when meaning is not clear Sequence main events and ideas coherently in speech Use simple sentences when speaking (starting at 4 words or more) Use speech that can be understood by others Verbalise ideas and simple concepts</p> <p><b>Expose</b> Explore the language presented in fiction and non-fiction texts Immerse in verb tenses - future, present and past Sentence starters</p>		<p><b>Explicitly Teach</b> Body percussion Develop auditory discrimination, for example able to identify environmental sounds Join in with chorus from narratives and rhymes in narratives/nursery rhymes/songs/chants Listen to others Make connections between children's own experiences and ideas in text Share observations with others Speak at an appropriate volume and pace for listeners' needs Students use spoken language appropriately in a variety of classroom contexts Sustain conversations with others in different situations Use turn-taking in conversations Verbally describe what they see, hear, touch, feel and taste Whole body listening skills</p>	<p><b>Explicitly Teach</b> Labelling Functions Attributes and simple descriptions Associations Similarities Differences Categorisation Increase use of vocabulary by exploring meanings of new words and talk about language (metalinguage)</p>	<p><b>Explicitly Teach</b> Act upon simple instructions and statements (minimum two stage instruction) Ask and answer simple questions for information and clarification Blank level questions 1-3 Contribute relevant ideas during class or group discussion Formulate questions after news telling Identify key ideas from simple texts Listen and respond to brief spoken texts that deal with familiar ideas and information. Model through think aloud examples Predict what happens next in simple texts, and why it might happen Start moving from literal to inferential interpretation of text</p> <p><b>Expose</b> Blank level 4 questions</p>	<p><b>Explicitly Teach</b> Segment sentences into individual words Segment words into syllables Identify and generate rhyming words Compound words (two words joined together) Initial sound awareness (identify the picture that starts with...) Onset and rime in simple CVC (consonant, vowel, consonant) words Explore letter-sound relationships Include nonsense words for blending, rhyming and initial sound awareness Blending and segmenting CVC words</p> <p><b>Expose</b> Terminal and medial phonemes</p>

# Pre Primary Scope and Sequence

Writing					Spelling	Reading and Viewing					
Audience and Purpose (oral)	Text structure and paragraphing	Text Cohesion (Oral)	Vocabulary/ Grammar/ Sentence Structure	Punctuation and Editing	Sight words/ High frequency words	Phonics/ Sight words	Reading/ Viewing Strategies	Comprehension and questioning	Fluency	Concepts of Print	
<p><b>Explicitly teach</b> Writing brief written texts that deal with familiar ideas and information including recounts</p> <p><b>Expose</b> Texts being created for different purposes e.g. entertainment, instruction, persuasion, reporting</p>	<p><b>Explicitly teach</b> Sentence starters</p> <p><b>Expose</b> Paragraphing Patterns of repetition to emphasise ideas. Story markers <i>long ago, late one night, once upon a time</i></p>	<p><b>Expose</b> Linking words <i>firstly, finally, or</i> Text structure</p>	<p><b>Explicitly teach</b> Simple sentence structure Writing CVC words Writing modelled daily</p> <p><b>Expose</b> Conjunctions <i>and, but, so, or, because, when, since, after, although</i> Plurals and plurals with exceptions</p>	<p><b>Explicitly teach</b> Capital letters at beginning of sentences and proper nouns Full stops at end of sentences</p> <p><b>Expose</b> Capital letters for book titles Exclamation marks to show strong feelings Model text editing Question marks to request information</p>	<p><b>Explicitly teach</b> CVC words High frequency spelling words Word wall Dictation of sentences</p>	<p><b>Explicitly teach</b> Recognise and name all lower case letters and upper case letters and the most common sound that each letter represents</p> <p>Understand how to use knowledge of letters and sounds including onset and rime to spell words</p> <p>Segment sentences into individual words Isolate, blend and manipulate phonemes in single syllable words</p> <p>Sight words</p>	<p><b>Explicitly teach</b> Explore the different contribution of words and images to meaning in stories and informative texts Identify some differences between imaginative and informative texts Identify some features of texts including events and characters Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences Texts can represent real or imaginary people, places or ideas The thought process of reading, making inferences, predictions, connecting visuals with text Comprehension strategies to understand and discuss texts listened to, viewed or read independently</p> <p><b>Expose</b> A variety of examples of structures of texts including characters, place, time and a sequence of events A variety of examples of typical features of visual texts including labels and diagrams Identify emotions and behaviours within a sequence of events Paragraphing - numbering paragraphs</p>	<p><b>Explicitly teach</b> Blank level questions 1-4 Retell a sequence of events Use comprehension strategies to understand and discuss texts listened to, viewed or read independently</p>	<p><b>Explicitly teach</b> Reading decodable and predictable texts</p> <p><b>Expose</b> Fluency with reading aloud</p>	<p><b>Explicitly teach</b> Explore meaning using concepts about print Knowledge of features of print, for example directionality of print, book orientation, title, author, illustrator The meaning of signs and symbols Understand concepts about print and screen, including books, film and simple digital texts Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes</p>	
Oral Language/ Listening Comprehension											
Oral Narrative/ Narrative Development					Social Communication		Semantics	Oral Comprehension/ Questioning	P.A and Metalanguage		
<p><b>Explicitly Teach</b> Adjectives (to extend ideas/ enhance meaning of sentences) Adverbs to add detail such as <i>when, where, how</i> Diana Rigg news telling: object based, event based, activity based Innovate on and retell familiar texts through performance, play Knowledge of conjunctions <i>and, so, but, because, or, although</i> Knowledge of pronouns <i>he, she, they, his, her</i> Plurals and plurals with exceptions Produce brief spoken narratives, oral recounts and descriptions that deal with familiar ideas and information Read a wide variety of literary texts / stories, finger rhymes, songs Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures Respond to texts, identifying favourite stories, authors and illustrators Retell events from a text Self-correct by rephrasing a statement or question when meaning is not clear Sentence starters Sentences are the key units for expressing ideas Sequence main events and ideas coherently in speech Subject pronoun agreement</p> <p><b>Expose</b> Conjunctions <i>and, but, so, or, because, when, since, after, although</i> Synonyms, antonyms, compound words Use of adjectives Use of adverbs Verb tenses - future, present and past</p>					<p><b>Explicitly Teach</b> Auditory and visual discrimination Clear beginnings and endings for conversations Emotionally respond to texts / share thoughts and feelings about characters and events Explore how language is used differently at home and school depending on the relationships between people Listen to others and respond appropriately Speak at an appropriate volume and pace for listeners' needs Students use spoken language appropriately in a variety of classroom contexts Whole body listening skills</p>		<p><b>Explicitly Teach</b> Labelling Functions Attributes and simple descriptions Associations Similarities Differences Categorisation</p>	<p><b>Explicitly Teach</b> Ask and answer simple questions for information and clarification Formulating questions after news telling Follow instructions (up to three stages) Contribute relevant ideas during class or group discussion Listen and respond to brief spoken texts that deal with familiar ideas and information Recall some main ideas and information after listening to a text Use comprehension strategies to understand and discuss texts listened to, viewed or read independently Blank level questions 1-4</p>	<p><b>Explicitly Teach</b> Blending and segmenting Include nonsense words for blending rhyming, initial sound awareness Onset, terminal and medial phonemes Recognise and generate alliterative patterns Understand that words are units of meaning and can be made of more than one meaningful part</p> <p><b>Maintain</b> Identify and generate rhyming words Initial sound awareness (identify the picture that starts with...) Onset rime (blend and segment) Segment sentences into individual words Segmenting words into syllables</p>		

# Year 1 Scope and Sequence

Writing							Spelling			Reading and Viewing				
Audience and Purpose (oral)	Text structure/ paragraphing	Vocabulary	Literary Devices	Grammar/ Sentence Structure	Punctuation	Editing	Phonics	Sight words	Rules	Phonics/ Sight words	Reading/ Viewing Strategies	Comprehension/ Questioning	Fluency	Concepts of Print
<p><b>Explicitly teach</b> Create texts for a variety of purposes: Description Report Procedure Narrative Recount</p> <p>Describe some differences between imaginative and informative texts</p> <p>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary</p> <p><b>Expose</b> Persuasive texts</p>	<p><b>Explicitly Teach</b> Create short imaginative and informative texts that show emerging use of appropriate text structure including illustrations and diagrams</p> <p>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary</p> <p><b>Expose</b> Paragraphing (starting with a topic sentence followed by sentences to elaborate).</p>	<p><b>Explicitly teach</b> Adjectives to extend ideas and enhance meaning of sentences</p> <p><b>Expose</b> Adverbs</p>	<p><b>Explicitly Teach</b> Sentence starters / story makers <i>once upon a time, in the dream time</i></p> <p><b>Expose</b> Figures of speech and alliteration</p>	<p><b>Explicitly Teach</b> Adjectives (to extend ideas / enhance meaning of sentences) An goes before a noun that starts with a vowel Conjunctions <i>and, but, so, or, because, when, since, after, although</i> Define and explain the function of nouns (common, proper and collective) Plurals Simple sentence structure</p> <p><b>Expose</b> Adverbs to add detail such as when, where, how Base words, suffixes, prefixes, root words Compound words (using two small words to make a big word <i>grand stand</i>) Contractions, synonyms, antonyms, abbreviations Define and explain verb tenses Homophones Identify parts of a simple sentence: nouns, verbs, adjectives, adverbs and conjunctions Past, present and future tense verbs, present and past participles Subject pronoun agreement <i>The children watched the game. They enjoyed it.</i></p>	<p><b>Explicitly Teach</b> Capital letters for beginning of sentences and proper nouns Comma to separate items in a list Exclamation marks to show strong feelings and commands Full stops for end of sentence Question marks</p> <p><b>Expose</b> Capital Letters in book titles Comma to separate month from year</p>	<p><b>Explicitly Teach</b> Edit own texts for spelling and punctuation</p>	<p><b>Explicitly Teach</b> Syllabification Segmenting one syllable words Sequencing of CVC words Two letters can make the same sound Understand that a letter can make more than one sound</p> <p><b>Consonants</b> s, t, n, p, c, ck k, h, m, d, r, g, l, f, b, w, wh, j, z, v, y, sh, ch, th (thumb), th (feather), ng, n, x, q (u)</p> <p><b>Short vowels</b> (a, e, i, o, oo (look) , u)</p> <p><b>Long vowels</b> oo(moon) ee (bee) ar (star) ai, ay (rain, tray) oi, oy (coin, boy) or, all (horse, ball) er, er (her, finger)</p> <p>Recognise and know how to use simple grammatical morphemes to create word families</p>	<p><b>Explicitly Teach</b> Using visual memory to read and write high frequency words</p> <p><b>Maintain</b> Recognise and name all lower case letters and upper case letters and their sounds</p>	<p><b>Explicitly Teach</b> Double rule ff, gg</p> <p>Q is always followed by u</p> <p>Ck makes a single c sound</p> <p>If a word starts with a c sound and the second letter is an e or an i then the first letter is a k (if the second letter is a, o or u the first letter is c)</p> <p>Plurals (s, es rule, s, ss, x)</p> <p>Adding s, ing, er, y, ly, ed to base words that do not change Plural rules (s, es rule, s, ss, x)</p>	<p><b>Explicitly Teach</b> Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words</p> <p><b>Maintain</b> Recognition of letter sounds and letter names through songs, rhymes and games</p> <p><b>Segmenting and blending one syllable words</b></p>	<p><b>Explicitly Teach</b> Chunking, visualising, connecting</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning</p> <p>Describe some differences between imaginative and informative texts</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences</p> <p>Discuss features of plot, character and setting in different types of literature</p> <p>Discuss how authors create characters using language and images</p> <p>Respond to texts drawn from a range of cultures and experiences</p> <p>The thought process of reading: making inferences, predictions, summarising, reading on, monitoring meaning and re-reading</p> <p>Understand that the purposes texts serve shape their structure in predictable ways</p> <p><b>Expose</b> A variety of examples of structures of texts, including labels and diagrams The structure of persuasive texts</p>	<p><b>Explicitly Teach</b> Draw on growing knowledge of context, text structures and language features to enhance understanding</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication</p> <p>Use of comprehension strategies to build literal and inferred meaning</p>	<p><b>Explicitly Teach:</b> Fluency with reading aloud</p> <p>Read decodable and predictable texts using developing phrasing, grammatical and phonic knowledge and fluency</p>	<p><b>Explicitly Teach</b> How different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links</p>
<b>Oral Language/ Listening Comprehension</b>														
<b>Oral Narrative/ Narrative Development</b>					<b>Social Communication</b>			<b>Semantics</b>		<b>Text Cohesion</b>		<b>Oral Comprehension/ Questioning</b>		<b>P.A</b>
<p><b>Explicitly Teach</b> Adjectives (to extend ideas / enhance meaning of sentences) Conjunctions <i>and, but, so, or, because, when, since, after, although</i> Demonstrate, usually in informal situations, that they are able to speak clearly using coherent sentences to express ideas using familiar vocabulary with a focus on extending vocabulary to enhance meaning Listen to a wide variety of literary texts / stories Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme Organise spoken texts using simple features to signal beginnings and endings. Produce brief spoken narratives and oral recounts and descriptions that deal with familiar ideas and information Pronouns <i>he, she, his, her, they</i> Self-correct by rephrasing a statement or question when meaning is not clear Subject verb agreement for example was/were, did/done, is/are, has/have, did/done, I/me, a/the, a/an Verb tenses - future, present and past</p>					<p><b>Explicitly Teach</b> Clear beginnings and endings for conversations Emotionally respond to texts by sharing thoughts and feelings about characters and events Identify and share favourite authors, illustrators, books and stories Listen to others and respond appropriately to what has been said Students use spoken language appropriately in a variety of classroom contexts Use of formal and informal terms of address in different contexts Vary volume, pace and intonation patterns to add emphasis</p> <p><b>Maintain</b> Whole body listening skills</p>			<p><b>Explicitly Teach</b> Labelling Functions Attributes and simple descriptions Associations Similarities Differences Categorisation</p>		<p><b>Expose</b> Cohesive devices to express cause and effect relationships <i>since, in order to</i> and to compare and contrast <i>although, even, while, if</i> Linking words to structure text, link ideas and give reasons <i>first, finally, secondly, then</i></p>		<p><b>Explicitly Teach</b> After listening to short live or recorded presentations, recall some of the main ideas and details Ask and answer simple questions for information and clarification (blank level questions 1-4) Contribute relevant ideas during class or group discussion Contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication Follow instructions (up to three stages) Formulate questions in response to listening to news telling Listen and respond to brief spoken texts that deal with familiar ideas and information</p>		<p><b>Explicitly Teach</b> Blending and segmenting Include nonsense words for blending, rhyming and initial sound awareness Recognise and generate alliterative patterns Terminal and medial phonemes</p> <p><b>Maintain</b> Identify and generate rhyming words Initial sound awareness (identify the picture that starts with...) Onset rime Syllable segmentation (clap syllables in a word) Word awareness (clap words in a sentence)</p>

# Year 2 Scope and Sequence

Writing						Spelling			Reading and Viewing		
Audience and Purpose	Text structure and paragraphing	Literary Devices	Grammar/ Sentence Structure	Punctuation	Editing	Phonics	Morphemes and vocabulary	Rules	Reading/ Viewing Strategies	Comprehension/ Questioning	Fluency
<p><b>Explicitly Teach</b>                      Recount                      Narrative                      Report                      Procedure                      Persuasive</p> <p>Create characters and settings in different texts and explore how language is used to present these features in different ways</p> <p>Experiment with conscious choices of vocabulary to suit audience and purpose</p> <p><b>Expose</b>                      Explanation</p>	<p><b>Explicitly Teach</b>                      Create a variety of short texts using growing knowledge of text structures and language features</p> <p>Paragraphs consist of a group of sentences that relate to a single unified topic or event</p> <p>The paragraph starts with the topic sentence (main idea) which is followed by sentences that elaborate on this idea (supporting sentences)</p> <p>Different forms of writing need different types of paragraphs                      Innovate on familiar texts by experimenting with character setting and plot</p>	<p><b>Explicitly Teach</b>                      Sentence starters / story makers  <i>once upon a time, in the dream time</i></p> <p>Identify, reproduce and experiment with rhythmic sounds and word patterns in poems, chants, rhymes and songs</p>	<p><b>Explicitly Teach</b>                      Adjectives to enhance meaning                      Adverbs such as <i>when, where, how</i>                      An goes before a word that starts with a vowel                      Antonyms and synonyms                      Compound sentences                      Compound words (using two small words to make a big word <i>grand stand</i>)                      Conjunctions: to form compound sentences <i>and, but, so</i> or to form compound sentences that add ideas, information or reasons <i>because, when, since, after, although</i>                      Define and explain the function of nouns (common, proper, collective)                      Homophones                      Identify parts of a simple sentence: nouns, verbs, adjectives, adverbs and conjunctions                      Indefinite article and definite article                      Plurals and plurals with exceptions                      Prepositional phrases to elaborate ideas                      Simple sentence structure                      Subject verb agreement <i>was/were, did/done, is/are, has/have, did/done, I/me, a/the, a/an</i>  <b>Maintain</b>                      Simple sentences  <b>Expose</b>                      Adult and progeny                      Base / Root words                      Contractions                      Past, present and future tense verbs, present and past participles                      Subject pronoun agreement (pronouns agree with the word they are referring to)  <i>The children watched the game. They enjoyed it.</i>                      Suffixes, prefixes</p>	<p><b>Explicitly Teach</b>                      Capital letters (beginning of sentences, proper nouns and titles of books etc.)                      Comma to separate month and year                      Comma to separate items in a list                      Exclamation mark to show strong feelings                      Full stop at end of sentence                      Question mark</p> <p><b>Expose</b>                      Apostrophe (contractions and ownership)                      Comma to provide further information:  <i>Toby, the big black dog, caught the ball.</i>                      Quotation marks (direct speech)</p>	<p><b>Explicitly Teach</b>                      Edit own texts for spelling, punctuation and text structure</p> <p><b>Expose</b>                      Add words to enhance meaning; change words to achieve exact meaning; delete words to tighten the sentence</p> <p>Edit paragraphs to ensure appropriate structure and form</p>	<p><b>Explicitly teach</b>  <b>Consonants</b>                      s, ss, t, tn, kn, p, c, k, ck, m, h, d, r, g, l, ll, f, ff, b, w, wh, v, ve, j, z, zz, y, x, q (u), ,sh, ch, th, th, ng, n, cc, ze, le (table)</p> <p><b>Short vowels</b>                      a, e, i, o, u, oo (look)</p> <p><b>Long vowels</b>                      ai, ay, a_e (rain, tray, snake)                      ee, ea, e_e, y (bee, leaf, Steve, puppy)                      i, i_e, y, ie (child, five, cry, pie)                      oa, oe, o_e, ow (goat, toe, smoke, bow)                      ar (star)                      oi, oy (coin, oyster)                      oo, ew, u_e, ue ou, (moon, screw, flute, glue, soup)                      u_e, ew, ue (cube, stew, rescue)                      ow, ou (owl, cloud)                      or, all, al, aw, oar (horse, ball, talk, straw, roar)                      er, ir, ur (her, bird, church)                      er (finger)</p>	<p><b>Explicitly Teach</b>                      Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds</p> <p>Recognise compound words in reading and common usage</p>	<p><b>Explicitly Teach</b>                      Contractions that occur in common usage: don't, I'm, it's, isn't, can't, aren't, we're, I've, we'll, isn't, they're, can't                      Silent letters (k, b)                      Doubling final consonants (when adding ing, ed, er, est)                      Change y to i when adding es, er, ed, ly, est, ness (exception - when there's a vowel before the y just add s)                      The e goes away when ing and ed come to stay                      Plural: add es after s, ss, x, ch, sh, z, zz                      Change f to v and add es (some exceptions- roof / roofs, hoof / hoofs / hooves)                      Plurals (adding es after sh, ch, x – fishes, witches, fixes)                      Plurals with exceptions - man / men                      Adding ly to words where base word stays the same                      The ar sound is only made by an a if it is followed by a th or s (bath, task)                      The i and e after g say j (engine, range)                      The i and e after c say s (mice, pencil)  <b>Expose</b>                      Suffixes and root words- adding <i>er, s, ed, ing</i> to easy base words where no change occurs (farm-farmer, farms, farmed, farming)                      Prefixes (common ones: re, un)</p>	<p><b>Explicitly Teach</b>                      Chunking, reading on, visualising, inferring, scan and skim, summarising, predicting, connecting</p> <p>Discuss different texts on a similar topic, identifying similarities and differences between the texts</p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways</p> <p>Identify aspects of different types of literary texts that entertain.</p> <p>Give reasons for personal preferences</p> <p>Identify the audience of imaginative, informative and persuasive texts</p> <p>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines</p> <p>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose</p> <p><b>Expose</b>                      Consulting a reference                      Questioning                      Reading rate</p>	<p><b>Explicitly Teach</b>                      Begin to analyse texts by drawing on growing knowledge of context, language and visual features</p> <p>Compare opinions about characters, events and settings in and between texts</p> <p>Consider how images add to or contradict or multiply the meaning of accompanying words</p> <p>Identify the audience of imaginative, informative and persuasive texts</p> <p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives</p> <p>Use comprehension strategies to build literal and inferred meaning                      Visual texts can be created to be viewed by an individual or by a larger audience</p> <p>Visual texts can represent reality or fantasy</p>	<p><b>Explicitly Teach</b>                      Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge.</p> <p>Text processing strategies for example monitoring meaning, predicting, rereading and self-correcting</p>

Oral Language/ Listening Comprehension					
Oral Narrative/ Narrative Development	Social Communication?	Semantics	Text Cohesion	Oral Comprehension/ Questioning	P.A
<p><b>Explicitly Teach</b>                      Identify the topic, retell information accurately                      Pronouns <i>he, she, his, her, they</i>                      Use appropriate spoken language features modifying spoken texts to clarify meaning and information                      Vary spoken texts for a range of contexts, purposes and audiences</p> <p><b>Maintain</b>                      Listen attentively to spoken texts, including factual texts                      Project their voice adequately for an audience                      Rehearse and deliver short presentations on familiar and new topics</p>	<p><b>Explicitly Teach</b>                      Students use spoken language appropriately in a variety of classroom contexts                      Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly</p> <p><b>Maintain</b>                      Clear beginnings and endings for conversations                      Emotionally respond to texts / share thoughts and feelings about characters and events                      Identify and share favourite authors, illustrators, books and stories                      Listen to others and respond appropriately to what has been said                      Vary volume, pace and intonation patterns to add emphasis                      Whole body listening skills</p>	<p><b>Maintain</b>                      Labelling                      Functions                      Attributes and simple descriptions                      Associations                      Similarities                      Differences                      Categorisation</p>	<p><b>Explicitly Teach</b>                      Cohesive devices to express cause and effect relationships  <i>since, in order to</i> and to compare and contrast  <i>although, even, while, if</i>                      Linking words to structure text, link ideas and give reasons <i>first, finally, or</i></p>	<p><b>Explicitly Teach</b>                      After listening to short live or recorded presentations recall some of the main ideas and some details                      Ask clarifying questions, volunteer information and justify opinions                      Contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication                      Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs</p>	<p><b>Explicitly Teach</b>                      Orally manipulate more complex sounds in spoken words through blending and segmenting sounds, phoneme deletion and substitution</p>

# Year 3 Scope and Sequence

Writing					Spelling			Reading and Viewing		
Audience and Purpose	Text structure and paragraphing	Literary Devices/ Text Cohesion	Grammar/ Sentence Structure	Punctuation	Editing	Phonics	Rules	Reading/ Viewing Strategies	Comprehension/ Questioning Audience and Purpose	Fluency
<p><b>Explicitly teach</b> Narrative Report Procedure Exposition Explanation Persuasive</p> <p>Imaginative texts based on characters, settings and events from students' own and other cultures</p> <p><b>Maintain</b> Recount</p>	<p><b>Explicitly teach</b> Different forms of writing need different types of paragraphs</p> <p>Paragraphs consist of a group of sentences that relate to a single unified topic or event</p> <p>Paragraphs start with a topic sentence (main idea) which is followed by sentences that elaborate on this idea (supporting sentences)</p>	<p><b>Explicitly teach</b> Adapt language features and patterns found in literary texts for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue</p> <p>Cohesive devices to express cause and effect relationships <i>since, in order to</i> and to compare and contrast <i>although, even, while, if</i></p> <p>Linking words <i>firstly, finally, or</i> to structure text, link ideas and give reasons</p> <p>Sentence starters / story makers <i>once upon a time, long ago, late one night</i></p>	<p><b>Explicitly Teach</b> Adult and progeny Adverbs: to add detail such as when, where, how An goes before a word that starts with a vowel Compound sentences Compound words Conjunctions to form compound sentences <i>and, but, so</i> or to form compound sentences that add ideas, information, reasons <i>because, when, since, after, although</i> Contractions Define and explain the function of nouns (common, proper, collective, abstract) Definite and indefinite articles Homophones Identify parts of a simple sentence by isolating nouns, verbs, adjectives, adverbs, pronouns and conjunctions in sentences (define and explain function) Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs Past, present and future tense verbs, present and past participles Plurals and plurals with exceptions Prepositions show how two parts of a sentence are related in space and time: <i>below, above, towards, throughout, without</i> Root words, suffixes and prefixes Subject pronoun agreement: <i>The children watched the game. They enjoyed it.</i> Subject verb agreement <i>was/were, is/are, has/have</i> Synonyms and antonyms</p> <p><b>Maintain</b> Adjectives to extend ideas / enhance meaning Simple sentence structure</p> <p><b>Expose</b> Comparatives Dependent and independent clauses, including direct speech to extend / elaborate ideas Isolate subject and predicate; subject and predicate agreement Understand that a clause is a unit of grammar, usually containing a subject and a verb and that these need to be in agreement: <i>John and Mary were the first to arrive.</i></p>	<p><b>Explicitly Teach</b> Apostrophes for contractions Apostrophes for ownership Capital letters in books titles and headings Comma to provide further information Comma following a signal word: <i>therefore</i>, Quotation marks for direct speech and quotations</p> <p><b>Maintain</b> Capital letters at the beginning of sentence and proper nouns Comma to separate items in a list Comma to separate a month from the year Exclamation mark to show strong feelings Full stop at end of a sentence Question mark when asking for information</p> <p><b>Expose</b> Abbreviations Commas to separate the person being spoken to <i>Tom, here is the book.</i> Quotations marks being used with titles in a sentence Use of dash Use of hyphens</p>	<p><b>Explicitly teach</b> Change words to achieve exact meaning</p> <p>Re-arrange paragraphs and words to produce a more convincing order</p> <p>Reread and edit text for meaning, grammatical choices and punctuation</p> <p>Write paragraphs appropriate to structure and form</p> <p><b>Maintain</b> Add words to enhance meaning</p> <p>Delete words to tighten sentences</p>	<p><b>Explicitly teach</b> <b>Consonants</b> b, bb, d, dd, g, gg, gu, j, g, ge, dge, m, mm, mb, me, ng, n, r, rr, wr, t, tt, w, wh, u, s, si, sh, ch, ti, ci, s (sure)</p> <p><b>Short Vowels</b> a, e (egg), ea (breath), ai (said), a (any) i, e (pretty), u (busy) ui (build) o (orange), a (want) u (umbrella) , o, ou (young), oe (does) ai (snail), ay (tray), a_e (snake), a (able), eigh (eight) ee (bee), e (me), ea (leaf), y (baby), ey (key), ie (babies), eo (people), i (litre) i_e (ice), y (cry), igh (light), i (child), ie (pie), uy (buy) oa (boat), o_e (smoke), ow (tow), o (troll), oe (toe), ough (though) ar (star), a, are, al (half), au (laugh), ear (heart) ir (bird), ur (church), or (word), er (her), ear (early), ere (were) or (horse), ore (bore), a, aw (straw), au (taught), al (talk), our (four), oor (door), ure (sure), ar (warm), augh (caught), ough (bought) oo (book), u (put), oul (could), o (woman) y (youth), u (ukulele), ew (few), eau (beauty), u_e (tune) oo (boot), ew (screw), ue (glue), u_e (flute), u, wo (two), o (do), ui (fruit), ough (through) ou (cloud), ow (owl), hou (hour) oy (boy), oi (coin) eer (deer), ear, ere (here), air (chair), are (fare), ere (there), eir (their), ear (wear) er (ladder), ar, or, re (metre), ure (picture), a, e, i, o, u</p> <p><b>Blends</b> bl, br, ch, cl, cr, sch, qu, chr, squ, dr, nd, fl, fr, ft, ld, lf, lt, sm, sp, spl, spr, thr, spl, spr, scr, str, shr, sk, sl, sm, sn, nd, st, tr, str, tw, ft, nt, qu, squ, sw, tw, yoo, shr, thr</p> <p><b>Pattern-</b> amp, ang, ank, atch, ell, end, eck, ead, ish, ink, ich, itch, ing, ill, ick, ift, ock, ong, oss, ost, ust, ump, unk, unch, ung, ake, ate, ail, ain, ame, all, full, till, ight, art, ark, ast, arge, ass, ood, ook, oot, own, ound, ower, ack, and, ash, est, ent, ess, int, uck, eet, each, imp, omp, oat, oad, low, orn, ork, oil, ion</p>	<p><b>Explicitly teach:</b> Adding ed, ing Adding ed, ing to words ending in e Adding s or es Adding s or es to words ending in o Adding s to words ending in f or fe Adding s, es, ed, ing to words ending in y Alphabetical order Investigate dictionary use (first letter then extend to second letter) Word building / words families</p>	<p><b>Explicitly teach</b> Chunking, reading rate, inferring, consulting a reference, summarising, questioning, reading on, predicting, connecting, visualising, scan and skim, using an analogy</p> <p>Discuss how language is used to describe the settings in texts. Explore how the settings shape the events and influence the mood of the narrative</p> <p>Discuss texts in which characters, events and settings are portrayed in different ways. Speculate on the authors' reasons.</p> <p>Identify the audience and purpose of imaginative, informative and persuasive texts</p> <p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <p>Identify the features of online texts that enhance navigation</p> <p>Identify the point of view in a text and suggest alternative points of view</p> <p>Understand how different types of texts vary in use of language choices, depending on their purpose and context</p>	<p><b>Explicitly teach</b> Draw connections between personal experiences and the worlds of texts, and share responses with others</p> <p>Identify the audience and purpose of imaginative, informative and persuasive texts</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>	<p><b>Explicitly teach</b> Read an increasing range of different types of text by: combining contextual, semantic, grammatical and phonic knowledge</p> <p>Using text processing strategies, for example monitoring, predicting, confirming, re reading, reading on and self-correcting</p>

Oral Language/ Listening Comprehension			
Oral Narrative/ Narrative Development		Social Communication?	
<p><b>Explicitly teach</b> Identify the topic, retell information accurately Listen attentively to spoken texts, including factual texts Plan and deliver short presentations providing some key detail in logical sequence Use appropriate spoken language features, and modify spoken texts to clarify meaning and information Vary speaking and listening for a small range of contexts, purposes and audiences</p>	<p><b>Explicitly teach</b> Contribute to conversations and discussions sharing information and ideas and negotiating in collaborative situations Students use spoken language appropriately in a variety of classroom contexts Understand social conventions, turn-taking patterns and forms of address that vary according to the degree of formality in social situations Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking articulately Vary volume, pace and intonation patterns to add emphasis</p> <p><b>Maintain</b> Clear beginnings and endings for conversations Emotionally respond to texts / share thoughts and feelings about characters and events Identify and share favourite authors, illustrators, books and stories Project their voice adequately for an audience Whole body listening skills</p>	<p><b>Explicitly teach</b> Ask clarifying questions, volunteer information and justify opinions Discuss the nature and effects of some language devices including rhythm, rhyme and onomatopoeia in poetry and prose Identify the topic and retell information accurately</p> <p><b>Maintain</b> After listening to short live or recorded presentations, they recall some of the main ideas and information presented Contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication</p>	<p><b>Explicitly teach</b> Orally manipulate more complex sounds in spoken words through blending and segmenting sounds, phoneme deletion and substitution</p>

# Year 4 Scope and Sequence

Writing							Spelling			Reading and Viewing		
Audience and Purpose	Text structure/ paragraphing	Vocabulary	Literary Devices/ Text Cohesion	Grammar/ Sentence Structure	Punctuation	Editing	Phonics	Rules/ Morpho- Graphics and Metalinguage	Reading Strategies	Comprehension	Audience and purpose	
<p><b>Explicitly teach</b> Create literary texts by developing storylines, characters and settings</p> <p>Explanation Exposition Imaginative Narrative Persuasive Poetry Procedure Report</p> <p><b>Maintain</b> Recount</p>	<p><b>Explicitly teach</b> Different forms of writing use different types of paragraphs</p> <p>Paragraphs consist of a group of sentences that relate to a single unified topic or event</p> <p>Paragraphs start with the topic sentence (main idea) which is followed by sentences that elaborate this idea (supporting sentences)</p>	<p><b>Explicitly teach</b> Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research</p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs</p>	<p><b>Explicitly Teach</b> Cohesive devices to; express cause and effect relationships <i>since, in order to; to compare and contrast although, even, while if</i></p> <p>Figures of speech; idioms, alliteration, similes, metaphors</p> <p>Linking words <i>firstly, finally, or</i> to structure text, link ideas and give reasons</p> <p>Understand and experiment with a range of devices and deliberate word play in poetry and other literary texts</p> <p><b>Maintain</b> Sentence starters / story makers <i>once upon a time, long ago, late one night</i></p>	<p><b>Explicitly Teach</b> Adult and progeny Adverbs to add detail <i>when, where, how</i> Base/ root words Comparatives Complex sentences: understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause Compound Sentences Compound words (using two small words to make a big word <i>grand stand</i>) Conjunctions to form compound sentences <i>and, but, so</i> or to form compound sentences that add ideas, information, reasons <i>because, when, since, after, although</i> Conjunctions used to form a complex sentences Contractions Correct use of animal names in the feminine form Define and explain the function of nouns (abstract) Definite and indefinite article Homonyms / homographs Homophones Identify parts of a simple sentence by isolating nouns, verbs, adjectives, adverbs, pronouns and conjunctions in sentences (define and explain function) Past, present and future tense verbs Plurals and plurals with exceptions Prepositional phrases to elaborate ideas Prepositions show how two parts of a sentence are related in space and time <i>below, above, towards</i> Present and past participles Pronouns, subject pronoun agreement: <i>The children watched the game. They enjoyed it.</i> Subject verb agreement <i>was/were, is/are, has/have</i> Suffixes, prefixes Synonyms, antonyms Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement Word building and words families <b>Maintain</b> Adjectives (to extend ideas / enhance meaning of sentences) Correct use of collective nouns, masculine and feminine and adult / offspring Define and explain the function of nouns (common, proper and collective) Simple and compound sentences Simple sentence structure <b>Expose</b> Isolate subject and predicate; subject and predicate agreement.</p>	<p><b>Explicitly Teach</b> Abbreviations Apostrophes for contractions and ownership Capital letters in books titles and headings Comma to provide further information Comma following a signal word: <i>therefore,</i> Quotation marks for quotations and titles in a sentence <b>Maintain</b> Capital letters at the beginning of sentence and proper nouns Comma to separate items in a list and to separate month from year Exclamation marks to show strong feelings Full stop at end of sentences Questions marks when asking for information <b>Expose</b> Capital letter for emphasis Comma to separate the person being spoken to: <i>Tom, here is the book.</i> Full stop to show abbreviation Use of hyphen and dash</p>	<p><b>Explicitly teach</b> Ideas can be expanded and sharpened through careful choices of words and phrases to enhance meaning</p> <p>Deletion of words to tighten sentences</p> <p>Rearrangement of words to produce a more convincing order.</p>	<p><b>Explicitly teach</b> <b>Consonants</b> b, bb, d, dd, g, gg, gu, j, g, ge, dge, m, mm, mb, ng, n, r, rr, wr, t, tt, w, wh, u, s, si, sh, ch, ti, ci, k, c, q, ck, x (ks), ch, f, ff, ph, gh (enough), h, wh, l, ll, n, nn, kn, p, pp, s, ss, se, ce, x, c, st (Christmas), v, ve, z, zz, s, se, es (clothes), ch, tch, t (picture), th (thumb), th (feather),</p> <p><b>Short Vowels</b> a e (egg), ea (breath), ie (friendly), a (any) i, e (pretty), u (busy) ui (build) o (orange), a (want) u (umbrella), o, ou (young), oe (does), oo (flood) ai (snail), ay (tray), a_e (snake), a (able), eigh (eight), ea (break), ey (grey) ee (bee), e (me), ea (leaf), y (baby), ey (key), ie (babies), eo (people) i_e (ice), y (cry), igh (light), i (child), ie (pie), eye (eye) oa (boat), o_e (smoke), ow (tow), o (troll), oe (toe), ough (though) ar (star), a, al (half), au (laugh), ear (heart) ir (bird), ur (church), or (word), er (her), ear (early), ere (were), our (journey) or (horse), ore (bore), a, aw (straw), au (taught), al (talk), our (four), oor (door), ure (sure), augh (caught), ough (bought) oo (book), u (put), oul (could), o (woman) y (youth), u (ukulele), ew (few), eau (beauty), u_e (cube), ue (rescue), iew (view) oo (boot), ew (screw), ue (glue), u_e (flute), u, ui (fruit), ough (through), oe (shoe) ou (cloud), ow (owl), hou (hour), ough (drought) oy (boy), oi (coin) eer (deer), ear, ere (here), er (pearce) air (chair), are (fare), ere (there), eir (their), ear (wear), ar (scarce) er (ladder), ar, or, re (metre), ure (picture), our (clour), ai (certain) a, e, i, o, u <b>Blends-</b> bl, br, cl, cr, chr, sc, qu, squ, scr, cks, cs, ks, dr, nd, id, fl, fr, bl, cl, fl, gl, pl, lm, lk, lp, lt lf, pl, pr, spr, slp, scr, str, shr, thr, tr, tw, st, nt, ct, ft, yoo, thr <b>Pattern-</b>ock, ong, oss, oft, ake, ate, ace, ane, ain, ail, aid, eed, eek, een, eep, eak, ean, ean, eat, ice, ide, ile, ine ite, ize, ind, ight, are, arp, alf, ass, ast, alm, ark, art, ath, eart, aft, qu, squ, ull, ush, ood, own, ound, outh, out, oud, ount, age, use <b>Syllables:</b> Revise words using 1,2 &amp; 3 syllables and extend 4 or 5 syllables</p>	<p><b>Explicitly teach</b> Abbreviations</p> <p>Adding ed, ing</p> <p>Adding ed, ing to words ending in e</p> <p>Adding s, es, ed, ing to words ending in y</p> <p>Adding s or es</p> <p>Adding s or es to words ending in o</p> <p>Adding s to words ending in f or fe</p> <p>Adding er and est to words ending in y</p> <p>Alphabetical order</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts</p>	<p><b>Explicitly teach</b> Chunking, reading rate, consulting a reference, inferring, questioning, reading on, predicting, visualising, connecting, scan and skim, using an analogy, summarising</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts</p> <p>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout</p> <p>Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge</p> <p>Use text processing strategies for example monitoring meaning, cross checking and reviewing</p> <p><b>Expose:</b> Substituting, synthesising</p>	<p><b>Explicitly teach</b> Discuss literary experiences with others, sharing responses and expressing a point of view</p> <p>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts</p> <p>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships</p> <p>Understand and interpret a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns</p> <p>Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience</p>		
<b>Oral Language/ Listening Comprehension</b>												
<b>Oral Narrative/ Narrative Development</b>				<b>Social Communication</b>				<b>Oral Comprehension/ Questioning</b>				<b>P.A</b>
<p><b>Explicitly Teach</b> Modify spoken texts to clarify meaning and information Plan, rehearse and deliver presentations incorporating learned content, taking in to account particular purposes and audiences Sustain a point of view and provide succinct accounts of personal experiences or events Vary speaking and listening for a small range of contexts, purposes and audiences <b>Maintain</b> Listen attentively to spoken texts, identify the topic and retell information accurately</p>				<p><b>Explicitly Teach</b> Adjust speaking to take account of context, purpose and audience Understand how different types of social interactions influence the way people respond to others Understand the differences between the language of an opinion and feeling (subjective) and the language of factual reporting or recording (objective) Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary Vary tone, volume, pitch and pace of speech to create or emphasise meaning <b>Maintain</b> Clear beginnings and endings for conversations Emotionally respond to texts / share thoughts and feelings about characters and events Identify and share favourite authors, illustrators, books, stories</p>				<p><b>Explicitly Teach</b> Discuss the nature and effects of some language devices including rhythm, rhyme and onomatopoeia in poetry and prose Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner Identify the main idea and supporting details of a spoken text and summarise them for others Listen for key points in order to carry out tasks <b>Maintain</b> After listening to short live or recorded presentations, identify the topic and recall some of the main ideas and details accurately Ask clarifying questions, volunteer information and justify opinions Contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication</p>				<p>Orally manipulate more complex sounds in spoken words through blending and segmenting sounds, phoneme deletion and substitution</p>

# Year 5 Scope and Sequence

Writing							Spelling		Reading and Viewing			
Audience and Purpose	Text structure and paragraphing	Vocabulary	Literary Devices and text cohesion	Grammar/ Sentence Structure	Punctuation	Editing	Phonics	Rules/ Morpho-graphics	Reading/ viewing Strategies	Comprehension/ questioning	Concepts of Print and digital texts	Audience and purpose
<p><b>Explicitly teach</b> Explanation Exposition</p> <p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others</p> <p>Setting and character</p> <p>Understand how texts vary in purpose, structure and topic as well as the degree of formality</p> <p>Use metalanguage to describe the effects of ideas, text structure and language features on particular audience</p> <p><b>Maintain and Extend</b> Narrative Report Procedure Persuasive Imaginative Recount</p>	<p><b>Explicitly teach</b> Paragraphs consist of a group of sentences that relate to a single unified topic or event</p> <p>Paragraphs start with a topic sentence (main idea) which is followed by sentences that elaborate this idea (supporting sentences)</p> <p>Different forms of writing use different types of paragraphs</p>	<p><b>Explicitly teach</b> Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs</p> <p>Understand the use of vocabulary to express greater precision of meaning</p> <p>Understand that words can have different meanings in different contexts</p>	<p><b>Explicitly teach</b> Create literary texts that experiment with structure, ideas and stylistic features of selected authors</p> <p>Understand, interpret and experiment with sound devices and imagery, including rhyming, simile, alliteration, idioms, metaphor and personification in narratives, shape poetry, songs, anthems, and odes</p> <p><b>Maintain</b> Sentence starters, linking words and cohesive devices that assist students with the writing structure being taught</p>	<p><b>Explicitly Teach</b> Adverbs to extend ideas and enhance meaning of sentences Base / Root words Comparatives Complex sentences: understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause Compound words (using two small words to make a big word <i>grand stand</i>) Conjunctions used to form a complex sentence Contractions Correct use of animal names in the feminine form Dependent and independent clauses, including direct speech to extend / elaborate ideas Greek and Latin roots Homonyms / homographs Homophones Identify parts of a simple sentence by isolating nouns, verbs, adjectives, adverbs, pronouns and conjunctions in sentences (define and explain function) Isolate subject and predicate; subject and predicate agreement Past, present and future tense verbs Plurals and plurals with exceptions Prepositional phrases to elaborate ideas Prepositions show how two parts of a sentence are related in space and time <i>below, above, towards, throughout, without</i> Present and past participles Subject verb agreement <i>was/were, is/are, has/have</i> Suffixes, prefixes Synonyms, antonyms Understand that a clause is a unit of grammar, usually containing a subject and a verb and that these need to be in agreement: <i>John and Mary were the first to arrive.</i> Word building and word families</p> <p><b>Maintain</b> Adjectives to extend ideas / enhance meaning Adjectives, adverbs and prepositional phrases to elaborate ideas: <i>The old man rode his rusty bike slowly down the bumpy road.</i> Adult and progeny Compound sentences Conjunctions: to form compound sentences <i>and, but, so</i> or to form compound sentences that add ideas, information and reasons <i>because, when, since, after, although</i> Define and explain the function of nouns (common, proper, collective and abstract) Definite and indefinite article Dependent and independent clauses, including direct speech to extend / elaborate ideas Simple and compound sentences Subject pronoun agreement: <i>The children watched the game. They enjoyed it.</i></p>	<p><b>Explicitly Teach</b> Abbreviations Apostrophes for ownership Capital letters for emphasis Colon to introduce a list and introduce a quotation Comma following a signal word - <i>therefore,</i> Comma to provide further information Comma to separate the person being spoken to: <i>Tom, here is the book.</i> Full stop to show abbreviation Quotation marks for direct speech Quotation mark for titles in a sentence Semi colon Use of dash Use of hyphens</p> <p><b>Maintain</b> Apostrophe for contractions Capital letters in books titles, headings, proper nouns and beginning of sentence Comma to separate a month from the year Comma to separate items in a list Exclamation mark to show strong feelings Full stop at end of sentences Question mark when asking for information Quotation mark for quotations</p>	<p><b>Explicitly teach</b> Re-arrange paragraphs to produce a more convincing order</p> <p>Consideration of the use of verbs, tenses</p> <p><b>Maintain</b> Ideas can be expanded and sharpened through careful choices of words and phrases to enhance meaning</p> <p>Deletion of words to tighten sentences</p> <p>Rearrangement of words to produce a more convincing order</p>	<p><b>Explicitly teach</b> <b>Consonants</b> b, bb k, c, q, ck, x (ks), ch, que (check) d, dd f, ff, ph, gh (enough) g, gg, gu, gh (ghost) h, wh j, g, ge, dge, dg, gg, di (soldier) l, ll, le (isle) m, mm, mb, mn n, nn, kn, ng, n, ne p, pp, pa r, rr, wr s, ss, se, ce, x, c, sw t, tt, te v, ve w, wh, u z, zz, s, se, s, si, ze, x (anxiety), ss ch, tch, t (picture), ti sh, ch, ti, ci, s (sure), ss, x th (thumb), th (feather)</p> <p><b>Short Vowels</b> a e (egg), ea (breath), ai (said), ei, a (any) i, y (syrup), o (women), u (busy), e, ui o (orange), a (want), ho (honest, au, ow, ach (yacht) u (umbrella), o, oo, ou (young), up ai (snail), ay (tray), a_e (snake), a (able), eigh (eight), aigh, ey ee (bee), e (me), ea (leaf), y (baby), ey (key), ie (babies), i (litre), ei, e_e i_e (ice), y (cry), igh (light), i (child), ie (pie), eigh, ei, ig oa (boat), o_e (smoke), ow (tow), o (troll), ough (though), ou ar (star), a, al (half), au (laugh) ir (bird), ur (church), or (word), er (her), ear (early), err or (horse), ore (bore), a, aw (straw), au (taught), our (four), ure (sure), ar (warm), augh (caught), ough (bought), oa, o oo (book), u (put), oul (could), o (woman) y (youth), u (ukulele), ew (few), u_e (tune), ue oo (boot), ew (screw), ue (glue), u_e (flute), u, o (do), ui (fruit) oe ou (cloud), ow (owl), ough, oub oy (boy), oi (coin) eer (deer), ear, ere (here), ier, er air (chair), are (fare), ear, ere (where), ar (scary), ayer (prayer), ayor (mayor) er (ladder), ar, or, re (metre), ure (picture), ou (famous), ai (captain), a, e, i, o, u</p> <p><b>Blends</b>- cks,cs,yoo <b>Pattern</b>-ire</p>	<p><b>Explicitly Teach</b> Adding ed, ing, ion, ly, y Adding ed, ing to words ending in er Adding s or es Words ending in al, el, it, ol, le</p> <p>Alphabetical order and use of dictionary</p> <p>Syllabification is shown in a dictionary with a slash</p> <p>Combining Syllables</p>	<p><b>Explicitly teach</b> Substituting, inferring, synthesising</p> <p><b>Maintain:</b> Navigate and read texts for specific purposes, applying appropriate text processing strategies, for example: predicting, confirming, monitoring meaning, skimming, scanning, chunking, reading on, connecting, visualising, reading rate, using analogy, consulting a reference, summarising, questioning</p>	<p><b>Explicitly teach</b> Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources</p>	<p><b>Explicitly teach</b> Investigate how the organisation of texts into chapters, headings, sub-headings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation</p> <p>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations</p>	<p><b>Explicitly teach</b> Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text</p> <p>Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts</p> <p>Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different types of interpretations and responses</p> <p>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context</p> <p>Understand how texts vary in purpose, structure and topic as well as the degree of formality</p> <p>Understand that visual texts are created for different purposes including: to entertain, recount, describe, socialise, instruct and persuade.</p> <p>Visual texts are created using subject matter that appeals to different audiences</p>
<b>Oral Language/ Listening Comprehension</b>							<b>Oral Comprehension/ Questioning</b>					
<b>Oral Narrative/ Narrative Development</b>				<b>Social Communication</b>								
<p><b>Explicitly Teach</b> Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multi-modal elements Sustain a point of view and provide succinct accounts of personal experiences or events</p>				<p><b>Explicitly Teach</b> Choose vocabulary and vocal effects appropriate for different audiences and purposes Understand that patterns of language help to signal social roles and relationships Understand how to move beyond making bare assertions and to take account of different perspectives and points of view Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues</p>			<p><b>Explicitly Teach</b> Identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner When listening, identify the main idea and supporting details and summarise them for others</p> <p><b>Maintain</b> Interpret ideas and information in spoken texts Listen for key points in order to carry out tasks Use information to share and extend ideas and information Vary tone, volume and pace of speech to create or emphasise meaning</p>					



# Year 6 Scope and Sequence

Writing							Spelling		Reading and Viewing		
Audience and Purpose	Text structure and paragraphing	Vocabulary	Literary Devices	Grammar/ Sentence Structure	Punctuation	Editing	Phonics	Rules and Morphographics	Reading/ viewing Strategies	Comprehension/ questioning	Audience and purpose
<p><b>Explicitly teach</b> Explanation Exposition</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion Innovate on example texts</p> <p><b>Maintain and Extend</b> Narrative Report Procedure Recount Persuasive</p>	<p><b>Maintain</b> Paragraphs consist of a group of sentences that relate to a single unified topic or event</p> <p>A paragraph starts with a topic sentence (main idea) which is followed by sentences that elaborate this idea (supporting sentences)</p> <p>Different forms of writing use different types of paragraphs</p>	<p><b>Explicitly Teach</b> Alphabetical order</p> <p>Correct word usage</p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs</p> <p>Use of dictionary</p> <p>Word origins</p>	<p><b>Explicitly Teach</b> Understand the uses of alliterations, analogies, bias, figures of speech, idioms, metaphors, objective and subjective language, proverbs, similes, spoonerisms</p> <p><b>Maintain</b> Sentence starters, linking words and cohesive devices that assist students with the writing structure being taught</p>	<p><b>Explicitly Teach</b> Adverbs to extend ideas and enhance meaning of sentences Base / Root words Comparatives Complex sentences: understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause Compound words (using two small words to make a big word <i>grand stand</i>) Conjunctions used to form a complex sentence Contractions Correct use of animal names in the feminine form Greek and Latin roots Homonyms / homographs Homophones Isolate subject and predicate; subject and predicate agreement Past, present and future tense verbs Plurals and plurals with exceptions Present and past participles Subject verb agreement <i>was/were, is/are, has/have</i> Suffixes, prefixes Synonyms, antonyms Understand that a clause is a unit of grammar, usually containing a subject and a verb and that these need to be in agreement: <i>John and Mary were the first to arrive</i> Word building and word families</p> <p><b>Maintain</b> Adjectives to extend ideas and enhance meaning Compound Sentences Conjunctions: to form compound sentences <i>and, but, so</i> or to form compound sentences that add ideas, information and reasons <i>because, when, since, after, although</i> Define and explain the function of nouns (common, proper, collective, abstract) Definite and indefinite article Dependent and independent clauses, including direct speech to extend / elaborate ideas Identify parts of a simple sentence; isolate nouns, verbs, adjectives, adverbs, pronouns and conjunctions in sentences (define and explain function) Prepositional phrases to elaborate ideas: <i>The old man rode his rusty bike slowly down the bumpy road.</i> Prepositions show how two parts of a sentence are related in space and time: <i>below, above, towards, throughout, without</i> Pronouns and subject pronoun agreement: <i>The children watched the game. They enjoyed it.</i></p>	<p><b>Explicitly Teach</b> Capital letters for emphasis Colons, introduce a list and introduce a quotation Comma to separate clauses Comma to separate the person being spoken to: <i>Tom, here is the book.</i> Full stop to show abbreviations Semi colon Use of dash Use of hyphens</p> <p><b>Maintain</b> Abbreviations Apostrophe for ownership Capital letters in books titles, headings, proper nouns and beginning of sentence Comma to separate a month from the year Comma to provide further information Comma following a signal word <i>therefore,</i> Comma to separate items in a list Exclamation mark to show strong feelings Question mark when asking for information Quotation mark for direct speech Quotation mark for quotations Quotation mark being used with titles in a sentence</p>	<p><b>Explicitly teach</b> Re-arrange paragraphs to produce a more convincing order</p> <p>Vocabulary extension</p> <p><b>Maintain</b> Ideas can be expanded and sharpened through careful choices of words and phrases to enhance meaning</p> <p>Deletion of words to tighten sentences</p> <p>Re-arrangement of words to produce a more convincing order</p> <p>Consideration of verbs, elaborated tenses and a range of adverbial phrases</p>	<p><b>Explicitly teach</b> <b>Consonants</b> b, bb k, c, q, ck, x (ks), ch, cq (acquire), qu (liquor) d, dd, ed (remained) f, ff, ph, gh (enough) g, gg, gue (vogue), gu (guess), gh (ghastly) h, wh j, g, ge, dge, gg, gi (allegiance), d (procedure) l, ll m, mm, mb, me, mn n, nn, kn, ng, n, ne, pn, ngue p, pp, pa r, rr, wr, rh s, ss, se, ce, x, c, st, sw, sc, ps t, tt v, ve w, wh, u z, zz, s, se, s, si, x (exaggerate), ge ch, tch, t (picture), te, ti sh, ch, ti, ci, ss, si, s, sci, ce th (thumb), th (feather), <b>Short Vowels</b> a e (egg), ea (breath), ai (said), a (any), eo, ay, ie, u i, e (English), y, u, ui, o o (orange), a (want), ho (honest) u (umbrella), o, ou (young) ai (snail), ay (tray), a_e (snake), a (able), eigh (eight), eig (reign), aig, et, ez, é, ê, ée ee (bee), e (me), ea (leaf), y (baby), ey (key), ie (babies), ei, e_i i_e (ice), y (cry), igh (light), i (child), ie (pie), eigh (height), ei, ig (design) oa (boat), o_e (smoke), ow (tow), o (troll), oe (toe), ou (shoulder) ar (star), a, al (half), ir, er, ear (heart) ir (bird), ur (church), or (word), er (her), ear (early), urr (occurred), our (horse), ore (bore), a, aw (straw), au (taught), our (four), augh (caught), oa, hau, ort, aor oo (book), u (put), ou y (youth, u (ukulele), ui (pursuit), ueue (queue), eu (neutral) oo (boot), ew (screw), ue (glue), u_e (flute), u, o (approval), eu (Europe), ui (nuisance), ou, oeu ou (cloud), ow (owl), ough (plough), oub (doubt) oy (boy), oi (coin), uoy eer (deer), ear, ere (here), ea, ir, ier, e (material) air (chair), are (fare), ere (there), ea (wear), ar, aye, aire (millionaire), ae (aeroplane) er, ar, or, ai, eigh, ou (ridiculous), eur, a, e, i, o, u</p> <p><b>Blends-</b> u <b>Pattern-</b>ire</p>	<p><b>Explicitly Teach</b> Adding ing, ion</p> <p>Alphabetical order</p> <p>Use of dictionary</p> <p>Use of thesaurus</p> <p>Combining syllables</p> <p>Words ending with ly, lly, er, ir, ur, ic, icer, icar, icor, ica, ice, ici, ico, icu, le, al, el, abe, ity, ation</p>	<p><b>Explicitly teach</b> Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features for example: table of contents, glossaries, chapters, headings and sub-headings</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches</p> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts</p> <p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse</p> <p>Identify, describe, and discuss similarities and differences between texts on similar topics, themes or plots including those by the same author or illustrator, and evaluate characteristics that define an author's individual style</p> <p>Inferring, synthesising</p> <p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts</p> <p><b>Maintain:</b> Chunking, connecting, consulting a reference, predicting, questioning, reading on, reading rate, scan and skim, substituting, summarising, using analogy, visualising</p>	<p><b>Explicitly teach</b> Use comprehension strategies to interpret and analyse information and ideas</p> <p>Analyse strategies authors use to influence readers</p> <p>Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects</p>	
<b>Oral Language/ Listening Comprehension</b>											
<b>Oral Narrative/ Narrative Development</b>				<b>Social Communication/ Audience Purpose</b>				<b>Oral Comprehension/ Questioning</b>			
<p><b>Explicitly Teach</b> Plan rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</p>				<p><b>Explicitly Teach</b> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions Show an awareness of the influence of audience on the construction and presentation of spoken texts Use interaction skills varying voice volume, tone, pitch and pace according to group size, formality of interaction and needs and expertise of the audience</p>				<p><b>Explicitly Teach</b> Asking clarifying questions that build on the ideas of others Critically evaluate the spoken language of others Identify key ideas and take notes Identify main issues in a topic and provide supporting detail and evidence for opinions Students express creative and analytical responses to texts, themes and issues</p>			

# Punctuation Scope and Sequence

**E – Expose      T - Teach explicitly      M – Maintain**

	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Full stops (end of sentence)		T	T	M	M	M	
Capital letters (beginning of sentences and Proper Nouns)		T	T	M	M	M	M
Comma (separate items in a list)		T	T	M	M	M	M
Question marks, exclamation marks (show strong feelings and commands)		T	T	M	M	M	M
Capital Letters (book titles)		E	T	T and headings	T and headings	M	M
Comma to separate month and year		E	T	T	M	M	M
Comma to provide further information: <i>Toby, the big black dog, caught the ball</i>			E	T	T	T	M
Apostrophe (contractions)			E	T	T	M	M
Apostrophe (ownership)			E	T	T	T	M
Quotation marks (direct speech)			E	T	T	T	M
Quotation marks for quotations				T	T	M	M
Commas (following a signal word <i>therefore</i> .)				T	T	T	M
Abbreviations				E	T	T	M
Quotations marks being used with titles in a sentence				E	T	T	M
Comma to separate the person being spoken to: <i>Tom, here is the book</i>				E	E	T	T
Use of hyphens				E	E	T	T
Use of dash				E	E	T	T
Capital letters for emphasis					E	T	T
Full stop to show abbreviations					E	T	T
Colons, introduce a list and introduce a quotation						T	T
Semi colon						T	T
Commas to separate clauses							T

# Grammar Scope and Sequence

**E – Expose**

**T - Teach explicitly**

**M - Maintain**

	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Adjectives to extend ideas/ enhance meaning of sentences	T- Oral	T	T	M	M	M	M
Adverbs to add detail such as when where how	T- Oral	E - Oral/ Written	T	T	T	M	M
Pronouns <i>he, she, his, her, they</i>	T -Oral	T	T				
Simple sentence structure	T	T	T	M	M		
Subject pronoun agreement (pronouns agree with the word they are referring to: <i>The children watched the game. They enjoyed it.</i> )	T -Oral	E	E	T	T	M	M
Conjunctions <i>and, but, so, or, because, when, since, after, although</i>	E- Oral	T	T				
Conjunctions to form compound sentences <i>and, but, so</i> or to form compound sentences that add ideas, information, reasons <i>because, when, since, after, although</i>				T	T	M	M
Past, present and future tense verbs, present and past participles	E- Oral	E	E	T	T	T	T
Compound words (using two small words to make a big word <i>grand stand</i> )	E- Oral	E	T	T	T	T	T
Plurals and plurals with exceptions	E- Oral	T	T	T	T	T	T
Synonyms, Antonyms	E- Oral	E	T	T	T	T	T
An goes before a word that starts with a vowel		T	T	M			
Define and explain the function of nouns (common, proper and collective)		T	T	T	M	M	M
Contractions		E	E	T	T	T	T
Identify parts of a simple sentence <i>nouns, verbs, adjectives, adverbs and conjunctions</i>		E	T				
Identify parts of a simple sentence by isolating nouns, verbs, adjectives, adverbs, pronouns and conjunctions in sentences (define and explain function)				T	T	T	M
Base / root words		E	E	T	T	T	T
Homophones		E	T	T	T	T	T
Suffixes, prefixes		E	E	T	T	T	T
Definite and indefinite article			T	T	T	M	M
Subject verb agreement <i>was/were, did/done, is/are, has/have, did/done, I/me, a/the, a/an</i>			T	T	T	T	T
Compound Sentences			E	T	T	M	M
Prepositions show how two parts of a sentence are related in space and time <i>below, above, towards, throughout, without</i>			E	T	T	T	M
Adult and progeny			E	T	T	M	
Define and explain the function of nouns (abstract)				T	T	M	M
Isolate subject and predicate. Subject and predicate agreement.				E	E	T	T
Comparatives				E	T	T	T
Understand that a clause is a unit of grammar, usually containing a subject and a verb and that these need to be in agreement: <i>John and Mary were the first to arrive</i>				E	T	T	T
Dependent and independent clauses				E	E	T	T
Complex sentences: understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause					T	T	T
Conjunctions used to form a complex sentences					T	T	T
Prepositional phrases to elaborate ideas					T	T	M
Correct use of animal names in the feminine form					T	T	T
Homonyms / homographs					T	T	T
Word building and word families					T	T	T
Adverbs to extend ideas and enhance meaning of sentences						T	T
Greek and Latin roots						T	T