# English – K-2 multi-age – Scope and sequence

All NSW public schools need to plan curricula and develop teaching programs consistent with the Education Act (1990) and the [NSW Education Standards Authority (NESA) syllabuses](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z) and credentialing requirements. Scope and sequence documents form part of the ongoing evidence schools maintain to comply with the [department’s policy](https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming-assessing-and-reporting-to-parents-k-12), policy standards and registration requirements.

Effective teaching of English requires a deep knowledge of the key concepts, ideas, and skills present in the syllabus, and an understanding of how to teach and assess these in local contexts to meet student needs.

There will be variations in scope and sequences arising from differences in school contexts, student cohorts and syllabus requirements. Scope and sequences are flexible documents that are designed to help teachers respond to student needs, as identified through ongoing assessment. They provide a brief overview of the key concepts and ideas addressed in learning and teaching programs for an individual stage or year.

An introduction to all Early Stage 1 and Stage 1 content from the English K-2 syllabus is outlined. **Content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.** Some content points will require more emphasis and frequent repetition than others.

Continuity of learning and parallel syllabus content are reflected throughout.

This document details when specific English K-2 content points could be introduced. The content points are organised under the relevant focus areas, outcome codes and outcome statements.

[English K-2 Syllabus](https://curriculum.nsw.edu.au/learning-areas/english/english-k-10) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Oral language and communication (Early Stage 1)

**ENE-OLC-01** – communicates effectively by using interpersonal conventions and language with familiar peers and adults.

Figure 1 – Term-specific content points for Oral language and communication (Early Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Listening for understanding** * orientate self to the speaker
* respond to spoken questions
* follow up to 3-part spoken instructions.

**Social and learning interactions*** contribute to group conversations
* take turns when speaking during structured and unstructured play
* use oral language to make requests and express needs
* use imaginative, verbal language in structured and unstructured activities.

**Understanding and using grammar when interacting*** understand there are many languages that are used by family, peers and community
* use short phrases and simple sentences when speaking.

**Oral Narrative** * retell favourite stories, poems, songs and rhymes with some parts as exact repetition and some in their own words.
 | **Listening for understanding*** understand how pronouns can be linked to nouns to support meaning
* understand how the most common inflected word forms affect the meaning of words.

**Social and learning interactions*** start a conversation with a peer and/or adult, staying on topic
* ask questions using who, what, when, where, why or how.

**Understanding and using grammar when interacting*** use regular past tense verbs when speaking
* use irregular past tense verbs when speaking.

**Oral Narrative*** tell a story or information to peers or adults using oral language
* recall details of events or stories using who, what, when, where, why and how.
 | **Listening for understanding*** recognise how nonverbal language contributes to meaning in spoken conversations.

**Social and learning interactions*** use oral language to reason when speaking.

**Understanding and using grammar when interacting*** use connectives such as and, but and because when speaking
* use a combination of sentences to elaborate and connect ideas.
 | **Listening for understanding*** listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings.

**Social and learning interactions*** use oral language to persuade, negotiate, give opinions or discuss ideas.
 |

## Oral language and communication (Stage 1)

**EN1-OLC-01** – communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions.

Figure 2 – Term-specific content points for Oral language and communication (Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Listening for understanding*** follow extended instructions that contain connectives and conjunctions
* listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts.

**Social and learning interactions*** initiate, listen and/or respond in partner and group conversations.

**Understanding and using grammar when interacting: Oral language*** incorporate extended sentences (simple, compound, complex) during dialogue
* organise key ideas in logical sequence.

**Oral narrative: Oral language*** recite poems and rhymes.
 | **Listening for understanding*** understand that oral language can be used in combination with nonverbal communication.

**Understanding and using grammar when interacting: Oral language*** use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships
* use tense correctly to discuss past, present and future events.

**Oral narrative: Oral language*** recount narratives with key components.
 | **Listening for understanding*** respond to information by asking relevant questions to extend their own and others’ knowledge.

**Social and learning interactions*** use a range of strategies for effective dialogue and manage digression from a topic.

**Understanding and using grammar when interacting: Oral language*** link or compare ideas when interacting.

**Oral narrative: Oral language*** adapt a narrative for a particular audience.
 | **Listening for understanding*** understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification.

**Social and learning interactions*** interact to evaluate ideas and refine meaning.

**Oral narrative: Oral language*** deliver a planned narrative to an audience for specific contexts and purposes.
 |

## Vocabulary (Early Stage 1)

**ENE-VOCAB-01** – understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts.

Figure 3 – Term-specific content points for Vocabulary (Early Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Learning and using words*** understand that texts in Standard Australian English are made up of words and groups of words that convey meaning
* recognise and understand taught Tier 1 and Tier 2 words
* use vocabulary that is personal
* identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts
* experiment with and create wordplay and poems.
 | **Learning and using words*** understand and use words to describe shape, size, texture, position, numerical order, time and seasons.
 | **Learning and using words*** use vocabulary to select, match and provide categories for groups of images or words
* use specific word choice to clarify meaning.
 | **Learning and using words*** understand words that have different meanings in different contexts
* use vocabulary specific to Key Learning Areas
* use and understand Tier 3 words that are of personal interest.
 |

## Vocabulary (Stage 1)

**EN1-VOCAB-01** – understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas.

Figure 4 Term-specific content points for Vocabulary (Stage 1). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |  |  |
| --- | --- | --- |
| Term 1 | Term 3 | Term 4 |
| **Learning and using words*** use taught morphemic knowledge to create word families
* understand and communicate jokes and riddles that play on words
* identify, understand and use wordplay and rhyme in a range of texts
* use vocabulary to express cause and effect.
 | **Learning and using words*** understand and intentionally choose subject-specific vocabulary to enhance precision and for effect.
 | **Learning and using words*** understand and use words that have different meanings in different contexts.
 |

## Phonological awareness (Early Stage 1)

**ENE-PHOAW-01** – identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts.

Figure 5 – Term-specific content points for Phonological awareness (Early Stage 1). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |  |  |
| --- | --- | --- |
| Term 1 | Term 2 | Term 3 |
| **Words*** repeat words and phrases
* complete familiar spoken phrases in texts, including chants, rhymes, songs and poems
* segment a spoken sentence of 3 to 5 words into separate spoken words.

**Syllables*** orally blend and segment syllables in words comprising up to 3 syllables.

**Phonemes*** consistently say the first phoneme of a spoken one-syllable word
* orally blend up to 4 phonemes together to make a one-syllable spoken word
* orally segment one-syllable words comprised of up to 4 phonemes into separate phonemes.
 | **Syllables*** blend onset and rime to say a one-syllable word.

**Phonemes*** provide a word when given a starting phoneme
* listen to up to 4 words, indicate those that start with the same phoneme and say other words that start with that phoneme
* identify the first, middle and final phonemes in a one-syllable word
* identify the number of phonemes that make up a spoken one-syllable word comprising fewer than 4 phonemes
* identify the difference between a voiced phoneme and an unvoiced phoneme.
 | **Phonemes*** blend aloud all phonemes when asked to delete, add or substitute an initial phoneme
* blend aloud all phonemes when asked to delete, add or substitute a final phoneme
* blend aloud all phonemes when asked to substitute a medial vowel phoneme.
 |

## Print conventions (Early Stage 1)

**ENE-PRINT-01** – tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print.

Figure 6 – Term-specific content points for Print conventions (Early Stage 1). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |
| --- |
| Term 1 |
| **Features of print*** understand that written Standard Australian English uses letters to represent sounds
* understand that print contains a message
* identify pictures in texts
* identify words in a variety of situations in school, the classroom and the environment
* know the difference between a letter and a word
* distinguish between punctuation, letters, words and numerals in texts
* identify spaces between words
* identify numerals in texts
* identify and name lower- and upper-case letters
* recognise symbols, icons and personally significant words in everyday situations and in texts.

**Directionality of print*** show awareness of appropriate orientation of the text being read
* locate the front and back of a book and top and bottom of page
* turn pages one at a time
* begin reading at the top of the page and conclude reading at the bottom of the page
* track text left to right and use return sweep
* consistently read left page before right page.
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## Phonic knowledge (Early Stage 1)

**ENE-PHOKW-01** – uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts.

Figure 7 – Term-specific content points for Phonic knowledge (Early Stage 1). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |  |  |
| --- | --- | --- |
| Term 1 | Term 2 | Term 3 |
| **Single letter graphemes*** match a single-letter grapheme with a phoneme
* say the most common phoneme for single-letter graphemes (graphs)
* blend single-letter grapheme–phoneme correspondences to decode VC and CVC words, and apply this knowledge when reading, including decodable texts
* segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts.
 | **Single letter graphemes*** blend common single-letter grapheme–phoneme correspondences to read CCVC and CVCC words, and apply this when reading texts, including decodable texts
* segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words.

**Digraphs*** decode and blend words containing consonant digraphs and apply this when reading texts, including decodable texts
* segment and encode CVC words containing consonant digraphs.
 | **Digraphs*** decode words containing split digraphs and vowel digraphs
* experiment with encoding high-frequency words containing split digraphs and vowel digraphs.
 |

## Phonic knowledge (Stage 1 – Year 1)

**EN1-PHOKW-01** – uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts.

Figure 8 – Term-specific content points for Phonic knowledge (Stage 1 – Year 1). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |  |  |
| --- | --- | --- |
| Term 1 | Term 2 | Term 4 |
| **Single-syllable words*** segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts
* blend grapheme–phoneme correspondences to read CCVCC words, CCCVC words and CCCVCC words and apply this when reading texts
* segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts
* segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts.
 | **Single-syllable words*** blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts
* decode words with trigraphs and quadgraphs and apply this when reading texts.
 | **Single-syllable words*** decode words with less common consonant digraphs and apply this when reading texts.
 |

## Phonic knowledge (Stage 1 – Year 2)

**EN1-PHOKW-01** – uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts.

Figure 9 – Term-specific content points for Phonic knowledge (Stage 1 – Year 2). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |
| --- |
| Term 1 |
| **Multisyllabic words*** decode 2-syllable base words with common double consonants when reading texts
* blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts.
 |

## Reading fluency (Early Stage 1)

**EN1-REFLU-01** – reads decodable texts aloud with automaticity.

Figure 10 – Term-specific content points for Reading fluency (Early Stage 1). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |  |  |
| --- | --- | --- |
| Term 1 | Term 2 | Term 3 |
| **Automaticity*** read words automatically then apply to texts
* read texts with taught grapheme–phoneme correspondences and taught high-frequency words with automaticity.

**Prosody*** stop at the end of a sentence in response to a full stop.
 | **Automaticity*** know that fluent reading involves recognising and reading words accurately and automatically.

**Prosody*** read phrases comprising 2 or 3 words aloud, in a rhythmic manner.
 | **Prosody*** know that pace and expression vary when reading according to the audience and purpose
* regulate their voice to punctuation such as question marks and exclamation marks.
 |

## Reading fluency (Stage 1)

**EN1-REFLU-01** – sustains reading unseen texts with automaticity and prosody and self-corrects errors.

Figure 11– Term-specific content points for Reading fluency (Stage 1). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |  |
| --- | --- |
| Term 1 | Term 2 |
| **Automaticity*** apply grapheme–phoneme correspondence to read words with automaticity.

**Prosody*** use sentence punctuation to enhance reading in a conversational manner
* adjust phrasing, intonation, volume or rate to maintain fluency when reading aloud.
 | **Automaticity*** read aloud with an easy speech rhythm
* self-correct when fluency and/or meaning is interrupted.

**Prosody*** vary pace when reading according to the audience and purpose.
 |

## Reading comprehension (Early Stage 1)

**ENE-RECOM-01** – comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect.

Figure 12 – Term-specific content points for Reading comprehension (Early Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Activating word meaning*** recognise familiar vocabulary in a text.

**Understanding and connecting sentences*** identify words that represent who, what, when, where and why in texts
* understand how adjectives describe a noun and verbs identify actions in a sentence.

**Monitoring comprehension*** use background knowledge when identifying connections between a text, own life, other texts and/or the world
* use visual cues in multimodal texts to interpret meaning.

**Recalling details*** recall key characters, events and/or information in text.
 | **Activating word meaning*** use known vocabulary to build a mental model of the content of a text.

**Understanding whole text*** understand that informative and imaginative texts have different structures, features, and forms.

**Monitoring comprehension*** predict purpose, type of text or topic from title, illustration, image and/or form.

**Recalling details*** recall the sequence of events/information in texts.
 | **Activating word meaning*** ask or pause to clarify the meaning of unknown words

**Understanding and connecting sentences*** identify conjunctions (and, because, but, for, so) in a compound sentence, their meaning and purpose

**Monitoring comprehension*** stop reading when a break in comprehension is registered
* re-read to check if an error was made
* self-correct error using phonic knowledge
* ask a question or make a statement to clarify meaning.

**Recalling details*** recount the relevant ideas from the text.
 | **Activating word meaning*** use known vocabulary to work out or refine the meaning of unknown words.

**Understanding and connecting sentences*** recognise how the position of words in a sentence changes its meaning.

**Monitoring comprehension*** clarify own purpose for reading a text.

**Recalling details*** use information or events from different parts of the text to form an opinion.
 |

## Reading comprehension (Stage 1)

**EN1-RECOM-01** – comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning.

Figure 13 – Term-specific content points for Reading comprehension (Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Activating word meaning*** use known vocabulary to build a mental model of the content of the text
* understand vocabulary that signals humorous wordplay in texts.

**Understanding and connecting sentences*** make an inference by connecting the meaning of words across sentences and/or paragraphs.

**Understanding whole text*** combine multiple sources of information within a text to make meaning
* identify how creative visual features are used to expand meaning.

**Monitoring comprehension*** use knowledge of text structure, type of text, author, and forms of writing to predict and confirm meaning
* make text-to-self, text-to-text or text-to-world connections when reading
* use visual and/or auditory features in multimodal texts to build meaning.

**Recalling details*** recount relevant ideas from texts in the form of a written, visual or oral summary.
 | **Activating word meaning*** use known morphemes and known vocabulary in the text to work out or refine the meaning of unknown words.

**Understanding and connecting sentences*** identify pronouns linked to nouns within and across sentences and/or paragraphs.

**Understanding whole text*** use navigation pathways, including hyperlinks, to extract essential information to support reading fluency and enhance meaning when reading digital texts.

**Monitoring comprehension*** register a break in comprehension when reading.

**Recalling details*** use information read in texts to enhance learning across key learning areas
* confirm meaning by sequencing and explaining events and information.
 | **Activating word meaning*** draw on sources to seek clarification for unknown words.

**Understanding and connecting sentences*** know that a complex sentence includes a clause for expressing a main message and one or more clauses that elaborate on that message
* know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence
* recognise how the position of a clause in a complex sentence influences the important idea for the reader.

**Understanding whole text*** coordinate information or events from different parts of the text to form an overall opinion.

**Monitoring comprehension*** use a mental model to confirm predictions
* monitor understanding to ensure meaning is sustained and expanded through the whole text.
 | **Monitoring comprehension*** identify when meaning is not complete and/or contradicts prior understanding
* re-read words, phrases, or sentences to check and clarify precise meaning
* ask a clarifying question when more background knowledge is needed to make an inference.

**Recalling details*** interpret patterns in texts to enhance understanding.
 |

## Creating written texts (Early Stage 1)

**ENE-CWT-01** – creates written texts that include at least 2 related ideas and correct simple sentences.

Figure 14 – Term-specific content points for Creating written texts (Early Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Text features*** create written texts that describe, give an opinion, recount an event, convey a story.

**Sentence-level grammar*** identify and use verbs in simple sentences, including own writing
* know that a simple sentence makes sense by itself and is a complete thought represented by a subject and verb
* identify and use nouns in simple sentences, including in own writing.

**Punctuation*** understand that punctuation is a feature of written language and how it impacts meaning
* use a capital letter to start a sentence and a full stop to end a sentence.

**Word-level language*** use personal vocabulary, words on display and in mentor texts when constructing sentences.

**Planning and revising*** identify differences between spoken and written language
* use drawings, images or mind maps to support planning and writing.
 | **Text features*** include recognisable structural features for text purpose.

**Sentence-level grammar*** write a simple sentence with correct subject-verb-object structure to convey an idea
* recognise a simple sentence in own writing
* use personal pronouns in own writing
* use prepositional phrases to indicate time or place.

**Punctuation*** use capital letters when writing proper nouns
* use question marks and exclamation marks appropriately.

**Planning and revising*** identify different purposes for writing.
 | **Text features**create a text including at least 2 related ideas* sequence ideas in a text.

**Sentence-level grammar*** identify and use time connectives to sequence information and events
* experiment with writing compound sentences and recognise that each clause makes meaning by itself.

**Word-level language*** explain the purpose of a verb, a noun and an adjective in own writing.

**Planning and revising*** understand they can improve their writing based on feedback from teachers
* edit their texts after receiving feedback.
 | **Word-level language*** intentionally select nouns, verbs, adjectives, and articles in own writing.
 |

## Creating written texts (Stage 1)

**EN1-CWT-01** – plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure.

Figure 15 – Term-specific content points for Creating written texts (Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Text features*** write texts that describe, explain, give an opinion, recount an event, tell a story
* use a logical order to sequence ideas and events in sentences across a text
* select and use a range of conjunctions to create cohesive texts
* use appropriate tense across a text
* use visual elements to expand meaning in own texts.

**Sentence-level grammar*** write compound sentences using coordinating conjunctions
* recognise compound sentences in own writing, knowing that each clause has meaning by itself
* use noun groups to build descriptions of people and things
* use action, saying, relating and sensing verbs to add detail and precision to writing
* use contextually precise prepositional phrases when creating texts.

**Punctuation*** use punctuation, including question marks and exclamation marks, accurately and for effect
* use quotation marks for simple dialogue.

**Word-level language*** use creative wordplay to affect the reader.

**Planning and revising*** use a variety of planning strategies and tools for creating texts
* understand that their own texts can be improved by incorporating feedback and editing.
 | **Text features*** use noun/pronoun-referencing across a text.

**Sentence-level grammar*** use a combination of simple and compound sentences to engage the reader when creating written texts
* use adverbs to modify the meaning of verbs and adjectives
* accurately use articles and pronouns in own writing
* use time connectives to sequence information and events in texts.

**Planning and revising*** identify the context, audience and purpose for own texts
* use knowledge of similarities and differences between imaginative, informative and persuasive texts when planning for writing
* re-read and edit their own texts after receiving feedback.
 | **Text features*** group sentences into paragraphs commencing with a topic sentence, followed by other sentences with related ideas
* use subject–verb agreement across a text.

**Sentence-level grammar*** experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message.

**Punctuation*** use commas to separate ideas, lists and/or dependent clauses in a sentence
* use possessive apostrophes in own writing.

**Word-level language*** make intentional word choices to enhance precision of meaning and ideas in a text.

**Planning and revising*** use different modes and media to enhance the presentation of texts they have created.
 | **Word-level language*** use modifying and qualifying words and words to indicate quantity.
 |

## Spelling (Early Stage 1)

**ENE-SPELL-01** – applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts.

Figure 16 – Term-specific content points for Spelling (Early Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Integrated spelling components*** combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words comprising up to 3 phonemes.

**Phonological component*** segment single-syllable words into phonemes as a strategy for spelling phonemes as a strategy for spelling.

**Orthographic component*** spell their own name.

**Morphological component*** add the plural suffix (s) to base nouns that require no change when suffixed
* experiment with the tense-marking suffixes to spell familiar base verbs.
 | **Orthographic component*** know that digraphs zz, ss, ll, ff and ck do not usually start a word in Standard Australian English.
 | **Orthographic component*** know that words do not usually end with the letter v, and that ve is commonly used
* experiment with vowel digraphs and split digraphs to spell taught high-frequency words and/or personally significant words.

**Morphological component*** spell high-frequency compound words and homophones comprising taught graphemes.
 | **Phonological component*** segment multisyllabic words into syllables and phonemes as a strategy for spelling.
 |

## Spelling Year (Stage 1 – Year 1)

**EN1-SPELL-01** – applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.

Figure 17 – Term-specific content points for Spelling (Stage 1 – Year 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Phonological component*** segment single-syllable words into phonemes as a strategy for spelling.

**Orthographic component*** spell high-frequency base words with taught vowel graphs, digraphs, split digraphs, trigraphs and quadgraphs
* spell taught high-frequency contractions.

**Morphological component*** use spelling conventions when adding plural-marking suffixes
* use spelling conventions when adding tense-marking suffixes
* use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs.
 | **Morphological component*** use the suffixes –ful, –y and –ly to spell taught high-frequency words.
 | **Orthographic component*** explain that the consonant trigraphs, –tch and –dge, can end a base word immediately following a short vowel and apply this when spelling.

**Morphological component*** spell nouns ending in the suffix –er to indicate a person.
 | **Phonological component*** use extended phonic code for taught consonant phonemes.
 |

## Spelling (Stage 1 – Year 2)

**EN1-SPELL-01** – applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts.

Figure 18 – Term-specific content points for Spelling (Stage 1 – Year 2). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |  |
| --- | --- |
| Term 1 | Term 3 |
| **Phonological component*** segment multisyllabic words into syllables and phonemes as a strategy for spelling.

**Orthographic component*** explain when to use double consonants to spell 2-syllable base words and apply this when spelling.

**Morphological component*** use the comparative and superlative suffixes –er and –est.
 | **Morphological component*** use common prefixes such as un–, re– and dis–.
 |

## Handwriting (Early Stage 1)

**ENE-HANDW-01** – produces all lower-case and upper-case letters to create texts.

Figure 19 – Term-specific content points for Handwriting (Early Stage 1). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |
| --- |
| Term 1 |
| **Handwriting*** use a stable posture when handwriting or drawing by sitting comfortably with feet flat on the floor, the writing arm resting on a table, with the opposite hand resting on the paper, and shoulders relaxed
* correctly produce a clockwise ellipse, anticlockwise ellipse and downward diagonal stroke when forming letter shapes
* use writing implements with a stable and relaxed pencil grasp
* apply appropriate pressure when handwriting to produce legible writing
* form all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting point and continue in the correct direction
* apply taught handwriting skills when creating texts.
 |

## Handwriting (Stage 1)

**EN1-HANDW-01** – uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts.

Figure 20 – Term-specific content points for Handwriting (Stage 1). Please note content points are positioned at the point of introduction to students and should be revisited and consolidated throughout the year, based on assessment data.

|  |  |  |
| --- | --- | --- |
| Term 1 | Term 2 | Term 3 |
| **Handwriting*** form all letters with consistent size and slope in NSW Foundation Style from memory
* position all letters correctly on the line with appropriate spacing between words.
 | **Handwriting*** use word-processing program functions, including text-editing applications
* recognise and use keys to show more complex punctuation or symbols
* type up to 5 familiar words per minute.
 | **Handwriting*** use taught software functions to create texts in a range of modes for different contexts, audiences and purposes.
 |

## Understanding and responding to literature (Early Stage 1)

**ENE-UARL-01** – understands and responds to literature read to them.

Figure 21 – Term-specific content points for Understanding and responding to literature (Early Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Context*** identify aspects of their own world represented in texts
* create imaginative and/or informative text relating to their own experience, the world and/or other texts.

**Narrative*** identify, discuss and compare the beginning, middle and end in a range of narratives
* experiment with using parts and/or features of a narrative, innovating from a mentor text.

**Character*** identify and discuss character features and actions
* share feelings and thoughts in response to characters and actions in texts
* identify and compare characters in a range of texts.

**Imagery, symbol and connotation*** identify and discuss how creative language and/or symbols enhance enjoyment in texts
* experiment with creative play with language in own texts.

**Perspective*** express likes and dislikes about a text
* identify favourite stories and/or characters in texts using verbal and/or nonverbal modes.
 | **Context*** identify texts that are composed for specific audience and purposes.

**Narrative*** understand that narrative can be real or imagined.

**Character*** use background knowledge to support understanding of characters’ actions in a text
* identify and discuss language used to describe characters in narratives
* understand that characters in texts are represented by how they look, what they say and do, and their thoughts.

**Imagery, symbol and connotation*** identify how visual cues contribute to the meaning of a text.
 | **Context*** identify and contrast features of text that inform, persuade and/or entertain.

**Narrative*** identify narratives told through a range of modes and media.

**Character*** reason using background knowledge as to why a character has acted in a certain way.

**Perspective*** compare opinions of a text or character with peers.
 | **Imagery, symbol and connotation*** identify how words and word order influence meaning in texts.
 |

## Understanding and responding to literature (Stage 1)

**EN1-UARL-01** – understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose.

Figure 22 – Term-specific content points for Understanding and responding to literature (Stage 1).

|  |  |  |  |
| --- | --- | --- | --- |
| Term 1 | Term 2 | Term 3 | Term 4 |
| **Context*** identify how the language and form of a text vary according to purpose, audience and mode
* identify representations of groups and cultures in a range of texts
* create and re-create texts in a range of modes and media using understanding of context.

**Narrative*** identify the sequence of events that make up a narrative in own and others’ texts.

**Character*** compare and contrast characters in text
* create and re-create characters in texts that demonstrate understanding of character traits.

**Imagery, symbol and connotation*** identify figurative language and wordplay in texts
* innovate from studied texts using wordplay and figurative language.

**Perspective and argument*** identify phrases in texts that project opinions
* identify how structure and images reinforce ideas
* create and re-create texts that include persuasive arguments, using knowledge of text and language features.

**Representation*** express personal responses to the real and imagined worlds that are represented in texts.
 | **Context*** recognise ways that settings and situations are represented within texts.

**Narrative*** create and re-create narratives using understanding of narrative features.

**Character*** identify how characters can invite positive and negative responses
* identify the language, dialogue, actions, images or music that create a reader response to a character.

**Imagery, symbol and connotation*** identify symbols and images in texts, and how they bring deeper meaning
* create texts that include symbols, wordplay and figurative language.

**Representation*** adapt a well-known text for a different audience and/or purpose.
 | **Narrative*** identify patterns in narratives that set up expectation and aid prediction of actions and attitudes
* identify and appreciate how key messages in narratives evoke feelings.

**Character*** identify how characters are constructed through different modes and media and through a combination of modes
* identify how a character reflects their own or other lived experiences.

**Perspective and argument*** identify arguments and the intended audience
* create paragraphs that contain a single idea, beginning with a topic sentence and including supporting evidence with elaborations.
 | **Perspective and argument*** identify and share how their own experience and interests influence opinions and/or interpretations of texts
* express preferences for specific texts and authors and recognise the opinions of others.

**Representation** * identify cultural representations in a range of texts.
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