# English – Early Stage 1 – 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 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

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

Table 1 – Term-specific content points for Oral language and communication.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 communication.

**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.
 |

## Vocabulary

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

Table 2 – Term-specific content points for Vocabulary.

|  |  |  |  |
| --- | --- | --- | --- |
| 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
 |

## Phonological awareness

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

Table 3 – Term-specific content points for Phonological awareness. 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 number of phonemes that make up a spoken one-syllable word comprising fewer than 4 phonemes
* identify the first, middle and final phonemes in a one-syllable word
* 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

**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

Table 4 – Term-specific content points for Print Conventions. 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.
 |

## Phonic knowledge

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

Table 5 – Term-specific content points for Phonic knowledge. 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.
 |

## Reading fluency

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

Table 6 – Term-specific content points for Reading fluency. 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 comprehension

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

Table 7 – Term-specific content points for Reading comprehension.

|  |  |  |  |
| --- | --- | --- | --- |
| 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.
 |

## Creating written texts

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

Table 8 – Term-specific content points for Creating written texts.

|  |  |  |  |
| --- | --- | --- | --- |
| 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.
 |

## Spelling

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

Table 9 – Term-specific content points for Spelling.

|  |  |  |  |
| --- | --- | --- | --- |
| 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.
 |

## Handwriting

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

Table 10 – Term-specific content points for Handwriting. 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
* 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
* apply appropriate pressure when handwriting to produce legible writing.
 |

## Understanding and responding to literature

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

Table 11 – Term-specific content points for Understanding and responding to literature.

|  |  |  |  |
| --- | --- | --- | --- |
| 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.
 |