# English – 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 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

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

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

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

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

Table 2 – Term-specific content points for Vocabulary. 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.
 |

## Phonic knowledge (Year 1)

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

Table 3 – Term-specific content points for Phonic knowledge (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 (Year 2)

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

Table 4 – Term-specific content points for Phonic knowledge (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*** 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
* decode 2-syllable base words with common double consonants when reading texts.
 |

## Reading fluency

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

Table 5 – 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 |
| **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

**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.

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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.
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## Creating written texts

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

Table 7 – Term-specific content points for Creating written texts.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 (Year 1)

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

Table 8 – Term-specific content points for Spelling (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.
 | **Orthographic component*** use extended phonic code for taught consonant phonemes.
 |

## Spelling (Year 2)

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

Table 9 – Term-specific content points for Spelling (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–.
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## Handwriting

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

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

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

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