



Bethania Lutheran School

Scope and Sequence English Year 4 - 6

CONTENT DESCRIPTIONS

Strand - Language

Sub-strand		Year 4	Year 5	Year 6
Language variation & change	Language variation & change	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages	Understand that the pronunciation, spelling and meanings of words have histories and change over time	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
Language for interaction	Language for social interactions	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
	Evaluative language	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Understand the uses of objective and subjective language and bias
Text structure & organisation	Purpose audience and structures of different types of texts	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	Understand how texts vary in purpose, structure and topic as well as the degree of formality	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
	Text cohesion	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	Understand that cohesive links can be made in texts by omitting or replacing words
	Punctuation	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	Understand the use of commas to separate clauses
	Concepts of print and screen	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation	This sequence ends at Year 5



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Expressing & developing ideas	Sentences and clause-level grammar	Understand that the meaning of sentences can be enriched through the use of noun groups/ phrases and verb groups/phrases and prepositional phrases Investigate how quoted (direct) and reported (indirect) speech work in different types of text	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas
	Word-level grammar	Understand how adverb groups/ phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	Understand how noun groups/phrases and adjective groups/ phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases
	Visual language	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	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations	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
	Vocabulary	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
Phonics & word knowledge	Phonological and phonemic awareness	From Year 3 onwards, knowledge about phonological and phonemic awareness continues to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words		
	Alphabet and phonic knowledge	Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes	Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations	Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words
	Spelling	Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling	Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word	Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words

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Strand - Literature

Sub-strand		Year 4	Year 5	Year 6
Literature and context	Literature and context	Make connections between the ways different authors may represent similar storylines, ideas and relationships	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
Responding to literature	Personal responses to the ideas, characters and viewpoints in texts	Discuss literary experiences with others, sharing responses and expressing a point of view	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
	Expressing preferences and evaluating texts	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts
Examining literature	Features of literary texts	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style
	Language devices in literary texts, including figurative language	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse
Creating literature	Creating literary texts	Create literary texts that explore students' own experiences and imagining	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
	Experimentation and adaptation	Create literary texts by developing storylines, characters and settings	Create literary texts that experiment with structures, ideas and stylistic features of selected authors	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice



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Sub-strand		Year 4	Year 5	Year 6
Texts in context	Texts and the contexts in which they are used	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	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	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches
Interacting with others	Listening and speaking interactions – purposes & contexts	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
	Listening and speaking interactions - skills	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience
	Oral presentations	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements	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
Interpreting, analysing, evaluating	Purpose and audience	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	Analyse how text structures and language features work together to meet the purpose of a text
	Reading processes	Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings
	Comprehension strategies	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
	Analysing & evaluating texts	This sequence starts at Year 6		Analyse strategies authors use to influence readers



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Creating texts	Creating texts	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
	Editing	Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	Re-read and edit student's own and others' work using agreed criteria for text structures and language features	Re-read and edit students' own and others' work using agreed criteria and explaining editing choices
	Handwriting	Write using clearlyformed joined letters, and develop increased fluency and automaticity	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
	Use of software	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software, including word processing programs, learning new functions as required to create texts



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ACHIEVEMENT STANDARDS

		By the end of Year 4 , students:	By the end of Year 5 , students:	By the end of Year 6 , students:
Receptive modes	Listening, reading & viewing	Understand that texts have different text structures depending on purpose and context.	Explain how text structures assist in understanding the text.	Understand how the use of text structures can achieve particular effects.
		Explain how language features, images and vocabulary are used to engage the interest of audiences.	Understand how language features, images and vocabulary influence interpretations of characters, settings and events.	Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
		Describe literal and implied meaning connecting ideas in different texts.	When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.	Compare and analyse information in different and complex texts, explaining literal and implied meaning.
		Fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words.	Analyse and explain literal and implied information from a variety of texts.	Select and use evidence from a text to explain their response to it.
		Express preferences for particular types of texts, and respond to others' viewpoints.	Describe how events, characters and settings in texts are depicted and explain their own responses to them.	Listen to discussions, clarifying content and challenging others' ideas.
		Listen for and share key points in discussions.	Listen and ask questions to clarify content.	

Productive modes	Speaking, writing & creating	Use language features to create coherence and add detail to their texts.	Use language features to show how ideas can be extended.	Understand how language features and language patterns can be used for emphasis.
		Understand how to express an opinion based on information in a text.	Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.	Show how specific details can be used to support a point of view.
		Create texts that show understanding of how images and detail can be used to extend key ideas.	Create imaginative, informative and persuasive texts for different purposes and audiences.	Explain how their choices of language features and images are used.
		Create structured texts to explain ideas for different audiences.	Make presentations which include multimodal elements for defined purposes.	Create detailed texts elaborating on key ideas for a range of purposes and audiences.
		Make presentations and contribute actively to class and group discussions, varying language according to context.	Contribute actively to class and group discussions, taking into account other perspectives.	Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.
		Demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.	When writing, they demonstrate understanding of grammar using a variety of sentence types.	Demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing.
			Select specific vocabulary and use accurate spelling and punctuation.	Use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.
			Edit their work for cohesive structure and meaning.	

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Year 4

	Unit Name	Teaching Focus	Assessment Tasks & Tools	Programs	
				Synthetic Phonics	Handwriting
Unit 1	'Finding Our Heart' SEMESTER 1 UNIT	Phonemic & graphemic awareness Punctuation, editing & publishing Handwriting Emotive language Narrative Recount Journal writing Noun groups, verb groups, prepositional groups	PM Testing Historical Recount	Sound Waves	Targeting Handwriting
Unit 2	'Finding Our Heart' SEMESTER 1 UNIT	Phonemic & graphemic awareness Punctuation, editing & publishing Handwriting Emotive language Narrative Recount Homophones, pronouns Comprehension – literal & inferred meaning	PM Testing DRA Testing Historical Recount	Sound Waves	Targeting Handwriting
Unit 3	Climate Change (Geography + Civics & Citizenship)	Phonemic & graphemic awareness Punctuation, editing & publishing Oral presentations Persuasive Text Writing for a purpose – letter writing Speaking for a purpose Handwriting	PM Testing Persuasive Text Letter	Sound Waves	Targeting Handwriting
Unit 4	Forces (Science)	Phonemic & graphemic awareness Punctuation, editing & publishing Direct & indirect speech Comprehension – making connections, analysing texts Information Report Fact & opinion Handwriting	PM Testing DRA Testing Information Report Diagnostic Spelling Assessment	Sound Waves	Targeting Handwriting

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Year 5

	Unit Name	Teaching Focus	Assessment Tasks & Tools	Programs	
				Synthetic Phonics	Handwriting
Unit 1	Eureka Storywriter	Phonemic & graphemic awareness Revision of narrative & persuasive texts Nouns (proper, abstract, collective, pronouns) Punctuation & editing Comprehension – predicting & confirming, summarising Handwriting Note taking – After guided reading groups Complex sentences - main & subordinate clauses NAPLAN preparation	Various narrative texts from stimulus pieces (typed up) Tools: The Day they Stormed Eureka by Jackie French Showbie Teach This Teach Starter Handwriting Text Eureka Excursion	Sound Waves	Targeting Handwriting
Unit 2	Persuade Me	Phonemic & graphemic awareness Persuasive text Persuasive language Paragraphs Noun groups, adjective groups Comprehension – questioning, analysis, linking ideas NAPLAN preparation Punctuation & editing Handwriting	Handwritten persuasive letter as a person from the Australian Goldfields in the 1850's. Tools: The Day they Stormed Eureka by Jackie French Showbie Teach This Teach Starter	Sound Waves	Targeting Handwriting
Unit 3	Space Unit	Phonemic & graphemic awareness Information report Paragraphs Poetry – riddles, acrostic, haiku Punctuation & editing Fact vs. opinion Handwriting	Information Report on a planet Poems on other various space topics eg. black holes, comets, meteors Tools: The Day they Stormed Eureka by Jackie French Showbie Teach This Teach Starter	Sound Waves	Targeting Handwriting
Unit 4	Natural Disasters	Phonemic & graphemic awareness News Report Punctuation & editing Comprehension – questioning, analysis, linking ideas Handwriting	News Report on a natural disaster. Poems Tools: The Day they Stormed Eureka by Jackie French Showbie/Teach This/Teach Starter	Sound Waves	Targeting Handwriting

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Year 6

	Unit Name	Teaching Focus	Assessment Tasks & Tools	Programs	
				Synthetic Phonics	Handwriting
Unit 1	Historical Recounts – Calling Australia Home	Phonemic & graphemic awareness Narrative Punctuation & editing Emotive & descriptive language Complex sentences Oral reading – fluency and expression Comprehension – interpreting, making connections Handwriting	Comprehension – Boy Overboard (weekly tasks based on the chapters) DRA/PM Historical Recount – written as Ahn Doh Sound Waves Spelling Test – Week 1 and 10 Punctuation Test – Week 5 (Teacher Starter)	Sound Waves	Targeting Handwriting
Unit 2	English Persuasive Writing – People should be Environmental Advocates	Phonemic & graphemic awareness Structural features of texts Collaborative reading strategies Recount Punctuation & editing Verb & adverb groups/phrases Handwriting	Class Novel – Whole class discussions and reflective task DRA/PM Persuasive Exposition – People should be environmental advocates - Using Teach Starter bump it up walls and resources. Sound Waves Spelling Test – Week 1 and 9	Sound Waves	Targeting Handwriting
Unit 3	Parliament – News Article	Phonemic & graphemic awareness Persuasive text Punctuation & editing Persuasive language, adjectives Comprehension – analysing, comparing Handwriting	Creating Text – News article about a member of parliament - Using Teach Starter bump it up walls and resources. Sound Waves Spelling Test – Week 1 and 9 Oral Presentation – Parliament debate	Sound Waves	Targeting Handwriting
Unit 4	Narrative	Phonemic & graphemic awareness Autobiography Punctuation & Editing Emotive language Comprehension – inferring, retelling, making connections Handwriting	Creating Text – Narratives – Using Teach Starter bump it up walls and resources. Sound Waves Spelling Test – Week 4	Sound Waves	Targeting Handwriting