



# Bethania Lutheran School

## Scope and Sequence English Prep – Year 3

### CONTENT DESCRIPTIONS

#### Strand - Language

Sub-strand		Prep	Year 1	Year 2	Year 3
Language variation & change	Language variation & change	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning
Language for interaction	Language for social interactions	Explore how language is used differently at home and school depending on the relationships between people	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others  Understand that there are different ways of asking for information, making offers and giving commands	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
	Evaluative language	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Identify language that can be used for appreciating texts and the qualities of people and things	Examine how evaluative language can be varied to be more or less forceful
Text structure & organisation	Purpose audience and structures of different types of texts	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	Understand that the purposes texts serve shape their structure in predictable ways	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)
	Text cohesion	Understand that some language in written texts is unlike everyday spoken language	Understand patterns of repetition and contrast in simple texts	Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms	Understand that paragraphs are a key organisational feature of written texts
	Punctuation	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters

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	<b>Concepts of print and screen</b>	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Identify the features of online texts that enhance navigation
<b>Expressing &amp; developing ideas</b>	<b>Sentences and clause-level grammar</b>	Recognise that sentences are key units for expressing ideas	Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement
	<b>Word-level grammar</b>	Recognise that texts are made up of words and groups of words that make meaning	Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)	Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/ phrases can be expanded using articles and adjectives	Understand that verbs represent different processes, for example; doing, thinking, saying, and relating and that these processes are anchored in time through tense
	<b>Visual language</b>	Explore the different contribution of words and images to meaning in stories and informative texts	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments
	<b>Vocabulary</b>	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs
<b>Phonics &amp; word knowledge</b>	<b>Phonological and phonemic awareness</b>	Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words  Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words	Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words  Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words	Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)	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



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	<b>Alphabet and phonic knowledge</b>	<p>Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents</p> <p>Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</p>	<p>Use short vowels, common long vowels, consonant digraphs and consonant blends when writing, and blend these to read single syllable words</p> <p>Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound</p>	<p>Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable</p> <p>Understand that a sound can be represented by various letter combinations</p>	<p>Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns</p>
	<b>Spelling</b>	<p>Understand how to use knowledge of letters and sounds including onset and rime to spell words</p> <p>Know how to read and write some high frequency words and other familiar words</p> <p>Understand that words are units of meaning and can be made of more than one meaningful part</p>	<p>Understand how to spell one and two syllable words with common letter patterns</p> <p>Use visual memory to read and write high frequency words</p> <p>Recognise and know how to use simple grammatical morphemes to create word families</p>	<p>Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words</p> <p>Use knowledge of letter patterns and morphemes to read and write high frequency words and words whose spelling is not predictable from their sounds</p> <p>Build morphemic word families using knowledge of prefixes and suffixes</p>	<p>Understand how to use letter-sound relationships and less common letter patterns to spell words</p> <p>Recognise and know how to write most high frequency words including some homophones</p> <p>Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word</p>



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## Strand - Literature

Sub-strand		Prep	Year 1	Year 2	Year 3
Literature and context	Literature and context	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	Discuss how authors create characters using language and images	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons
Responding to literature	Personal responses to the ideas, characters and viewpoints in texts	Respond to texts, identifying favourite stories, authors and illustrators	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	Compare opinions about characters, events and settings in and between texts	Draw connections between personal experiences and the worlds of texts, and share responses with others
	Expressing preferences and evaluating texts	Share feelings and thoughts about the events and characters in texts	Express preferences for specific texts and authors and listen to the opinions of others	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences	Develop criteria for establishing personal preferences for literature
Examining literature	Features of literary texts	Identify some features of texts including events and characters and retell events from a text  Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative
	Language devices in literary texts, including figurative language	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose
Creating literature	Creating literary texts	Retell familiar literary texts through performance, use of illustrations and images	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	Create events and characters using different media that develop key events and characters from literary texts	Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle
	Experimentation and adaptation	Innovate on familiar texts through play	Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary	Innovate on familiar texts by experimenting with character, setting or plot	Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue

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## Strand - Literacy

Sub-strand		Prep	Year 1	Year 2	Year 3
<b>Texts in context</b>	<b>Texts and the contexts in which they are used</b>	Identify some familiar texts and the contexts in which they are used	Respond to texts drawn from a range of cultures and experiences	Discuss different texts on a similar topic, identifying similarities and differences between the texts	Identify the point of view in a text and suggest alternative points of view
<b>Interacting with others</b>	<b>Listening and speaking interactions – purposes &amp; contexts</b>	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
	<b>Listening and speaking interactions - skills</b>	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume
	<b>Oral presentations</b>	Deliver short oral presentations to peers	Make short presentations using some introduced text structures and language, for example opening statements	Rehearse and deliver short presentations on familiar and new topics	Plan and deliver short presentations, providing some key details in logical sequence
<b>Interpreting, analysing, evaluating</b>	<b>Purpose and audience</b>	Identify some differences between imaginative and informative texts	Describe some differences between imaginative informative and persuasive texts	Identify the audience of imaginative, informative and persuasive texts	Identify the audience and purpose of imaginative, informative and persuasive texts
	<b>Reading processes</b>	Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and selfcorrecting
	<b>Comprehension strategies</b>	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features



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<b>Creating texts</b>	<b>Creating texts</b>	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentencelevel grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose
	<b>Editing</b>	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	Re-read student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Re-read and edit text for spelling, sentenceboundary punctuation and text structure	Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation
	<b>Handwriting</b>	Produce some lower case and upper case letters using learned letter formations	Write using unjoined lower case and upper case letters	Write legibly and with growing fluency using unjoined upper case and lower case letters	Write using joined letters that are clearly formed and consistent in size
	<b>Use of software</b>	Construct texts using software including word processing	Construct texts that incorporate supporting images using software including word processing programs	Construct texts featuring print, visual and audio elements using software, including word processing programs	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements



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## ACHIEVEMENT STANDARDS

		By the end of <b>Prep</b> , students:	By the end of <b>Year 1</b> , students:	By the end of <b>Year 2</b> , students:	By the end of <b>Year 3</b> , students:
<b>Receptive modes</b>	<b>Listening, reading &amp; viewing</b>	Use predicting and questioning strategies to make meaning from texts.	Understand the different purposes of texts.	Understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.	Understand how content can be organised using different text structures depending on the purpose of the text.
		Recall one or two events from texts with familiar topics.	Make connections to personal experience when explaining characters and main events in short texts.	Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information.	Understand how language features, images and vocabulary choices are used for different effects.
		Understand that there are different types of texts and that these can have similar characteristics.	Identify that texts serve different purposes and that this affects how they are organised.	Monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context.	Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information.
		Identify connections between texts and their personal experience.	Describe characters, settings and events in different types of literature.	Use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.	Use phonics and word knowledge to fluently read more complex words.
		Read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies.	Read aloud, with developing fluency.	Identify literal and implied meaning, main ideas and supporting detail.	Identify literal and implied meaning connecting ideas in different parts of a text.
		Recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters.	Read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.	Make connections between texts by comparing content.	Select information, ideas and events in texts that relate to their own lives and to other texts.
		Read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.	Use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.	Listen for particular purposes.	
		Use appropriate interaction skills to listen and respond to others in a familiar environment.	Recall key ideas and recognise literal and implied meaning in texts.	Listen for and manipulate sound combinations and rhythmic sound patterns.	Listen to others' views and respond appropriately using interaction skills.
		Listen for rhyme, letter patterns and sounds in words.	Listen to others when taking part in conversations, using appropriate language features and interaction skills.		

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<b>Productive modes</b>	<b>Speaking, writing &amp; creating</b>	Understand that their texts can reflect their own experiences.	Students understand how characters in texts are developed and give reasons for personal preferences.	When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary.	Understand how language features are used to link and sequence ideas.
		Identify and describe likes and dislikes about familiar texts, objects, characters and events.	Create texts that show understanding of the connection between writing, speech and images.	Explain their preferences for aspects of texts using other texts as comparisons.	Understand how language can be used to express feelings and opinions on topics.
		In informal group and whole class settings, students communicate clearly.	Create short texts for a small range of purposes.	Create texts that show how images support the meaning of the text.	Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.
		Retell events and experiences with peers and known adults.	Interact in pair, group and class discussions, taking turns when responding.	Create texts, drawing on their own experiences, their imagination and information they have learnt.	Create a range of texts for familiar and unfamiliar audiences.
		Identify and use rhyme, and orally blend and segment sounds in words.	Make short presentations on familiar topics.	Use a variety of strategies to engage in group and class discussions and make presentations.	Contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.
		When writing, students use familiar words and phrases and images to convey ideas.	When writing, students provide details about ideas or events, and details about the participants in those events.	Accurately spell words with regular spelling patterns and spell words with less common long vowel patterns.	Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
		Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops.	Accurately spell high-frequency words and words with regular spelling patterns.	Use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.	Use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately.
		Correctly form known upper- and lower-case letters.	Use capital letters and full stops and form all upper- and lower-case letters correctly.		Re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.





# Bethania Lutheran School

## Prep

	Unit Name	Teaching Focus	Assessment Tasks & Tools	Programs	
				Synthetic Phonics	Handwriting
<b>Unit 1</b>	Let's Begin to Read and Write	Introduction to phonological & phonemic awareness Syllabification Alliteration Rhyming Segmenting Blending Pre-reading skills (Concepts of print, 1:1 correspondence) Writing for a purpose Handwriting- Name Writing	Phonemic Awareness Checklist Pre-reading Checklist Name writing observations Pencil grip observations	Get Reading Right	Get Reading Right
<b>Unit 2</b>	Boss Baby's Project Past	Continuation of phonological & phonemic awareness Unit 1 Focus letters/phonemes Camera words Reading clips – Eagle Eye, Lips the Fish Introduction to comprehension: retell (favourite part of a story with reason) Writing for a purpose (lists, invitations, cards, signs) Handwriting (as part of phonics program)	Reading Rubric: - Phonemic Awareness Checklist - Pre-reading Checklist - Camera Word Assessment (Checklist) - Unit 1 Letter/Sound Assessment (Checklist) - Favourite Part of a Story Task - Use of reading strategies  Name writing observations Pencil grip observations	Get Reading Right	Get Reading Right
<b>Unit 3</b>	Term 3 GIVE: Kindness Kingdom (with a touch of Dragon at the end!)	Continuation of phonological & phonemic awareness Focus letters/phonemes Camera words Reading clips – Skippy Kangaroo Comprehension - retell Writing for a purpose (lists, letters, cards) Journal writing (writing conventions- eg. finger spaces, sentence-boundary punctuation) Handwriting	Phonemic Awareness Checklist Regular reading observations and class checks Occasional PM Benchmark Camera Word Assessment (Checklist) Letter/Sound Assessment (Checklist)	Get Reading Right	Targeting Handwriting

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## Unit 4

I'm a Nature Scientist!

Continuation of phonological & phonemic awareness  
 Focus letters/phonemes  
 Camera words  
 Reading clips – Monitor the Lizard  
 Comprehension - retell  
 Writing for a purpose (eg. science journal- observation, labelled diagrams)  
 Journal writing (writing conventions- eg. finger spaces, sentence-boundary punctuation)  
 Handwriting

Reading Rubric:

- Letter/Sound Assessment (Checklist)
- Camera Word Assessment (Checklist)- READ
- Camera Word Assessment- WRITE/SPELL
- Retell Task
- Reading Strategies
- DRA/PM Benchmark

Student Reading Self-Assessment

Writing Rubric:

- Letter Writing Formation Assessment
- Writing Samples (x 2)

Speaking & Listening Rubric:

Get Reading Right

Targeting Handwriting



# Bethania Lutheran School

Year 1

	Unit Name	Teaching Focus	Assessment Tasks & Tools	Programs	
				Synthetic Phonics	Handwriting
<b>Unit 1</b>	Fairytales	Phonological & phonemic awareness Narrative - Fairy tales Nouns, verbs, adjectives, adverbs Handwriting	Narrative Retell – Written (beginning, middle, end) PM Benchmarks Weekly Spelling test Camera Word test (beginning of term)	Get Reading Right	Targeting Handwriting
<b>Unit 2</b>	Explorer Passport	Phonological & phonemic awareness Recount Nouns, verbs, adjectives, adverbs Handwriting	Recount – Written (Orientation, First, Next, Finally, Personal Comment) DRA/PM Benchmarks Weekly Spelling test Camera Word test (beginning and end of term)	Get Reading Right	Targeting Handwriting
<b>Unit 3</b>	Procedures	Phonological & phonemic awareness Procedural text Nouns, verbs, adjectives, adverbs Handwriting	Procedure – Written PM Benchmarks Weekly Spelling test Camera Word test (beginning of term)	Get Reading Right	Targeting Handwriting
<b>Unit 4</b>	Dr Seuss	Phonological & phonemic awareness Narrative – Story writing Nouns, verbs, adjectives, adverbs Handwriting	Narrative – Written DRA/PM Benchmarks Weekly Spelling test Camera Word test (beginning and end of term)	Get Reading Right	Targeting Handwriting

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# Bethania Lutheran School

Year 2

	Unit Name	Teaching Focus	Assessment Tasks & Tools	Programs	
				Synthetic Phonics	Handwriting
<b>Unit 1</b>	Term 1 Adventure Recounts	Phonological & phonemic awareness (GRR Unit 1-4) Recount Oral reading and Comprehension (revision of Prep reading tools) Phonemic Awareness (Prep revision) Handwriting	PM tests Writing samples Camera word testing Sound, Letter and Word Knowledge assessment	Get Reading Right	Targeting Handwriting
<b>Unit 2</b>	Term 2	Phonological & phonemic awareness (GRR Unit 5-8) 6 Traits of Writing- Sentence Fluency and Writing Conventions (Punctuation) Oral reading and Comprehension skills (revision of Year 1 reading tools) Handwriting Weekly big book focus	DRA test Sound, Letter and Word Knowledge assessment (Prep-Year 2 sounds and camera words) Writing samples Speaking and Listening observations Camera word testing	Get Reading Right	Targeting Handwriting
<b>Unit 3</b>	Term 3	Phonological & phonemic awareness 6 Traits of Writing- Ideas and Word Choice Introduction to Narrative Nouns, verbs, adjectives, adverbs Oral reading and Comprehension skills (Year 2 reading tools- Visualising Vulture, Turning Turtle, Digger Dog, Predicting Penguin) Handwriting Weekly big book focus	PM test Writing samples Camera word testing Sound, Letter and Word Knowledge assessment	Get Reading Right	Targeting Handwriting
<b>Unit 4</b>	Term 4	Phonological & phonemic awareness 6 Traits of Writing- Organisation and Voice Introduction Persuasive text Punctuation, Editing & Publishing Persuasive language, adjectives Oral reading and Comprehension skills (Year 2 reading tools- Visualising Vulture, Turning Turtle, Digger Dog, Predicting Penguin) Handwriting Weekly big book focus	DRA test Sound, Letter and Word Knowledge assessment (Prep-Year 2 sounds and camera words) Writing samples Speaking and Listening observations Camera word testing Sound, Letter and Word Knowledge assessment	Get Reading Right	Targeting Handwriting

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# Bethania Lutheran School

Year 3

	Unit Name	Teaching Focus	Assessment Tasks & Tools	Programs	
				Synthetic Phonics	Handwriting
Unit 1	Bethania: Our Place	Phonemic & graphemic awareness Narrative Punctuation & editing Noun groups Descriptive language – Show don't tell Verbs Oral reading – fluency and expression Comprehension – QAR, literal/inferred meaning, retelling, making connections Handwriting	PM benchmarks once per term Written task – narrative Spelling diagnostic assessment  <i>Daily reading and anecdotal notes</i>	Sound Waves	Targeting Handwriting
Unit 2		Phonemic & graphemic awareness Persuasive text Punctuation & editing Persuasive language, adjectives, verbs Information Reports Fact vs Opinion Taking notes Turning notes into sentences NAPLAN practice Comprehension - QAR Oral reading – expression Handwriting	PM benchmarks once per term DRA Written task – information report Spelling diagnostic assessment  <i>Daily reading and anecdotal notes</i>	Sound Waves	Targeting Handwriting
Unit 3	Our Place in Space	Phonemic & graphemic awareness Poetry Revise narratives and persuasive Punctuation & editing Paragraphs Oral reading – expression	PM benchmarks once per term Written task – poem Spelling diagnostic assessment  <i>Daily reading and anecdotal notes</i>	Sound Waves	Targeting Handwriting

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		Comprehension – QAR, fact & opinion, making connections Handwriting			
Unit 4		Phonemic & graphemic awareness Procedural text Punctuation & Editing Procedural language, verbs, adverbs Oral reading – fluency and expression Handwriting	PM benchmarks once per term DRA Written task – procedure Spelling diagnostic assessment  <i>Daily reading and anecdotal notes</i>	Sound Waves	Targeting Handwriting

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