



## English Yearly Overview Scope and Sequence

Early Stage 1 | Kindergarten | 2024

Early Stage 1 Skills	Term 1	Term 2	Term 3	Term 4
	Unit: Coming to School	Unit: We are Family	Unit: My House, My Home	Unit: Just Imagine
Constrained/Literacy foundation skills				
Phonological Awareness (ENE- PHOAW-01)	<b>Words within sentences:</b> Repeat words and phrases Identify words within a sentence (3-5 words) Complete familiar phrases, chants, songs, poems <b>Rhyme:</b> Identify, match, produce <b>Syllables:</b> Blend and segment compound words <b>Phonemes:</b> Identify first sound in words Produce words beginning with given sounds <b>Blend</b> cv, vc, cvc words orally; Segment cv, vc and cvc words orally	<b>Review rhyming:</b> Identify and produce  <b>Syllables:</b> Blend, segment 2-5 syllable words  <b>Phonemes:</b> Identify last phoneme in cvc words Identify middle sound in cvc words Blend and segment cvc and cvcc words Manipulate phonemes: remove first or last sound in cvc words, substitute initial, final, middle phoneme in cvc words.	<b>Review as needed:</b> Rhyming, syllable blending and segmenting  <b>Review daily:</b> Phoneme identification, production; blend up to 5 phonemes to produce word; segment words of up to 5 phonemes Manipulate phonemes	<b>Review as needed:</b> Rhyming, syllable blending and segmenting  <b>Review daily:</b> Phoneme identification, production; blend up to 5 phonemes to produce word; segment words of up to 5 phonemes Manipulate phonemes

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Phonic Knowledge (ENE-PHOKW-01) GPC sequence of school's chosen systematic synthetic phonics program	<i>More information around this will be provided in the future.</i>			
Spelling (ENE-SPELL-01) Taught in parallel with phonic knowledge, decoding and (after Term 1) high frequency word recognition	Spell taught vc and cvc words. <b>Phonology:</b> use GPCs and phoneme segmenting to spell words	Spell taught vc, cvc, vcc and cvcc, ccvc words Spell taught high frequency words (eg. the, a, I, to, is) <b>Orthography:</b> vowel short if followed by consonant.	Spell taught vc, cvc, vcc, cvcc, ccvc, ccvcc words. Orthography: use ff, ll, ss, zz after single, short vowel in 1 syllable words. Vowel long at end of syllable (I, me, be, go, no)	Spell taught decodable and high frequency words. <b>Morphology:</b> 's' indicates plural (sound may be /s/ or /z/. <b>Orthography:</b> /k/ spelt 'k' before e, i, y; 'ck' after short vowel (e.g. kick)
Handwriting (ENE-HANDW-01)	Handwriting posture: hands, feet, paper placement, pencil grip Form letters for taught GPCs	With correct posture and grip, use correct letter formation for all taught GPCs. Spaces between words. Letters on lines.	With correct posture and grip, use correct letter formation for all taught GPCs. Spaces between words. Letters on lines.	With correct posture and grip, use correct letter formation for all taught GPCs. Spaces between words. Letters on lines.
Print Conventions (ENE-PRINT-01)	Front, back Identify print and pictures	Consistently reads left to right, sweep	Applies taught concepts	Applies taught concepts
Reading Fluency (ENE-REFLU-01) +Teacher model reading fluency when reading aloud	Words: daily review of taught vc and cvc words Decodable texts: with GPCs* and high frequency words	Automaticity with taught words Decodable texts: with GPCs* and high frequency words	Decodable texts: with GPCs* and high frequency words	Automaticity with: Word reading Decodable texts: with GPCs* and high frequency words

*Please note scope and sequences may be adjusted for student learning and events.*

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Unconstrained/ English skills, knowledge and understanding				
Oral Language and Communication (ENE-REFLU-01)	Verbal Listening skills and activities  Social & Learning Interactions including role plays	Understand & use grammar when interacting- model and practise using grammatically correct sentences Oral Narrative-retell real events and stories	Continue to build on listening, communicating, understanding in a variety of contexts	Continue to build on listening, communicating, understanding in a variety of contexts
	Non-verbal Communicate and respond with signals, symbols, gestures			
Reading Comprehension (ENE- RECOM-01) Comprehends text read aloud by teacher and independently read texts	Apply background knowledge, taught vocabulary to understand text. Recall story and sequence.	Monitor comprehension (use phonic knowledge and context to correct; reread) Recall details and sequence of text. Make connections with experiences, knowledge.	Monitor comprehension, check for understanding by asking questions (e.g, 'wh'). Recall details and sequence of text. Make connections with experiences, knowledge.	Use information to form opinion. Recount relative ideas. Use visual cues in multimodal texts to interpret meaning.
Vocabulary (ENE- VOCAB-01) Learning and using words	Understand that English words convey meaning. Learn, use Tier 1 and Tier 2 words in different contexts	Multiple meanings (meanings differ in context, e.g. bark, tap, box, blue)  Tier 3/ KLA subject specific words (e.g. numeral, month)	Categorise words Describing words for: shape, size, texture, position, order, time, seasons.  Identify given: objects, characters, animals, people, places	Continue to use and expand application of previously taught words Wordplay Poems Specific word choice

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Understand and respond to literature (ENE-UARL-01)	Context and Narrative	Context, Narrative and Character	Context, Imagery, Symbol and Connotation	Context, Perspective
Creating written text (ENE-CWT-01)	Oral retell/sequenced picture prompts: beginning, middle, end; create oral sequenced text with picture prompts.	Writing process for different purposes Grammar: noun, verb Discriminate sentence and fragment Oral sentences and write Edit sentences for capital letter and end mark.	Grammar: noun, verb, article, adjective  Write simple sentence containing noun, verb, article. Use capital letter and full-stop or question mark.	Use taught grammar and vocabulary in writing. Begin to edit for capitals, end punctuation, spelling errors.

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