

English Scope and Sequence - Speaking and Listening F-6

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Language					Literature					Literacy			
Language Variation and Change	Language for interaction		Expressing and developing ideas	Sound and letter knowledge	Literature in context	Responding to literature		Examining literature		Interacting with others			
Language variation and change	language for social interactions	evaluative language	Vocabulary	Phonemic awareness	How texts reflect the context of culture and situation in which they are created	Personal responses to the ideas, characters and viewpoints in texts	Expressing preferences and evaluating texts	Features of literacy texts	Language devices in literacy texts including figurative language	Listening and speaking interactions		Oral Presentations	
F	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	Explore how language is used differently at home and school depending on the relationships between people	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school	Recognise rhymes, syllables and sounds (phonemes) in spoken words		Respond to texts, identifying favourite stories, authors and illustrators	Share feelings and thoughts about the events and characters in texts		Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Deliver short oral presentations to peers
1	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 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	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	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		Discuss how authors create characters using language and images	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	Express preferences for specific texts and authors and listen to the opinions of others	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	Make short presentations using some introduced text structures and language, for example opening statements
2	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 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	Identify language that can be used for appreciating texts and the qualities of people and things	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		Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	Compare opinions about characters, events and settings in and between texts	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences		Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	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	Rehearse and deliver short presentations on familiar and new topics
3	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	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	Examine how evaluative language can be varied to be more or less forceful	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs		Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons					Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	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	Plan and deliver short presentations, providing some key details in logical sequence
4	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 social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group	Understand differences between the language of opinion and feeling and the language of factual reporting or recording				Discuss literary experiences with others, sharing responses & expressing a point of view				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	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	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences
5	Understand that the pronunciation, spelling and meanings of words have histories and change over time	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 how to move beyond making bare assertions and take account of differing perspectives and points of view				Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others				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	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements
6	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	Understand the uses of objective and subjective language and bias			Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts					Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	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	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