

Writing Scope & Sequence

Credit to Brandon Park Primary School
Based upon the Reading Science in Schools (RSiS) Syntax Scope and Sequence

The Writing Revolution Principles (Hochman & Wexler, 2017)

1. Students need explicit instruction in writing, beginning in the early years.
2. Sentences are the building blocks of all writing.
3. When embedded into the **content learning** areas of the curriculum, writing instruction is a powerful teaching tool.
4. The content of the curriculum should drive the writing activities.
5. Grammar is best taught in context of student writing.
6. The two most important phases of writing process are planning and revising.
7. Introduce new writing strategies in everyday ideas (**out-of-content**), and then quickly embed these in knowledge from curriculum (**in-content**)

The Key Reading Comprehension Strategies (Oakhill, Cain, Elbro 2015) (Rosenshine & Meister 1993)

1. Building vocabulary and background knowledge.
2. Knowledge of sentence structure and how to make connections between sentences and paragraphs.
3. Knowledge of text structure and text types (genres).
4. Inferencing skills.
5. Self-monitoring of comprehension/questioning.
6. Summarisation.

TWR strategies should be done in sequence but total mastery isn't necessary before moving onto another strategy. It is important to keep circling back and reviewing previously taught strategies. For a complete list of strategies, see The Writing Revolution (Hochman & Wexler, 2017)

Writing Scope and Sequence

	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)
O- Orally			
Foundation Term 1 Term 2 Term 3 Term 4	<ul style="list-style-type: none"> Repeat phrases and sentences O Count/clap words in sentences O Concept of a word (as opposed to sound, letter. sentence) Concept of a sentence: a complete thought Identify and define nouns (names of people, places and things) Identify and define verbs (doing words) Identify and define adjectives. Match them to common nouns (e.g. sharp knife, fast car) Adverbs (describing verbs) Identify fragments vs. sentences (a sentence must have a WHO and a DO/DOES WHAT - subject/predicate) Conjunctions and, but, because, so 	<ul style="list-style-type: none"> Sentence completion tasks O Saying complete sentences about a picture. O Ask and answer questions using simple sentences O Compose sentences and phrases to express ideas and needs O Generate simple sentences (who + do/does what) from a picture. e.g. The dog walked/ is walking O Expand simple sentences (where?) e.g. the dog walked to the tree (oral) Guide students to expand simple sentences by including more information: <i>who, what, where, when, how</i> O Expand simple sentences with an adjective (to describe the subject or object in the sentence). e.g. the large dog jumped on the bed. O/W Write simple sentence (and expand) Expand simple sentences (adjectives, adverbs), adding conjunctions - because, after, then etc O/W Convert fragments to sentences O Guide students to expand simple sentences by including more information: <i>who, does what, where, when, how.</i> O/W Compose but, because sentences O/W Guide students to expand sentences using additional describing words (adjectives, adverbs) Complete a sentence stem ending with the subordinating conjunction because (to form a complex sentence) Complete a sentence stem ending with the coordinating conjunction but (to form a compound sentence) Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after). e.g. After we clean our teeth,... Complete sentences when provided with a sentence stem containing a subordinate conjunction (if, when). e.g. When the turtle crossed the finished line,... <p>Embedded Punctuation Knowledge</p> <ul style="list-style-type: none"> Capital letters Ending punctuation: <ul style="list-style-type: none"> Full stops (teach and use) Question marks (exposure) Exclamation marks (exposure) 	-

Foundation genre composition
(no allocated time for explicit teaching genre writing)

- Narrative Story Grammar – 4 weeks (Term 4)
 - Information/Explanation – 2 Weeks (Term 4)
 - Procedural (1 Week Term 4)
 - Recount (once-off lessons through modelling of sentences) (Term 3-4)
- In context of modelled and shared reading*

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)
<p><i>Year 1</i> <i>Term 1</i> <i>Term 2</i> <i>Term 3</i> <i>Term 4</i></p>	<ul style="list-style-type: none"> Consolidate F grammar knowledge Identify and define nouns and verbs Types of nouns: common, proper, pronouns Identify and define adjectives. Match them to common nouns (e.g. sharp knife, fast car, little girl) Verbs (inflections: ing, ed, s) Subject (the doer) and predicate (the action) Identify sentence types: statements, questions Conjunctions: and, but, because, so, or Identify fragments and sentences Identify and define adverbs. Match to common verbs (e.g. measure carefully, smile cheerfully). Identify all sentence types: statement, command question, exclamation 	<ul style="list-style-type: none"> Expand simple sentences (when? who/what? where?). e.g. She walked. --> One sunny day, a little girl walked up a mountain. Expand simple sentences with an adjective (to describe the subject or object in the sentence) Convert fragments to sentences More Sentence expansion (who, what, when, where, why, how) Write simple sentence containing prepositional phrase (Before the show, we went to the park.) Develop questions given a picture of text material- who, what, where, when Write compound sentences using and, but, so, or (I woke up late, so I missed the bus) Complete because, but, so sentences from sentence stems (I woke up late because...) (I woke up late, but...) (I woke up late, so...) Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after). e.g. After we clean our teeth,... Complete sentences when provided with a sentence stem containing a subordinate conjunction (if, when). e.g. When the turtle crossed the finished line,... Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after, if, when). Combine 2 sentences using a conjunction (because, but, so, after, before, if) Identify fragments vs. sentences (sentences must contain a subject and a predicate) Convert fragments to sentences (sentences must contain a subject and a predicate) Identify and define pronouns (= for nouns)- I, you, he, she, they, it, we, him, her, it, us Combine two-short declarative sentences (compound subject). e.g. Mary went swimming. Bob went swimming. --> Mary and Bob went swimming. (2 lessons) Combine two-short declarative sentences (compound predicate). e.g. Mary ate apples. Mary ate bananas. --> Mary ate apples and bananas. (2 lessons) Expand simple sentences (who/what? where? how?) with an adverb (to describe a verb). e.g. She crept --> the little girl carefully crept to the kitchen. (3 lessons) Identify 4 sentence types: statements, questions, commands, exclamations Develop sentences (statement, question, command, exclamation) based on a picture or story Complete sentences when provided with a sentence stem containing a subordinate conjunction (before, after, if, when). <p>Embedded Punctuation Knowledge</p> <ul style="list-style-type: none"> Capital letters (Sentence and Proper Nouns) Commas after fronted adverbials (e.g. prepositional or adverb phrase) Commas before coordinating conjunctions Ending punctuation: <ul style="list-style-type: none"> Full stops Question marks Exclamation marks Edit sentences for boundary punctuation □ embedded in because but so, and sentence types 	<ul style="list-style-type: none"> Build (we do) short introductions (1-2 sentences) for narratives, information texts Build (we do) single paragraph outlines (SPO) for information texts SPO cont ??persuasive SPOs

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)
Year 2 <i>Term 1</i> <i>Term 2</i> <i>Term 3</i> <i>Term 4</i>	<ul style="list-style-type: none"> Consolidate Y1 grammar knowledge Types of nouns: common, proper, pronouns Identify and define adjectives. Match them to common nouns (e.g. sharp knife, fast car, little girl) Subject (the doer: who) and predicate (the action: do/does what) Identify and define pronouns (= for nouns)- I, you, he, she, they, it, we, him, her, it, us Types of verbs: action, being, feeling Adjectives and adverbs Identify fragments and sentences Define subjects and predicates and identify within clauses Identify all sentence types: statement, command question, exclamation Conjunctions: and, but, because, so, or Synonyms, Antonyms <p>Paragraphs:</p> <ul style="list-style-type: none"> Identify topic sentences Identify supporting details Identify concluding sentence 	<ul style="list-style-type: none"> Expand simple sentences. e.g. (who/what? when? where? why?) Expand simple sentences with an adjective (to describe the subject or object in the sentence) Identify sentence types: statements, questions, commands, exclamations Edit sentences for boundary punctuation Expand simple sentences (who/what? where? how?) with an adverb (to describe a verb). e.g. She crept --> the little girl carefully crept to the kitchen. Complete sentences when provided with but, because, so sentence stems (compound and complex sentences) Sentence expansion (who, what, when, where, why, how) Write simple and compound sentences (FANBOYS) - Coordinating conjunctions Complete because, but, so sentences Complete sentences when provided with a sentence stem containing a subordinate conjunction D, I (before, after, if, when). e.g. After Lucy stepped out of the wardrobe, ... Complete sentences when provided with a sentence stem containing a subordinate conjunction D, I (Even though, although). e.g. Even though it was a hot day... Convert fragments to sentences Combine 2-3 sentences Correct run-on sentences Writing sentences with subordinating conjunctions to intro dependent clauses at beginning of sentences (after, before, when, if) (before I went to bed, I brushed my teeth) Combine 2-3 short declarative sentences using pronouns and conjunction. e.g. Jan likes swimming. Jan Likes ice-skating. Jan does not like soccer. Jan likes swimming and ice-skating. --> Jan likes swimming and ice-skating, but she does not like soccer. Expand a simple sentence with a fronted adverbial phrase/adverb (how? who/what? where?). (e.g. Without a sound, Joe tiptoed to the kitchen. Carefully and nervously, Beth climbed the ladder of the Faraway tree). Develop sentences (statement, question, command, exclamation) based on a picture or story <p>Embedded Punctuation Knowledge</p> <ul style="list-style-type: none"> Capital letters (Sentence and Proper Nouns) Ending punctuation: <ul style="list-style-type: none"> Full stops Question marks Exclamation marks Commas for lists Commas after compound clauses (FANBOYS) 	<ul style="list-style-type: none"> Brainstorming ideas and building (we do) single paragraph outlines (SPO) for information texts Generate topic sentences (from key words and phrases) Select details that support topic sentences Use connectors to link sentences e.g. first, second, next, finally, in the end, such as, although

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)
Year 3 <i>Term 1</i> <i>Term 2</i> <i>Term 3</i> <i>Term 4</i>	<ul style="list-style-type: none"> Consolidate Yr 1 + 2 grammar knowledge Identify subject and predicate Identify conjunctions Identify dependent / subordinate clauses Identify appositives in a sentence Identify noun, verb, adverb and adverbial phrase Note taking conventions, abbreviations, symbols (/ = □ < > +) <p>Paragraphs:</p> <ul style="list-style-type: none"> Introduce single paragraph outline (SPO) Identify topic sentences Identify supporting details Identify concluding sentence Identify transition words (e.g. conjunctive adverbs: however, therefore, nevertheless; see The Writing Revolution for complete list of transition words) <ul style="list-style-type: none"> Consolidate Yr 1 + 2 word knowledge Nouns- common, proper Phrases Subject + predicate Clauses (contain a subject and predicate)- can be dependent or independent Adverbial phrase Coordinating conjunctions: and, but, so, or Subordinating conjunctions: start with subordinating conjunctions depicting time (e.g. after, when), cause (e.g. because), and concession (e.g. although). Modal verbs and adverbs Appositives Apostrophes 	<ul style="list-style-type: none"> Consolidate Yr 1 + 2 sentence construction Complete but, because, so sentences from sentence stems (but + so are coordinating conjunctions so use a comma, because is a subordinating conjunction so no comma) (I woke up late, but...) (I woke up late, so...) (I woke up late because...) Expand sentences using adverbial phrase (time, place, manner): (Without a sound, the boy little girl crept down the hall) Create compound sentences using coordinating conjunctions and, but, so, or (comma before the coordinating conjunction to separate independent clauses) (I woke up late, so I missed the bus) Create sentences that include appositives (an additional noun phrase to give more information) Create complex sentences using subordinate conjunctions to separate clauses (e.g. whenever, even though, although, since, because) Sentence combining of 2 and 3 sentences Create a new sentence that follows a given sentence using a transition word/phrase (e.g. The colonists struggled in the winters. For example, _____.) Edit sentences to improve meaning, structure and content Sentence combining of 3-4 sentences Writing Ving and Ved Clauses (e.g. Losing her breath, she bolted down the hill; Overlooked by his teacher], the boy called out). <p>Embedded Punctuation Knowledge</p> <ul style="list-style-type: none"> Consolidate Yr 1 + 2 punctuation Capital letters (Sentence and Proper Nouns) Ending punctuation: <ul style="list-style-type: none"> Full stops, Question marks, Exclamation marks Commas for lists Comma usually after an adverbial/ adverbial phrase at the beginning of a sentence (fronted adverbial) Commas to separate clauses <ul style="list-style-type: none"> I D – no comma when independent clause precedes dependent clause* (It starts to rain whenever I go for a walk) D, I – comma when dependent clause precedes independent clause* (Whenever I go for a walk, it starts to rain) Word contractions for apostrophes (e.g. haven't → have not) Apostrophes signalling possessive common and proper nouns- e.g. the mother's scarf, Tom's house Proof reading and editing for punctuation 	<ul style="list-style-type: none"> Consolidate Yr 1 + 2 paragraph and text composition Note taking from 1-3 sentences Transforming notes into sentences Using common abbreviations and symbols for note-taking and on SPOs Filling in some details for paragraphs (SPOs) for information/persuasive texts Create sentences containing transition words and phrases to indicate: time and sequence, conclusion, illustration, change of direction and emphasis (see The Writing Revolution for complete list of transition words) Improve and develop topic and concluding sentences using the strategies of sentence types, appositives and subordinating conjunctions Revising and editing an unelaborated paragraph Outlining and then drafting and revising paragraphs (SPOs) for information/persuasive texts <ul style="list-style-type: none"> Short narrative unit Short persuasive unit

Years 1-3 genre composition <i>(2 weeks per term for explicit teaching of genre writing)</i>	<ul style="list-style-type: none"> Narrative Narrative (+Recount) Information/Explanation Procedural Persuasive
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Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)
Year 4 <i>Term 1</i> <i>Term 2</i> <i>Term 3</i> <i>Term 4</i>	<ul style="list-style-type: none"> Consolidate Yr 1 - 3 sentence knowledge Identify key words and phrases in a given paragraph Identify adverbial and prepositional phrases (late in term) Identify and correct errors in verb tense and number agreement in a given sentence or paragraph <ul style="list-style-type: none"> Consolidate Yr 1- 3 word knowledge Nouns- common, proper, concrete, abstract • Pronouns and connectives used for text cohesion All coordinating conjunctions: for, and, nor, but, or, so FANBOYS- (ensure others are understood before introducing for and nor) Subordinating conjunctions: depicting time (e.g. after, when), cause (e.g. because), concession (e.g. although), comparison (e.g. just as), place (e.g. wherever), manner (e.g. as though), and purpose (e.g. so that). <p>Paragraphs:</p> <ul style="list-style-type: none"> Transition words-(e.g. conjunctive adverbs: however, therefore, nevertheless; see The Writing Revolution for complete list of transition words) -- Link to persuasive outlines. MPOs: <ul style="list-style-type: none"> Identify general statements Identify specific statements Identify thesis statements 	<ul style="list-style-type: none"> Consolidate Yr 1 -3 sentence construction Create compound sentences using coordinating conjunctions for, or, nor, yet FANBOYS (comma before the coordinating conjunction to separate independent clauses) (1 week only, skip and/but/so) (Tom refuses to eat peas, nor will he touch beans) Review crafting complex sentences using a range of subordinate conjunctions to separate clauses (e.g. whenever, even though, although, since, because, even if, unless, while) Create sentences that include appositives (an additional noun phrase to give more information) (Mr Murphy, the school principal, walked into the classroom) <p>John Howard was the Prime Minister. He retired at 64. → John Howard, who was the Prime Minister of Australia, retired at the age of 64.</p> <ul style="list-style-type: none"> Sentence combining of 2, 3, 4 sentences Writing Ving and Ved Clauses (e.g. Losing her breath, she bolted down the hill; Overlooked by his teacher], the boy called out). Note taking from 2-3 sentences and paragraphs Expanding sentences from notes Practice and use all types of transition words (time and sequence, conclusion, illustration, change of direction, emphasis) in sentences Correcting verb tense and number agreement in given sentences and then own writing Edit sentences to improve meaning, structure and content <p>Embedded Punctuation Knowledge</p> <ul style="list-style-type: none"> Consolidate Yr 1- 3 punctuation Quotation marks <ul style="list-style-type: none"> Dialogue Quotes 	<ul style="list-style-type: none"> Consolidate Yr 1-3 SPO planning Convert a given paragraph into a single paragraph outline (SPO) (revisit for persuasive) Create a SPO for text structures already introduced (emphasis on persuasive) Underlining key words and phrases in a paragraph (revisit for persuasive) <ul style="list-style-type: none"> Writing dialogue using quotations marks Compose sentences using a range of transition words and phrases to indicate: time and sequence, conclusion, illustration, change of direction and emphasis (see The Writing Revolution for complete list of transition words) Generate general, specific, thesis statements Plan full MPO based on TAP

Year Level	Concept Development (Grammar)	Skill Development (Sentence Construction) + Embedded Punctuation	Skill Development (Paragraph & Text Composition)
Year 5 <i>Term 1</i> <i>Term 2</i> <i>Term 3</i> <i>Term 4</i>	<ul style="list-style-type: none"> Consolidate Yr 1-4 sentence knowledge Complete segments of MPO (multiple paragraph outline) as a class Consolidate Yr 1-4 word knowledge Possessive nouns Apostrophes <p>Paragraphs:</p> <ul style="list-style-type: none"> Identify topic sentences Identify supporting details Identify concluding sentence Identify (e.g. conjunctive adverbs: however, therefore, nevertheless; see The Writing Revolution for complete list of transition words) MPOs: <ul style="list-style-type: none"> Identify general statements Identify specific statements Identify thesis statements Revise briefly in term 1 	<ul style="list-style-type: none"> Consolidate Yr 1-4 sentence construction <ul style="list-style-type: none"> Completing then writing compound sentences using coordinating conjunctions Completing then writing complex sentences using a range of subordinate conjunctions Create sentences that include appositives Combining two sentences using a relative clause Sentence combining of 2, 3, 4 sentences Writing Ving and Ved Clauses (e.g. Losing her breath, she bolted down the hill; Overlooked by his teacher], the boy called out). Note taking from 2-3 sentences Practice and use all types of transition words Edit sentences to improve meaning, structure and content <p>Embedded Punctuation Knowledge</p> <ul style="list-style-type: none"> Consolidate Yr 1-4 punctuation Apostrophes signalling possessive common and proper nouns- e.g. the mother's scarf, Tom's house. I, I – Independent clause, FANBOYS Independent clause – comma before the coordinating conjunction. Identify – Independent clause + subordinating conjunction + dependent clause - no comma when independent clause precedes dependent clause D, I – Dependent clause, subordinating conjunction + independent clause- comma when dependent clause precedes independent clause 	<ul style="list-style-type: none"> Consolidate Yr 2-4 paragraph and text composition Develop main ideas for MPOs Create 3 and 4 paragraph MPO (multiple paragraph outline) Create a SPO for text structures already introduced Insert transitions in paragraphs Cite evidence from text using illustration transitions <p>Short story grammar narrative unit in Term 1</p>
Year 6 <i>Term 1</i> <i>Term 2</i> <i>Term 3</i> <i>Term 4</i>	<ul style="list-style-type: none"> Review throughout Year: Consolidate Yr 1-5 sentence knowledge Consolidate Yr 1-5 word knowledge Consolidate Yr 1-5 paragraph knowledge MPOs: <ul style="list-style-type: none"> Identify general statements Identify specific statements Identify thesis statements 	<ul style="list-style-type: none"> Consolidate Yr 1-5 sentence construction (see <i>year 5 summary above</i>) Edit sentences to improve meaning, structure and content <p>Embedded Punctuation Knowledge</p> <ul style="list-style-type: none"> Commas to separate clauses: I, I – Independent clause, FANBOYS Independent clause – comma before the coordinating conjunction. Identify – Independent clause + subordinating conjunction + dependent clause - no comma when independent clause precedes dependent clause D, I – Dependent clause, subordinating conjunction + independent clause- comma when dependent clause precedes independent clause 	<ul style="list-style-type: none"> Consolidate Yr 4-5 paragraph and text composition Transitions between and within paragraphs Developing and refining MPO/SPO plans Writing, editing, revising full pieces Edit for vocab choice, style, improving sentence structure (e.g. conjunctions, combining, clauses.) Developing and refining persuasive techniques Develop main ideas for MPOs Develop various types of MPOs

Years 4-6 genre composition
(3 weeks per term for explicit teaching of genre writing)

Narrative Narrative (+Recount)

- Persuasive
- Procedural- tie in with colonies & federation
- Information/Explanation

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|--|--|
| | <ul style="list-style-type: none">• Poetry |
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Based upon the Reading Science in Schools (RSiS) Syntax Scope and Sequence



Syntax Scope & Sequence

Explicit Teaching Sequence Kindergarten – Year 6

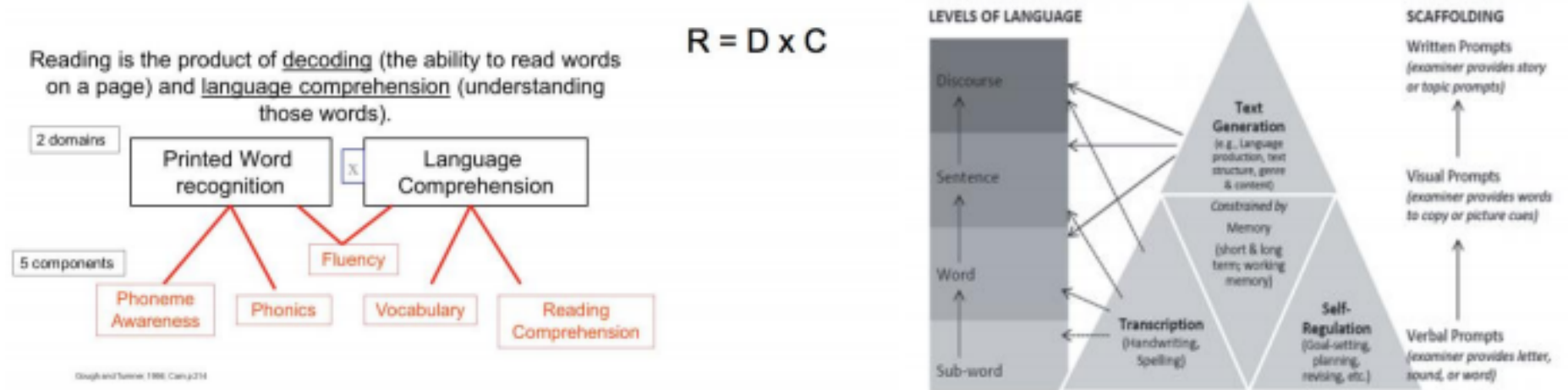
“Writing and reading are related.”

Research has shown that when students receive writing instruction, their reading fluency and comprehension improve.

This scope and sequence should be used with the text *The Writing Revolution* (TWR) (Hochman & Wexler, 2017).

Simple View of Writing Simple View of Reading

(Berninger & Amtmann, 2003) (Gough & Tunmer, 1986)



Recommended books to use with the K-6 Sentence Scope and Sequence:

