

West Torrens Partnership (Draft 28/01/15)	Australian Curriculum English V7.3	Year 2
Year Level Description		
<p>The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.</p> <p>Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.</p> <p>Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.</p>		
Achievement Standard		
<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p> <p><b>Productive modes (speaking, writing and creating)</b> When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.</p>		
Content Descriptors		
Language	Literature	Literacy
<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Identify language that can be used for appreciating texts and the qualities of people and things</li> <li>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose</li> <li>Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms</li> <li>Recognise that capital letters signal proper nouns and commas are used to separate items in lists</li> <li>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines</li> <li>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</li> <li>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</li> <li>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</li> <li>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</li> <li>Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words</li> <li>Recognise common prefixes and suffixes and how they change a word's meaning</li> <li>Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created</li> <li>Compare opinions about characters, events and settings in and between texts</li> <li>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences</li> <li>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways</li> <li>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs</li> <li>Create events and characters using different media that develop key events and characters from literary texts</li> </ul>	<ul style="list-style-type: none"> <li>Discuss different texts on a similar topic, identifying similarities and differences between the texts</li> <li>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions</li> <li>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</li> <li>Rehearse and deliver short presentations on familiar and new topics</li> <li>Identify the audience of imaginative, informative and persuasive texts</li> <li>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</li> <li>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</li> <li>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</li> <li>Reread and edit text for spelling, sentence-boundary punctuation and text structure</li> <li>Write legibly and with growing fluency using unjoined upper case and lower case letters</li> <li>Construct texts featuring print, visual and audio elements using software, including word processing programs</li> </ul>