Year 2 plan — Australian Curriculum: English

Implementation year: School name:

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| Identify curriculum | Year level description  (highlighted aspects indicate differences from the previous year level) | In Year 2, students communicate with peers, teachers, students from other classes, and community members.  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.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  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.  Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions. | | | |
| Achievement standard | Receptive modes (listening, reading and viewing)  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.  Productive modes (speaking, writing and creating)  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. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>. | | | |
| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| Telling stories about family and friends  Children listen to and record stories from family, friends and community members to learn about their own history and the history of others, including Aboriginal peoples’ and Torres Strait Islander peoples’ oral narrative traditions that reinforce family connections.  Children record and retell stories as a multimodal text. | Persuading people  Children listen to, read, view and compare persuasive texts and analyse the features of persuasive texts.  Children create short persuasive texts explaining their personal preferences for a text or texts. | Exemplar unit: Finding and using information  Children listen to, read, view, interpret and create multimodal texts that inform and explain. Children understand the structure and organisation of these texts and the way language and visuals (including illustrations and diagrams) are used to communicate information.  Children give a spoken/signed explanation of key facts about their chosen topic and create a multimodal informative report including written facts, supporting evidence and illustrations or images. | Stories from Australia  Children explore Australian poetry and stories, visual art and music inspired by the environment, historic buildings or where an author or artist lives, including Aboriginal peoples and Torres Strait Islander peoples who have stories, poetry, oral narrative traditions deeply connected to land and country.  Children analyse texts using new knowledge of context, language and visual features.  Children create a multimodal dramatic performance of a poem. |
| Aboriginal and Torres Strait Islander perspectives | English provides opportunities for children to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature * Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies * The diversity of Indigenous experiences and their representation in literature and other texts.   English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for children to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, children develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. | | | |

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| Teaching and learning | General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asia | | |
| Key to general capabilities and cross-curriculum priorities | Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  Description: gc_critical Critical and creative thinking  Description: gc_ethical Ethical behaviour  Description: gc_personal_social Personal and social capability  Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | | | | | | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, see: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) | An assessment folio is a targeted collection of a child’s work for ongoing review and analysis, and for reporting a child’s achievement and progress at a point in time. Administrators and teachers determine the evidence that will be collected to demonstrate a pattern of achievement within the child’s learning across the Australian Curriculum and the remaining Queensland learning areas, where applicable. | | | | | | | | |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | | |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | |
| 1–10 | Observations, anecdotal evidence and checklists | 1–10 | Observations, anecdotal evidence and checklists | 1–10 | Observations, anecdotal evidence and checklists | 1-10 | | Observations, anecdotal evidence and checklists |
| 6 | Imaginative: Literary retelling (Multimodal)  Create an imaginative story. | 7 | Persuasive: Speech (Spoken/signed)  Present a persuasive speech. | 7–8 | Informative: Report on key facts (Spoken/signed)  Explain key facts on a chosen topic. | 1–10 | | Informative: Exposition (Spoken/signed)  Explain features of multimodal texts. |
|  | Year 2 Diagnostic Net continua |  | Year 2 Diagnostic Net validation | 9-10 | Informative: Presentation (Multimodal)  Create an informative presentation to present new content about a topic of interest. | 7 | | Imaginative: Performance (Multimodal)  Present a dramatic poetry performance. |
|  |  |  |  |  | The following assessment packages in the QSA Assessment Bank could be used as assessment in this unit:   * *Words and pictures* * *Bread — from farm to table.* |  | |  |
| Make judgments and use feedback | Moderation | Teachers meet to review samples of multimodal presentations and moderate to ensure consistency of judgments. | | Curriculum leaders randomly sample folios to check for consistency of teacher judgments. | | Teachers meet to review data collected using the Year 2 Diagnostic Net. | | School cluster moderates data collected using the Year 2 Diagnostic Net to ensure comparability of standards across the State. | | |

Year 2 English: review for balance and coverage of content descriptions

| Language | 1 | 2 | 3 | 4 |
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| Language variation and change | | | | |
| 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 [(ACELA1460)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1460) | ✓ | ✓ | ✓ | ✓ |
| Language for interaction | | | | |
| 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 [(ACELA1461)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1461) | ✓ |  | ✓ |  |
| Identify language that can be used for appreciating texts and the qualities of people and things [(ACELA1462)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1462) | ✓ |  | ✓ |  |
| Text structure and organisation | | | | |
| Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose [(ACELA1463)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1463) |  | ✓ | ✓ | ✓ |
| Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms [(ACELA1464)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1464) | ✓ |  |  | ✓ |
| Recognise that capital letters signal proper nouns and commas are used to separate items in lists [(ACELA1465)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1465) |  | ✓ | ✓ | ✓ |
| Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines [(ACELA1466)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1466) | ✓ | ✓ | ✓ |  |
| Expressing and developing ideas | | | | |
| 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 [(ACELA1467)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1467) | ✓ | ✓ | ✓ |  |
| Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups/phrases can be expanded using articles and adjectives [(ACELA1468)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1468) | ✓ | ✓ |  | ✓ |
| 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 [(ACELA1469)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1469) | ✓ |  |  | ✓ |
| Expressing and developing ideas | | | | |
| 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 [(ACELA1470)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1470) | ✓ | ✓ | ✓ |  |
| 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 [(ACELA1471)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1471) | ✓ | ✓ |  | ✓ |
| Recognise common prefixes and suffixes and how they change a word’s meaning [(ACELA1472)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1472) | ✓ | ✓ |  | ✓ |
| Sound and letter knowledge | | | | |
| Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations [(ACELA1474)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1474) | ✓ | ✓ |  |  |

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| Literature | 1 | 2 | 3 | 4 |
| Literature and context | | | | |
| Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created [(ACELT1587)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1587) | ✓ | ✓ |  | ✓ |
| Responding to literature | | | | |
| Compare opinions about characters, events and settings in and between texts [(ACELT1589)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1589) | ✓ | ✓ | ✓ | ✓ |
| Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences [(ACELT1590)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1590) | ✓ | ✓ |  | ✓ |
| Examining literature | | | | |
| Discuss the characters and settings of different texts and explore how language is used to present these features in different ways [(ACELT1591)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1591) |  | ✓ |  | ✓ |
| Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs [(ACELT1592)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1592) |  | ✓ |  | ✓ |
| Creating literature | | | | |
| Create events and characters using different media that develop key events and characters from literary texts [(ACELT1593)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1593) | ✓ | ✓ | ✓ | ✓ |

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| Literacy | 1 | 2 | 3 | 4 |
| Texts in context | | | | |
| Discuss different texts on a similar topic, identifying similarities and differences between the texts [(ACELY1665)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1665) |  | ✓ | ✓ |  |
| Interacting with others | | | | |
| Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions [(ACELY1666)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1666) |  | ✓ | ✓ |  |
| 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 [(ACELY1789)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1789) | ✓ |  | ✓ | ✓ |
| Rehearse and deliver short presentations on familiar and new topics [(ACELY1667)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1667) | ✓ |  | ✓ | ✓ |
| Interpreting, analysing, evaluating | | | | |
| Identify the audience of imaginative, informative and persuasive texts [(ACELY1668)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1668) | ✓ | ✓ | ✓ | ✓ |
| 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 [(ACELY1669)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1669) |  | ✓ | ✓ | ✓ |
| 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 [(ACELY1670)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1670) | ✓ | ✓ | ✓ | ✓ |
| Creating texts | | | | |
| 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 [(ACELY1671)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1671) | ✓ | ✓ | ✓ | ✓ |
| Reread and edit text for spelling, sentence-boundary punctuation and text structure [(ACELY1672)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1672) | ✓ | ✓ | ✓ | ✓ |
| Write legibly and with growing fluency using unjoined upper case and lower case letters [(ACELY1673)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1673) | ✓ |  | ✓ | ✓ |
| Construct texts featuring print, visual and audio elements using software, including word processing programs [(ACELY1674)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1674) | ✓ |  |  | ✓ |

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10,* <www.australiancurriculum.edu.au/English/Curriculum/F-10>.