Year 2 unit overview — Australian Curriculum: English

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

| School name | Unit title | Duration of unit |
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| Our School | Finding and using information | 10 weeks |

| Unit outline |
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| Children listen to, read, view and interpret audio, electronic, digital, written and multimodal texts which are designed to inform. These informative texts present new content about topics of interest and link to topics being studied in other areas of the curriculum.  Children understand:   * the structure and organisation of informative and procedural texts * new vocabulary for informative and procedural texts * how illustrations and diagrams support the meaning of informative texts.   Inquiry questions for the unit:   * What familiar informative texts are found and used in everyday life? * How is information presented in different ways, using illustrations and diagrams to add meaning? * How do we choose language to make instructions clear? * How do we express and give reasons for preferences? |

| Identify curriculum | | | |
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| Content descriptions to be taught | | | General capabilities and cross‑curriculum priorities |
| Language | Literature | Literacy |
| 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) * 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 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) | Responding to literature   * Compare opinions about characters, events and settings in and between texts [(ACELT1589)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1589)   **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)   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) | 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) | Description: gc_literacy Literacy   * Develop the skills to learn and communicate confidently in listening: reading and viewing; writing, speaking and creating print; and visual and digital materials   Description: gc_numeracy Numeracy   * Develop understanding about how the numerical system is used in texts within everyday environments, including shopping and food production   Description: gc_ict **ICT capability**   * Explore how ICTs use symbols and systems to create and communicate meaning through online shopping, food blogs and cooking shows * Use a range of digital technologies to create, publish and present learning   Description: gc_critical Critical and creative thinking   * Sequence instructions using new vocabulary   Description: gc_personal_social **Personal and social capability**   * Develop communication skills for conversation in everyday situations including social interaction at meal times, shopping and giving reasons for personal preferences, and working collaboratively in a team   Description: gc_intercultural Intercultural understanding   * Develop early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community   Aboriginal and Torres Strait Islander histories and cultures   * Develop early awareness of diversity by exploring the language and cultural practices associated with locating and preparing bush food from local area   Description: cc_asia Asia and Australia’s engagement with Asia   * Develop early awareness of diversity through exploration of rituals associated with food   Description: cc_sust Sustainability   * Develop an awareness of sustainable practices employed by local Aboriginal peoples and Torres Strait Islander peoples (e.g. strategies for sustaining food production in challenging environmental conditions) |

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| 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. | |
| Relevant prior curriculum | Curriculum working towards |
| **The Queensland Year 1 learning statements**  Children will have been provided with opportunities to:   * read or view a range of print and electronic text types for different purposes and contexts * use concepts of print, including alphabetic knowledge and knowledge of symbols, when reading written, electronic or multimodal texts * read with automaticity and fluency using prior knowledge and by predicting and confirming words using graphophonic, semantic and syntactic cues * use a range of strategies to make meaning from the language, visual and structural features of text * draw on a range of strategies to maintain meaning including subvocalising, reading on and rereading * understand supportive texts by recalling and locating information directly stated in the text, retelling events in appropriate sequence to summarise, and drawing simple inferences from visual and print information contained in the text | Year 3 Australian Curriculum  Children will be provided with opportunities to:   * listen to, read and view an increasing range of spoken, written and multimodal texts, identifying their different purposes. * retrieve literal information in texts, explain ideas, events and actions, referring closely to selected detail. * share personal responses to and opinions about texts, providing relevant supporting information and detail. * plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose. * plan and deliver short presentations, providing some key details in logical sequence. |

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| Bridging content |
| The focus is on explicit teaching of:   * using ICTs to create non-literary informative presentations * text structures and language features of procedural and information texts. |
| Links to other learning areas |
| The skills, processes and knowledge of text structures and organisation developed in English will be explored across a range of learning areas. They will be developed to include the specific language and structure of the learning area. For example, an information report in Science will use structure and language specific to Science. |

| Assessment | | Make judgments |
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| Describe the assessment | Assessment date | Teachers gather evidence to make judgments about the following characteristics of children’s work:  Receptive   * use of context, prior knowledge, punctuation, language and phonic knowledge to monitor meaning and self-correct   Productive   * selection and organisation of relevant ideas, information and images to support meaning in creating a report and a short presentation * use of topic specific vocabulary and spoken language features in a short presentation about their favourite celebration or event.   For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) |
| Children are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in folios and allows for ongoing feedback to children on their learning.  Year 2 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.  The teaching and learning experiences throughout the term provide opportunities for children to develop the understanding and skills required to complete these assessments. As children engage with these learning experiences the teacher can provide feedback on specific skills. |  |
| Reading and comprehension in context  The sequence of teaching and learning experiences allows opportunities for teachers to gather evidence of children:   * discussing preferences and giving reasons, making accurate observations, selecting and sharing information and explaining processes * reading, viewing and discussing a range of digital and print-based informative texts * analysing informative language and the way images and diagrams are used to communicate meaning * reading fluently and expressively, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge. | Ongoing |
| **Collection of student work samples in preparation for developing the report and the short presentation**  Teachers will collect objects or artefacts the children develop or make within everyday learning experiences, e.g. writing recipes, research and observation notes, highlighting information in text, selecting and creating images and diagrams to explain processes. | Ongoing |
| **Informative: Report on key facts (Spoken/signed)**  Collaboratively, and with teacher support, children will research, write and illustrate an information report on local food production, or traditional food preparation, including diagrams. | Weeks 7 and 8 |
| **Informative: Presentation** (M**ultimodal)**  Children will create an individual simple presentationincluding a procedure for preparation of a food from their favourite celebration or event and give reasons for choosing the celebration and food. | Weeks 9 and 10 |

| Teaching and learning | Supportive learning environment | |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| * Read, view, discuss and interpret a range of familiar and unfamiliar informational and instructional text types. * Compare informative texts with literary texts. * Introduce topic specific vocabulary and create opportunities for children to use and practise making conscious choices about vocabulary to suit audience and purpose. * Identify purpose and audience for informative and procedural texts. * Identify the purpose of headings, diagrams and text in information texts. * Explore and collaboratively analyse the layout of familiar informative texts using headings, diagrams and structure. * Explain that informative text is written as commands and is explained in steps. * Explain how connections can be made between steps in instructions. * Collaboratively create an information report about the researched topic to demonstrate text structure and organisation. * Identify an instructional process to model the purpose and text structure of instructions using the information from the report. * Model how to write an informative text and encourage the children to brainstorm a variety of verbs to make the instruction clear. * Locate and create images to illustrate the chosen topic, including diagrams. * Practise reading instructions to one another and provide feedback to partner on ways to improve interaction skills. * Create a spoken report about a favourite food and explain how to make it and why it is a favourite. * Present instructions and procedures in a class blog or as posters. | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any student to participate and experience success in learning.  The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Children would benefit from  access to:   * PC/laptops on a daily basis * internet * a secure website production site.   Professional persons of interest may include:   * local Aboriginal and Torres Strait Islander families and communities * parents, carers and community members from other cultural groups * a local producer. |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children on their strengths and areas for improvement.  Children reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for children to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * children’s common misconceptions that need, or needed, to be clarified. |