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|  | Year 2 standard elaborations — Australian Curriculum: English |

### Purpose

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. They can be used as a tool for:

* making consistent and comparable judgments about the evidence of learning in a folio of student’s work
* developing task-specific standards for individual assessment tasks.

### Structure

The SEs are developed using the **Australian Curriculum achievement standard**. The achievement standard for English describes the learning expected of students at each year level. In English, the achievement standard is described in two modes — **receptive** and **productive**. The first paragraph in each describes what students are expected to understand, and the second paragraph describes what students are expected to be able to do having been taught the curriculum content. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate. Performance is represented in terms of complexity and familiarity of the standard being assessed using the scale:   
AP — applying, MC — making connections, WW — working with, EX — exploring, BA — becoming aware.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

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| Year 2 Australian Curriculum: English 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 and events, or to communicate factual information.  They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. 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 learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters. |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 English for Foundation–10*,  [www.australiancurriculum.edu.au/f-10-curriculum/english](https://www.australiancurriculum.edu.au/f-10-curriculum/english/) |

## Year 2 English standard elaborations

|  | | Applying (AP) | Making connections (AC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
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|  | | The folio of a student’s work has the following characteristics: | | | | |
| Receptive mode | Understanding | * identification and detailed description of text structures and language features used to:   + describe characters and events   + communicate factual information * understanding that similar texts share these characteristics | * identification and description of text structures and language features used to:   + describe characters and events   + communicate factual information * understanding that similar texts share these characteristics | * identification of text structures and language features used to:   + describe characters and events   + communicate factual information * understanding that similar texts share these characteristics | * guided identification of aspects of text structures and language features used to:   + describe characters and events   + communicate factual information * partial understanding that similar texts share these characteristics | * directed identification of aspects of text structures and language features used to:   + describe characters and events   + communicate factual information * fragmented understanding that similar texts share these characteristics |
| Skills | purposeful reading of texts that contain:   * varied sentence structures * some unfamiliar vocabulary * a significant number of high frequency sight words * images that provide extra information | effective reading of texts that contain:   * varied sentence structures * some unfamiliar vocabulary * a significant number of high frequency sight words * images that provide extra information | reading of texts that contain:   * varied sentence structures * some unfamiliar vocabulary * a significant number of high frequency sight words * images that provide extra information | guided reading of texts that contain:   * varied sentence structures * some unfamiliar vocabulary * a significant number of high frequency sight words * images that provide extra information | directed reading of texts that contain:   * varied sentence structures * some unfamiliar vocabulary * a significant number of high frequency sight words * images that provide extra information |
| purposeful monitoring of meaning and self-correction using knowledge of:   * phonics * syntax * punctuation * semantics * context | effective monitoring of meaning and self-correction using knowledge of:   * phonics * syntax * punctuation * semantics * context | monitoring of meaning and self-correction using knowledge of:   * phonics * syntax * punctuation * semantics * context | monitoring of meaning and partial self-correction using knowledge of:   * phonics * syntax * punctuation * semantics * context | monitoring of meaning and fragmented self-correction using knowledge of:   * phonics * syntax * punctuation * semantics * context |
| Receptive mode | Skills | purposeful use of knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency | effective use of knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency | use of knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency | developing use of knowledge of a variety of letter-sound relationships to read words of one or more syllables | emerging use of knowledge of letter-sound relationships to read words of one or more syllables |
| identification and detailed description of literal and implied meaning, main ideas and supporting detail | identification and description of literal and implied meaning, main ideas and supporting detail | identification of literal and implied meaning, main ideas and supporting detail | guided identification of literal and implied meaning, main ideas and supporting detail | directed identification of literal and implied meaning, main ideas and supporting detail |
| makes purposeful connections between texts by comparing content | makes effective connections between texts by comparing content | makes connections between texts by comparing content | makes partial connections between texts by comparing content | makes fragmented connections between texts by comparing content |
| listening for particular purposes and purposeful manipulation of:   * sound combinations * rhythmic sound patterns | listening for particular purposes and effective manipulation of:   * sound combinations * rhythmic sound patterns | listening for particular purposes and manipulation of:   * sound combinations * rhythmic sound patterns | listening for particular purposes and guided manipulation of:   * sound combinations * rhythmic sound patterns | listening for particular purposes and directed manipulation of:   * sound combinations * rhythmic sound patterns |
| Productive mode | Understanding | purposeful use of everyday language features and topic‑specific vocabulary when discussing own ideas and experiences | effective use of everyday language features and topic‑specific vocabulary when discussing own ideas and experiences | use of everyday language features and topic‑specific vocabulary when discussing own ideas and experiences | partial use of everyday language features and topic‑specific vocabulary when discussing own ideas and experiences | fragmented use of everyday language features and topic‑specific vocabulary when discussing own ideas and experiences |
| purposeful explanation of preferences for aspects of texts using other texts as comparisons | effective explanation of preferences for aspects of texts using other texts as comparisons | explanation of preferences for aspects of texts using other texts as comparisons | guided identification of preferences for aspects of texts using other texts as comparisons | directed identification of preferences for aspects of texts using other texts as comparisons |
| purposeful creation of texts that show how images support the meaning of the text | effective creation of texts that show how images support the meaning of the text | creation of texts that show how images support the meaning of the text | partial creation of texts that show how images support the meaning of the text | fragmented creation of texts that show how images support the meaning of the text |
| Productive mode | Skills | purposeful creation of texts drawing on own experiences, imagination and learned information | effective creation of texts drawing on own experiences, imagination and learned information | creation of texts drawing on own experiences, imagination and learned information | partial creation of texts drawing on own experiences, imagination and learned information | fragmented creation of texts drawing on own experiences, imagination and learned information |
| purposeful use of a variety of strategies to:   * engage in group and class discussions * make presentations | effective use of a variety of strategies to:   * engage in group and class discussions * make presentations | use of a variety of strategies to:   * engage in group and class discussions * make presentations | guided use of a variety of strategies to:   * engage in group and class discussions * make presentations | directed use of a variety of strategies to:   * engage in group and class discussions * make presentations |
| * consistent accurate spelling of words with regular spelling patterns * consistent spelling of words with less common long vowel patterns | * self-correction for accurate spelling of words with regular spelling patterns * self-correction for spelling of words with less common long vowel patterns | * accurate spelling of words with regular spelling patterns * spelling of words with less common long vowel patterns | * guided spelling of words with regular spelling patterns * developing spelling of words with less common long vowel patterns | * directed spelling of words with regular spelling patterns * emerging spelling of words with less common long vowel patterns |
| purposeful and consistent use of accurate punctuation | consistent use of accurate punctuation | use of accurate punctuation | developing use of accurate punctuation | emerging use of accurate punctuation |
| purposeful and consistent use of unjoined upper- and lower-case letters to write words and sentences legibly | consistent use of unjoined upper- and lower-case letters to write words and sentences legibly | use of unjoined upper- and lower-case letters to write words and sentences legibly | developing use of unjoined upper- and lower-case letters to write words and sentences legibly | emerging use of unjoined upper- and lower-case letters to write words and sentences legibly |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors |
| **AP**  **MC**  **WW**  **EX**  BA | applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations  makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations  works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them  exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them  becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standards — understanding and skills.

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| Dimension | Description |
| understanding | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| skills | the specific techniques, strategies and processes in a learning area |

### Terms used in Year 2 English SEs

These terms clarify the descriptors in the Year 2 English SEs. They help to clarify the descriptors and should be used in conjunction with the ACARA Australian Curriculum English glossary: [www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/english/Glossary).

| Term | Description |
| --- | --- |
| aspects | particular parts or features |
| clear;  clarity | easy to perceive, understand, or interpret, without ambiguity |
| connect;  connection | establish a link |
| consistent | regular in occurrence; in agreement and not self-contradictory |
| description; descriptive;  describe | give an account of characteristics or features |
| detailed; detail | meticulous; including many of the parts |
| developing | demonstrates understanding of knowledge using varying levels of skills |
| direction; directed; directed use | following the instructions of the facilitator |
| effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result |
| emerging;  emergent | demonstrates a basic understanding of aspects of knowledge and is beginning to use skills |
| explanation; explanatory;  explain | provide additional information that demonstrates understanding of reasoning and/or application |
| express; expression | to show, reveal, represent or put into words |
| familiar | situations or materials that have been the focus of prior learning experiences |
| fragmented | disjointed, incomplete or isolated |
| guided | visual and/or verbal prompts to facilitate or support independent action |
| identification; identify | establish or indicate who or what someone or something is |
| implied meaning | suggested but not directly expressed; information and ideas in texts that have an implied meaning may be:  interpreted to identify relationships among ideas, information, facts and values; these relationships include comparisons, and cause-and-effect  combined with prior experience to extrapolate on what is in the text  analysed to judge the logic of the text to, for example, identify particular points of view represented or fallacies inherent in the text  evaluated to make judgments using criteria  synthesised with literal meaning and other types of implied meaning to respond to an idea or thesis with creative thinking |
| interpret, interpretation | explaining the meaning of information or actions |
| language features | features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language);  choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production |
| literal meaning | taking words in their exact or most basic sense without metaphor or exaggeration; information and ideas in texts that have a literal meaning may be:  recognised or recalled  translated or changed into a different form by, for example, paraphrasing or restating |
| manipulate | to adapt or change |
| monitor meaning | a reading strategy that involves checking comprehension while a text is being read; by monitoring meaning, readers determine the parts of the text that are clear and those that are unclear and whether the unclear parts are critical to understanding the whole text; this strategy allows readers to identify ways in which a text becomes gradually more understandable by reading past an unclear portion and/or by rereading parts or the whole text |
| partial | attempted; incomplete evidence provided |
| productive modes | speaking, writing and creating |
| purposeful | intentional; focused and clearly linked to the goals of the task |
| receptive modes | listening, reading and viewing |
| self-correct | independently recognising and choosing an alternate way to make meaning |
| sentence | a unit of language consisting of one or more clauses that are grammatically linked and containing a finite verb; a written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark;  simple sentence: a single main clause that expresses a complete thought; it has a subject and a finite verb and may also have an object, for example ‘Mary is beautiful.’, ‘The ground shook.’, ‘Take a seat.’  compound sentence: two or more main clauses that are coordinated or linked in such a way as to make each clause of equal grammatical status; in the following example and is the coordinating conjunction: ‘We went to the movies *and* we saw the new action film.’ |
| text structure | a way in which information is organised in different types of texts (e.g. chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect);  choices in text structures and [language features](#language_features) together define a text type and shape its meaning |
| understand; understanding | to perceive what is meant, grasp an idea, and to be thoroughly familiar with |
| unfamiliar | situations or materials that have not been the focus of prior learning experiences |
| use of | to operate or put into effect |
| varied | a number of different things |