# Year 2 standard elaborations — Australian Curriculum v9.0: English

## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band

- develop task-specific standards (or marking guides) for individual assessment tasks

- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for English describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

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 where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

## Year 2 Australian Curriculum: English achievement standard

By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

# Year 2 English standard elaborations

| | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|---|---|---|---|---|---|
| | **The folio of student work contains evidence of the following:** | | | | |
| **Listening, speaking and creating** | • listening to texts including stories and interacting with others to apply knowledge when sharing ideas, topic knowledge and appreciation of texts<br>• purposefully creating* spoken texts sharing ideas, topic knowledge and appreciation of texts including details from learnt topics and topics of interest by<br>– recounting (including stories)<br>– informing<br>– expressing an opinion | • listening to texts including stories and interacting with others to make connections when sharing ideas, topic knowledge and appreciation of texts<br>• effectively creating* spoken texts sharing ideas, topic knowledge and appreciation of texts including details from learnt topics and topics of interest by<br>– recounting (including stories)<br>– informing<br>– expressing an opinion | • listening to texts including stories and interacting with others to share ideas, topic knowledge and appreciation of texts<br>• creating* spoken texts sharing ideas, topic knowledge and appreciation of texts including details from learnt topics and topics of interest by<br>– recounting (including stories)<br>– informing<br>– expressing an opinion | • listening to texts including stories and interacting with others to share ideas and/or topic knowledge and/or appreciation of texts variably<br>• variably creating* spoken texts sharing ideas by<br>– recounting (including stories) and/or<br>– informing and/or<br>– expressing an opinion | • beginning to listen to texts including stories and interacting with others to share ideas and/or topic knowledge and/or appreciation of texts<br>• beginning to create* spoken texts to<br>– recount and/or<br>– inform and/or<br>– express an opinion |
| | proficiently organising and linking ideas | applying a high level of skill when organising and linking ideas | organising and linking ideas | partially organising ideas | beginning to organise ideas |
| | • proficiently using language features† including topic-specific vocabulary<br>• proficiently using features of voice | • applying a high level of skill when using language features† including topic-specific vocabulary<br>• applying a high level of skill when using features of voice | • using language features† including topic-specific vocabulary<br>• using features of voice | • using aspects of language features† including topic-specific vocabulary<br>• using aspects of features of voice | • isolated use of language features† including topic-specific vocabulary<br>• isolated use of features of voice |

| | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|---|---|---|---|---|---|
| **Reading and viewing** | reading, viewing and comprehending texts to apply knowledge when identifying:<br>• literal and inferred meaning<br>• how ideas are presented through characters and events | reading, viewing and comprehending texts to make connections when identifying:<br>• literal and inferred meaning<br>• how ideas are presented through characters and events | reading, viewing and comprehending texts identifying:<br>• literal and inferred meaning<br>• how ideas are presented through characters and events | reading, viewing and comprehending texts exploring:<br>• literal and inferred meaning<br>• how ideas are presented through characters and events | reading, viewing and comprehending texts when beginning to identify:<br>• literal and inferred meaning<br>• how ideas are presented through characters and events |
| | applying knowledge when describing how similar topics and information are presented through the structure of narrative and informative texts | making connections when describing how similar topics and information are presented through the structure of narrative and informative texts | describing how similar topics and information are presented through the structure of narrative and informative texts | exploring how similar topics and information are presented through the structure of narrative and/or informative texts | becoming aware of how similar topics and information are presented through the structure of narrative and/or informative texts |
| | applying knowledge when identifying language features[†] and visual features | making connections when identifying language features[†] and visual features | identifying language features[†] and visual features | variable identification of language features[†] and visual features | isolated identification of language features[†] and visual features |
| | proficiently using phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words | applying a high level of skill using phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words | using phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words | guided use of phonic and morphemic knowledge, and grammatical patterns to variably read unfamiliar words and/or high-frequency words | beginning to use phonic and morphemic knowledge, and grammatical patterns to read words |
| | proficiently using punctuation for phrasing and fluency | applying a high level of skill using punctuation for phrasing and fluency | using punctuation for phrasing and fluency | variably using punctuation for phrasing and fluency | beginning to use punctuation for phrasing |

| | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
|---|---|---|---|---|---|
| **Writing and creating** | proficiently creating* written and/or multimodal texts for audiences to:<br>• inform<br>• express an opinion<br>• adapt an idea or<br>• narrate stories | effectively creating* written and/or multimodal texts for audiences to:<br>• inform<br>• express an opinion<br>• adapt an idea or<br>• narrate stories | creating* written and/or multimodal texts for audiences to:<br>• inform<br>• express an opinion<br>• adapt an idea or<br>• narrate stories | partially creating* written and/or multimodal texts for audiences to:<br>• inform<br>• express an opinion<br>• adapt an idea or<br>• narrate stories | beginning to create* written and/or multimodal texts for audiences to:<br>• inform<br>• express an opinion<br>• adapt an idea or<br>• narrate stories |
| | proficiently using text structures to organise and link ideas for a purpose | applying a high level of skill when using text structures to organise and link ideas for a purpose | using text structures to organise and link ideas for a purpose | variably using text structures to organise ideas for a purpose | beginning to use text structures to organise ideas for a purpose |
| | applying knowledge when punctuating simple and compound sentences | making connections punctuating simple and compound sentences | punctuating simple and compound sentences | variably punctuating simple and compound sentences | beginning to punctuate simple sentences |
| | applying knowledge using topic-specific vocabulary | making connections using topic-specific vocabulary | using topic-specific vocabulary | variably using topic-specific vocabulary | isolated use of topic-specific vocabulary |
| | proficiently writing words using consistently legible unjoined letters | applying a high level of skill writing words using consistently legible unjoined letters | writing words using consistently legible unjoined letters | variably writing words using unjoined letters | beginning to write words using unjoined letters |
| | proficiently spelling:<br>• words with regular spelling patterns<br>• using phonic and morphemic knowledge to attempt to spell words with less common patterns. | applying a high level of skill spelling:<br>• words with regular spelling patterns<br>• using phonic and morphemic knowledge to attempt to spell words with less common patterns. | spelling:<br>• words with regular spelling patterns<br>• using phonic and morphemic knowledge to attempt to spell words with less common patterns. | variably spelling:<br>• words with regular spelling patterns<br>• using phonic and morphemic knowledge to attempt to spell words with less common patterns. | isolated spelling:<br>• of words with regular spelling patterns<br>• using phonic and morphemic knowledge to attempt to spell words with less common patterns. |

| Key | **Shading** identifies the qualities or discernible differences in the AP–BA descriptors: |
|---|---|
| **AP** | 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 |
| **MC** | 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 begins to transfer skills to new situations |
| **WW** | Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them |
| **EX** | Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them |
| **BA** | Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them |

*creating (also create): To imagine or conceive, develop or produce (in print or digital form) spoken, written or multimodal texts and edit and publish work for an audience.

†language features: Features that support meaning (e.g. clause- and word-level grammar, vocabulary, figurative language, punctuation, images). Choices vary for the purpose, subject matter, audience and mode or medium.