

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 2. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9E2LA01 indicates Language strand.

Key to content description codes: English	
e.g. AC9E2LA01	Strands:
Australian Curriculum (AC)	• LA — Language
Version 9 (9)	• LE — Literature
English (E)	• LY — Literacy
Year 2 (2)	
Strand (LA, LE, LY)	
Content description number (##)	

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.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
By the end of Year 2	Students learn to:	
Students interact with others, and listen to and create spoken texts including stories.	• investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions	AC9E2LA01
	• discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways	AC9E2LE03
	• create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools	AC9E2LE05
	• use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions	AC9E2LY02
	• use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning	AC9E2LY05
	• create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace	AC9E2LY07
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.	• explore how language can be used for appreciating texts and providing reasons for preferences	AC9E2LA02
	• discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators	AC9E2LE01
	• identify features of literary texts, such as characters and settings, and give reasons for personal preferences	AC9E2LE02
	• discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways	AC9E2LE03
	• use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions	AC9E2LY02
	• create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace	AC9E2LY07
They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.	• explore how language can be used for appreciating texts and providing reasons for preferences	AC9E2LA02
	• identify how texts across the curriculum are organised differently and use language features depending on purposes	AC9E2LA03
	• experiment with and begin to make conscious choices of vocabulary to suit the topic	AC9E2LA09
	• identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs	AC9E2LE04
	• create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools	AC9E2LE05

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
	<ul style="list-style-type: none"> create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace 	AC9E2LY07
They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events.	<ul style="list-style-type: none"> navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links 	AC9E2LA05
	<ul style="list-style-type: none"> understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction 	AC9E2LA06
	<ul style="list-style-type: none"> understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups 	AC9E2LA07
	<ul style="list-style-type: none"> understand that images add to or multiply the meanings of a text 	AC9E2LA08
	<ul style="list-style-type: none"> discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators 	AC9E2LE01
	<ul style="list-style-type: none"> discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways 	AC9E2LE03
	<ul style="list-style-type: none"> identify how similar topics and information are presented in different types of texts 	AC9E2LY01
	<ul style="list-style-type: none"> identify the purpose and audience of imaginative, informative and persuasive texts 	AC9E2LY03
	<ul style="list-style-type: none"> read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting 	AC9E2LY04
	<ul style="list-style-type: none"> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning 	AC9E2LY05
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.	<ul style="list-style-type: none"> identify how texts across the curriculum are organised differently and use language features depending on purposes 	AC9E2LA03
	<ul style="list-style-type: none"> understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred 	AC9E2LA04
	<ul style="list-style-type: none"> navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links 	AC9E2LA05
	<ul style="list-style-type: none"> understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction 	AC9E2LA06
	<ul style="list-style-type: none"> understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups 	AC9E2LA07
	<ul style="list-style-type: none"> understand that images add to or multiply the meanings of a text 	AC9E2LA08
	<ul style="list-style-type: none"> recognise that capital letters are used in titles and commas are used to separate items in lists 	AC9E2LA10
	<ul style="list-style-type: none"> discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators 	AC9E2LE01
	<ul style="list-style-type: none"> discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways 	AC9E2LE03
	<ul style="list-style-type: none"> identify how similar topics and information are presented in different types of texts 	AC9E2LY01
<ul style="list-style-type: none"> identify the purpose and audience of imaginative, informative and persuasive texts 	AC9E2LY03	
They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words.	<ul style="list-style-type: none"> read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting 	AC9E2LY04
	<ul style="list-style-type: none"> manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words 	AC9E2LY09
	<ul style="list-style-type: none"> use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words 	AC9E2LY10
	<ul style="list-style-type: none"> use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words 	AC9E2LY11
	<ul style="list-style-type: none"> build morphemic word families using knowledge of prefixes and suffixes 	AC9E2LY12
They use punctuation for phrasing and fluency.	<ul style="list-style-type: none"> recognise that capital letters are used in titles and commas are used to separate items in lists 	AC9E2LA10
	<ul style="list-style-type: none"> read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting 	AC9E2LY04

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.	• explore how language can be used for appreciating texts and providing reasons for preferences	AC9E2LA02
	• understand that images add to or multiply the meanings of a text	AC9E2LA08
	• discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators	AC9E2LE01
	• identify features of literary texts, such as characters and settings, and give reasons for personal preferences	AC9E2LE02
	• create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools	AC9E2LE05
	• create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	AC9E2LY06
They use text structures to organise and link ideas for a purpose.	• identify how texts across the curriculum are organised differently and use language features depending on purposes	AC9E2LA03
	• understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred	AC9E2LA04
	• create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools	AC9E2LE05
	• create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	AC9E2LY06
They punctuate simple and compound sentences.	• understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction	AC9E2LA06
	• understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	AC9E2LA07
	• recognise that capital letters are used in titles and commas are used to separate items in lists	AC9E2LA10
	• create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	AC9E2LY06
They use topic-specific vocabulary.	• experiment with and begin to make conscious choices of vocabulary to suit the topic	AC9E2LA09
	• create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	AC9E2LY06
They write words using consistently legible unjoined letters.	• write words legibly and with growing fluency using unjoined upper-case and lower-case letters	AC9E2LY08
They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.	• create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words	AC9E2LY06
	• manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	AC9E2LY09
	• use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words	AC9E2LY10
	• use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words	AC9E2LY11
	• build morphemic word families using knowledge of prefixes and suffixes.	AC9E2LY12

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.



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