

Comparison of AC v8.4 to v9.0

Year 2: English

Key	same/refined	removed	new	moved
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Note:

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Version 8.4			Version 9.0		
Achievement standard			Achievement standard		
<p>Receptive modes (listening, reading and viewing)</p> <p>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.</p> <p>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.</p> <p>Productive modes (speaking, writing and creating)</p> <p>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.</p> <p>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.</p>			<p>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.</p> <p>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.</p> <p>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.</p>		
Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Language	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			
	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	investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions AC9E2LA01	Language for interacting with others	
		identify language that can be used for appreciating texts and the qualities of people and things ACELA1462	explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02		
	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	identify how texts across the curriculum are organised differently and use language features depending on purposes AC9E2LA03	Text structure and organisation	Language
		understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms ACELA1464	understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred AC9E2LA04		
		know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines ACELA1466	navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links AC9E2LA05		
	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	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	Language for expressing and developing ideas	
		understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives ACELA1468	understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups AC9E2LA07		
		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	understand that images add to or multiply the meanings of a text AC9E2LA08		
		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	experiment with and begin to make conscious choices of vocabulary to suit the topic AC9E2LA09		
		recognise that capital letters signal proper nouns and commas are used to separate items in lists	recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LA10		

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		ACELA1465 Moved from Text structure and organisation			
Literature	Literature and contexts	discuss how depictions of characters in print, sound and images reflect the contexts in which they were created ACELT1587	discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E2LE01	Literature and contexts	Literature
	Responding to literature	compare opinions about characters, events and settings in and between texts ACELT1589	identify features of literary texts, such as characters and settings, and give reasons for personal preferences AC9E2LE02	Engaging with and responding to literature	
		identify aspects of different types of literary texts that entertain, and give reasons for personal preferences 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	discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways AC9E2LE03	Examining literature	
		identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs ACELT1592	identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs AC9E2LE04		
Creating literature	create events and characters using different media that develop key events and characters from literary texts ACELT1593	create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools AC9E2LE05	Creating literature		
	innovate on familiar texts by experimenting with character, setting or plot ACELT1833				
Literacy	Texts in context	discuss different texts on a similar topic, identifying similarities and differences between the texts ACELY1665	identify how similar topics and information are presented in different types of texts AC9E2LY01	Texts in context	Literacy
	Interacting with others	listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ACELY1666	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	Interacting with others	
		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			
	Interpreting, analysing and evaluating	identify the audience of imaginative, informative and persuasive texts ACELY1668	identify the purpose and audience of imaginative, informative and persuasive texts AC9E2LY03	Analysing, interpreting and evaluating	
		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	read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting AC9E2LY04		
		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	use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning AC9E2LY05		
	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	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	Creating texts	
		re-read and edit text for spelling, sentence-boundary, punctuation and text structure ACELY1672			
		rehearse and deliver short presentations on familiar and new topics ACELY1667 Moved from Interacting with others	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		
		write legibly and with growing fluency using unjoined upper case and lower case letters ACELY1673	write words legibly and with growing fluency using unjoined upper-case and lower-case letters AC9E2LY08		
construct texts featuring print, visual and audio elements using software, including word processing programs ACELY1674					
Moved from Language strand Phonics and word knowledge	orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing ACELA1474	manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words AC9E2LY09	Phonic and word knowledge		
	understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words ACELA1471				

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	use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable ACELA1824	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 letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds ACELA1823	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 ACELA1472	build morphemic word families using knowledge of prefixes and suffixes AC9E2LY12	
	understand that a sound can be represented by various letter combinations ACELA1825		

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