English

Year 2

Year 2 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Year 2 Content Descriptions

Reading and viewing

Language

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)

Know some features of text organisation including page and screen layouts, alphabetical order, and

Writing

Language

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)

Recognise that capital letters signal proper nouns and commas are used to separate items in lists

Speaking and listening

Language

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)
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)

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 **nouns** represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that **noun groups/phrases** can be expanded using articles and adjectives (ACELA1468)

Recognise most sound–letter matches including silent letters, vowel/consonant **digraphs** and many less common sound–letter combinations (ACELA1474)

Recognise common **prefixes** and **suffixes** and how they change a word’s meaning (ACELA1472)

**Literature**

**Discuss the characters and settings of different texts and explore how language is used to present these features in different ways** (ACELT1591)

**Literature**

**Create** events and characters using different media that develop key events and characters from literary **texts** (ACELT1593)

**Literature**

Discuss how depictions of characters in print, sound and images reflect the **contexts** in which they were created (ACELT1587)

Identify aspects of different types of literary **texts** that entertain, and give reasons for personal preferences (ACELT1590)
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)

Identify the audience of imaginative, informative and persuasive texts (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)

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)

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)

Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)

Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)

Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)

Compare opinions about characters, events and settings in and between texts (ACELT1589)

Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (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)

Rehearse and deliver short presentations on familiar and new topics (ACELY1667)

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.

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Speaking and listening

They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. 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. Students use a variety of strategies to engage in group and class discussions and make presentations.

Year 2 Work Samples

Year 2 English Portfolio