Year 2

Rationale
The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and creative artists. It is through the study of English that individuals learn to communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and work. English also become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to explore the scope of their experiences. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature, and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experiences. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

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 literacy 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.

Literacy
Understanding, appreciating, responding to, analysing and creating literary texts

Interpreting, analysing, evaluating

Literary texts

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

Structure
The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English (English). Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand. Together, the three strands form an integrating framework of disciplinary knowledge and understanding to develop students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10.

The three strands are: Language - knowing about the English language; Literature - understanding, appreciating, responding to, analysing and creating literary texts and Literacy - expanding the repertoire of English usage.

Year 2 Content Descriptions

Language

Language variation and change
Understanding that spoken, visual and written forms of language are different dimensions of language and the ways in which these differ vary according to the audience, purpose, context and cultural background.

Language for interaction
Understanding that language varies when people take on different roles in social and classroom interactions and the ways in which the use of key interpersonal language resources varies depending on context.

Language and identity
Identify language that can be used for appreciating texts and the qualities of people and things.

Text structure and organisation
Understand that different types of identifiable text structures and language features that help the text serve its purpose.

Text and language
Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms.

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

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.

Understand that nouns represent people, places, concrete objects and abstract concepts; that there are types of nouns: common, proper and pronouns; and that noun groups/phrase can be expanded using articles and adjectives.

Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict the meaning of accompanying words.

Understand the use of vocabulary and familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose.

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.

Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell words and the sequence of events that spell these words including some compound words.

Build morphemic word families using knowledge of prefixes and suffixes.

Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds.

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.

Understand that a sound can be represented by various letter combinations.

Literature

Literature and context
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created.

Responding to literature
Compare opinions about characters, events and settings in and between texts.

Literary texts

Examining literature
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways.

Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs.

Creating literature
Create events and characters using different methods that develop key events and characters from literary texts.

Innovate on familiar texts by experimenting with rhythmic, sound and word patterns in poems, chanting rhymes and songs.

Texts in context
Discuss different texts on a similar topic, identifying similarities and differences between the texts.

Interacting with others
Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions.

Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and taking turns, volume and pace appropriately.

Rehearse and deliver short presentations on familiar and new topics.

Literary texts

Interpreting, analysing, evaluating
Identify the audience of imaginative, informative and persuasive texts.

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.

Use comprehension strategies to build literal and inferential meaning and begin to analyse a text by drawing on growing knowledge of context, language and visual features and print and multimodal text structures.

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.

Re-read and reflect on the spelling, sentence-boundary punctuation and text structure.

Write legibly and with growing fluency using unjoined upper-case letters.

Construct texts featuring print, visual and audio elements using software, including word processing programs.