Year 2 English

Achievement

Receptive modes (listening, reading and viewing)

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.

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.

Productive modes (speaking, writing and creating)

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 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.

Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Language:** knowing about the English language
  Language variation and change, Language for interaction, Text structure and organisation, Expressing and developing ideas, Phonetics and word knowledge

- **Literature:** understanding, appreciating, responding to, analysing and creating literature
  Literature and context, Responding to literature, Examining literature, Creating literature

- **Literacy:** expanding the repertoire of English usage Texts in context, Interacting with others, Interpreting, Analysing and evaluating, Creating texts.

Delivery (mode, time requirements, lessons)

Students have access to five 1 hour scheduled lessons each week. Lessons are delivered via the Learning Management System. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, stationery, whiteboard and whiteboard markers.

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		Units, Learning Experiences and Summative Assessment
Semester 1	**Term 1**	**Unit 1: Reading, Writing and Performing Poetry** Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems. Students also begin their study of characterisation in imaginative texts.
		Summative Assessment: **Imaginative response -** Students create and present an innovation of a known poem to a familiar audience.
	Term 2	**Unit 2: Exploring Characters** Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons. Students apply comprehension strategies to read texts.
		Summative Assessment: **Character description and preference statement -** Students compare characters in two versions of the same story and express a preference for a character.
Semester 2	**Term 3**	**Unit 3: Exploring procedural text** Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.
		Summative Assessment: **Poster/ multimodal presentation -** Students create, rehearse and present a multimodal procedure.
	Term 4	**Unit 4: Exploring plot and characterisation in stories** Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text. Students apply comprehension strategies to read texts.
		Summative Assessment: • Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning. • **Poster/multimodal presentation -** Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.

Disclaimer   All of the above information is accurate at the time of development.