

Year 2 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.

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:

- Listening and speaking
- Reading and Viewing
- Writing and Creating

Delivery (mode, time requirements, lessons)

Students have access to 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, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	Unit 1: Animal Detectives Students will create a multimodal information report on an Australian animal of their choice. They will include topic knowledge of their animal and use appropriate images to accompany their writing. Students will use text structures to organise and link ideas. They will present the information report and consider pace, tone and volume.
		Summative Assessment: In this unit students will be creating an information report about an Australian animal.
	Term 2	Unit 2: Alfie's Adventures Students will create an imaginative text for an audience of their peers. They will use the structure of a narrative, to organise and link ideas. Students will identify what is required to make a good story and make their writing interesting. They will discuss adjectives and identify how they can be used to help build a character. Students will learn how to write a descriptive setting for their story – something that helps the reader paint a picture using their words. They will learn how to plan, draft and write a final copy of their story with a focus on handwriting, spelling, vocabulary and punctuation. Students will begin to understand how to use an editing checklist to proofread their work.
		Summative Assessment: In this unit students will handwrite an imaginative text for another Year 2 student that describes Alfie's new adventure and who he meets along the way.
Semester 2	Term 3	Unit 3: Eat your peas! In this unit, students learn how to write and present their opinions in a convincing way. They will explore how persuasive texts are structured and use techniques like strong words, reasons, and rhetorical questions to support their arguments. Students will plan, write, and edit their own persuasive piece before turning it into a PowerPoint presentation. The unit finishes with students presenting their work, either live or recorded, to show how they can use words and visuals to persuade an audience.
		Summative Assessment: In this unit students will create a persuasive multimodal presentation to convince children to eat their vegetables. Your task is to write and present a persuasive text using a PowerPoint presentation. You will use persuasive language, strong reasons, and multimodal elements (text, images, voice recording) to make your argument convincing. This task has two parts: ♦ Part A – Create a PowerPoint Presentation ♦ Part B – Record and Submit Your Presentation create and comprehend a persuasive text.
	Term 4	Unit 4: Procedures - How to wash a Woolly Mammoth This unit will explicitly step students through the skill of writing a procedural text. This unit uses the texts "I Don't Want To Wash My Hands" by Toby Ross and "How to Wash a Woolly Mammoth" by Michelle Robinson. This unit creates the opportunity for students to analyse, read, write and create their own procedures. It explores the structural and language features and then allows students to show creativity when producing their own text.
		Summative Assessment: Creating Your Own "How To Wash" Procedure In this unit students will create their own procedure in response to "How to Wash A Woolly Mammoth".

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