Chapel Hill State School
English Curriculum and Assessment Overview 2024
YEAR 2

Australian CURRICULUM

Curriculum Intent

Year 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 narrative 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 support and extend the printed text.

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

Achievement Standards

Spiral Progression and Alignment
Developing the same concepts from one grade level to the next in increasing complexity and application.

YEAR 1	YEAR 2	YEAR 3
Receptive modes (listening, reading and viewing)	**Receptive modes (listening, reading and viewing)**	**Receptive modes (listening, reading and viewing)**
By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.	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.	By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.
Productive modes (speaking, writing and creating)	**Productive modes (speaking, writing and creating)**	**Productive modes (speaking, writing and creating)**
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.	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.	Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

Year 2	English Curriculum and Assessment Overview			Chapel Hill State School
Term 1		**Term 2**	**Term 3**	**Term 4**
Unit 1	**Unit 2**	**Unit 3**	**Unit 6**	**Unit 5**
Reading and Writing Poetry Students read and listen to a range of poems to create a poetry innovation. They explain their preference for aspects of poems.	**Writing Stories** Students explore texts to analyse how stories convey a message. They write an imaginative new narrative.	**Exploring Characters** Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. They identify character qualities in texts and compare how similar characters are depicted in two literary texts.	**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.	**Exploring Informative Texts** Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.

Assessment

Innovation of a Poem *Imaginative Poem - Written* Innovate on a familiar poem. **Oral Presentation Skills -** *Collection of work checklist* *Presentation skills* (opportunity) Students consider their oral presentation skills when speaking to a familiar audience in a variety of contexts	**Imaginative Narrative** *Imaginative Text - Written* Create a new narrative. * Includes Diagnostic Pre-Test	**Persuasive Response** *Persuasive Text – Written* Compare texts and respond with a preference for a character * Includes Diagnostic Pre-Test **Reading Comprehension** *Short answer questions* Respond to comprehension questions with short written responses focusing on literal and inferred meaning. **Oral Presentation Skills -** *Collection of work checklist* *Presentation skills* (opportunity) Students consider their oral presentation skills when speaking to a familiar audience in a variety of contexts.	**Reading Comprehension** *Short answer questions* Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning. **Written Narrative** *Imaginative Text - Written* Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text * Includes Diagnostic Pre-Test **Oral Presentation Skills -** *Collection of work checklist* *Presentation skills* (opportunity) Students consider their oral presentation skills when speaking to a familiar audience in a variety of contexts. (Linked to Unit 2 Drama)	**Informative Response** *Informative Multimodal - Written* Students create an informative text with a supporting image * Includes Diagnostic Pre-Test

Achievement Standard – Elements Assessed

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