


The Australian Curriculum

Subjects	English
Year levels	Year 2

Year 2 Content Descriptions

Language

Language variation and change

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 - Scootle](#) )

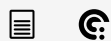


Elaborations


identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities



recognising some phrases in the languages of the class and community, for example greetings and expressions of politeness



Language for interaction

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on **context** ([ACELA1461 - Scootle](#) )

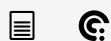


Elaborations

exploring how terms of address are used to signal different kinds of relationships




exploring the differences between giving a presentation and talking to friends



exploring culturally specific greetings and expressions of politeness



Identify language that can be used for appreciating texts and the qualities of people and things ([ACELA1462 - Scootle](#) )



Elaborations

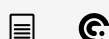
exploring how language is used to express feelings including learning vocabulary to express a gradation of feeling, for example 'happy', 'joyful', 'pleased', 'contented'



exploring in stories, everyday and media texts moral and social dilemmas; such as right and wrong, fairness/unfairness, inclusion and exclusion; learning to use language to describe actions and consider consequences



exploring how language is used to construct characters and settings in narratives, including choice of nouns such as 'girl', 'princess' or 'orphan', and choice of adjectives such as 'gentle', 'timid' or 'frightened'



Text structure and organisation

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



Elaborations

identifying the topic and type of a text through its visual presentation, for example cover design, packaging, title/subtitle and images



becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions



Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms ([ACELA1464 - Scootle](#) )

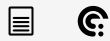


Elaborations

exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things



mapping examples of word associations in texts, for example words that refer to the main character



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

(ACELA1465 - Scootle [↗](#))



Elaborations

talking about how a comma can be used to separate two or more elements in a list, for example 'At the museum they saw a tiger, a dinosaur and two snakes'



Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466 - Scootle [↗](#))



Elaborations

recognising how chapters and table of contents, alphabetical order of index and glossary operate to guide access to information



learning about features of screen texts including menu buttons, drop down menus, links and live connections



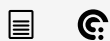
Expressing and developing ideas

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 (ACELA1467 - Scootle [↗](#))

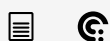


Elaborations


learning how to express ideas using compound sentences



learning how to join simple sentences with conjunctions, for example 'and', 'but' or 'so', to construct compound sentences





Understand that nouns represent people, places, concrete objects and abstract concepts; that there

are three types of nouns: common, proper and pronouns; and that **noun** groups/phrases can be expanded using articles and adjectives ([ACELA1468 - Scootle](#) )



 **W L S R**

Elaborations


exploring texts and identifying nouns that refer to characters, elements of the setting, and ideas



exploring illustrations and noun groups/phrases in picture books to identify how the participants have been represented by an illustrator


 

exploring names of people and places and how to write them using capital letters

building extended noun groups/phrases that provide a clear description of an item


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 - Scootle](#) )

  **R**

Elaborations

comparing two versions of the same story, for example 'Jack and the Beanstalk', identifying how a character's actions and reactions are depicted differently by different illustrators



 

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit **audience** and purpose ([ACELA1470 - Scootle](#) )

 **W L S R**


Elaborations

interpreting new terminology drawing on prior knowledge, analogies and connections with known words

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 ([ACELA1474 - Scootle](#) )




Elaborations

blending and segmenting sounds in words, for example 'b-r-o-th-er' or 'c-l-ou-d-y'



deleting and substituting sounds in spoken words to form new words, for example delete the 'scr' in 'scratch', and then form new words 'catch', 'batch' and 'hatch'



Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two **syllable** words including some compound words ([ACELA1471 - Scootle](#) )



Elaborations

using knowledge of known words to spell unknown words, for example using the word 'thumb' to spell the word 'crumb'




exploring compound words by discussing the meaningful parts, for example the spelling and meaning of 'homemade' is informed by two smaller words 'home' and 'made'



drawing on knowledge of letter-sound relationships, for example breaking a word into syllables, then recording the sounds heard and thinking about the letter patterns that represent the sounds

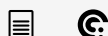



Build morphemic **word** families using knowledge of prefixes and suffixes ([ACELA1472 - Scootle](#) )



Elaborations

discussing how a prefix or suffix affects meaning, for example in the word 'paint-er' the suffix 'er' means 'one who', so a painter is 'one who paints'

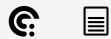


Use knowledge of letter patterns and morphemes to **read** and **write high-frequency words** and words whose spelling is not predictable from their sounds ([ACELA1823 - Scootle](#) )




Elaborations

using known words in writing and spelling unknown words using morphemic knowledge of letter patterns and morphemes, for example the words 'sometimes', 'something' and 'anything'



using known words in writing and spelling unknown words using morphemic knowledge of letter patterns and morphemes, for example the words 'one', 'once', 'only' and 'lone'



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 ([ACELA1824 - Scootle](#) )



Elaborations

recognising when some letters are silent, for example 'knife' and 'thumb'



providing the sound for less common letter-sound matches, for example 'ight' and using them in writing



Understand that a sound can be represented by various letter combinations ([ACELA1825 - Scootle](#) )




Elaborations

recognising sounds that can be produced by different letters, for example the long 'a' sound in 'wait', 'stay', 'able' and 'make'



Literature

Literature and context

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created ([ACELT1587 - Scootle](#) )



Elaborations

exploring iconography of Aboriginal and Torres Strait Islander cultures



recognising recurring characters, settings and themes in Dreaming stories experienced through texts, films and online sources



discussing moral and teaching stories from varied cultures, identifying and comparing their central messages



Responding to literature

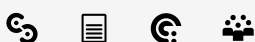
Compare opinions about characters, events and settings in and between texts

([ACELT1589 - Scootle](#))



Elaborations

discussing each others' preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own

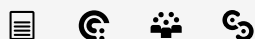


Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences ([ACELT1590 - Scootle](#))



Elaborations

describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences




connecting the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships



drawing, writing and using digital technologies to capture and communicate favourite characters and events



Examining literature

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways ([ACELT1591 - Scootle](#) )



Elaborations

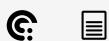
describing features of text settings including time, colours used to portray year, season, and place (country or city) and how this impacts on the characters



describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings



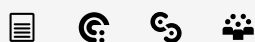
identifying features of imaginary or fantasy texts, for example magic powers, shifts in time




investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used



comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view



Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs ([ACELT1592 - Scootle](#) )

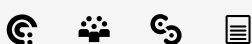


Elaborations


exploring poems, chants, rhymes or songs from different cultures which class members may bring from home



learning to recite, sing or create interpretations of poems, chants, rhymes or songs from students' own and other different cultures



Creating literature

Create events and characters using different media that develop key events and characters from literary texts ([ACELT1593 - Scootle](#) )



Elaborations

creating imaginative reconstructions of stories and poetry using a range of print and digital media




telling known stories from a different point of view



orally, in writing or using digital media, constructing a sequel to a known story

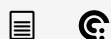


Innovate on familiar texts by experimenting with character, setting or plot ([ACELT1833 - Scootle](#) )




Elaborations

inventing some speech, dialogue or behaviour of favourite or humorous characters through imagining an alternative event or outcome in the original text



Literacy

Texts in context

Discuss different texts on a similar topic, identifying similarities and differences between the texts ([ACELY1665 - Scootle](#) )



Elaborations


identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia



comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences



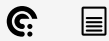
Interacting with others

[Listen](#) for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions ([ACELY1666 - Scootle](#) )

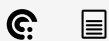


Elaborations

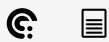
using spoken language for problem solving, and exploring ideas and concepts



listening for specific information and providing two or more key facts from an informative text spoken or read aloud



listening to, remembering and responding to detailed instructions



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 - Scootle](#) )



Elaborations

discussing appropriate conventions to use in group discussions



exploring ways to comment on what others say, including using sentence starters such as 'I like the way you...', 'I agree that ...', 'I have a different thought...', 'I'd like to say something different...'



participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations



demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion, such as think/pair/share activities



asking relevant questions and making connections with personal experiences and the contributions of others



brainstorming topics, contributing ideas and acknowledging the ideas of others



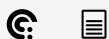
speaking clearly and with appropriate intonation



understanding how to disagree with a point of view or offer an alternative idea courteously



experimenting with presentation strategies such as pitch, volume and intonation



Rehearse and deliver short presentations on familiar and new topics ([ACELY1667 - Scootle](#) )

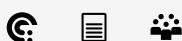


Elaborations

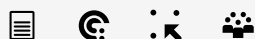
adjusting presentation for different audiences




preparing and giving oral presentations, including reports of group discussions, using more formal speech and specific vocabulary about content area topics



listening and responding to presentations, including those using multimedia, on familiar and learned topics, recording key information, and connecting new and existing knowledge about a topic



Interpreting, analysing, evaluating


Identify the audience of imaginative, informative and persuasive texts ([ACELY1668 - Scootle](#) )



Elaborations

identifying the main purpose of a text, including whether the author wants to entertain, explain or persuade and considering how audiences might respond to those texts

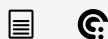


Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and **phonic** knowledge using **text** processing strategies, for example monitoring meaning, predicting, rereading and self-correcting ([ACELY1669 - Scootle](#) )

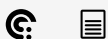


Elaborations

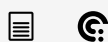
using prior and learned knowledge and vocabulary to make and confirm predictions when reading text



using grammatical knowledge to predict likely sentence patterns when reading more complex narratives and informative texts



using knowledge of sound–letter relationships and high frequency sight words when decoding text




monitoring own reading and self-correcting when reading does not make sense, using illustrations, context, phonics, grammar knowledge and prior and learned topic knowledge



using grammar and meaning to read aloud with fluency and intonation



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 - Scootle](#) )

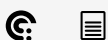


Elaborations

making connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic



making connections between information in print and images



building on and using prior knowledge and vocabulary




making valid inferences using information in a text and students' own prior knowledge



predicting, asking and answering questions as they read, and summarising and reviewing meaning



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 ([ACELY1671 - Scootle](#) )



Elaborations

learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events



sequencing content according to text structure




using appropriate simple and compound sentence to express and combine ideas



using vocabulary, including technical vocabulary, appropriate to text type and purpose



Re-read and edit **text** for spelling, **sentence**-boundary punctuation and **text** structure ([ACELY1672 - Scootle](#) )

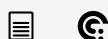


Elaborations

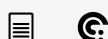
reading their work and adding, deleting or changing words, prepositional phrases or sentences to improve meaning, for example replacing an everyday noun with a technical one in an informative text



checking spelling using a dictionary




checking for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks



making significant changes to their texts using a word processing program (for example add, delete or move sentences)



Write legibly and with growing fluency using unjoined upper case and lower case letters ([ACELY1673 - Scootle](#) )




Elaborations

using correct pencil grip and posture

writing sentences legibly and fluently using unjoined print script of consistent size



Construct texts featuring print, visual and audio elements using software, including **word** processing programs ([ACELY1674 - Scootle](#) )



Elaborations

experimenting with and combining elements of software programs to create texts

