

# Australian Curriculum v9: English — Year 2

## Year level plan-2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Sharing ideas and responding to imaginative texts	Understanding and creating informative texts	Expressing opinions	Engaging with narrative texts
Unit description	<p>Students engage with a range of imaginative texts which use language in different ways to present characters and settings. Students read, view and comprehend imaginative texts, including simple texts (decodable texts) that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry. Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue. Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.</p> <p><b>Focus Texts:</b> Emily and the Dragon Possum Magic Wombat Stew Rhino's Great Big Itch</p> <p><b>For assessment, students:</b> share ideas and express an opinion about a familiar character and their traits.</p>	<p>Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these. Students read, view and comprehend texts, including simple (decodable) texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations. Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose. Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.</p> <p><b>Focus Texts:</b></p> <p><b>For assessment, students:</b> read, view and comprehend a simple informative text, and explore how a similar topic is presented in an imaginative text create a written and multimodal informative text.</p>	<p>Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts. Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations. Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics. Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.</p> <p><b>Focus Texts:</b></p> <p><b>For assessment, students:</b> create a spoken text to express a preference for a place or setting to peers.</p>	<p>Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these. Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages. Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas. Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups to describe the setting and topic-specific vocabulary.</p> <p><b>Focus Texts:</b> Lucy Goosey Willy and Hugh Gruffalo Pearl Barley and Charley Parsley</p> <p><b>For assessment, students:</b> read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text create a written story using a known character. – family relationship</p>

ASSESSMENT		SEMESTER 1			SEMESTER 2		
		Term 1	Term 2		Term 3	Term 4	
		AT1	AT2	AT3	AT4	AT5	AT6
Range and balance of summative assessment conventions	Technique If other, or more than one, specify	Performance/Prese ntation	Short response	Extended response	Performance/Prese ntation	Short response	Extended response
	Mode	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input checked="" type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal
	<b>Conditions</b> <i>consider and identify conditions that enable equitable access for all students.</i>	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group work <b>Consider:</b> <input type="checkbox"/> Time considerations <input type="checkbox"/> Accessibility for all students

[illegible]

Create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.			✓			✓
Use text structures to organise and link ideas for a purpose.			✓			✓
Punctuate simple and compound sentences.			✓			✓
Use topic-specific vocabulary.			✓			✓
Write words using consistently legible unjoined letters.	<b>Monitoring Task</b> (Year 2 Handwriting Program)			<b>Monitoring Task</b> (Year 2 Handwriting Program)		
Spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.	<b>Monitoring Task</b> (Year 2 Spelling Program)			<b>Monitoring Task</b> (Year 2 Spelling Program)		

✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement.

**Monitoring Task** indicates opportunities for aspects to be demonstrated by students through monitoring strategies throughout the unit of work and evidence collated for student folios.