



# Australian Curriculum: English — Year 2

## Year level plan-2023

CURRICULUM	SEMESTER 1				SEMESTER 2		
	Term 1		Term 2		Term 3		Term 4
<b>Unit name</b>	Reading, writing and performing poetry	Exploring plot and characterisation in stories	Exploring procedural text	Reading Comprehension	Exploring characters	Reading Comprehension	Stories of families and friends
<b>Unit description</b>	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 explore a variety of stories in picture books and from other cultures to determine 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 listen to, read and view a variety of literary imaginative texts that contain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.		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 explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.

ASSESSMENT	SEMESTER 1				SEMESTER 2			
	Term 1		Term 2		Term 3		Term 4	
	Innovation of a poem – AT3	Imaginative narrative- AT8	Multimodal procedure- AT6	Reading Comprehension- AT2	Express preference for character-AT4	Reading Comprehension- Big Brother's Job- AT7	Create Imaginative narrative- AT1	
<b>Range and balance of summative assessment conventions</b>	<b>Technique</b>	Extended response	Extended response	Extended response	Exam	Extended response	Exam	Extended response
	<b>Type of text</b>	Imaginative – Poetry	Imaginative - Narrative	Persuasive	Reading comprehension	Procedure	Reading comprehension	Imaginative - Narrative
	<b>Mode</b>	Spoken	Digital Multimodal	Written	Spoken	Multimodal	Spoken	Digital Multimodal
	<b>Conditions</b>	Individual	Individually	Completed in class time	Individually	Individual	Individually	Individually

## Aspects of the achievement standard

Receptive modes (listening, reading and viewing)	understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information				✓	✓	✓	
	read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information				✓			
	monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context				✓		✓	
	use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency				✓		✓	
	identify literal and implied meaning, main ideas and supporting detail				✓		✓	
	make connections between texts by comparing content					✓		
	listen for particular purposes						✓	
	listen for and manipulate sound combinations and rhythmic sound patterns	✓						
Productive modes (speaking, writing and creating)	when discussing their ideas and experiences, use everyday language features and topic-specific vocabulary			✓				✓
	explain their preferences for aspects of texts using other texts as comparisons					✓		
	create texts that show how images support the meaning of the text		✓	✓				

	create texts, drawing on their own experiences, their imagination and information they have learnt		✓	✓		✓		✓
	use a variety of strategies to engage in group and class discussions and make presentations	✓						
	accurately spell words with regular spelling patterns and spell words with less common long vowel patterns		✓			✓		✓
	use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters		✓			✓		✓

Term 1

Term 2

Term 3

Term 4

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