Year 2 — Western Australian Curriculum v8.1: English – Eden Hill Primary School

Year: **Year Level:**   **Teacher:**

Western Australian Curriculum	**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 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 Pre-primary 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 standard	***Receptive modes (listening, reading and viewing)*** 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. ***Productive modes (speaking, writing and creating)*** 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.
		Source: SCSA, Western Australian Curriculum Mathematics featuring v8.1 of the Australian Curriculum English
Cross Curriculum Priorities	**Aboriginal and Torres Strait Islander perspectives**	English provides opportunities for children to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with: • Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature • Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies • The diversity of Indigenous experiences and their representation in literature and other texts. English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for children to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, children develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 📖 📊 💻 ⚙ ⚖ 👥 ⊕ 🟥🟨⬛ 🟦 ⚫
	Key to general capabilities and cross-curriculum priorities	📖 Literacy 📊 Numeracy 💻 ICT capability ⚙ Critical and creative thinking ⚖ Ethical behaviour 👥 Personal and social capability ⊕ Intercultural understanding 🟥🟨⬛ 🟦 Aboriginal and Torres Strait Islander histories and cultures ⚫ Asia and Australia's engagement with Asia 🌱 Sustainability
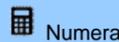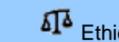
<table>
<tr><td rowspan="7">Specific EHPS Teaching Strategies</td><td>"Think and Write"
Eden Hill's daily writing program.</td><td colspan="4">Research has shown that journal writing, with proper teacher support, is critical to developing autonomous writers and empowers writing students by increasing their writing abilities through increased confidence and control over written language. Jones, Jill; Jill East, "Empowering Primary Writers through Daily Journal Writing." <u>Journal of Research in Childhood Education</u>. Association for Childhood Education International. 2010. HighBeam Research. 19 Nov. 2013

At Eden Hill primary school all classes from Year 1 to Year 6 will take part in the 'Think and Write' strategy.
'Think and Write' involves students writing for 15minutes followed by 5 minutes editing/sharing time. It will occur three times per week and be completed in a separate book from other written English work. Children should be carrying out self-editing and, peer-editing and indicating when they have read another students writing. Teachers should also be marking and editing students writing. Teachers are responsible for the monitoring of the students writing and ensuring that marking and editing of students work is being completed within the book.
A range of topics and writing stimulus should be provided to students throughout the year including genres such as letter writing, poetry writing, invitations, greeting cards etc.
A statement explaining to parents the 'Think and Write' strategy is to be placed in the front of every students 'Think and Write' book.</td></tr>
<tr><td>Grammar and Punctuation Focus</td><td colspan="4">The expectation at Eden Hill Primary School is that Grammar and Punctuation will be explicitly taught as a part of the English program at every year level from Foundation to Year 6. Outlined below are the aspects of grammar and punctuation that need to be covered throughout the year, they are not organised by term but should be taught at a time that suits the individual teachers programming and consistently reviewed throughout the year.</td></tr>
<tr><td rowspan="2">In Year 2
these Grammar and Punctuation Teaching Points are to be explicitly taught throughout the year</td><td colspan="4" style="background:#6fa8dc">Year 2 Grammar and Punctuation Teaching Points</td></tr>
<tr><td>The use <u>of Full Stops</u>;
• to end statement.
• in initials.

The use of <u>question marks</u> ;
• for the end of sentences that ask questions

The use of <u>capital letters</u> ;
• for the beginning of sentences.
• for proper nouns
• for book titles
• for the first word in a line of poetry emphasis

<u>Use of Sentences</u>
• write sentences containing a main verb
• join sentences using conjunctions</td><td><u>Sentence Modification</u>
• use of adjectives to enhance meaning
• use of appropriate pronouns for previously stated subject or object in order to avoid repetition.
• explain functions of adjectives, nouns, verbs and adverbs in sentences</td><td>The use of <u>commas marks</u> ;
• to separate items in a list

The use of <u>exclamation marks</u> ;
• to show strong feeling

The use of <u>quotation marks</u> ;
• when using direct speech</td><td><u>Structure of Text</u>
• add words to enhance meaning
• change words to achieve exact description

<u>Figurative language</u>
Teach about and provide examples of a range of 'Figurative Language' throughout the year. A range of examples available at
S/Drive/AACurriculum/English/Resources

Consistent reviewing of each of these points should be carried out throughout the year.</td></tr>
<tr><td>Writing Genres</td><td style="background:#6fa8dc">Term 1</td><td style="background:#6fa8dc">Term 2</td><td style="background:#6fa8dc">Term 3</td><td style="background:#6fa8dc">Term 4</td></tr>
<tr><td></td><td>Persuasive
Recount</td><td>Procedure
Report</td><td>Character Study
Narrative
Poetry</td><td>Persuasive
Explanation</td></tr>
</table>

<table>
<tr><td rowspan="3">Assessment</td><td>Assessment Yr 2</td><td colspan="4">The assessment tasks underlined below are those that are to be collected and placed into the students Evidence For Reporting Files (EFRF). The EFR tasks will vary from year to year. These tasks are to be decided and agreed upon within the cells.

The tasks listed under moderation are to be moderated within cells before being placed into EFRF. During moderation teachers should form a consensus on the grades allocated to the samples used.

<table>
<tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr>
<tr><td>Assessment instrument</td><td>Assessment instrument</td><td>Assessment instrument</td><td>Assessment instrument</td></tr>
<tr><td><u>Writing Task 1 -</u> Persuasive Text
<u>Reading Comprehension activity</u>
<u>Spelling and dictation pieces for Sound Waves - Unit 2 to 4 summary</u></td><td><u>Viewing Activity - Advertisement Analysis</u>
Formal Reports
Reading and Viewing
Number and Algebra
Speaking and Listening</td><td>ACER – PAT-R Online Test
<u>SoundWaves Diagnostic Test (By Wk 3)</u>
<u>Writing Task 2 - Narrative</u>
Character Study</td><td><u>Public Speaking Assessment</u>
Formal Reports
Reading and Viewing
Number and Algebra
Speaking and Listening</td></tr>
</table>
</td></tr>
<tr><td>Moderation</td><td>Writing Task 1 - Persuasive Text
Reading Comprehension activity</td><td>Viewing Activity - Advertisement Analysis
Formal Reports</td><td></td><td>Formal Reports</td></tr>
<tr><td>SAER</td><td colspan="4">All students identified through Student Profiling as SAER must have an IEP/GEP
Week 6 of each Term - IEP's / GEP's to be reviewed and updated and submitted to School Services Coordinator
All Aboriginal Students and student under the care of DCP must have a documented education plan.</td></tr>
</table>

Year 2 English: review for balance and coverage of content descriptions

Language	1	2	3	4
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)				
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)				
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)				
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)				
Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)				
Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)				
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)				
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)				
Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)				
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)				
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)				

Phonics and word knowledge	1	2	3	4
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)				
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)				
Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)				
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)				
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)				
Understand that a sound can be represented by various letter combinations (ACELA1825)				

Literature	1	2	3	4
Literature and context				
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)				
Responding to literature				
Compare opinions about characters, events and settings in and between texts (ACELT1589)				
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)				
Examining literature				
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)				
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)				
Creating literature				
Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)				
Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)				

Literacy	1	2	3	4
Texts in context				
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)				
Interacting with others				
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)				
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)				
Rehearse and deliver short presentations on familiar and new topics (ACELY1667)				
Interpreting, analysing, evaluating				
Identify the audience of imaginative, informative and persuasive texts (ACELY1668)				
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)				
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)				
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)				
Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)				
Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)				
Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)				