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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 2 SyllabusTest

[Download Curriculum as PDF](#)

Year Level Description

Overview



Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing

General capabilities

Cross-curriculum Priorities

Links to other learning areas

Implications for teaching, assessment and reporting

Glossary



English P–10 Scope and Sequence for teaching in 2024 (PDF) [↗](#)



English P–10 Scope and Sequence for teaching in 2024 (DOC) [↗](#)

Professional learning [↗](#)



Revisions to the WA curriculum English P–6 Phonics and word knowledge (DOC) [↗](#)



ABLEWA English Scope and Sequ

Year 2 Syllab

Year Level Descri

The English curriculum literature and literacy integrate all three s knowledge, underst and creating. Learn in earlier years, and



In Year 2, students and community me


Students engage w interpret spoken, w entertain, as well a traditional oral text chapter books, rhyr performances and t

The range of literar including the oral n Peoples, as well as classic and contem

Literary texts that s involve sequences o happenings within a new content about curriculum. These t

ence 

 ABLEWA English Scope and Sequence (PDF) 

 EAL/D English Pre-primary to Year 10 

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Literacy
- ☒ Literature
- ☒ Language

General Capabilities

structures, some un words and words th conventions, as we printed text.




Students create a r imaginative retellin

Language

LANGUAGE VARIATION CHANGE

Understand that sp visual and written f of language are dif modes of communi with different featu and their use varie according to the audience, purpose, context and cultura background

[\(ACELA1460\)](#)

-  Literacy
-  Personal and socia capability
-  Intercultural


- ✔ Select All
 - ✔ Literacy
 - ✔ Numeracy
 - ✔ Information and Communication Technology (ICT) capability
 - ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-
-

understanding

LANGUAGE FOR INTERA


Understand that language varies wh people take on diffe roles in social and classroom interacti and how the use of interpersonal langu resources varies depending on conte [\(ACELA1461\)](#)

 Literacy

 Personal and socia capability

Identify language tl can be used for appreciating texts a the qualities of peo and things [\(ACELA1](#)

 Literacy

 Personal and socia capability

TEXT STRUCTURE AND ORGANISATION

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

 Literacy

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

 Literacy


Recognise that capital letters signal proper nouns and commas used to separate items in lists [\(ACELA1465\)](#)

 Literacy

Know some features of text organisation including page and

screen layouts,
alphabetical order,
different types of
diagrams, for exam
timelines [\(ACELA14](#)

 Literacy

 Information and
Communication Techn
(ICT) capability

EXPRESSING AND DEVELOPING IDEAS

Understand that sir
connections can be
made between idea
using a compound
sentence with two o
more clauses usual
linked by a coordin
conjunction [\(ACELA](#)

 Literacy


Understand that no
represent people, p
concrete objects ar
abstract concepts;
there are three typ
nouns: common, pr

and pronouns; and noun groups/phrases be expanded using articles and adjectives
[\(ACELA1468\)](#)

 Literacy

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply meaning of accompanying words
[\(ACELA1469\)](#)


 Literacy

 Critical and creative thinking

Understand the use of vocabulary about familiar and new to them and experiment with words to begin to make connections

choices of vocabulary
suit audience and
purpose ([ACELA147](#))

 Literacy

 Critical and creative
thinking

PHONICS AND WORD KNOWLEDGE

Manipulate more
complex sounds in
spoken words and use
knowledge of blend
segmenting, phone
deletion and phone
substitution to read
write words (AC9E2)

 Literacy

Use phoneme-graph
(sound-letter/s)
relationships and
patterns, when blend
and segmenting to
and write words of
or more syllables

 Literacy

Understand that a s
can be represented
various letter
combinations
(ACELA1825)

 Literacy

Use phoneme-graph
(sound-letter/s)
matches, including
digraphs, less comr
long vowel patterns
consonant clusters
silent letters, when
reading and writing
words of one or mo
syllables, including
compound words
(AC9E2LY10)

 Literacy

Use knowledge of
spelling patterns ar
morphemes to reac
write words whose
spelling is not
completely predicta
from their sounds,

including high-frequency words (AC9E2LY11)

 Literacy

Build morphemic word families using knowledge of prefixes and suffixes (AC9E2LY12)

 Literacy

Year 2 Achievement

Handwriting behaviour in the writing assessment
Handwriting Continuum
monitoring of student progress
Handwriting Continuum
of this website. Teachers

Reading and Viewing

At Standard, students are identifying text structures, events, or to communicate sentence structures, frequency sight words, meaning and self-concept, semantics and context.

relationships to read
literal and implied
connections between
aspects of texts using

Writing and Creativity

Students create texts
information they have
meaning of the text
and spell words with
accurately.

Speaking and Listening

Students listen for
combinations and
experiences, student
vocabulary. They explain
comparisons. Students
the text. They create
information they have
group and class discussion

The English curriculum is built around the three interrelated strands. All three programs should balance and integrate all three strands. Together, they develop understanding and skills in listening, reading, viewing, speaking, and writing. Skills and processes developed in earlier years, and teachers will build on these skills and processes.

In Year 2, students communicate with peers, teachers, students, and the community.

Students engage with a variety of texts for enjoyment. They list texts in which the primary purpose is to entertain, as well as traditional oral texts, picture books, various types of print and fiction, film, multimodal texts, dramatic performances and texts.

The range of literary texts for Pre-primary to Year 10 comprises Aboriginal and Torres Strait Islander Peoples, as well as the contemporary world literature, including texts from and about

Literary texts that support and extend Year 2 students as independent readers and present unusual happenings within a framework of familiar topics of interest and topics being studied in other areas of the curriculum. These texts include complex sentence structures, some unfamiliar vocabulary, a significant amount of text decoded phonically, and a range of punctuation conventions, as well as printed text.

Students create a range of imaginative, informative and persuasive performances, poetry and expositions.

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