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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

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Year Level Description

Overview

Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity


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 \(PDF\) !\[\]\(f822cba4d3f2ea10b4ad95c475f0f631_img.jpg\)](#)

 [English P-10 Scope and Sequence for teaching in 2024 \(DOC\) !\[\]\(9ab0e0ed3a1c2d865b438a931465ce60_img.jpg\)](#)

 [ABLEWA English Scope and Sequence !\[\]\(fe5cf1978663f480c504f8fc2019fe62_img.jpg\)](#)

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 [EAL/D English Pre-primary to Year 10 !\[\]\(bbad87fcdf5285698c00ff2227464bf2_img.jpg\)](#)

Year 2 Syllabus

Year Level Description

The English curriculum integrates all three strands of knowledge, understanding and creating. Learning begins in earlier years, and

In Year 2, students engage with oral and community

Students engage with texts that they can interpret spoken, written and digital texts, as well as traditional oral texts, chapter books, rhyme and performances and

The range of literary texts includes the oral traditions of Indigenous Peoples, as well as classic and contemporary

Literary texts that involve sequences of events and happenings within a new content about the curriculum. These texts

Filters



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- Year level descriptors
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Year Levels

- Select All

Strands

- Select All
- Literacy
- Literature
- Language

General Capabilities

- Select All
- Literacy
- Numeracy
- Information and Communication Technology (ICT) capability

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

- ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-
-

understanding

LANGUAGE FOR INTERA

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

📖 Literacy

👥 Personal and social capability

Identify language that can be used for appreciating texts and the qualities of people and things ([ACELA1](#))

📖 Literacy

👥 Personal and social 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 type
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 it
begin to make conscious

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
read and write words of
one 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 able to identify text structures, events, or to comment on sentence structures, frequency sight words, meaning and self-correction, semantics and content.

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
comparisons. Student
the text. They create
information they have
group and class dis

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

In Year 2, students communicate with peers, teachers, students

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 and contemporary world literature, including texts from and about

Literary texts that support and extend Year 2 students as independent pages and present unusual happenings within a framework of familiar topics of interest and topics being studied in other areas of the curriculum. These texts feature a range of 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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