

Year 2 Syllabus

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.

Language

LANGUAGE VARIATION AND CHANGE

Understand that spoken, visual and written forms of language are different modes of

Literature

LITERATURE AND CONTEXT




Discuss how depictions of characters in print, sound and images reflect the contexts in which

Literacy

TEXTS IN CONTEXT

Discuss different texts on a similar topic, identifying similarities and differences between the texts




communication with different features and their use varies according to the audience, purpose, context and cultural background
[\(ACELA1460\)](#)

-  Literacy
-  Personal and social capability
-  Intercultural understanding

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

they were created
[\(ACELT1587\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability




RESPONDING TO LITERATURE

Compare opinions about characters, events and settings in and between texts
[\(ACELT1589\)](#)

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




Identify aspects of

[\(ACELY1665\)](#)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability

INTERACTING WITH OTHERS

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions
[\(ACELY1666\)](#)


-  Literacy
-  Critical and creative thinking
-  Personal and social capability

Use interaction skills including

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

[\(ACELA1462\)](#)

 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

different types of literary texts that entertain, and give reasons for personal preferences

[\(ACELT1590\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

EXAMINING LITERATURE

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways

[\(ACELT1591\)](#)


 Literacy

 Critical and

initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately

[\(ACELY1789\)](#)


 Literacy


 Personal and social capability

Rehearse and deliver short presentations on familiar and new topics

[\(ACELY1667\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

serve its purpose
[\(ACELA1463\)](#)

 Literacy

Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms

[\(ACELA1464\)](#)

 Literacy

Recognise that capital letters signal proper nouns and commas are used to separate items in lists

[\(ACELA1465\)](#)

 Literacy


Know some features of text organisation

creative thinking

Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs
[\(ACELT1592\)](#)

 Literacy


 Numeracy

 Critical and creative thinking

CREATING LITERATURE

Create events and characters using different media that develop key events and characters from literary texts
[\(ACELT1593\)](#)


 Literacy

 Critical and creative thinking

INTERPRETING, ANALYSING, EVALUATING


Identify the audience of imaginative, informative and persuasive texts
[\(ACELY1668\)](#)

 Literacy

 Critical and creative thinking

Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies

 Literacy


 Critical and creative thinking

Use

including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines

[\(ACELA1466\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

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


Innovate on familiar texts by experimenting with character, setting or plot [\(ACELT1833\)](#)

 Literacy

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 [\(ACELY1670\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

CREATING TEXTS

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and

[\(ACELA1467\)](#)

Literacy

Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives

[\(ACELA1468\)](#)


Literacy

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and

language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose

[\(ACELY1671\)](#)


Literacy

 Critical and creative thinking

Re-read and edit text for spelling, sentence-boundary punctuation and text structure

[\(ACELY1672\)](#)

Literacy


 Critical and creative thinking

Write legibly and with growing

consider how these images add to or contradict or multiply the meaning of accompanying words

[\(ACELA1469\)](#)


 Literacy

 Critical and creative thinking

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

[\(ACELA1470\)](#)

 Literacy

 Critical and creative thinking

PHONICS AND WORD

fluency using unjoined upper case and lower case letters


[\(ACELY1673\)](#)


 Literacy

Construct texts featuring print, visual and audio elements using software, including word processing programs

[\(ACELY1674\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

KNOWLEDGE

Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words (AC9E2LY09)

 Literacy

Use phoneme-grapheme (sound-letter/s) relationships and patterns, when blending and segmenting to read and write words of one or more syllables

 Literacy

Understand that a

sound can be represented by various letter combinations (ACELA1825)

 Literacy

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

 Literacy

Use knowledge of spelling patterns and morphemes to read and write

words whose
spelling is not
completely
predictable from
their sounds,
including high-
frequency
words (AC9E2LY11)

☰ Literacy

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

☰ Literacy

Year 2 Achievement Standard

Handwriting behaviours are not described in the year level achievement standard or the writing assessment pointers. Instead, the Authority has developed the *Handwriting Continuum* to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The *Handwriting Continuum* can be found under the Teaching menu in the K-10 section of this

website. Teachers will need to log in to the Extranet to access this resource.

Reading and Viewing

At Standard, 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 explain their preferences for aspects of texts using other texts as comparisons.

Writing and Creating

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They create texts that show how images support the meaning of the text. Students accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately.

Speaking and Listening

Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. 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. Students create texts that show how images support the meaning of the text. They create texts, drawing on their own experiences, their imagination and information they have learnt. Students use a variety of strategies to engage in group and class discussions and make presentations.

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.

