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| Year 2 English Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: English. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Teaching and learning programs should balance and integrate all 3 strands. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 2, students learn that there are different modes of communication with distinct features that can be used when sharing ideas, thoughts and opinions with familiar audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts that may be imaginative, informative and persuasive. Texts may include oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, various types of information texts, short films and animations, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  As Year 2 students transition to become independent readers, they continue to develop their decoding and comprehension skills, using a range of texts. Informative texts present new content about topics of interest and topics being studied in other learning areas, and may include illustrations and diagrams that extend the text. Literary texts may include sequences of events that span several pages, unusual happenings within a framework of familiar experiences and may include images that extend meaning. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency words, more complex words that need to be decoded using phonic and morphemic knowledge, and a range of punctuation conventions.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Year 2 students create texts whose purposes may be imaginative, informative and persuasive. Texts created may include recounts of stories and experiences, reports and explanations of learning area content, explanations of simple processes, and expressions of opinions about texts or experiences, including supporting reasons. These texts are created for an audience. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.  They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.  They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns. | | By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.  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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others** investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions  AC9E2LA01 |  |  |  |  | **Literature and contexts**  discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators  AC9E2LE01 |  |  |  |  | **Texts in context**  identify how similar topics and information are presented in different types of texts  AC9E2LY01 |  |  |  |  | |
| explore how language can be used for appreciating texts and providing reasons for preferences AC9E2LA02 |  |  |  |  | **Engaging with and responding to literature** identify features of literary texts, such as characters and settings, and give reasons for personal preferences  AC9E2LE02 |  |  |  |  | **Interacting with others**  use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions  AC9E2LY02 |  |  |  |  | |
| **Text structure and organisation** identify how texts across the curriculum are organised differently and use language features depending on purposes  AC9E2LA03 |  |  |  |  | **Examining literature** discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways  AC9E2LE03 |  |  |  |  | **Analysing, interpreting and evaluating**  identify the purpose and audience of imaginative, informative and persuasive texts  AC9E2LY03 |  |  |  |  | |
| understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred  AC9E2LA04 |  |  |  |  | identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes or songs  AC9E2LE04 |  |  |  |  | read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting  AC9E2LY04 |  |  |  |  | |
| navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links  AC9E2LA05 |  |  |  |  | **Creating literature** create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools  AC9E2LE05 |  |  |  |  | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning  AC9E2LY05 |  |  |  |  | |
| **Language for expressing and developing ideas**  understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction  AC9E2LA06 |  |  |  |  |  |  |  |  |  | **Creating texts**  create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words  AC9E2LY06 |  |  |  |  | |
| understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups  AC9E2LA07 |  |  |  |  |  |  |  |  |  | create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace  AC9E2LY07 |  |  |  |  | |
| understand that images add to or multiply the meanings of a text  AC9E2LA08 |  |  |  |  |  |  |  |  |  | write words legibly and with growing fluency using unjoined upper-case and lower-case letters  AC9E2LY08 |  |  |  |  | |
| experiment with and begin to make conscious choices of vocabulary to suit the topic  AC9E2LA09 |  |  |  |  |  |  |  |  |  | **Phonic and word 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 |  |  |  |  | |
| recognise that capital letters are used in titles and commas are used to separate items in lists AC9E2LA10 |  |  |  |  |  |  |  |  |  | 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 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | 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 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | build morphemic word families using knowledge of prefixes and suffixes  AC9E2LY12 |  |  |  |  | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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