

# Australian Curriculum: 2023 English — Year 2



CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	Unit 1: Reading, writing and performing poetry	Unit 5: Exploring Informative Texts	Unit 3: Exploring Characters	Unit 6: Exploring plot and characterisation in stories
<b>Unit description</b>	To create and present an innovation of a known poem to a familiar audience.	To create an informative text with a supporting image	To compare characters in two versions of the same story and express a preference for a character.	To write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.
<b>General capabilities</b>				
<b>Cross-curriculum priorities</b>				

ASSESSMENT		SEMESTER 1		SEMESTER 2			
		Term 1	Term 2	Term 3		Term 4	
<b>Range and balance of summative assessment conventions</b>	<b>Assessment</b>	Innovation of a poem	Reading comprehension	Writing informative texts	Expressing a preference for a character	Reading and Comprehension	Create a digital multimodal text
	<b>Technique</b>	Extended response	Test	Extended response	Extended response	Test	Extended response
	<b>Type of text</b>	Imaginative	Imaginative	Informative	Imaginative	Imaginative	Imaginative
	<b>Mode</b>	Written	Oral	Written	Written	Oral	Written
<b>Aspects of the achievement standard</b>							
<b>Receptive modes (listening, reading and viewing)</b>	understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.						
	read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information						
	monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context						
	use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency						
	identify literal and implied meaning, main ideas and supporting detail						
	make connections between texts by comparing content						
	listen for particular purposes						
	listen for and manipulate sound combinations and rhythmic sound patterns						
<b>Productive modes (speaking, writing and creating)</b>	use everyday language features and topic-specific vocabulary						
	explain their preferences for aspects of texts using other texts as comparisons						
	create texts that show how images support the meaning of the text						
	create texts, drawing on their own experiences, their imagination and information they have learnt						
	use a variety of strategies to engage in group and class discussions and make presentations						
	accurately spell words with regular spelling patterns and spell words with less common long vowel patterns						
	use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.						

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

