

What students need to know?

By the end of Year 2

Reading and viewing

- Texts share similar structures and language to describe characters, settings and events.
- **Read texts** with different sentence structures.
- Have a large number of high frequency sight words.
- Read texts with a large number of unfamiliar words.
- Read for meaning by self correcting using strategies they know.
- Read for meaning using punctuation, and sound knowledge.
- They identify literal and implied meaning,
- They can identify main ideas and supporting detail.
- Compare texts.

Writing

- Write texts that show how images support meaning of text.
- They accurately spell familiar words
- Use everyday language, imagination and topic words when writing.
- Attempt to spell less familiar words.
- Use punctuation accurately.
- They legibly **write** unjoined upper- and lower-case letters.

Speaking and listening

- They **listen** for particular purposes.
- Manipulate sounds and rhythmic sounds patterns.
- Students use everyday **language** and topic-specific vocabulary.
- Make short presentations.
- Speak in group and class discussions

Taken from the Australian Curriculum.

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

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. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.