

Australian Curriculum Version 9: English

Year 2 — Year level plan

The [P–12 Curriculum, assessment and reporting framework](#) (P–12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. This year plan shows effective coverage of the [AC V9 English](#).

Sequence of units	Semester 1		Semester 2	
	Term 1- Unit 1	Term 2- Unit 2	Term 3- Unit 3	Term 4- Unit 4
Unit name	Sharing ideas and responding to imaginative texts	Understanding and creating informative texts	Expressing opinions	Engaging with narrative texts
Unit description	<p>Students engage with a range of imaginative texts which use language in different ways to present characters and settings.</p> <p>Students read, view and comprehend imaginative texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, oral texts, rhyming verse and poetry.</p> <p>Through texts, students discuss how characters and settings are connected in literature, and how language is used to convey actions, emotions and dialogue.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to learning and texts. They use interaction skills when engaging in discussions and use more formal language and specific vocabulary when delivering oral presentations. Students use language for appreciating and responding to texts.</p> <p>For assessment, students: share ideas and express an opinion about a familiar character and their traits.</p>	<p>Students engage with a range of informative texts that present new content about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics are selected to complement these.</p> <p>Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, various types of information and non-fiction texts, short films and animations.</p> <p>Through texts, students identify how informative texts are organised and how authors use language and visual features to report ideas and information. They discuss how narrative and informative texts present similar topics and information differently to suit the purpose.</p> <p>Students engage in shared and independent writing and/or learning experiences to create informative texts, using simple and compound sentences with topic-specific vocabulary and language to express and develop ideas.</p> <p>For assessment, students: read, view and comprehend a simple informative text, and explore how a similar topic is presented in an imaginative text</p> <p>create a written and multimodal informative text.</p>	<p>Students engage with a range of imaginative and informative texts which contain storylines, learnt topics or topics of interest. These texts provide a stimulus for using language to express opinions and understanding of how topics can be presented in persuasive texts.</p> <p>Students read, view and comprehend texts, including simple texts that support students' transition to becoming independent readers, picture books, simple chapter books, and imaginative and informative short films and animations.</p> <p>Through texts, students explore how information is presented in different types of texts to suit their purpose and audience, and explore how persuasive language is used to express opinions about texts and topics.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts. They use interaction skills when engaging in discussions using conscious choices of vocabulary to suit the topic. They create texts to express opinions, with reasons, using persuasive language.</p> <p>For assessment, students: create a spoken text to express a preference for a place or setting to peers.</p>	<p>Students engage with a range of texts which build on students' knowledge of narrative text structure and language features. Texts involve unusual happenings, and feature characters, settings and clear sequences of events. Informative texts with related themes and topics are selected to complement these.</p> <p>Students read, view and comprehend narrative texts, including simple texts that support students' transition to becoming independent readers, picture books, and simple chapter books with events that span several pages.</p> <p>Through texts, students explore how ideas are presented through characters and events in narrative texts and identify language features to suit the purpose and audience. They explore language for expressing and extending ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences to create imaginative texts using text structure to organise ideas, simple and compound sentences, noun and verb groups and topic-specific vocabulary.</p> <p>For assessment, students: read, view and comprehend an imaginative text, and explore how a similar topic is presented in an informative text</p> <p>create a written story using a known character.</p>

Assessment		Semester 1		Semester 2	
		Assessment task 1.1 — Speaking and listening	Assessment task 2.1 — Reading, viewing and comprehending informative texts	Assessment task 3.1 — Speaking and listening	Assessment task 4.1 — Reading, viewing and comprehending imaginative texts
Range and balance of assessment conventions ¹	Technique	Performance/Presentation	Short response	Performance/Presentation	Short response
	If other, or more than one, specify		Observed demonstration		Observed demonstration
	Mode	<input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Spoken/Signed
	Conditions	<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task or</div> <div><input type="checkbox"/> Group work</div> <div>Have you considered:</div> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>	<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task</div> <div>Have you considered:</div> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>	<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task or</div> <div><input type="checkbox"/> Group work</div> <div>Have you considered:</div> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>	<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task</div> <div>Have you considered:</div> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>
Schools consider and identify conditions that enable equitable access for all students.					

Assessment		Semester 1		Semester 2	
			Assessment task 2.2 — Writing and creating informative texts		Assessment task 4.2 — Writing and creating imaginative texts
Range and balance of assessment conventions ¹	Technique		Extended response		Extended response
	Mode		<input checked="" type="checkbox"/> Written		<input checked="" type="checkbox"/> Written
	Conditions		<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task</div> <div>Have you considered:</div> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>		<div><input type="checkbox"/> Access to resources</div> <div><input type="checkbox"/> Individual task</div> <div>Have you considered:</div> <div><input type="checkbox"/> Time considerations</div> <div><input type="checkbox"/> Accessibility for all students</div>
Schools consider and identify conditions that enable equitable access for all students.					

Aspects of the achievement standard	Semester 1		Semester 2	
Speaking and Listening ⚙️				
interact with others, and listen to and create spoken texts including stories	Monitoring strategy		Monitoring strategy	
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	Assessment task 1.1		Assessment task 3.1	
organise and link ideas, and use language features including topic-specific vocabulary and features of voice	Assessment task 1.1		Assessment task 3.1	
Reading and Viewing ⚙️				
read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events		Assessment task 2.1		Assessment task 4.1
describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features		Assessment task 2.1		Assessment task 4.1
use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words		Monitoring strategy		Monitoring strategy
use punctuation for phrasing and fluency		Monitoring strategy		Monitoring strategy
Writing and Creating ⚙️				
create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences		Assessment task 2.2		Assessment task 4.2
use text structures to organise and link ideas for a purpose		Assessment task 2.2		Assessment task 4.2
punctuate simple and compound sentences		Assessment task 2.2		Assessment task 4.2
use topic-specific vocabulary		Assessment task 2.2		Assessment task 4.2
write words using consistently legible unjoined letters		Monitoring strategy		Monitoring strategy
spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns		Monitoring strategy		Monitoring strategy

Note: Australian Curriculum V8.4 C2C resource libraries related to the teaching of reading, spelling and handwriting do not align with the Australian Curriculum V9.