VICTORIAN CURRICULUM: ENGLISH
Level 2

Language

Reading & Viewing	Writing	Speaking & Listening
Text Structure and organisation Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose • identifying the topic and type of a text through its visual presentation, for example cover design, packaging, title/subtitle and images • becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines • recognising how chapters and table of contents, alphabetical order of index and glossary operate to guide access to information • learning about features of screen texts including menu buttons, drop down menus, links and live connections **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 • learning how to express ideas using compound sentences • learning how to join simple sentences with conjunctions, for example 'and, but or so' to construct compound sentences Identify visual representations of character's actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words • comparing two versions of the same story, for example 'Jack and the Beanstalk', identifying how a character's actions and reactions are depicted differently by different illustrators. Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives. • exploring texts and identifying nouns that refer to characters, elements of the setting and ideas. • exploring illustrations and noun groups/phrases in picture books to identify how the participants have been represented by an illustrator • exploring names of people and places and how to write them using capital letters • building extended noun groups/phrases that provide a clear description of an item	**Text structure and organisation** Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms • exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things • mapping examples of word associations in texts, for example words that refer to the main character Recognise that capital letters signal proper nouns and commas are used to separate items in lists • talking about how a comma can be used to separate two or more elements in a list, for example 'At the museum they saw a Tasmanian tiger, a dinosaur and two snakes'	**Language variation and change** Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background • identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities • recognising some phrases in the languages of the class and community, for example greetings and expressions of politeness **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 resources varies depending on context • exploring how terms of address are used to signal different kinds of relationships • exploring the differences between giving a presentation and talking to friends • exploring culturally specific greetings and expressions of politeness Identify language that can be used for appreciating texts and the qualities of people and things • exploring how language is used to express feelings including learning vocabulary to express a gradation of feeling, for example 'happy', 'joyful', 'pleased', 'contented' • exploring in stories, everyday and media texts moral and social dilemmas; such as right and wrong, fairness/unfairness, inclusion and exclusion; learning to use language to describe actions and consider consequences • exploring how language is used to construct characters and settings in narratives, including choice of nouns such as 'girl', 'princess' or 'orphan', and choice of adjectives such as 'gentle', 'timid' or 'frightened' **Expressing and developing ideas** 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 • interpreting new terminology drawing on prior knowledge, analogies and connections with known words

Phonics and word knowledge

Learn some generalisations for adding suffixes to words
- joining discussion about how a suffix affects meaning, for example uncomfortable, older and division, and investigating the ways words change when suffixes are added, for example, dropping the final 'e' when 'ing' is added.

Recognise most sound–letter matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations
- recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example 'tion'

Phonics and word knowledge

Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words.
- drawing on knowledge of high frequency sight words
- drawing on knowledge of sound–letter relationships (for example breaking words into syllables and phonemes)
- using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge

Use visual memory to write high-frequency words and words where spelling in not predictable from the sounds
- writing sight words (because, said) and other words that cannot be sounded out phonetically (bird, phone) by drawing on knowledge of letter patterns, word shape and possible sequencing of letters in English (for example, jam is possible but not jxm)

Phonics and word knowledge

Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution
- separating and blending more difficult sounds when saying words, for example 'squint' and 'watch'
- generating new words by deleting one phenome and replacing it with another, for example substituting 'b' in 'back' with 's' to make 'sack'

Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters
- listening for and recognizing different sounds in words during shared reading and real alouds including short vowels ('a' as in can), long vowels ('o' as in pony) and separate sounds in letter clusters ('s-t-r' in strap)

Literature

Reading & Viewing	Writing	Speaking & Listening
Examining literature Discuss the characters and settings of different texts and explore how language is used to present these features in different ways - describing features of text settings including time, colours used to portray year, season and place (country or city) and how this impacts on the characters - describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings - identifying features of imaginary or fantasy texts, for example magic powers, shifts in time - investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used - comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view	**Creating literature** Create events and characters using different media that develop key events and characters from literary texts - creating imaginative reconstructions of stories and poetry using a range of print and digital media - telling known stories from a different point of view - orally, in writing or using digital media, constructing a sequel to a known story Build on familiar texts by experimenting with character, setting or plot. - innovating on known characters in shared or independent writing by changing or adding to details of the characters, setting or plot	**Literature and context** Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created - exploring iconography of Aboriginal and Torres Strait Islander cultures - recognising recurring characters, settings and themes in Dreaming stories experienced through texts, films and online sources **Responding to literature** Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences - describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences - connecting the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships - drawing, writing and using digital technologies to capture and communicate favourite characters and events Compare opinions about characters, events and settings in and between texts - discussing each others' preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own - discussing moral and teaching stories from varied cultures, identifying and comparing their central messages **Examining literature** Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs - exploring poems, chants, rhymes or songs from different cultures which class members may bring from home. - learning to recite, sing or create interpretations of poems, chants, rhymes or songs from students' own and other different cultures

Literacy

Reading & Viewing	Writing	Speaking & Listening

Text in context

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

- identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia
- comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences

Interpreting, analyzing, evaluating

Read familiar and some unfamiliar texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting

- using prior and learned knowledge and vocabulary to make and confirm predictions when reading text
- using grammatical knowledge to predict likely sentence patterns when reading more complex narratives and informative texts
- using knowledge of sound–letter relationships and high frequency sight words when decoding text
- monitoring own reading and self-correcting when reading does not make sense, using illustrations, context, phonics, grammar knowledge and prior and learned topic knowledge
- using grammar and meaning to read aloud with fluency and intonation

Use 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

- making connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic
- making connections between information in print and images
- building on and using prior knowledge and vocabulary
- making valid inferences using information in a text and students' own prior knowledge
- predicting, asking and answering questions as they read, and summarising and reviewing meaning

Analyse how different texts use nouns to represent people, places, things and ideas in particular ways.

- discussing the different ways that nouns and noun groups are used in various types of texts, for example, general nouns (mammals) in information reports and specific nouns (the neighbour's dog) in narratives.

Creating text

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose

- learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events.
- sequencing content according to the text structure
- using appropriate simple and compound sentences to express and combine ideas
- using vocabulary, including technical vocabulary, appropriate to text type and purpose.

Reread and edit text for spelling, sentence-boundary punctuation and text structure

- reading their work and adding, deleting to changing words, prepositional phrases or sentences to improve meaning, for example replacing an everyday noun with a technical one in an informative text.
- checking spelling using a dictionary
- checking for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks.
- making significant changes to their texts using a word processing program (for example add, delete or move sentences)

Write words and sentences legibly using upper and lower case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position

- using correct pencil grip and posture
- writing sentences legibly and fluently using unjoined print script of consistent size

Constructs text featuring print, visual and audio elements using software, including word processing programs

- experimenting with and combining elements of software to create texts

Interacting with others

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussion through initiating topics, making positive statements , and voicing disagreement in an appropriate manner

- using spoken language for problem solving, and exploring ideas and concepts
- listening for specific information and providing two or more key facts from an informative text spoken or read aloud
- listening to, remembering and responding to detailed instructions

Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props

- adjusting presentation for different audiences
- preparing and giving oral presentations, including reports of group discussions, using more formal speech and specific vocabulary about content area topics
- listening and responding to presentations, including those using multimedia, on familiar and learning topics, recording key information, and connecting new and existing knowledge about a topic

Achievement Standard

Reading and Viewing
By the end of Level 2,

Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter sound matches. 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.

Writing
By the end of Level 2,

Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.

Speaking and Listening
By the end of Level 2,

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.
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. Students use a variety of strategies to engage in group and class discussions and make presentations.

*This document intends to assist teachers in their implementation of the Victorian Curriculum F-10
It is merely an attempt to understand the document at this time – teachers are advised to consult the online documentation to clarify further details for themselves.
The VCAA and the Victorian Curriculum F-10 is the official documentation for Victorian schools from 2017.

Cross-curriculum priorities are to be included in all learning areas: they have not been included in this document.
Please see the ACARA website for further clarification.