

# Language

## Reading

### Year 2

#### IB Phase 2

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

#### IB Phase 3

Learners show an understanding that text is used to convey meaning in different ways and for different purposes - they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

#### First Steps Experimental Phase

In this phase, readers use memory of familiar, predictable texts and their developing sound- symbol knowledge to match some spoken words with written words. Experimental readers are focused on understanding and conveying the meaning of these texts rather than reading all words accurately. They read and comprehend texts with repetitive, limited and known vocabulary and supportive illustrations.

#### First Steps Early Phase

Early readers recognise a bank of frequently used words and use a small range of strategies to comprehend texts. These include short literary texts and structured informational texts that have familiar vocabulary and are supported by illustrations. Reading of unfamiliar texts is often slow and deliberate as they focus on reading exactly what is on the page, using sounding out as a primary word-identification strategy.

#### Conceptual Understandings IB2

The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.

#### Conceptual Understandings IB3

Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organisation of written language influences and conveys meaning.

## Learning outcomes

### Use of Text

Read and demonstrate comprehension of texts by: recalling ideas explicit in a text

Read and demonstrate comprehension of texts by: selecting a small number of explicit events to retell a text.

Read and demonstrate comprehension of texts by: linking two ideas explicit in a text, e.g. an action and its result.

Participate in shared reading, posing and responding to questions

Begin to locate and select texts appropriate to purpose, interest and readability, e.g. use library systems, skim contents page

Realise that there is a difference between fiction and non-fiction texts

Read texts at an appropriate level with understanding

### Contextual Understanding

Express an opinion about a text, but may not always be able to justify it

Make connections between personal experience and storybook characters

Wonder about texts and ask questions to try to understand what the author is saying to the reader

### Conventions

Recognise all letters by name, and their regular sounds

Demonstrate understanding of the concepts and conventions of print, e.g. layout and punctuation

Recognise a bank of known words in different contexts, e.g. high frequency and high interest words

### Processes and Strategies

Determine unknown words by using a small range of word-identification strategies, e.g. sounding out, semantics

Draw upon a small knowledge base to comprehend, e.g. topic knowledge, sentence patterns and sound-symbol relationships

Use some strategies to comprehend, e.g. comparing, predicting, connecting

## Possible Report Comments

### Use of Text

Begin to locate and select texts appropriate to purpose, interest and readability, e.g. use library systems, skim contents page

Read texts at an age appropriate level with understanding.

### Contextual Understanding

Make connections between personal experience and texts

Ask questions to understand what the author is saying to the reader

### Conventions

Recognise all letters by name and their regular sounds

Use punctuation when reading

Recognise a bank of known words in different contexts, e.g. high frequency and high interest words

### Processes and Strategies

Determine unknown words by using a range of word-identification strategies, e.g. sounding out, vocabulary knowledge

Use some knowledge and strategies to comprehend, e.g. sentence patterns, comparing, predicting, connecting

## Writing

### Year 2

#### IB Phase 2

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

#### IB Phase 3

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

#### First Steps Experimental Phase

In this phase, writers are aware that speech can be written down. Experimental writers rely on familiar topics to generate a variety of texts such as greeting cards, lists and letters. They demonstrate an understanding of one-to-one correspondence by representing most spoken words in their written texts. These words may consist of one, two or three letters, and reflect their developing understanding of sound-symbol relationships.

#### First Steps Early Phase

Early writers produce a range of texts that exhibit some of the conventions of writing. Texts such as retells, reports and emails are composed to share experiences, information or feelings. Early writers have a small bank of frequently used words they spell correctly. When writing unknown words, they choose letters on the basis of sound, without regard for conventional spelling patterns.

#### Conceptual Understandings IB2

People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.

#### Conceptual Understandings IB3

We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.

## Learning outcomes

### Use of Text

Attempt a small range of familiar texts, either teacher-directed or self-selected

Contribute to shared writing, observing the teacher's model, asking questions and offering suggestions

With assistance, find information in texts and record through drawing or writing key words

Write informally about their own ideas, experiences and feelings

### Contextual Understanding

Begin to explain the purpose of a piece of writing and the ideas that need to be included

Create diagrams to match their own written text

Talk about how characters or people and events and ideas are represented in texts

### Conventions

Demonstrate the conventions of written text, e.g. sequence, spacing, directionality

Know simple letter patterns and the sounds they represent, e.g. sh, ch, ee

Use visual memory to accurately write some key personal words and high frequency words

Use vocabulary drawn from their reading or other classroom activities

Form all lower-case and upper-case letters correctly with increasing speed and automaticity

Use full stops, question marks or exclamation marks to end sentences

Use capital letters correctly to begin sentences and for familiar proper names

Use simple conjunctions correctly with subject-verb agreement and noun-pronoun agreement

### Processes and Strategies

Talk or draw as a means of planning before writing

Use a limited range of strategies throughout the writing process, e.g. connecting

Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. topic knowledge, sound-symbol relationships

Use a limited range of strategies to spell, e.g. sounding out, sight words, visual memory

Decide how own text will be presented

### Possible Report Comments

#### Use of Text

Attempt to write a small range of familiar texts

Write informally about their own ideas, experiences and feelings

### Contextual Understanding

Begin to explain the purpose and ideas in a piece of personal writing

Create diagrams and illustrations to match their own written text

### Conventions

Know simple letter patterns and the sounds they represent, e.g. sh, ch, ee

Use vocabulary drawn from classroom activities when writing

Form all lower-case and upper-case letters correctly with increasing speed and automaticity

Use full stops or question marks to end a sentence

Use capital letters correctly to begin sentences and for familiar proper names

### Processes and Strategies

Use a range of strategies throughout the writing process, e.g. connecting

Use a range of strategies to spell, e.g. sounding out, sight words, visual memory

## Additional documentation to support learning of Spelling

### Year 2

#### Morphology

Recognise and understand the morphemes in less obvious but commonly used compound words where the pronunciation of the base word remains the same e.g. grandmother, afternoon, username

Recognise and know how to use inflectional suffixes that mark tense, and change the spelling of the base word, e.g. hop – hopped, hopping

Recognise and know how to use inflectional suffixes that mark plurals –with ‘es’, e.g. witch-es, box-es

Recognise and know how to use inflectional suffixes that mark the third person – with ‘es’, e.g. she go-es, she do-es

Recognise and know how to use inflectional suffixes that mark the comparative – with ‘er’ and ‘est’ and do not change the spelling of the base word, e.g. small-er, small-est

Recognise and know how to use derivational prefixes with an obvious meaning and which do not change the pronunciation or spelling of the base word, e.g. child-like

Recognise and know how to use very common derivational suffixes with less obvious meanings and which do not change the spelling of the base word, e.g. teach-er, six-teen, mist-y

#### Phonology graphology

Recognise and use common long vowel patterns, e.g. w-e, f-ee-t, m-a-t-e

Recognise and use onset and more complex phonically regular rime patterns, to spell words with the same rime patten, e.g.

Recognise and use the common consonant digraphs, e.g. sh, th, ch, ck

Recognise and use the consonant blends, e.g. bl, fl, gl, tr, br

Recognise and use the most common vowel digraphs, e.g. ee, ea, ou, oo

Recognise and use phonically regular one-syllable words containing common letter clustering including digraphs and blends, e.g. from, with

Recognise and use the silent e on the end of common words, e.g. mat – mate

Recognise and use common silent letters at the beginning of words with an etymological explanation, e.g. what, why

## Orthography

Recognise and use capital letters to signal proper nouns

Understand when to use 'es' for plurals when the word ends with s, sh, ch, z, x, f; e.g. witches, buses

Understand when to double the final consonant when adding a suffix to a base word with a short vowel, e.g. hit – hitting, hop – hopping

Understand the double letters in some single morphemes can be explained by the preceding short vowels, e.g. little, dribble

## Etymology

Recognise and use words come from other languages in words they read in books, e.g. kangaroo (Australian Indigenous language) and words they use in all curriculum areas, e.g. tri-angle (Greek – three corners)

Understand why words are not spelled the way they sound because of the history of English – focus on etymological stories for commonly used words e.g. what, why, where

Recognise words can come from people's names (eponyms), e.g. lamington, sandwich

Recognise words can represent sounds (onomatopoeia), e.g. zip, whiz

Recognise words can be made by combining parts of other words (portmanteaus), e.g. brunch

Recognise words can be made from abbreviations and acronyms, e.g. ANZAC, (omni)bus

## Visual

Use visual memory to check phonically irregular words

## Listening and Speaking

### Year 2

#### IB Phase 2

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognisant about the high degree of variability of language and its uses.

#### IB Phase 3

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

#### First Steps Early Phase

In this phase, students use their own variety of English Language to communicate needs, express ideas and ask questions. They understand spoken language relative to personal and social interests and respond in their own way. They are becoming aware of appropriate ways of interacting in familiar situations.

#### First Step Exploratory Phase

In this phase, students use Standard English effectively within familiar contexts. They communicate appropriately in both structured and unstructured situations. They explore ways of using language for different speaking and listening purposes.

#### Conceptual Understandings IB2

The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.

#### Conceptual Understandings IB3

Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication- it has its own set of rules.

## Learning outcomes

### Use of Text

Listen and respond in small or large groups for increasing periods of time

Retell in sequence e.g. stories, recounts

Follow two step instructions

### Contextual Understanding

Ask questions to gain information and respond to inquiries directed to the class or themselves

Anticipate and predict when listening to a text read aloud



Begin to adjust speaking and listening for familiar situations in a school context

### Conventions

Use grammatical rules of language

Structure simple spoken texts appropriately

Use simple connectives to link ideas

Use simple statements, commands and questions

Use everyday terms related to their experiences and some subject specific words

### Processes and Strategies

Talk about thinking with others, e.g. I think...

Use a large and increasing bank of high frequency, topic-specific and personal content words to create meaning

Use a small range of processes and strategies when speaking, e.g. using props

### Possible Report Comments

#### Use of Text

Listen and respond in small or large groups for increasing periods of time

Retell stories and recounts in sequence

#### Contextual Understanding

Ask questions to gain information

Respond to questions appropriately

#### Conventions

Structure simple spoken texts accurately

#### Processes and Strategies

Use an increasing bank of high frequency and topic-specific words

## Viewing and Presenting

### Year 2

#### IB Phase 2

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognisant about the high degree of variability of language and its uses.

#### First Steps Early Phase

Students make meaning and respond to a small range of visual texts. They demonstrate their awareness of text features used in a range of visual texts such as picture books. They understand that texts are created by people to represent real or imaginary experiences. Students demonstrate their awareness of conventions and symbols used in a range of visual texts such as picture books, cartoons, advertisements and web pages. They recognise and interpret some specific conventions of visual texts, such as camera shot, use of colour, and music.

#### Conceptual Understandings IB2

People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.

#### Conceptual Understandings IB3

Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.

## Learning outcomes

### Use of Text

Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed

Make meaning from a small range of multi-modal texts by using images and print and identifying key events and supporting details

Make use of images to support the construction of meaning, e.g. verify predictions made from print

Identify key events and support details from information that is closely related in text

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## Contextual Understanding

Talk about their own feelings in response to visual messages; show empathy for the way others might feel

Link familiar signs and symbols in the environment with a function, e.g. email, letter, poster, video game and picture book.

Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes

Relate to different contexts presented in visual texts according to their own experiences, e.g. "That looks like my uncle's farm."

View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, e.g. the picture book version and the film/movie version of a story

Connect visual information with their own experiences to construct their own meaning, e.g. when taking a trip

## Conventions

Realise that shapes, symbols and colours have meaning and include them in presentations

Become aware of the use and organisation of visual effects to create a particular impact, e.g. dominant images show what is important in a story

Through teacher modelling, become aware of terminology used to tell about visual effects, e.g. features, layout, border, frame

## Processes and Strategies

Recognise ICT iconography and follow prompts to access programs or activate devices

Make comparisons between texts

Make connections and confirm predictions using codes and conventions; including the use of colours, shapes, symbols and images

Begin to use familiar codes and conventions of the semiotic systems to make meaning, e.g. sound effects and colour appearance

Use a variety of implements to practise and develop handwriting and presentation skills

## Possible Report Comments

### Use of Text

Identify key events and supporting details using images and print

### Contextual Understanding

Make meaning from a small range of presentations, i.e. digital, print-based and live

### Conventions

Realise that shape, symbols and colours have meaning and include them in presentations

### Processes and Strategies

Show understanding of signs and symbols in everyday life

Use icons and links to access programs or activate devices

