SCOPE AND SEQUENCE CHART: YEAR 2 AUSTRALIAN CURRICULUM

Year 2 Strand: Language

Language variation and change

Content Description	Ziptales Application
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	• Use the sentence '*Every night before putting them to sleep, Mrs Darling liked to read the children a story' (Peter Pan)* to springboard a discussion about verbal storytelling traditions in own families/cultures (*Developing Literacy* – **Timeless Tales**).

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	• Specialised English Lessons Oral Language Module: Speaking & Listening (Yrs 1 & 2) *Talking to Others* • Study how the Queen's language in *Snow White* varies depending on the situation i.e. How does she speak to the mirror, the huntsman and Snow White when she is dressed as an old lady? Relate this to how we speak in different situations (*Developing Literacy* – **Timeless Tales**).
Identify language that can be used for appreciating texts and the qualities of people and things	• Specialised English Lessons Oral Language Module: Expressing Opinions (Yrs 1 & 2) *What Do You Think?* • Explore the language used to describe characters and events in the **Timeless Tales** (e.g. the consequences of Pinocchio's actions or the huntsman's moral dilemma about being ordered to kill Snow White) to discuss right and wrong, fairness and unfairness themes embedded in each story (*Developing Literacy*).

Text structure and organization

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	• Specialised English Lessons Writing Module: Organising Texts (Yrs 1 & 2) *How Are Texts Organised?* • Study the structures and features of various text types using the **Timeless Tales** and **Puppet Plays** imaginative texts and **Make and Do** and **Puppet Plays** information texts (*Developing Literacy*).
Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms	• Explore the development of the theme of 'good versus evil' in *Snow White* and *Sleeping Beauty* by connecting the similar experiences of the main characters (*Developing Literacy* **- Timeless Tales**).
Recognise that capital letters signal proper nouns and commas are used to separate items in lists	• Make a list of the proper nouns in *Peter Pan* under separate headings of 'people' (e.g. The Lost Boys); 'places' (e.g. Neverland) and 'things' e.g. Jolly Roger (*Developing Literacy* – **Timeless Tales**).

Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines	• Specialised English Lessons Reading Module: Research Skills (Yrs 1 & 2) *Reading Non-Fiction Books* & Multimodal Texts (Yrs 1 & 2) *Reading E-books* • Use the Ziptales website to learn about features of screen texts such as menu buttons and page links.

Expressing and developing ideas

Content Description	Ziptales Application
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	• Specialised English Lessons Writing Module: Grammar (Yrs 1 & 2) *Getting Together (Conjunctions)* • Scan the **Timeless Tales** for examples of conjunctions e.g. 'but' in *Sleeping Beauty* – 'She will grow up, but then she will prick her finger and die': 'and' in *Pinocchio* – 'He made the puppet's arms, and they seemed to move' (*Developing Literacy*).
Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives	• Specialised English Lessons Writing Module: Grammar (Yrs 1 & 2) *What are Nouns For?* & *What is Grammar?* • Classify nouns from a **Timeless Tale** e.g. *Peter Pan:* house, children, dog (concrete); night, sleep, story (abstract) (*Developing Literacy*). • Complete Worksheet 1 for *Snow White* then use the adjectives to write a description of each character (*Worksheets* – **Timeless Tales**).
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	• Specialised English Lessons Reading Module: Visual Literacy (Yrs 1 & 2) *Words and Pictures* • Compare how illustrations of a character's actions and reactions are depicted differently in a **Timeless Tale** or **Storytime** traditional story (e.g. *The Three Billy Goats Gruff*) to a print text with the same title (*Developing Literacy*).
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	• Specialised English Lessons Reading Module: Vocabulary Expansion (Yrs 1 & 2) *Learning New Words* • Use topics from the **Storytime** stories, **Timeless Tales** or **Easy Readers** to brainstorm new vocabulary e.g. zoo animals that are not in *The Awful Animal Zoo*; body parts not mentioned in *Pinocchio* (*Developing Literacy*).

Phonics and word knowledge

Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing	• Specialised English Lessons Reading Module: Reading Strategies (Yrs 1 & 2) *Breaking Up Words* • Remove and substitute phonemes from selected words in the **Rhyme Time** poems e.g. *The Rainbow*: What word do I get if I change the 'oa' sound in 'boat' to 'ea'? Or change the 'ai' sound in 'sail' to 'ea' (*Developing Literacy*).

Content Description	Ziptales Application
Understand how to use knowledge of digraphs, long vowels, blends and silent letters to spell one and two syllable words including some compound words	• Specialised English Lessons Writing Module: Spelling/Etymology (Yrs 1 & 2) *Which Way is it Spelled?* • Study the relevant vocabulary found in the **Easy Readers** to build understanding of how to spell words using digraphs, long vowels and blends (*Developing Literacy*).
Build morphemic word families using knowledge of prefixes and suffixes	• Use the words 'together', 'undo' and 'inside' from the **Timeless Tale** *Sleeping Beauty* to build morphemic word families that start with the prefixes 'to', 'in' and 'un' and the words 'beautiful', 'lovely' and 'youngest' to build morphemic word families that end with the suffixes 'ful', 'ly' and 'est' (*Developing Literacy*).
Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds	• Locate examples of high frequency words whose spelling is not predictable from their sounds using words from the **Timeless Tales** e.g. *Peter Pan*; th**ey** – a, wh**at** & w**as** - o, **o**ne - w, **s**ure – sh, **o**ther, c**o**me & y**ou**ng - u, m**a**ny - e, enou**gh** - f, **ai**r - e, d**au**ghter & c**au**ght – or . (*Developing Literacy*)
Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable	• Explore less common long vowel letter patterns using words from the **Timeless Tales e.g.** *Pinocchio* – long 'o' – n**o**, **ow**n, b**o**th, w**o**e; long 'i' – **eye**s, fi**n**ally, s**igh**t; long 'a' – str**aigh**t; long 'e' – l**ea**ves & long 'u' – b**eau**tiful. • Identify words with silent letters in the **Timeless Tales** e.g. *Snow White* - 'h'- white & when; 'w' – who; 'k' – kneeling, knew, knock; 'gh' – delight & night (*Developing Literacy*).
Understand that a sound can be represented by various letter combinations	• Study how sounds can be represented by various letter combinations using words from the **Timeless Tales** e.g. *Pinocchio:* hard 'c' sound: c - carpenter, k - lifelike, ck - tricks , & ch – school; *Snow White*: 'w' sound: w - snow, wh – white, o – once; *Sleeping Beauty*: 'oo' sound: o – who, oo – room, ou – you, ew – grew (*Developing Literacy*).

Year 2 Strand: Literature

Literature and Context

Content Description	Ziptales Application
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	• Specialised English Lessons Reading Module: Visual Literacy (Yrs 1 & 2) *Words and Pictures* • Use the moral messages embedded in the **Timeless Tales** to springboard a discussion about how other cultures use stories as teaching tools e.g. Aboriginal Dreamtime stories about how things came to be (*Developing Literacy*).

Responding to Literature

Compare opinions about characters, events and settings in and between texts	• Specialised English Lessons Reading Module: Responding to Texts (Yrs 1 & 2) *Stories I Like* • Discuss favourite characters, events and settings from familiar worlds in the **Easy Readers** (e.g. *At the Playground, Shower Fun, Charlie the Chatterbox, Follow the Rules, the Awful Animal Zoo, A Fun Day at the Farm*) and unfamiliar worlds in the **Storytime** stories and **Timeless Tales** (*Developing Literacy*).

Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences	• Specialised English Lessons Reading Module: Author's Use of Language (Yrs 1 & 2) *How to Make Stories Interesting* • Identify and describe the recurring language patterns and humorous elements of the **Easy Readers**. • Discuss favourite texts from the **Easy Readers**, **Storytime** stories and **Timeless Tales** providing reasons for preferences. • Connect human feelings and behaviours of those of animal characters in relevant **Storytime** stories e.g. *The Three Little Pigs* and **Easy Readers** e.g. *The Lonely Dragon* (*Developing Literacy*).

Examining Literature

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	• Specialised English Lessons Writing Module: Language Features (Yrs 1 & 2) *What's in a Story?* • Identify the features of the **Timeless Tales** such as the use of magical powers, inclusion of imaginary characters (e.g. pirates, fairies) and far away settings and explore how they are presented in different ways (*Developing Literacy*).
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	• Specialised English Lessons Reading Module: Studying Poetry (Yrs 1 & 2) *Tricks of the Trade* • Recite the **Rhyme Time** poems *Old Mother Hubbard* and *The House that Jack Built* experimenting with sound and word patterns (*Developing Literacy*).

Creating Literature

Create events and characters using different media that develop key events and characters from literary texts	• Use the *Templates for Puppets* guidelines (**Puppet Plays Worksheets**) to make sock puppets in order to retell one of the **Storytime** or **Timeless Tales** stories. • Design a plot graph poster that shows the main events from one of the **Storytime** or **Timeless Tales** stories (*Developing Literacy*).
Innovate on familiar texts by experimenting with character, setting or plot	• Retell a **Storytime** story or **Timeless Tale** from a different character's perspective e.g. *The Billy Goats Gruff* from the point of view of the troll or *Sleeping Beauty* from the point of view of the thirteenth fairy. • Design a simple map of the various settings used in a **Storytime** or Timeless Tales story using footsteps to show where the characters have travelled (*Developing Literacy*).

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Year 2 Strand: Literacy

Texts in Context

Content Description	Ziptales Application
Discuss different texts on a similar topic, identifying similarities and differences between the texts	• Identify similarities and differences between the settings, characters and events in the **Timeless Tales** *Sleeping Beauty* and *Snow White* e.g. Who tries to harm the main character? Who tries to help the main character? (*Developing Literacy*).

Interacting with others

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	• Specialised English Lessons Oral Language Module: Asking Questions (Yrs 1 & 2) *Types of Questions* • Listen to and follow the instructions to complete a project from **Make and Do**. (*Developing Literacy*).
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	• Specialised English Lessons Oral Language Module: Working in a Group (Yrs 1 & 2) *Working Together* • Work together with a partner to complete *Word Play*, *Word Search* and *Drag and Drop* puzzles in **Puzzle Palace** (*Developing Literacy*).
Rehearse and deliver short presentations on familiar and new topics	• Specialised English Lessons Oral Language Module: Oral Reports (Yrs 1 & 2) *Learning to Speak to an Audience* • Use the script ideas in **Puppet Plays** to present a puppet play to an audience (*Developing Literacy*).

Interpreting, Analysing, Evaluating

Identify the audience of imaginative, informative and persuasive texts	• Specialised English Lessons Writing Module: Text Types (Yrs 1 & 2) *What Are Texts?* • Identify the purpose and audience for the different text types in **Happy Schools** o <u>Imaginative:</u> *Is this bullying?* <u>Informative:</u> *Why isn't our school a happy school? How to make our school a happy school* & *What to do if you're bullied* o <u>Persuasive:</u> *No More Bullies* (*Developing Literacy*).

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Read less predictable 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	• Specialised English Lessons Reading Module: Reading Strategies (Yrs 1 & 2) *Readings Skills* • Use Worksheet 1 for *Pinocchio*, *Peter Pan* and *Sleeping Beauty* to build text-processing strategies (*Worksheets – **Timeless Tales***).
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	• Specialised English Lessons Reading Module: Comprehension Skills (Yrs 1 & 2) *Reading For Meaning* • Build comprehension skills using the **Timeless Tales** *Multiple Choice Questions* worksheet and Worksheet 2 for each story (*Worksheets*).

Creating Texts

Content Description	Ziptales Application

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	• Use the **Timeless Tales** to springboard ideas for text creation e.g. *Pinocchio* (*Developing Literacy*).
	
	   ○ an imaginative text about creating your own 'Island of Fun' – What rides, food, drinks, games, fun things to do would you have there?
	   ○ an information report about the dangers of fire
	   ○ a persuasive text about why you should always tell the truth
	   ○ a script for a simple puppet show
	   ○ a procedural text about how to make a finger or sock puppet

Reread and edit text for spelling, sentence-boundary punctuation and text structure	• Specialised English Lessons Writing Module: Editing Skills (Yrs 1 & 2) *Checking Your Writing* • Create a word list from a **Storytime** story for students to practise checking how to correctly spell a word using a dictionary e.g. *Peter Pan* word list: horrible/horrable; villain/villian; crocodile/crocadile; medicine/medisine; poison/poisin; triumph/triumf; calm/carm; nursery/nursery; heart/hart (*Developing Literacy*).
Write legibly and with growing fluency using unjoined upper case and lower case letters	• Handwriting skills can be developed and refined via the student worksheets that accompany all **Storytime** stories, **Timeless Tales** and **Rhyme Time** poems (*Worksheets*).

Construct texts featuring print, visual and audio elements using software, including word processing programs	• Specialised English Lessons Writing Module: Digital Texts (Yrs 1 & 2) *Creating a Digital Text* • Use appropriate software such as a slide show presentation to create an e-book similar to the ones in the **Easy Readers** (*Developing Literacy*).