




AusVELS ENGLISH: Level 2

	Reading & Viewing	Writing	Speaking & Listening
LANGUAGE	<p>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose</p> <ul style="list-style-type: none"> 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 	<p>Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms</p> <ul style="list-style-type: none"> 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 	<p>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</p> <ul style="list-style-type: none"> 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  
	<p>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines</p> <ul style="list-style-type: none"> 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 	<p>Recognise that capital letters signal proper nouns and commas are used to separate items in lists</p> <ul style="list-style-type: none"> 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' 	<p>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</p> <ul style="list-style-type: none"> 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
	<p>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions</p> <ul style="list-style-type: none"> 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 	<p>Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words</p> <ul style="list-style-type: none"> 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 	<p>Identify language that can be used for appreciating texts and the qualities of people and things</p> <ul style="list-style-type: none"> 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'
	<p>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</p> <ul style="list-style-type: none"> 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 		<p>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</p> <ul style="list-style-type: none"> interpreting new terminology drawing on prior knowledge, analogies and connections with known words 
	<p>Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives</p> <ul style="list-style-type: none"> exploring texts and identifying nouns that refer to characters, elements of the setting, and ideas exploring illustrations and noun groups in picture books to identify how the noun groups have been represented by an illustrator exploring names of people and places and how to write them using capital letters using selected nouns as a basis for building extended noun groups that provide a clear description of an item 		
	<p>Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations</p> <ul style="list-style-type: none"> recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example 'tion' 		
	<p>Recognise common prefixes and suffixes and how they change a word's meaning</p> <ul style="list-style-type: none"> joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division 		

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LITERATURE	<p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways</p> <ul style="list-style-type: none"> 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 	<p>Create events and characters using different media that develop key events and characters from literary texts</p> <ul style="list-style-type: none"> 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 	<p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created</p> <ul style="list-style-type: none"> 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 discussing moral and teaching stories from varied cultures, identifying and comparing their central messages
			<p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences</p> <ul style="list-style-type: none"> 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
			<p>Compare opinions about characters, events and settings in and between texts</p> <ul style="list-style-type: none"> discussing each others' preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own
			<p>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs</p> <ul style="list-style-type: none"> 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

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LITERACY	<p>Discuss different texts on a similar topic, identifying similarities and differences between the texts</p> <ul style="list-style-type: none"> 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 	<p>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</p> <ul style="list-style-type: none"> 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 text structure using appropriate simple and compound sentence to express and combine ideas using vocabulary, including technical vocabulary, appropriate to text type and purpose 	<p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions</p> <ul style="list-style-type: none"> 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
	<p>Identify the audience of imaginative, informative and persuasive texts</p> <ul style="list-style-type: none"> identifying the main purpose of a text, including whether the author wants to entertain, explain or persuade and considering how audiences might respond to those texts 	<p>Reread and edit text for spelling, sentence-boundary punctuation and text structure</p> <ul style="list-style-type: none"> reading their work and adding, deleting or 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) 	<p>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</p> <ul style="list-style-type: none"> discussing appropriate conventions to use in group discussions exploring ways to comment on what others say, including using sentence starters such as 'I like the way you...', 'I agree that ...', 'I have a different thought...', 'I'd like to say something different...' participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion, such as think/pair/share activities asking relevant questions and making connections with personal experiences and the contributions of others brainstorming topics, contributing ideas and acknowledging the ideas of others speaking clearly and with appropriate intonation understanding how to disagree with a point of view or offer an alternative idea courteously experimenting with presentation strategies such as pitch, volume and intonation
	<p>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</p> <ul style="list-style-type: none"> 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 	<p>Write legibly and with growing fluency using unjoined upper case and lower case letters</p> <ul style="list-style-type: none"> using correct pencil grip and posture writing sentences legibly and fluently using unjoined print script of consistent size 	<p>Rehearse and deliver short presentations on familiar and new topics</p> <ul style="list-style-type: none"> 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 learned topics, recording key information, and connecting new and existing knowledge about a topic
	<p>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</p> <ul style="list-style-type: none"> 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 	<p>Construct texts featuring print, visual and audio elements using software, including word processing programs</p> <ul style="list-style-type: none"> experimenting with and combining elements of software programs to create texts 	

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ACHIEVEMENT STANDARDS	<p>Reading and viewing</p> <p>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. 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.</p>	<p>Writing</p> <p>Students create texts that show how images support the meaning of the text. 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.</p>	<p>Speaking and listening</p> <p>They 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.</p>
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*This document intends to assist teachers in their implementation of the Australian curriculum through AUSVELS– it combines description and elaboration statements. The blue elaborations are examples of how the learning can be achieved; not a list of tasks that have to be done. Teachers are advised to consult the online documentation to clarify further detail for themselves. ‘AusVELS’ is the official documentation for Victorian schools.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (👉); Asia and Australia’s engagement with Australia (🌐); Sustainability (🌱)

Reference: <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.

This CEOB English AC document is organized in the Learning Modes of **Reading and Viewing**, **Writing**, **Speaking and Listening**. The Descriptors and Elaborators reflect the Strand Content from the English AC

AC English Strands

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage