



Year 2
Achievement Standards
LITERACY

BY THE END OF YEAR 2, I SHOULD BE ABLE TO...

READING AND VIEWING

- compare opinions about characters, events and settings in and between texts
- identify different types of texts that entertain and give some reasons for preferences
- identify literal and implied meaning, main ideas and supporting detail in a text
- monitor meaning, self corrects, uses prior knowledge, punctuation, language and sound knowledge while reading
- use knowledge of a wide variety of letter sound relationships to read words to develop fluency
- identify texts and language features used to describe characters, events or information
- identify if the texts purpose is to entertain, inform or persuade
- make connections between texts by comparing content
- read high frequency words (Stage 2 PLD sight words - please see classroom teacher if you would like a list of these words)
- read texts that contain varied sentence structures, some unfamiliar vocabulary
- able to retell texts and answer simple literal and inferential comprehension questions
- have an instructional reading level of 21-24

SPELLING AND WRITING

- create texts, drawing on own experiences, imagination and information learnt
- accurately spells words with regular spelling patterns and spells some words with less common long vowel patterns (Stage 2 PLD phonics - please see classroom teacher if you would like a list of these sounds)
- spell high-frequency words accurately (Stage 2 PLD sight words - strategy 1 sound out words)
- begin to use capital letters and full stops with some consistency
- experiment with the use of some additional sentence boundary punctuation e.g. exclamation mark, question mark, speech marks
- create written and digital texts using a variety of presentation methods (PowerPoint, comics, video recording, posters) and use images to support the meaning of the text
- understand different types of texts (narratives, recounts, reports), their structures and language features
- create texts that are organised using word associations, synonyms, and antonyms

SPEAKING AND LISTENING

- plan, rehearse and deliver short presentations (props, and multimedia) on familiar or learned topics (e.g. report, imaginative, recount)
- speak clearly and audibly by varying tone, volume and pace for familiar audiences.
- understand that language varies when interacting in different situations
- interact with others by initiating topics, making positive statements and voicing disagreement in an appropriate manner
- use the following strategies to interact; listening, turn taking and contributing to others' ideas
- use everyday language features and topic specific vocabulary when discussing their ideas and experiences