

RAKA PYP Year 2 English Language Requirements

Oral Language – Listening and Speaking

Conceptual understandings

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. Spoken language varies according to the purpose and audience.

Expected Standards:

- listen attentively and speak appropriately in small and large group interactions
- use language for a variety of personal purposes
- express thoughts, ideas and opinions and discuss them, respecting contributions from others
- use language to explain, inquire and compare
- hear and appreciate differences between languages
- listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail
- dramatize familiar stories and poems with use of toys, props, puppets and plays
- present ideas and information in a logical sequence
- recognize patterns in language(s) of instruction and use increasingly accurate grammar
- begin to understand that language use is influenced by its purpose and the audience
- begin to give short oral presentations in assembly using appropriate volume
- understand and use an expanding vocabulary to suit different purposes
- anticipate and predict when listening to text read aloud
- pick out main events and relevant points in oral texts
- demonstrate active listening by asking questions, having eye contact and using appropriate body language in a variety of situations



Visual Language - Viewing and Presenting

Conceptual understandings

Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of 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.

Expected Standards:

- attend to visual information showing understanding through discussion, role play, illustrations
- talk about their own feelings in response to visual messages, showing empathy for the way others might feel
- visualise texts e.g. labels, signs, iconography
- locate familiar visual texts in magazines, advertising catalogues and connect them with associated products
- connect visual information with their own experiences to construct their own meaning e.g. when taking a trip
- view different versions of the same story and begin to 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
- realise that text and illustrations in reference materials work together to convey information
- observe visual images and appreciate, and begin to be able to express, that they have been created to achieve particular purposes and influence behaviour
- use terminology to tell about visual effects e.g. features, layout, border, frame
- use actions and body language to reinforce and add meaning to oral presentations
- select and use suitable shapes, colours, symbols and layout for presentations
- use a variety of implements to practise and develop handwriting and presentation skills

Written Language – Reading

Conceptual understandings

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 organization of written language influences and conveys meaning.

Expected Standards:

- read an increasing number of sight words including some Programme of Inquiry words and technical language words
- understand sound–symbol relationships and apply reliable phonetic strategies when decoding print
- use a range of strategies to self-monitor and self-correct e.g. meaning, context, rereading, reading on, cross-checking one cue source against another
- use a variety of strategies to decode unknown words i.e. picture clues, rereading, reading on, chunking, prior knowledge, sight words, comprehension, syllables, self-correction and knowledge of common letter patterns
- recognise synonyms, antonyms and compound words in reading
- reflect meaning with the voice through pause, stress, intonation and phrasing
- discuss their own experiences and relate them to fiction and non-fiction texts
- recognize and use the different parts of a book e.g. title page, contents, index, glossary, back page, author, illustrator
- identify and explain the basic structure of a story beginning, middle and ending, problem, resolution
- may use storyboards or comic strips to communicate elements
- demonstrate an awareness of different text types: information reports, instructions, fiction, fantasy and poetry, novels, plays
- read and discuss events in a story sequence including setting characters and how they relate
- make predictions and inferences about a story, based on their own knowledge and experience
- wonder about texts and ask questions to try to understand what the author is saying to the reader
- discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways
- begin to recognize the author's purpose e.g. to inform, entertain, persuade, instruct
- develop personal preferences, selecting books for pleasure and information
- read texts at an appropriate level, independently, confidently and with good understanding
- begin to access information from a variety of texts both in print and online e.g. newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis
- begin to know when and how to use the Internet and multimedia resources for research



Written Language – Writing

Conceptual understandings

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.

Expected Standards:

- use appropriate writing conventions e.g. word order, as required by the language(s) of instruction
- engage confidently with the process of writing
- identify and use common nouns, proper nouns, verbs, pronouns, prepositions and adjectives
- consistently use the correct tense for the writing with subject-verb agreement
- use capitalisation correctly at the beginning of sentences and for proper nouns
- use appropriate punctuation to support meaning and tone e.g. full stops, exclamations marks, question marks
- begin to develop an awareness of quotation marks and commas in a list
- use familiar aspects of written language with increasing confidence and accuracy e.g. spelling patterns, high frequency words, high interest words
- use synonyms, antonyms and compound words in writing
- use a graphic organizer to plan writing of familiar genres
- write about a range of text types (topics) for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading e.g. character and setting descriptions
- write a simple story with a beginning, middle and ending, thus beginning to organise ideas into paragraphs
- begin to write structured non-fiction texts e.g. heading, sub headings, illustration
- use text structure and features when writing:
 - recounts
 - poetry,
 - procedural texts
 - explanatory texts
 - narratives
 - information reports
 - letters
 - persuasive texts
- begin to develop an individual writing style
- write expanded sentences with transition words e.g. to, and, also, then, if, that, because, when, or, but, so
- draw upon a year level bank of vocabulary words e.g. UOI new vocabulary, word walls, lists, synonyms, simple dictionaries
- use a dictionary, thesaurus and word banks to extend their use of language
- proofread and edit their own writing, making corrections and improvements
- write legibly, and in a consistent handwriting style
- use feedback from teachers and other students to improve their writing
- work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors
- with teacher guidance, publish written work, in handwritten form or in digital format

