

Stage 2 English



STAGE STATEMENT

By the end of Stage 2 students communicate expressively and clearly with growing proficiency about ideas and information in classroom, school and social situations for a range of purposes. They explore a variety of roles when interacting in pairs and groups, attending to different views and responding appropriately. Students use various listening behaviours to gather general ideas and key points from conversations, reports or spoken presentations. They identify the effect of purpose, audience and culture on spoken texts and shape and present ideas accordingly. Students identify common organisational patterns and language features of predictable spoken texts.

Students independently read, view and respond to familiar and challenging texts and justify interpretations of ideas, information and events using a range of skills and strategies. They integrate a range of skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images. Students identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understandings. They recognise the representation of characters, settings and events in imaginative texts and start to evaluate point of view. They explain some ways in which authors and illustrators engage the interests of audiences and achieve a range of purposes. Students explore the structural and grammatical features and purposes for a range of written, visual and multimodal texts.

Students create well-structured imaginative, informative and persuasive texts in terms of topic, purpose, audience and language by drafting, proofreading and editing for familiar and unfamiliar audiences. They use simple and complex sentences, paragraphing, punctuation and grammatical features characteristic of the various texts to support meaning. Students spell familiar and unfamiliar words using knowledge of letter-sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies. They use increasing fluency when writing, applying NSW Foundation Style as appropriate, and develop digital publishing skills. Students explain and reflect on how they structure their writing to achieve intended purposes.

OUTCOMES

English Outcomes	Stage 2
<p>English K-10</p> <p>EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p> <p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-3A uses effective handwriting and publishes texts using digital technologies</p> <p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p>EN2-5A uses a range of strategies, including knowledge of letter-sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p> <p>EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features</p> <p>EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts</p> <p>EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter</p> <p>EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p> <p>EN2-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p> <p>EN2-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences</p> <p>EN2-12E identifies and discusses aspects of their own and others' learning</p>	

