

## Year 2 Achievement Standard—English

### Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying [text](#) structures and [language features](#) used to describe characters and events, or to communicate factual information.

They [read](#) texts that contain varied [sentence](#) structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, [syntax](#), punctuation, semantics and [context](#). They use knowledge of a wide variety of letter-sound relationships to [read](#) words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They [listen](#) for particular purposes. They [listen](#) for and manipulate sound combinations and rhythmic sound patterns.

### Productive modes (speaking, writing and creating)

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 learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long [vowel](#) patterns. They use punctuation accurately, and [write](#) words and sentences legibly using unjoined upper- and lower-case letters.



## Year 2 Achievement Standard—Mathematics

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number [sequence](#). Students recognise the features of [three-dimensional](#) objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a [range](#) of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw [two-dimensional](#) shapes. They describe outcomes for everyday events. Students collect, organise and represent [data](#) to make simple inferences.