

Speaking and Listening Grade 2 – A blend

Black text – Victorian Curriculum

Blue text – Steiner Framework

The term indicates when something is introduced. Once introduced the skill continues throughout the year.

Term 1	Term 2	Term 3	Term 4
<p>Language variation and change 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 (VCELA234) <i>Understand that spoken and written forms of language have different features according to purpose and context/audience</i> Phonics and word knowledge Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution (VCELA238) Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters (VCELA239) <i>Recognises all regular letter – sound matches. Identifies sounds/blends at the beginning, middle and end of words</i> Interacting with others Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245) Examining literature Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (VCELT243)</p>	<p>Responding to literature Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (VCELT241) <i>Listen to and represent teacher presented stories of the Celtic narrative tradition</i> Compare opinions about characters, events and settings in and between texts (VCELT242)</p>	<p>Expressing and developing ideas 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 (VCELA237) <i>Understand the different levels of formal and informal language in the classroom</i> <i>Engage in conversations in the classroom</i> <i>Present orally personal experiences to peers</i> Language for interaction 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 (VCELA235)</p>	<p>Literature and context Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (VCELT240) <i>Retell and discuss the content of teacher presented stories</i> <i>Retell and discuss stories in sequence</i> Interacting with others Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)</p>

<p>Expand vocabulary derived from poetry and stories</p> <p>Learn and recite simple poems, chants, rhymes and songs from a range of Australian, Asian Pacific and global sources</p> <p>Participate in simple verse drama presentation</p> <p>Experiences form in literature through reciting more sophisticated rhythmic and rhyming verses.</p>		<p>Identify language that can be used for appreciating texts and the qualities of people and things</p> <p>(VCELA236)</p>	
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