# 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.*

<table>
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| **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)*  
Understand that spoken and written forms of language have different features according to purpose and context/audience  
**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)*  
Recognises all regular letter – sound matches. Identifies sounds/blends at the beginning, middle and end of words  
**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)* | **Responding to literature**  
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences *(VCELT241)*  
Listen to and represent teacher presented stories of the Celtic narrative tradition  
Compare opinions about characters, events and settings in and between texts *(VCELT242)* | **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)*  
Understand the different levels of formal and informal language in the classroom  
Engage in conversations in the classroom  
Present orally personal experiences to peers  
**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)* | **Literature and context**  
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created *(VCELT240)*  
Retell and discuss the content of teacher presented stories  
Retell and discuss stories in sequence  
**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)* |
| Expand vocabulary derived from poetry and stories | Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236) |
| Learn and recite simple poems, chants, rhymes and songs from a range of Australian, Asian Pacific and global sources | |
| Participate in simple verse drama presentation | |
| Experiences form in literature though reciting more sophisticated rhythmic and rhyming verses. | |