

Level 2 - English : Learning program (Official Victorian Curriculum)

Term 1 29 Jan → 02 Apr

[Editing compound sentences for correct punctuation](#)

[Compound sentences with conjunction 'but'](#)

[Compound sentences with conjunction 'or'](#)

[Compound sentences with conjunction 'so'](#)

[Differentiate between simple and compound sentences](#)

[Writing sentences with 'and' and 'but'](#)

[Identifying compound sentences in a paragraph](#)

[Editing compound sentences in a paragraph](#)

[Compound sentences with conjunction 'and'](#)

[Compound sentences with conjunction 'and'](#)

[Compound sentences with conjunction 'and' and 'but'](#)

[Compound sentences with conjunction 'so' and 'or'](#)

[Compound sentences with correct conjunctions](#)

[Identify correct conjunctions in compound sentences](#)

[Writing sentences with 'so' and 'or'](#)

Term 2 20 Apr → 26 Jun

[Editing sentences for boundary punctuation 1](#)

[Editing sentences for boundary punctuation 2](#)

[Introducing the subordinating conjunctions 'before' and 'after'](#)

[Completing sentences with subordinating conjunctions](#)

[Editing sentences with subordinating conjunctions](#)

[Identifying pronouns in sentences](#)

[Alternating between nouns and pronouns](#)

[Replacing nouns and pronouns](#)

[Identifying and using pronouns in a sentence](#)

[Writing sentences using pronouns](#)

[Identifying and using possessive pronouns in a sentence](#)

[Identifying and using possessive adjectives in a sentence](#)

[Writing sentences using possessive adjectives](#)

[Writing sentences using possessive pronouns](#)

Term 3 13 Jul → 18 Sep

[Identifying independent and dependent clauses](#)

[Completing sentence stems containing conjunctions 1](#)

[Completing sentence stems containing conjunctions 2](#)

[Completing sentence stems containing the conjunction 'if'](#)

[Writing sentences with subordinating conjunctions 1](#)

[Transforming sentences using a range of conjunctions 1](#)

[Writing sentences with subordinating conjunctions 2](#)

[Completing sentence stems containing the conjunction 'when'](#)

[Completing sentence stems containing subordinating conjunctions](#)

[Transforming sentences into compound or complex sentences 1](#)

[Editing sentences for boundary punctuation 1](#)

[Editing sentences for boundary punctuation 2](#)

[Writing sentences using subordinating conjunctions](#)

Term 4 05 Oct → 18 Dec

[Combining sentences](#)

[Writing complex sentences](#)

[Combining simple sentences into complex ones](#)

[Expanding sentences with adverbs](#)

[Expanding sentences with fronted adverbials](#)

[Classifying adverbial phrases](#)

[Grouping adverbial phrases](#)

[Editing boundary punctuation](#)

[Writing sentences with fronted adverbials](#)

[Using 'since', 'whenever', and 'although' to complete sentences](#)

[Constructing complex sentences with 'since', 'whenever', and 'although'](#)

[Making sentences more interesting with adverbs](#)

[Enhancing sentences with fronted adverbials](#)

[Joining ideas with 'since', 'whenever', and 'although'](#)

[Making sentences with 'since', 'whenever', and 'although'](#)

[Writing sentences with varied know conjunctions 'and', 'but', 'so' and 'or'](#)

[Transforming sentences into compound or complex sentences 3](#)

[Transforming sentences into compound or complex sentences 2](#)

[Transforming sentences using a range of conjunctions 2](#)

Texts

The word's most pointless animals

[Learning from information texts 1](#)

[Editing and publishing an information text](#)

[Learning from information texts 3](#)

[Introduction to information texts](#)

[Exploring text features in information texts](#)

[Summative assessment : drafting an information text](#)

[Learning from information texts 2](#)

[Introduction to digital texts](#)

[Writing an information text using a template](#)

[Planning for an information text](#)

[Understanding the elements of visual literacy](#)

[Understanding how visual elements create a message](#)

[Understanding how images contribute to storytelling](#)

[Analysing how colour creates mood and conveys feelings](#)

[Understanding perspectives in illustrations](#)

[Understanding how to summarise](#)

[Understanding medium and full shoots in illustrations](#)

[Analysing visual elements in illustrations](#)

[Understanding how illustrations add meaning to a story](#)

[Examining key elements in illustrations](#)

[Introducing the text](#)

[Analysing character actions 2](#)

[Comparing and contrasting character actions](#)

[Analysing character traits 1](#)

[Analysing character traits 2](#)

[Understanding anthropomorphism](#)

[Analysing character traits 3](#)

[Understanding the them of hope](#)

[Analysing how authors build suspense 2](#)

[Analysing a character and their actions](#)

[Analysing how authors build suspense 1](#)

[Identifying how character traits support character actions](#)

[Understanding the them of persistence](#)

[Examining the main messages in the text](#)

[Summative assessment : using evidence to support a main messages in the text](#)

[Exploring the structure and purpose of a memoir](#)

[Analysing illustrations and their connection to memory](#)

[Summative assessment : making personal connections and retelling memories](#)

[Understanding language used to reflect on the past](#)

[Identifying themes of family and connection to place](#)

[Introducing the text](#)

[Understanding character actions](#)

[Analysing the animal adaptations](#)

[Understanding the theme of friendship](#)

[The connection between the characters and the setting](#)

[Retelling a story using key moments](#)

[The influence of weather on animal habitats 1](#)

[Analysing how character actions cause guilt](#)

[Analysing how character show bravery](#)

[Understanding the actions of the characters](#)

[Analysing how character actions demonstrate greed](#)

[Summative assessment : understanding the wishes and determination of the characters](#)

[Analysing character actions to understand sacrifice](#)

[Understanding a character's change in identity](#)

[Understanding the theme of resilience](#)

[Introducing the text](#)

[Summative assessment : writing informative sentences](#)

[Understanding the theme of endangered species and conservation](#)

[Understanding the theme of migration](#)

Definitely no ducks ! - *Lesson 2*

Definitely no ducks ! - *Lesson 1*

Definitely no ducks ! - *Lesson 4*

Definitely no ducks ! - *Lesson 3*

Definitely no ducks ! - *Lesson 5*

Definitely no ducks ! - *Lesson 6*

Definitely no ducks ! - *Lesson 7*

Definitely no ducks ! - *Lesson 8*

Definitely no ducks ! - *Lesson 9*

Definitely no ducks ! - *Lesson 10*

Definitely no ducks ! - *Lesson 11*

Definitely no ducks ! - *Lesson 12*

Definitely no ducks ! - *Lesson 13*

Definitely no ducks ! - *Lesson 14*

This is not my home

Spoon

Summative assessment : reflecting on the story's message

Understanding the themes of belonging and change

Understanding the theme of resilience and personal growth

Understanding family relationships in the text

Understanding the theme of cultural diversity

Understanding the theme of empathy

Analysing the illustrations to infer meaning

Writing about what makes a place feel like home

Making connections to character emotions

Understanding the theme of adapting to change

Summative assessment : responding to the story's message

Identifying different character perspectives

Identifying how words create pictures

Understanding self-acceptance through Spoon's feelings

Recognising unique strengths