English

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 2 ENGLISH

This portfolio provides the following student work samples:

Sample 1	Text connection: *The Deep*
Sample 2	Character preference: Olga
Sample 3	Written response: Comparing literary text
Sample 4	Written report: Excursion to Kings Park
Sample 5	Text response: *Olga the Brolga*
Sample 6	Oral presentation: All about me
Sample 7	Reading aloud: *A Cure for Hiccups*
Sample 8	Imaginative text: The mad story about a pirate
Sample 9	Group discussion: Creating a fairy story
Sample 10	Descriptive poem: Mixtures

English

This portfolio of student work includes responses to a variety of texts and the development of a range of written and oral texts. The student uses a variety of text processing strategies to read (WS7), retrieve literal information, make inferences (WS1, WS2, WS3, WS5) and find the main idea in a text (WS1, WS2). The student creates written and multimodal texts for specific purposes and audiences (WS2, WS3, WS4, WS10) drawing on knowledge of grammar, vocabulary and punctuation (WS4, WS8, WS9, WS10). The student creates texts exploring sound and word patterns (WS10). The student demonstrates the ability to spell most high-frequency sight words and to use sound-letter knowledge to attempt new words (WS1, WS2, WS3, WS4, WS5, WS8 and WS10).

English

Text connection: *The Deep*

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

After reading *The Deep* by Tim Winton, students were asked to consider how it connected with another text they had read. They were asked to:
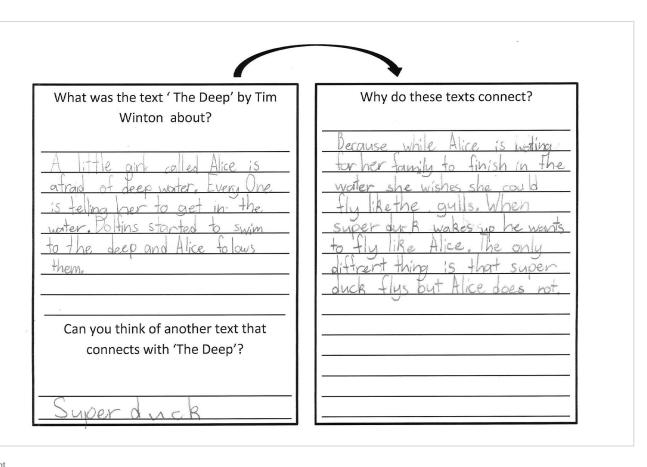
- identify the key ideas in *The Deep*
- identify another text that connects with *The Deep*
- identify the connections between the two texts.

Students had previous lessons on making connections between texts. They had access to library resources and copies of *The Deep* to use as they worked.

English

Text connection: *The Deep*

What was the text 'The Deep' by Tim Winton about?

A little girl called Alice is afraid of deep water. Every One is telling her to get in the water. Dolfins started to swim to the deep and Alice folows them.

Can you think of another text that connects with 'The Deep'?

Super duck

Why do these texts connect?

Because while Alice is waiting for her family to finish in the water she wishes she could fly like the gulls. When super duck wakes up he wants to fly like Alice. The only diffrent thing is that super duck flys but Alice does not.

Annotations

Responds to questions and writes a brief summary describing the main ideas in a story read in class.

Uses accurate sentence boundary punctuation.

Makes connections between two texts, by recognising that in both texts the characters link actions and feelings, for example, 'Alice wishing she could fly like a gull'.

Uses varied sentence structure to express and link ideas, for example, 'When Super Duck wakes up he wants to fly like Alice.'

Accurately spells high-frequency words, for example, 'little', 'does', 'while', and uses letter-sound knowledge to attempt unfamiliar words, for example, 'dolfin' (dolphin).

Reflects on the connection, making a comparison between characters' actions, for example, 'The only different thing is that Super Duck flies and Alice does not.'

Writes using legible unjoined upper- and lower-case letters.

English

Year 2
Satisfactory

Character preference: Olga

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.
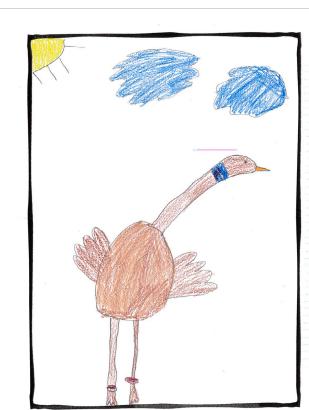
Summary of task

Students read and discussed the texts *Olga the Brolga* by Rod Clement and *Bernard the Brolga that Couldn't Dance* by Denise Burt and Tom Bishop. Students were asked to draw their favourite character and explain why they like that character.

English

Year 2
Satisfactory

Character preference: Olga

Which character did you prefer and why?

My favrot character is Olga because she looks petty. she is a girl and I am a girl, she wears bangalls, She also is a bit funny. and I like funny things and I also like the way she dances. I like the way she nagged everyone to come and dance that was funny.

Annotations

Briefly explains a personal preference for a text.

Creates an illustration to support information in the text.

Makes connections to self from literal and inferred information in the text, for example, 'she is a girl, and I am a girl'; 'she is also a bit funny …'

Uses capital letters for proper nouns.

Accurately spells high-frequency words, for example, 'because', 'come', and uses letter-sound knowledge to attempt unfamiliar words, for example, 'favrot' (favourite), 'bangalls' (bangles).

Experiments with the use of commas to connect ideas, for example, '… I am a girl, she wears …'

Writes legibly using unjoined upper- and lower-case letters.

Refers to a character's actions to support personal preference, for example, 'She nagged everyone to come and dance that was funny'.

English

Written response: Comparing literary texts

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

After reading the texts *The Very Cranky Bear* and *The Very Hungry Bear* by Nick Bland, students discussed the two bears and their actions. Students were asked to write a text to express and explain their character preferences. They were given an opening paragraph and sentence starters to use in their work.

English

Year 2
Satisfactory

Written response: Comparing literary texts

Comparing Text
We read two texts by Nick
Bland. They are "The Very
Cranky Bear" and "The Very
Hungry Bear".
I prefered the actions of the
bear in "The Very Hungry
Bear" because when the
normal bear fished a Polar
Bear and he saw the Polar
Bear have fish.
I prefered the feelings of
the bear in "The Very Cranky
Bear" because at first he's
cranky but at the end he let
the animals in his cave.

Annotations

Writes a sequenced response using an opening statement, reasons and a concluding comment.

Gives reasons for preferences which include actions and feelings of characters, for example, 'I preferred the actions of …'.

Explains personal preference for aspects of two texts.

Elaborates ideas by using literal and implied meanings to elaborate, for example '… but at the end he let the animals in his cave.'

English

Year 2
Satisfactory

Written response: Comparing literary texts

I prefered the looks of the bear in "The Very Hungry Bear" becaue when they built the ingloo for Polar Bear and he was happy.
My favoorite event was when in the start of "The Very Hungry Bear" he went fishing and he caught a Polar Bear.
Overall, I prefer "The Very Hungry Bear" becaue it was funny.

Annotations

Uses capital letters for proper nouns.

Writes legibly using unjoined upper- and lower-case letters.

Uses accurate punctuation for sentence boundary and book titles.

Uses varied sentence structures including simple, compound and complex sentences to express and link ideas, for example, 'Overall, I prefer "The Very Hungry Bear" because it was funny'.

Spells high-frequency and familiar words accurately.

English

Written report: Excursion to Kings Park

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

Students had many opportunities to learn how to write a recount, including explicit teaching and learning opportunities about text structure and language features.

Students were asked to write a recount after an excursion to a large city park. Before writing they engaged in whole-class and group discussion about their experiences.

English

Written report: Excursion to Kings Park

> Our Excursion to Kings Park
> On Wednday 27th of
> June our class, room 3
> went to Kings Park
> so we could learn more
> about abriginals. We got
> there by bus and my mam came.
>
> First we got on the
> bus. When we got of the
> bus we walked over
> to tool making. The
> man, Trevor told us
> what the tools are
> used for and the whole
> time I got to hold an
> abriginal teddy bear. Then
> we went to painting and
> did abriginal symbols.

Annotations

Creates a structured informative text, drawing on own experiences, to recount a sequence of events.

Uses some capital letters to signal proper nouns, for example, 'Kings Park', and to begin sentences.

Spells irregular words, for example, 'could', 'because'; uses digraphs and sound-letter knowledge to spell regular words, for example, 'making', 'crunch'.

Develops cohesion through word associations, for example, 'excursion', 'bus', 'learn'.

Sequences text through the use of timing words, for example, 'On Wednesday', 'First'.

Provides some factual information and some personal details.

English

Written report: Excursion to Kings Park

Annotations

Secondly we went to the Illyarrie shelter to do singing and dancing. Then we went to recess. After that we went to nature-scape we made dams and cubbies we went on a climbing web and made magic potions then we went to prickly thicket then had lunch. Thirdly we went on the Glass Bridge then we had crunch and sip. Our excursion was awesome because I loved making dams!

Uses mostly simple sentences with some compound sentences joined by 'and'.

Writes legibly using unjoined letters.

English

Text response: *Olga the Brolga*

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.
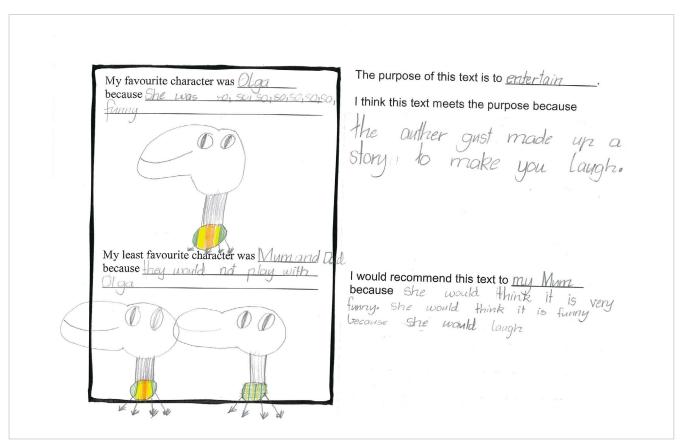
Summary of task

Students listened to the text *Olga the Brolga* by Rod Clement and discussed the purpose and possible audience of the text. Students were asked to record a personal response to the text and to answer questions related to the text's purpose and appeal to a different audience.

English

Text response: *Olga the Brolga*

My favourite character was Olga because She was so, so, so, so, so, so, so, funny

My least favourite character was Mum and Dad because they would not play with Olga

The purpose of this text is to entertain.

I think this text meets the purpose because the auther gust made up a story to make you laugh.

I would recommend this text to my Mum because she would think it is very funny. she would think it is funny because she would laugh

Annotations

Understands the purpose of the story, that is to entertain.

Briefly describes a personal preference for a character.

Uses vocabulary choice and repetition for emphasis, for example, 'so, so, so'.

Links preference to implied meanings from a text, for example, 'funny'.

Uses images to support meaning.

Writes using correctly formed unjoined upper- and lower-case letters.

Spells familiar words accurately, for example, 'would', 'story', 'funny', and attempts less familiar words, for example, 'auther/author'.

Describes author's intent, for example, 'to make us laugh'.

English

Oral presentation: All about me

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

Students were asked to prepare and deliver a short presentation on a researched topic of their own choice.

English

Oral presentation: All about me

Annotations

English

Reading aloud: *A Cure for Hiccups*

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

Students were asked to read a text aloud. The student had not read the text previously.

English

Reading aloud: *A Cure for Hiccups*

Annotations

A Cure for Hiccups used by kind permission of Nelson Cengage Learning

English

Imaginative text: The mad story about a pirate

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

Students had been reading narrative texts with fantasy characters. They had been discussing:

- how the characters and settings of different texts are developed
- how images add to the story
- the typical stages of these simple narratives.

Students were asked to:

- write a pirate narrative with a strong focus on character development
- create interesting illustrations to help tell the story
- design an appealing cover page that encourages the reader to choose their story to read.

The first draft of the story was read aloud to an adult to help determine audience appeal and readability. Students edited their work individually and the final stories were published in a class book.

English

Imaginative text: The mad story about a pirate

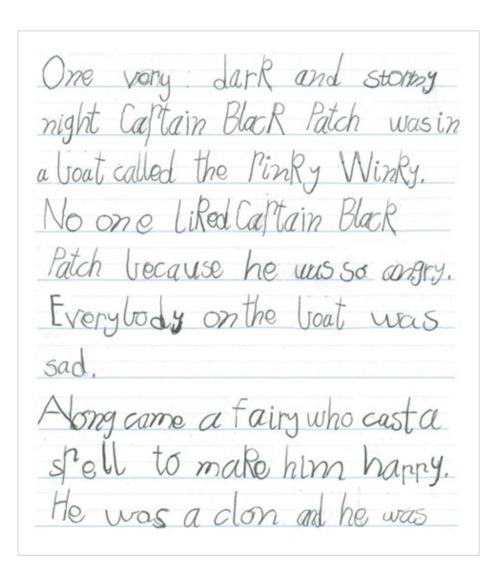**Annotations**

the mad story about a Pirate

written and illustrated by

English

Imaginative text: The mad story about a pirate

One very dark and stormy night Captain Black Patch was in a boat called the Pinky Winky. No one liked Captain Black Patch because he was so angry. Everybody on the boat was sad.

Along came a fairy who cast a spell to make him happy. He was a clon and he was

Annotations

Understands the structure and some of the characteristics of a narrative text, including characters, setting and events.

Uses imaginative elements from reading in own text.

Uses varied sentence structures including simple, compound and complex sentences to express and link ideas, for example, 'No one liked Captain Black Patch because he was so angry'.

Uses capital letters for proper nouns, for example, 'Pinky Winky'.

Accurately spells high-frequency words, for example, 'was', 'because', and uses sound–letter knowledge to attempt new words, for example, 'clon' (clown).
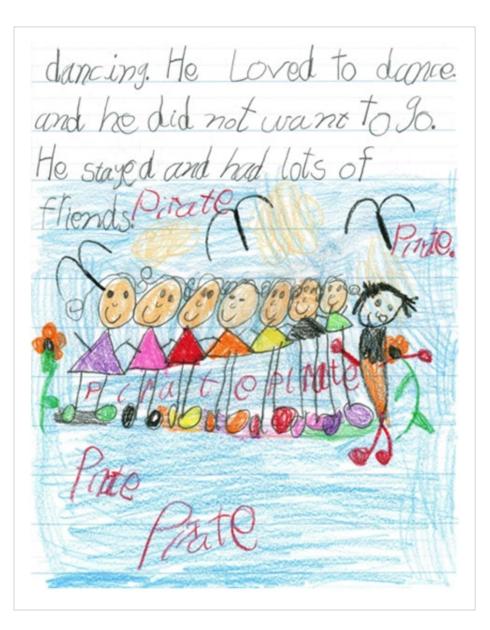
Uses familiar and learned vocabulary to create an imaginative world, for example, 'cast a spell'.

English

Imaginative text: The mad story about a pirate

Annotations

Uses knowledge about morphemes to spell words, for example, 'dancing', and 'dance'.

English

Year 2
Satisfactory

Group discussion: Creating a fairy story

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

Students in the class had developed the introduction and resolution of a fairy story for the kindergarten students at their school. In small groups the students wrote an elaborated series of events that occurred in a specific setting, for example, 'romantic land' and 'dinosaur land'. The events that occurred in these lands were shared with the whole class and the class teacher with the intention of compiling these to create a fairy story. The students in each group illustrated their text. In this work sample, the students are editing the text for improvement and to ensure that it is suitable for its audience.

English

Group discussion: Creating a fairy story

Annotations

English

Descriptive poem: Mixtures

Year 2 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. 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 learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Summary of task

The students had completed a unit of work integrating English and science content. In English the students had explored how noun groups add to the descriptive qualities of texts and how these can be used to create patterns in poetry. In science the students had investigated how some materials can be mixed together for a particular purpose, such as ingredients.

For this task, students first worked in groups to prepare a healthy snack using fruit and vegetables. After making the snack, the groups formed a 'talking circle' to experiment with sounds and words to develop descriptive, rhythmic statements that captured the characteristics of the food. The students then drew on these statements to create their own descriptive poems. The video clip displays the poem as created by the use of the word cards. The poems were videoed as they were presented orally.

English

Descriptive poem: Mixtures

Annotations