English

Year 2
Above Satisfactory

WORK SAMPLE PORTFOLIO

The 2012 portfolios are a resource to support teachers in planning and implementation of the Foundation to Year 10 Australian Curriculum in the learning area. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. At every year level there are three portfolios illustrating satisfactory, above satisfactory and below satisfactory achievement in relation to the standard.

Each portfolio comprises a collection of different student work selected by state and territory nominees, and annotated and reviewed by classroom teachers and other curriculum experts. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of student work samples in a portfolio nor are they sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Year 2 English

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1   Text connection -*The Deep*
Sample 2   Character preference - Olga
Sample 3   Preferences between texts
Sample 4   Character comparison - Brolga
Sample 5   Digital presentation - Emus
Sample 6   Oral presentation - Museums
Sample 7   Reading aloud - *Woolly Mammoth*
Sample 8   Character study - Pandas

This portfolio of student work shows an understanding that different types of texts serve different purposes and an ability to identify different text structures and language features (WS1, WS5). The student uses a variety of text processing strategies to read (WS7), retrieve literal information (WS1, WS2,WS3, WS5), make inferences (WS1, WS2, WS3, WS5) and find the main idea in a text (WS1, WS4). The student creates written and multimodal texts for specific purposes and audiences (WS2, WS3, WS4, WS5, WS8) drawing on knowledge of grammar, vocabulary and punctuation (WS2, WS3, WS4, WS5, WS8). The portfolio 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).

The following aspects of the achievement standard are not evident in this portfolio:

• *They listen for and manipulate sound combinations and rhythmic sound patterns.*

English

Text connection – *The Deep*

Relevant parts of the achievement standard

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 4 to 5 previous lessons on making connections between texts. They had access to library resources and copies of *The Deep* to use as they worked.

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English

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Text connection – *The Deep*

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

Well its about a girl called Alice she's scared of the Deep because She thinks that scary things lurks in the Deep but one day she follows Dolphones from the shallows to the Deep and realizes that it's Just water.

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

the hidden forest by Jeanie baker.

Why do these texts connect?

Well both of the texts connect because both the authers hid a monster to show there scared of the Deep. When both of the entered the Deep both of the people realize the partenshall of the water and beauty of the water.So they cared for the Deep.

Annotations

Writes a brief summary describing the main idea of a story.

Uses expressive language to describe actions from text, for example 'scary things lurk in the deep'.

Names a familiar text that connects with the main idea of another text, for example 'overcoming fear'.

Makes connections between two texts describing inferred meanings, for example 'they cared for the deep', 'realise the partenshall (potential) of the water'.

Connects text giving suggestions of authors' intent, for example 'to show there (they're) scared of the deep'.

Uses varied sentence structures (simple, compound and complex) to express and link ideas, for example 'When both of them enter the Deep both of the people realise the potential of the water and beauty of the water.'

Accurately spells high frequency words, for example 'because', 'about', and uses letter-sound knowledge to attempt unfamiliar words, for example 'partenshall/potential'.

English

Character preference – Olga

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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 describe why they like that character.

English

Character preference – Olga

Which character did you prefer and why?

> My favirite character is Olga because she is extremly funny and a good dancer and a bit rude because she spilt coffe on her dad, scared her mum, inturupted her friend and woke he other friend but I still like her best.

Annotations

Creates an illustration to support the text.

Uses a capital letter for a proper noun.

Uses descriptive language appropriate to the topic, for example 'interrupted', 'scared', 'extremely'.

Describes a personal preference for a text giving succinct and logically sequenced reasons, for example 'because she is extremely funny'.

Supports preference using literal and implied meanings, for example gives reasons why the character is rude.

Connects ideas with conjunctions, using commas to separate a sequence of ideas.

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

Accurately spells high frequency words, for example 'because', 'friend', 'other' and attempts to spell less familiar words, for example 'inturupted', ' extremly'.

English

Preferences between texts

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)
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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

Preferences between texts

Annotations

Comparing Texts

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 he caught a polar bear insted of a fish and it is funny and in The Very Cranky Bear it inint that funny. I prefered the feelings of the bear in The Very Hungry Bear because the bears were kind to each other. I prefered the looks of the bear in the Very Hungry bear because the polar bear is white and I like light coburs. I prefer the event when

Compares two texts by the same author to describe personal preference.

Structures text using an opening statement, reasons and a text connective 'overall' to conclude.

Uses punctuation accurately for sentence boundaries and book titles.

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

Uses capital letters for proper nouns.

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

Spells high frequency and familiar words accurately.

Draws on literal and implied meanings to elaborate, for example 'because the bears were kind to each other'.

Uses simple, compound and complex sentences.

English

Preferences between texts

the bear helps the polar bear to find a home for him. Overall, I prefer the Very Hungry bear because the pictures are nice and bright.

Annotations

Uses visual and print aspects of the text to draw comparison and preference, for example 'the pictures are nice and bright'.

English

Character comparison – Brolga

Relevant parts of the achievement standard

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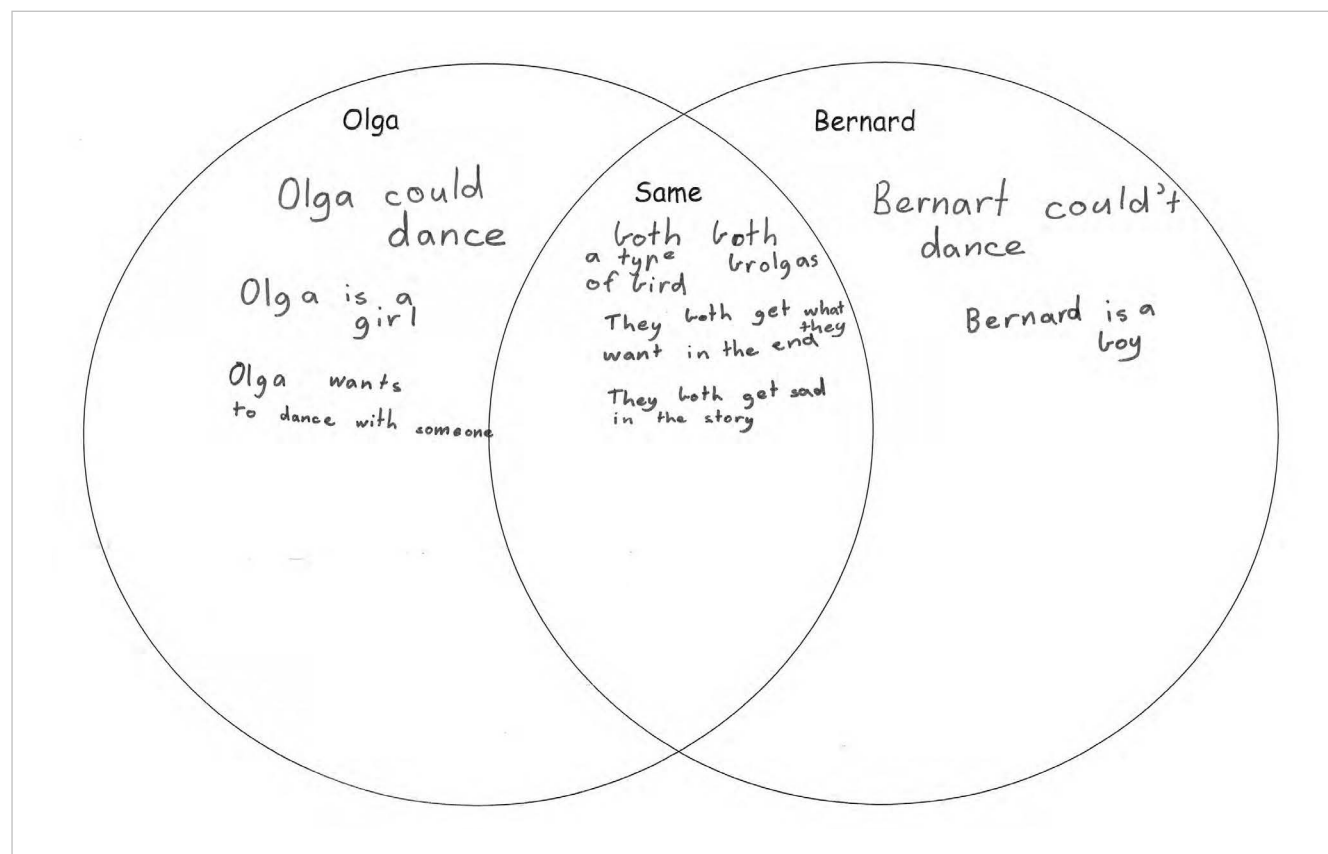*Productive modes (speaking, writing and creating)*

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Summary of task

After reading the texts *Olga the Brolga* by Rod Clement and *The Brolga that Couldn't Dance* by Denise Burt and Tom Bishop students were asked to compare the main characters in the two texts and to identify their similarities and differences.

English

Character Comparison – Brolga

Olga

Olga could dance

Olga is a girl

Olga wants to dance with someone

Same

both both a type of brolgas of bird

They both get what they want in the end

They both get sad in the story

Bernard

Bernart could't dance

Bernard is a boy

Annotations

Identifies a number of similarities and differences between characters from different texts.

Uses a graphic organiser to present comparison of ideas and events from two texts.

Spells familiar words accurately, for example 'dance', 'couldn't', 'someone'.

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

Uses some topic specific vocabulary, for example 'a type of bird'.

Identifies both literal and implied meanings when making a comparison, for example 'They both got what they want in the end', 'They both get sad in the story'.

Records ideas using precise statements with some elaboration, for example 'Olga wants to dance with someone'.

English

Digital presentation – Emus

Relevant parts of the achievement standard

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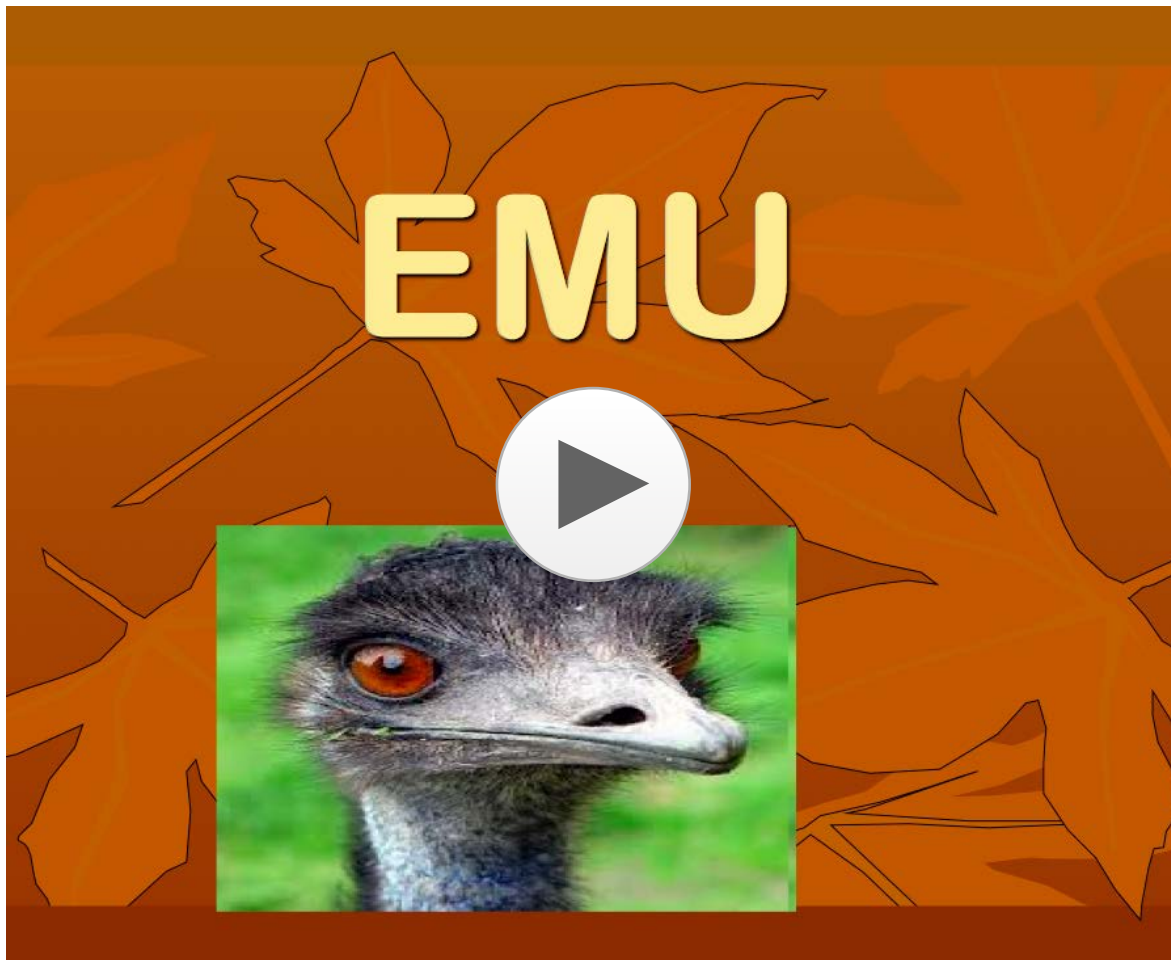
Summary of task

Students were asked to construct a digital presentation to communicate the information they had learned, and researched about an Australian animal or bird. Students were shown how to construct the digital presentation and add images.

English

Digital presentation – Emus

Annotations

English

Oral presentation – Museums

Relevant parts of the achievement standard

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Summary of task

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

English

Oral presentation – Museums

Annotations

English

Reading aloud – *Woolly Mammoth*

Relevant parts of the achievement standard

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Summary of task

Students were asked to read a text aloud. The student had not read the text previously but has an interest in prehistoric times.

English

Year 2
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Reading aloud – *Woolly Mammoth*

Annotations

English

Character study – Pandas

Relevant parts of the achievement standard

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Summary of task

After reading *Wang Wang and Funi* by Phil Cummings, students were asked to identify the real and imaginary characteristics given to the pandas in the book. Students completed the task in 20 minutes.

English

Character study – Pandas

GIANT PANDAS

Real	Imaginary
They eat bamboo. They like to yawn and scratch. They have sharp claws and black and white fur. They are hairy all over.	They dont have flowers in there head. They dont walk on 2 legs. They never look like little cartoons. They dont sleep with a cheeky smile. They dont play hide and seek. They dont flop on branches.

Annotations

Uses information from a factual text and prior knowledge to identify fact and fiction in an imaginary text.

Uses descriptive and topic specific vocabulary, for example 'bamboo', 'sharp claws', 'cheeky smile'.

Writes simple sentences using accurate punctuation.

Spells familiar and topic specific words accurately, for example 'bamboo', 'cheeky', 'scratch'.

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

Notices different text features between imaginative and informative texts, for example 'They never look like little cartoons'.

Records information from literal and implied meaning gained from print and images, for example 'They are hairy all over'.

Elaborates on connections between different types of texts, for example 'They don't flop on branches'.