

English

Year 2
Below 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 - <i>The Deep</i>
Sample 2	Narrative text - Cat and rabbit
Sample 3	Reading aloud - <i>Amy's Song</i>
Sample 4	Written report - Excursion to Kings Park
Sample 5	Digital presentation - Emus

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

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

- *listen for particular purposes and manipulate sound combinations and rhythmic sound patterns*
- *engage in group and class discussions and make presentations.*

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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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Text connection – *The Deep*



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

Alice learned to swim, but at the end Alice wasn't sked of the deep.

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

Grug learns to read

Why do these texts connect?

because Alice doesn't no ha to swim and grug learns to read and Alice learns to swim in the Deep.

Annotations

Answers questions using sentence fragments, for example 'because Alice doesn't'.

Makes connections between two texts describing literal meanings, for example 'Grug learns to read and Alice learns to swim'.

Spells some frequently used words accurately, for example 'because', 'the' and uses knowledge of letters and sounds to attempt to spell words, for example 'sked/scared', 'ha/how'.

Writes a single sentence summary outlining the main idea of a story heard in class, for example 'Alice wasn't scared of the deep'.

Names a familiar text that connects with an aspect of the text heard in class.

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

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Narrative text – Cat and rabbit

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Summary of task

Students looked at a variety of narrative texts and identified how the following elements were used in some of these texts:

- starting the story by introducing the characters and setting
- the problem/s evident
- how the problem was solved
- finishing with a lesson learnt/happy ending/conclusion.

Students were asked to use their knowledge of narrative text structure to write their own narratives. They were given an opening paragraph and sentence starters to use in their work.

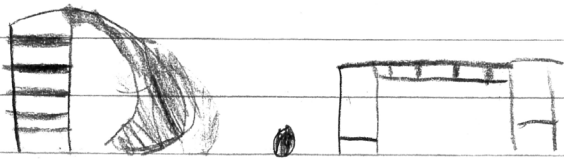
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Narrative text – Cat and rabbit

cat and rabbit 24/7/12

One morning at the park cat and rabbit were playing ball. Rabbit wanted to play on the slide and cat wanted to play ball. Rabbit screamed at cat. cat walked away from rabbit. Now rabbit followed him so cat ran away from him.



Annotations

Creates a very brief imaginative text with some recognisable structural elements of a narrative, for example a beginning and a problem.

Uses capital letters to signal sentence beginnings, for example 'One morning...'

Uses a familiar setting for a narrative, for example 'the park'.

Spells some irregular words, for example 'walked', uses digraphs and sound-letter knowledge to spell regular words, for example 'cat', 'park', 'morning' and to attempt unknown words, for example 'where/were', 'wonted/wanted'.

Develops cohesion through word associations, for example 'park', 'slide', 'ball', 'play'.

Uses familiar common nouns, for example 'cat', 'rabbit'.

Uses simple, everyday vocabulary, for example 'cat', 'play', 'rabbit'.

Uses a basic image of part of the setting to support the text.

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Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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 levelled text aloud. The student had read this text on a number of occasions.

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Reading aloud – *Amy's Song*



Annotations

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Written report – Excursion to Kings Park

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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 Kings Park. Before writing they engaged in whole class and group discussion about their experiences.

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Written report – Excursion to Kings Park

On wednesday 27th
of June. Ore class.
We went to Kings
Park, Indigenous Festival
To learn about Indigenous
Aboriginal be a bus.

1 Trevor told us all
about Aboriginal stuff.
2. We went nating
1 hend and 1 track
3. Then we went
to dancing.
4. We went to
Naturecape

Annotations

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

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

Uses basic familiar vocabulary appropriately and some new topic words, for example 'glass bridge' and learned technical vocabulary, for example 'Indigenous Aboriginal'.

Uses a limited range of verbs, for example 'went'.

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Written report – Excursion to Kings Park

Annotations

I went to the
dams then we went
to dams we made out
of wood then we
went to dams
that was my
favrate the ropes
we then nadjick
posham then
we were a
batanick would we
went over the
glass brif and

Spells some irregular words, for example 'would', uses digraphs and sound-letter knowledge to spell simple regular words, for example 'dams', 'tool' and to attempt unknown words, for example 'favrate/favourite'.

Uses a range of nouns including proper nouns (Kings Park), common nouns (dams) and concrete nouns (bus).

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Digital presentation – Emus

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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.

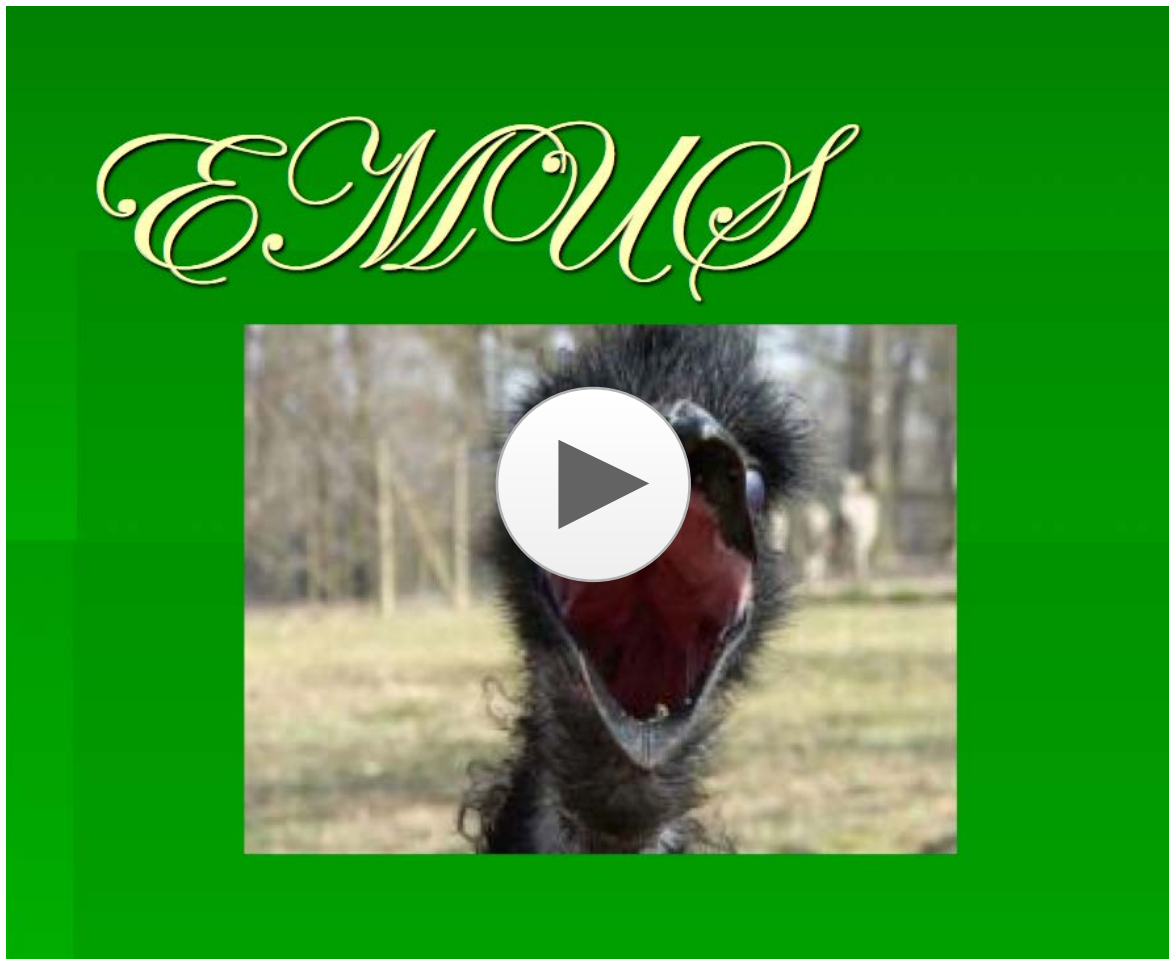
Summary of task

Students were asked to 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.

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Digital presentation – Emus



Annotations

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