English

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	Report - Excursion recount
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 tale

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,WS4,WS5,WS6, WS9). 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, WS2). The student creates written and multimodal texts for specific purposes and audiences (WS2, WS3, WS4) drawing on knowledge of grammar, vocabulary and punctuation (WS4, WS8, WS9). 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 aspect/s 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.

English

Year 2
Satisfactory

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

Writes a brief summary describing the main ideas in a story heard in class.

Uses accurate sentence boundary punctuation.

Makes a connection between two texts linking characters' actions and feelings, for example 'desire to fly'.

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.

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.

English

Character preference – Olga

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 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

Year 2
Satisfactory

Character preference – Olga
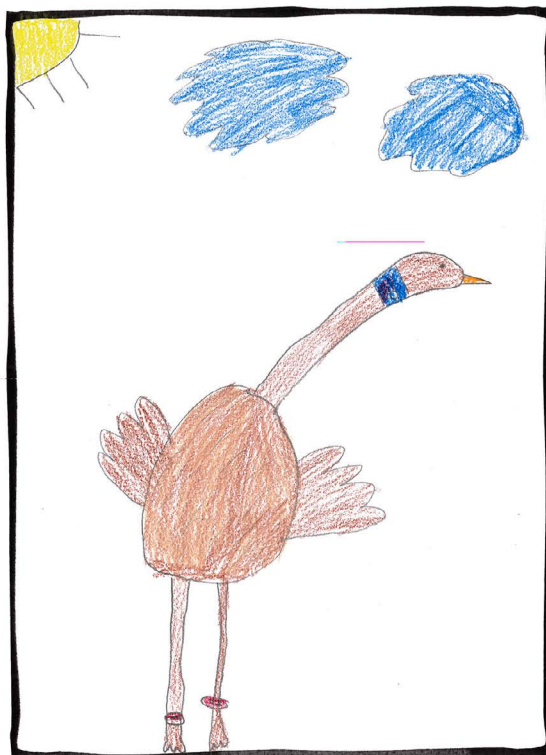
Which character did you prefer and why?

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 fanny.

Annotations

Briefly describes a personal preference for a text.

Creates an illustration to support information in the text.

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.

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…'

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

English

Preferences between texts

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

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 Text
We read two texts by Nick Bland. They are "The Very Cranky Bear" and "The Very Hungry Bear".
I preferred 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 preferred 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.

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

Preferences between texts

I prefered the looks of the bear in "The Very Hungry Bear" because when they built the igloo for Polar Bear and he was happy.

My favourite 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" because 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

Report – Excursion recount

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

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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 a large city park. Before writing they engaged in whole class and group discussion about their experiences.

English

Report – Excursion recount

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 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'.

Provides some factual information and some personal details.

English

Report – Excursion recount

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 luch. 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
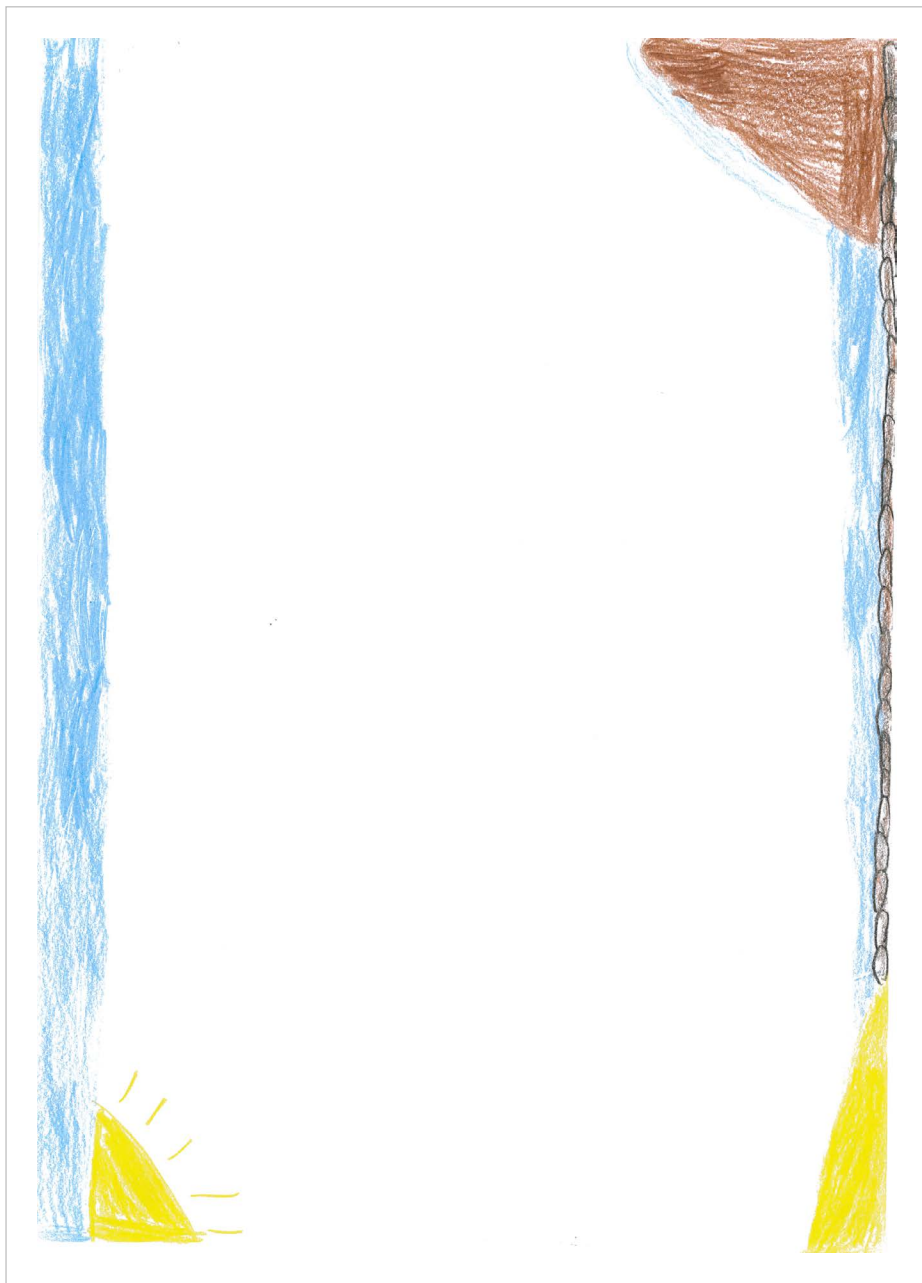
Report – Excursion recount

Annotations

Provides a basic image to support the text.

English

Text response – *Olga the Brolga*

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.

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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 a story, for example 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

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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

Year 2
Satisfactory

Oral presentation – All about me

Annotations

English

Reading aloud – *A Cure for Hiccups*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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

English

Imaginative text – The mad story about a pirate

Relevant part of the achievement standard

Receptive modes (listening, reading and viewing)

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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 the character development
- create interesting illustrations to assist with telling the story and 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).

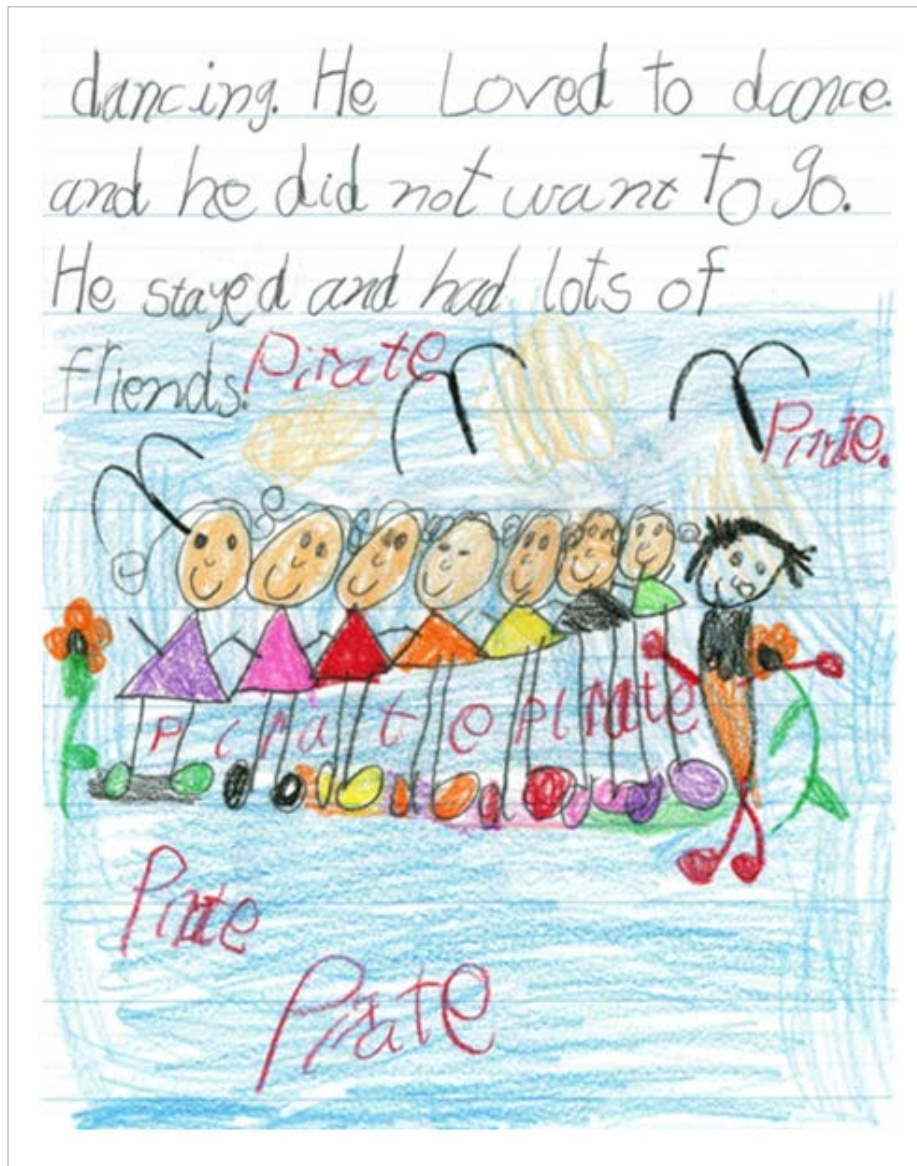Uses familiar and learned vocabulary to create an imaginative world, for example 'cast a spell'.

English

Imaginative text – The mad story about a pirate

Annotations

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

English

Group discussion – Creating a fairy story

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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

Acknowledgement
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