

### 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      Narrative text: Cat and rabbit
- Sample 3      Reading aloud: *Amy's Song*
- Sample 4      Written report: Excursion to Kings Park
- Sample 5      Digital presentation: Emus
- Sample 6      Descriptive poem: Mixtures

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 (WS3), retrieve literal information (WS1, WS5), make inferences and find the main idea in a text (WS1). The student creates written and multimodal texts for specific purposes and audiences (WS2, WS4, WS5, WS6), drawing on knowledge of grammar, vocabulary and punctuation (WS2, WS4, WS5, WS6). The student creates texts exploring sound and word patterns (WS6). The student attempts to spell high-frequency sight words and to use sound-letter knowledge to spell new words (WS1, WS2, WS4, WS5).

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## 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.

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

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

*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'.*

## Narrative text: Cat and rabbit

### Year 2 English achievement standard

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

#### **Receptive modes (listening, reading and viewing)**

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*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 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 is solved
- finishing with a lesson to learn/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.

Narrative text: Cat and rabbit

cat and rabbit 24/7/12

One morning at the park cat and rabbit where 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.*

## Reading aloud: *Amy's Song*

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

## Reading aloud: *Amy's Song*



The image shows an audio player interface. It features a black waveform on a white background, representing the audio signal. A large, semi-transparent play button is centered over the waveform. The word "Audio" is written in a large, bold, sans-serif font in the bottom-left corner of the player area.

### Annotations

*Amy's Song* used by kind permission of Nelson Cengage Learning.

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

## Written report: Excursion to Kings Park

On wednesday 27<sup>th</sup>  
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 painting  
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 numerals to sequence events.*

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

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## Written report: Excursion to Kings Park

I went to the  
 dams then we went  
 to dens we made out  
 of wood then we  
 went to dams  
 that was my  
 favrate the ropes  
 we then najick  
 noshan then  
 we wen a  
 batanick would we  
 went over the  
 glass brif and

### Annotations

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).

## Digital presentation: Emus

### Year 2 English achievement standard

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

#### **Receptive modes (listening, reading and viewing)**

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#### **Productive modes (speaking, writing and creating)**

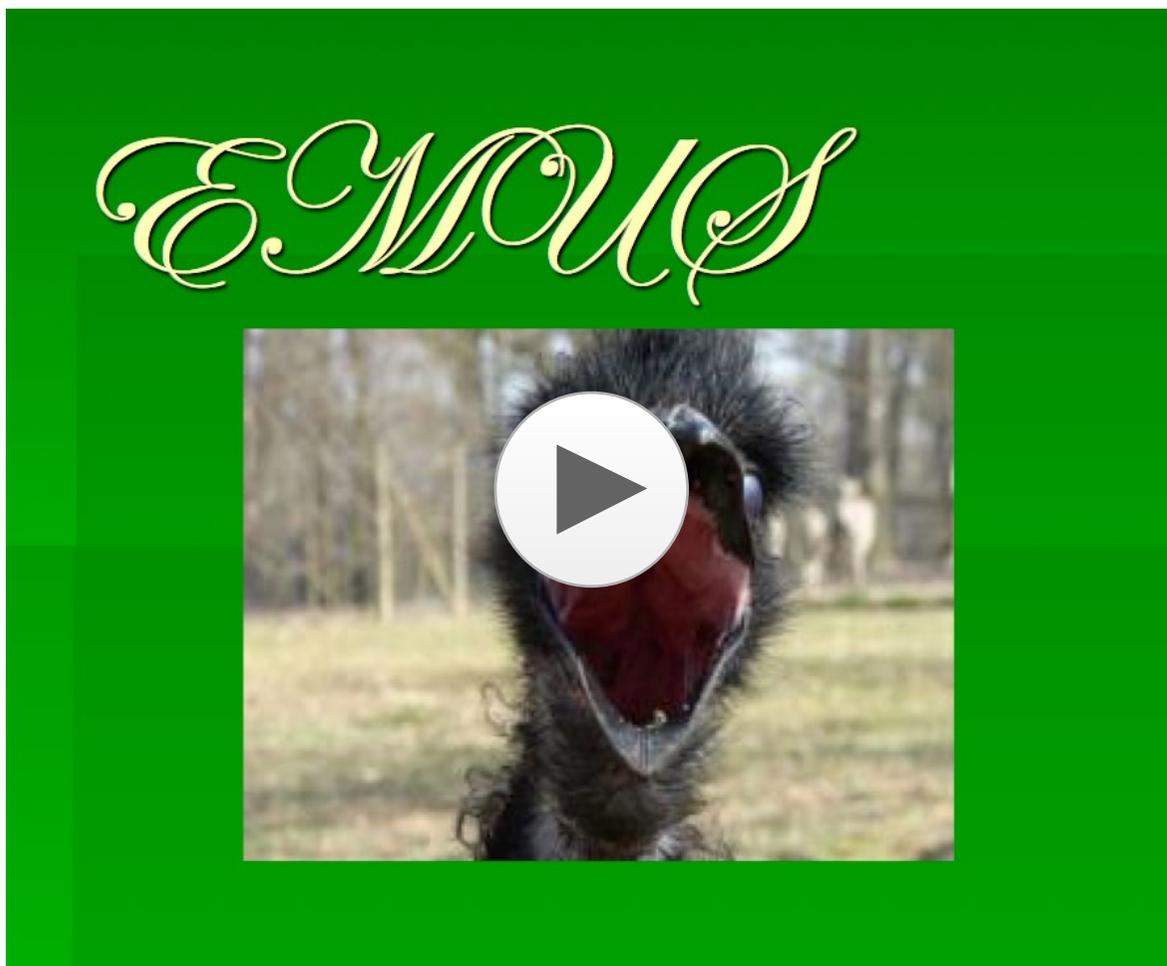
When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

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 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.

## Digital presentation: Emus



### Annotations

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## 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.

## Descriptive poem: Mixtures

Following is a transcript of a poem created and presented by the student. The original poem was handwritten on individual pieces of cardboard to support experimentation of word selection. The annotations apply to the student's oral presentation and written poem.

Student:

Vegetable Soup  
yellow buttered corn  
purple spicy onion  
bean  
pumpkin  
juicy orange carrot  
cabbage  
stock  
equals vegetable soup

### Annotations

*With support, creates and reads a brief, poetic text, drawing on own experiences and group work with peers.*

*States title of poem.*

*Reads poem word by word.*

*Uses knowledge of sounds to read irregular words, for example, 'p ... purple'.*

*Describes some nouns in poem, for example, 'juicy orange carrot'.*

*Lists other nouns, for example, 'bean', 'cabbage'.*

*Reads all lines, with delay between some lines.*

*Uses some familiar structures of a poetic text, for example, short lines.*

*Reads last line with some expression.*