

English Level 2

End-of-level review, observation records and solutions

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English Level 2

Checklist O1 — Interacting with others

This is a school-designed observation record made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this record.

Checklist O1 · Chapter 4 · Interacting with others: turn-taking, comment stems, paraphrasing, respectful disagreement

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 4 — Literacy: interacting with others about topics and texts · Section 4A.

Content description code evidenced: VC2E2LY01 (draws on VC2E2LY01.E01 to VC2E2LY01.E04) · Mode: Speaking and Listening.

Child: _____ Class: _____

Marks

None. This is a qualitative-only teacher observation record (DJB-1). No score is entered on the platform.

Occasions

Complete across several classroom occasions each term — think-pair-share, book talk, circle time, and the discussion moments in Section 4A and other chapters.

Evidence

What the child says and does in conversation. Keep a note of the child, the occasion and the move you heard.

What to look for

Teacher: watch and listen as children talk together about a topic or a text — for example, the read-aloud *The Garden Box* or any class book. For each line, mark **observed** when you have seen or heard the child do it, or **not yet observed**. There is no mark and no score.

I observe the child		Observed	Not yet observed	Date / note
#	...			
1	waits for their turn to talk, and listens with their whole body — eyes on the speaker, still body, quiet mouth	☐	☐	
2	uses a comment stem to say what they think about what a friend said — <i>I like the way you ...</i> or <i>I agree that ...</i>	☐	☐	
3	says the idea back in their own words — <i>So you think ...</i> — and shows they listened	☐	☐	

I observe the child				
#	...	Observed	Not yet observed	Date / note
4	asks a question about what they heard, or links the talk to something they know — <i>I saw that too!</i>	☐	☐	
5	when they think a different thing, disagrees in a kind way — <i>I have a different thought</i> ... — without saying the other idea is bad	☐	☐	

Where the criteria come from

- Criterion 1 — the CD asks children to be **actively listening to others**; Section 4A Part 1 teaches whole-body listening, and the Speaking and Listening mode of the Level 2 achievement standard says students **actively listen to others**.
- Criterion 2 — VC2E2LY01.E01: commenting on what others say with sentence starters such as *I like the way you ...*, *I agree that ...* (the comment stems of Part 2).
- Criterion 3 — VC2E2LY01.E02: responding to and **paraphrasing** a the contribution of a partner — the say-back move of Part 4 — in think-pair-share.
- Criterion 4 — VC2E2LY01.E03: **asking relevant questions** and making connections with personal experiences and the contributions of others.
- Criterion 5 — VC2E2LY01.E04: understanding how to **disagree or respectfully offer an alternative** — the kind way of Part 5 — and the achievement-standard sentence: students **extend their own ideas** and vary language choices depending on context.

English Level 2

Checklist O2 — Short spoken texts to an audience

This is a school-designed observation record made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this record.

Checklist O2 · Chapter 4 · Short spoken texts to an audience: prepared talk, volume and tone adjusted for the occasion

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 4 — Literacy: short spoken texts to an audience, using features of voice · Section 4B.

Content description code evidenced: VC2E2LY02 (draws on VC2E2LY02.E01 and VC2E2LY02.E02) · Mode: Speaking and Listening.

Child: _____ Class: _____

Marks

None. This is a qualitative-only teacher observation record (DJB-1). No score is entered on the platform.

Occasions

Complete across several classroom occasions each term — the prepared talks of Section 4B, show-and-tell, and any moment a child speaks to the class or a group.

Evidence

The talk plan or opening lines the child made, and what you saw and heard during the delivery. A recording is welcome but not required.

What to look for

Teacher: watch and listen as each child prepares and gives a short talk to a familiar audience — the class, a group or family at school. For each line, mark **observed** when you have seen or heard the child do it, or **not yet observed**. There is no mark and no score.

I observe the child		Observed	Not yet observed	Date / note
#	...			
1	prepares a short talk about something they learnt or love, with a start and an end	☐	☐	
2	uses talk words — careful and polite, like <i>Good morning, everyone</i> and <i>Thank you for listening</i> — and uses words that fit the topic	☐	☐	
3	delivers the talk to a familiar audience, standing	☐	☐	

I observe the child		Observed	Not yet observed	Date / note
#	...			
	tall and looking up			
4	uses a voice loud enough for the whole audience to hear — a room voice	☐	☐	
5	changes the voice to fit the moment — slows down on the big parts, and uses a tone that fits	☐	☐	

Where the criteria come from

- Criterion 1 — VC2E2LY02.E01: **preparing and delivering** oral presentations; Section 4B *Get ready, then talk!* — pick the topic, pick the words, practise the voice, stand up and talk.
- Criterion 2 — VC2E2LY02.E01: using **more formal language and specific vocabulary about content area topics** — the talk words and topic words of Examples 1 and 2.
- Criterion 3 — the CD verb **deliver** short spoken texts **to an audience**, and the achievement-standard Speaking and Listening sentence: students **deliver short spoken texts** for a **familiar audience** and appropriate for purpose.
- Criterion 4 — VC2E2LY02.E02: **adjusting volume** when speaking in more formal situations — the voice levels of Example 4; a room voice for a class talk.
- Criterion 5 — VC2E2LY02.E02: adjusting **tone**, with pace as the third feature of voice the section names — the tone cards and the pace strip of Examples 3 and 5, and the achievement-standard clause **using features of voice**.

English Level 2

Checklist O3 — Sound play: blending, segmenting, deleting and substituting

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Checklist O3 · Chapter 4 · Sound play: blending, segmenting, deleting and substituting sounds in spoken words

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 4 — Literacy: phonemic awareness · Section 4C.

Content description code evidenced: VC2E2LY03 (draws on VC2E2LY03.E01 and VC2E2LY03.E02) · Mode: Reading and Viewing (decoding base).

Child: _____ Class: _____

Marks

None. This is a qualitative-only teacher observation record (DJB-1). No score is entered on the platform.

Occasions

Complete across several classroom occasions each term — the oral sound play of Section 4C, and short moments in 4D and 4E when children say sounds before they write letters.

Evidence

What the child says out loud. Say the sounds or the word, and listen to what the child does with them. Keep a note of the words you used.

What to look for

Teacher: do the sound play out loud, with ears and mouths — no pencils needed. For each line, mark **observed** when you have heard the child do it, or **not yet observed**. There is no mark and no score. Accept the pronunciation you hear when you count sounds.

I observe the child		Observed	Not yet observed	Date / note
#	...			
1	pushes spoken sounds together to say a whole word — <i>s-p-oo-n ... spoon!</i>	☐	☐	
2	stretches a word into its sounds, one by one, and counts them — <i>cloudy: c-l-ou-d-y, five sounds</i>	☐	☐	
3	takes a sound away from a word and says what is left — <i>scratch without s-c-r is</i>	☐	☐	



I observe the child		Observed	Not yet observed	Date / note
#	...			
	<i>atch; coat without c is oat</i>			
4	swaps a sound in a word to make a new word — <i>chip</i> with <i>sh</i> for <i>ch</i> is <i>ship</i> ; <i>stack</i> with <i>i</i> for <i>a</i> is <i>stick</i>	☐	☐	
5	uses sound play to have a go at a new word — blending to read it, or stretching it to spell it	☐	☐	

Where the criteria come from

- Criterion 1 — VC2E2LY03.E01: **blending** sounds in words; Section 4C Part 2, *push the sounds together*.
- Criterion 2 — VC2E2LY03.E01: **segmenting** sounds in words, for example *c-l-ou-d-y*; Section 4C Part 3, *stretch the word*, counting sounds not letters.
- Criterion 3 — VC2E2LY03.E02: **deleting** sounds in spoken words, for example deleting the initial *scr* in *scratch*; Section 4C Part 4, the *take away* dial.
- Criterion 4 — VC2E2LY03.E02: **substituting** sounds to form new words, for example *stack* becomes *stick*; Section 4C Part 4, the *swap* dial.
- Criterion 5 — the CD purpose: blending, segmenting and manipulating to **read and write increasingly complex words**; Section 4C Part 5, *to read, blend; to spell, stretch*; this is the decoding base the Reading and Viewing mode of the achievement standard builds on.

English Level 2

Checklist O4 — Reading aloud: phrasing, self-correcting, re-reading

This is a school-designed observation record made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this record.

Checklist O4 · Chapter 4 · Reading aloud: phrasing, self-correcting, re-reading when meaning breaks

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 4 — Literacy: reading with phrasing and fluency; monitoring meaning, re-reading, self-correcting · Section 4G.

Content description code evidenced: VC2E2LY07 (draws on VC2E2LY07.E01 and VC2E2LY07.E02) · **Mode:** Reading and Viewing.

Child: _____ Class: _____

Marks

None. This is a qualitative-only teacher observation record (DJB-1). No score is entered on the platform.

Occasions

Complete across several classroom occasions each term — partner reads, guided reading, and the three texts of Section 4G: a story, a fact text and a chant.

Evidence

What you hear while the child reads aloud: the phrasing, the mix-ups, the fixes, and the re-reads. Keep a note of the text and what the child did.

What to look for

Teacher: listen as the child reads aloud a text they can read — a book, a page from class, or one of the Section 4G texts. For each line, mark **observed** when you have seen or heard the child do it, or **not yet observed**. There is no mark and no score.

I observe the child		Observed	Not yet observed	Date / note
#	...			
1	reads in phrases — keeps word groups together and pauses at the marks, not one word at a time like a robot	☐	☐	
2	reads at a smooth, talking speed — the words flow together	☐	☐	
3	when they meet a word they do not know, uses the word kit — sounds and letters, word parts, or a flash	☐	☐	

I observe the child		Observed	Not yet observed	Date / note
#	...			
	word			
4	notices when a word or a sentence stops making sense, stops, goes back and fixes it	☐	☐	
5	re-reads a sentence or a page when meaning breaks, and the second read is more smooth	☐	☐	

Where the criteria come from

- Criterion 1 — the CD: read different types of texts **with phrasing**; Section 4G Part 2, *read in phrases* — word groups together, pauses at commas and stops.
- Criterion 2 — the CD: read with **fluency**; Section 4G Part 1, smooth reading like talking, not bumpy one-word reading.
- Criterion 3 — VC2E2LY07.E01: using **phonic (sound–letter) and morphemic knowledge, and knowledge of high-frequency words when decoding text** — the three tools of the word kit in Part 3; the Reading and Viewing mode of the achievement standard: students **read using phonic, morphemic and vocabulary knowledge**.
- Criterion 4 — VC2E2LY07.E02: **monitoring their own reading and self-correcting** — Part 4 *watch the meaning* and Part 5, the five fix-it-up steps.
- Criterion 5 — VC2E2LY07.E02: **re-reading when meaning does not make sense** — Part 5, *each re-read gets more smooth*.

English Level 2

Checklist O5 — Handwriting: legible, unjoined, fluent

This is a school-designed observation record made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this record.

Checklist O5 · Chapter 5 · Handwriting: legible unjoined lower- and upper-case letters, growing fluency, functional pencil grip

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 5 — Literacy: legible, fluent writing with unjoined lower-case and upper-case letters · Section 5F.

Content description code evidenced: VC2E2LY13 (draws on VC2E2LY13.E01) · Mode: Writing.

Child: _____ Class: _____

Marks

None. This is a qualitative-only teacher observation record (DJB-1). No score is entered on the platform.

Occasions

Complete across several classroom occasions each term — the Warm up, then write! routine of Section 5F, daily handwriting warm-ups, and any class writing moment.

Evidence

The writing itself, plus what you see in the sit, the hold and the pace. Keep a dated sample or a note of the occasion.

What to look for

Teacher: watch the child write, and read what they wrote. Use any writing moment — a warm-up line, a copied sentence, or a sentence the child wrote. For each line, mark **observed** when you have seen it, or **not yet observed**. There is no mark and no score. Judge pace only while the writing stays legible: steady and still easy to read.

I observe the child		Observed	Not yet observed	Date / note
#	...			
1	holds the pencil with a grip that works — the pencil stays under control and the hand stays calm — and keeps writing without tiring	☐	☐	
2	writes letters that are legible — every word can be read without guessing, with clear shapes, letters the same size, letters on the	☐	☐	

I observe the child		Observed	Not yet observed	Date / note
#	...			
	line, and a space between words			
3	writes with unjoined letters — each letter stands on its own, with no joining strokes	☐	☐	
4	uses lower-case letters for most of the word, and puts an upper-case letter at the start of a sentence and at the start of a name	☐	☐	
5	writes at a steady pace with no long stops — growing fluency — while the writing stays legible	☐	☐	

Where the criteria come from

- Criterion 1 — VC2E2LY13.E01: **consolidating a functional pencil grip/grasp**; Section 5F Episode 2 and Example 1 — a grip that works keeps the pencil under control and the hand comfortable enough to keep writing.
- Criterion 2 — the CD: write words **legibly**; Section 5F Episode 3, the four legibility jobs: clear shapes, same size, on the line, spaces.
- Criterion 3 — the CD: using **unjoined** lower-case and upper-case letters; Section 5F — every letter gets its own spot; joined letters are Level 3 and are not taught at this level.
- Criterion 4 — the CD: using unjoined **lower-case and upper-case letters**; Section 5F Example 4 — the upper-case jobs from Level 1: the start of a sentence and the start of a name; the Writing mode of the Level 2 achievement standard: consistently legible unjoined lower-case and upper-case letters.
- Criterion 5 — the CD: write words legibly and **with growing fluency**; Section 5F Episode 5 and Example 5 — steady beats fast; fluency is a steady pace with no long stops, while the writing stays legible.

English Level 2

Checklist O6 — Creating by adapting

This is a school-designed observation record made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this record.

Checklist O6 · Chapter 3 · Creating by adapting

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 3 — Literature: creating · Section 3E (making new texts from the stories the class knows).

Content description code evidenced: VC2E2LE05 (draws on VC2E2LE05.E01) · Mode: Writing, with Speaking and Listening.

Child: _____ Class: _____

Marks

None. This is a qualitative-only teacher observation record (DJB-1). No score is entered on the platform.

Occasions

Complete across several classroom occasions each term, as children adapt stories during and after Section 3E.

Evidence

The writing, drawing or performance the child makes, plus what the child says when sharing it. Audio or video of a performance is welcome.

Companion task

Portfolio task T1 in this booklet gives the same learning a create-and-share moment. T1 is also unmarked (DJB-2).

What to look for

Teacher: watch and listen as each child makes a new event for a character from a story the class knows. For each line, mark **observed** when you have seen the child do it, or **not yet observed**. There is no mark and no score. Keep the work sample or a note of what you saw.

I observe the child		Observed	Not yet observed	Date / note
#	...			
1	names a character from a story the class has read or heard, and names the story	☐	☐	
2	gives the character a new event, or new speech, dialogue or behaviour — a different turn for the story	☐	☐	
3	makes the new text by writing, drawing or	☐	☐	

I observe the child		Observed	Not yet observed	Date / note
#	...			
	performing (or more than one of these)			
4	uses ideas and details from the story the class knows inside the new text	☐	☐	
5	shares the new text with a familiar audience — the class, a group or a partner — and talks about it	☐	☐	

Where the criteria come from

- Criteria 1 and 4 — the CD asks children to create texts **by adapting** structures and language features of **previously encountered literary texts**; the Writing mode of the Level 2 achievement standard says students **use ideas and details from previously encountered texts**.
- Criterion 2 — VC2E2LE05.E01: inventing some speech, dialogue or behaviour for a favourite character for an **alternative event or outcome** to the one in the original text.
- Criterion 3 — the CD names the three ways of creating: **writing, drawing and performance**.
- Criterion 5 — the Speaking and Listening mode of the achievement standard (speaking to a familiar audience) and the CD audience for the new text.

English Level 2

Checklist O7 — Personal response to stories

This is a school-designed observation record made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this record.

Checklist O7 · Chapter 3 · Personal response to stories

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 3 — Literature: comparing stories and sharing what we like about them · Section 3B (and the class read-alouds of Sections 3A, 3C and 3E).

Content description code evidenced: VC2E2LE02 (preference facet; draws on VC2E2LE02.E01 and VC2E2LE02.E02) · Mode: Reading and Viewing.

Child: _____ Class: _____

Marks

None. This is a qualitative-only teacher observation record (DJB-1). No score is entered on the platform. Personal preference has no right answer.

Occasions

Complete across several classroom occasions each term — after read-alouds, shared reading and the stories in Sections 3A, 3B, 3C and 3E.

Evidence

What the child says in book talk, partner talk and class discussion, plus any drawing or writing where the child shares a preference. Keep a note of the child and the story.

Companion evidence

The comparison facet of the same CD is assessed objectively in Check C3 (Questions 7 and 8). This record is for the preference facet only.

What to look for

Teacher: listen as each child talks about a story the class knows — a read-aloud, a story from this book, or a story the child has read. For each line, mark **observed** when you have heard or seen the child do it, or **not yet observed**. There is no mark and no score. There is no wrong preference.

I observe the child		Observed	Not yet observed	Date / note
#	...			
1	names a story, a character or a setting they like best — <i>I like this story best because</i> ...	☐	☐	
2	gives a reason for what they like, joined with <i>because</i>	☐	☐	
3	says if the world of the story is like	☐	☐	

I observe the child		Observed	Not yet observed	Date / note
#	...			
	their own world or different from it — or if a character is like them or not like them			
4	says how they feel about what a character does in the story — kind things a character does, and unkind things too	☐	☐	
5	when the class compares two stories, says which one they like best and tells one thing they noticed about it	☐	☐	

Where the criteria come from

- Criteria 1 and 5 — the CD asks children to **compare features of a range of literary texts, such as characters and settings, and share personal preferences**; the Reading and Viewing mode of the Level 2 achievement standard says students **express personal preferences for particular texts and discuss and compare connections between characters, settings and events**.
- Criterion 2 — the Speaking and Listening mode of the achievement standard: students **provide reasons for preferences**.
- Criterion 3 — VC2E2LE02.E01: preferences for stories set in **familiar or unfamiliar worlds**, or with characters whose lives are **like or unlike** the child.
- Criterion 4 — VC2E2LE02.E02: sharing **feelings about the positive and negative behaviour of characters**, including animal characters such as Ruby the bilby in *The Creek in the Sun*, Bruno and Mia in *The Big Picnic*, or any character in the class read-alouds.
- The comparison facet of VC2E2LE02 sits in Check C3; this record does not duplicate it.

English Level 2

Review R2 — End-of-Level-2 review

This is a school-designed review made by your school for this book. It is not a VCAA test. Level 2 learning is reported against the Level 2 achievement standard, not against a mark on this review.

Review R2 · End of Level 2 · Reading and Viewing, and Writing

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapters 1 to 5 — the whole book. Every question looks at something you have already learned. Nothing in this review is new.

Content description codes assessed: one item for each of the 22 objectively-assessed CDs — VC2E2LA01–LA05, LA06–LA10, LE01–LE04, LY04–LY06, LY08–LY12.

Name: _____ Date: _____

Total marks	22
Section structure	Section A — Reading and Viewing: Questions A1–A13 (13 marks) · Section B — Writing: Questions B1–B9 (9 marks)
Timing	Untimed. Your teacher will pace this review and let you finish. The whole review takes about 25 minutes. No sitting is longer than 12 minutes.
Sittings	Do this review in three sittings on different days or at different times. Sitting 1 = Questions A1–A7. Sitting 2 = Questions A8–A13. Sitting 3 = Questions B1–B9.
Reading support	Your teacher may read any story, question or answer to you. The story in this review — <i>The Red Hat</i> — was written just for it. You do not need to know any other story.
Equipment	One device for you or your pair. Nothing else is needed.

This review looks at what you learned across the whole book. Every question is worth 1 mark. Have a go at every question.

Words you will see: you met these words in the book — *noun group, compound sentence, contents page, chapter, title, capital letter, full stop, comma, digraph, silent letter, tricky word, word family, prefix, suffix, purpose, audience, fact, opinion, rhyme*. They are the same words your teacher taught you.

Section A — Reading and Viewing (13 marks)

Sitting 1 — Questions A1–A7

Question A1 — The captain speaks (1 mark)

In a game, you are the captain of your team. Your friend asks what to do first. What is the best thing for a captain to say?

- A. Let us warm up together first.
 - B. Do what you like. I am going home.
 - C. I do not know. Ask someone else.
 - D. You will never win!
-

Question A2 — Say what you liked, and why (1 mark)

Sam says:

I liked the poem because the words sounded like rain.

What did Sam do?

- A. said what they liked and gave a reason
 - B. told a story about the rain
 - C. asked a question about the poem
 - D. gave instructions about rain
-

Question A3 — The job of a text (1 mark)

A text has a title, an opening, facts and a closing. What is the job of this text?

- A. to tell you about something with facts
 - B. to tell you a story
 - C. to ask you to do something
 - D. to sing a song
-

Question A4 — The pointing word (1 mark)

Read:

Ava found a little bird. She gave it some water.

What does the word *it* stand in for?

- A. the bird
 - B. Ava
 - C. the water
 - D. the tree
-

Question A5 — Find your way around a book (1 mark)

You want to find out what is in Chapter 3 of a book. Where do you look first?

- A. the contents page
 - B. the back cover
 - C. any picture
 - D. the middle of the book
-

Question A6 — What the picture adds (1 mark)

In a story, the words say: *Max went to the park.* The picture shows rain and a coat. What does the picture add?

- A. It tells you about the weather without words.
 - B. It tells you Max is at school.
 - C. It tells you what Max saw.
 - D. It tells you how the story ends.
-

Question A7 — The character fits the setting (1 mark)

A story happens in a cold, snowy land. Which character fits this setting best?

- A. a bear that sleeps through the winter
 - B. a fish that swims in a warm sea
 - C. a camel that walks on hot sand
 - D. a parrot that lives in a green jungle
-

Sitting 2 — Questions A8–A13

Question A8 — Two stories, two boats (1 mark)

You read two stories. Both stories have a little boat. In one story, the boat is on a river. In the other story, the boat is on a big blue sea. What did you just do?

- A. compared the settings of the two stories
 - B. found the main idea of one story
 - C. made a prediction about the boats
 - D. sounded out a hard word
-

Question A9 — The feeling words (1 mark)

Read:

Mia smiled and hugged the little dog.

What do the words *smiled* and *hugged* tell you?

- A. how Mia feels
 - B. where Mia lives
 - C. what Mia saw
 - D. when Mia sleeps
-

Question A10 — The rhyme (1 mark)

Which word rhymes with *night*?

- A. light
 - B. day
 - C. star
 - D. moon
-

Question A11 — Same topic, two texts (1 mark)

Text 1: The seed wakes up. It grows and grows. Soon it is a tall sunflower!

Text 2: A sunflower needs sun and water. It can grow very tall.

What do both texts tell about?

- A. sunflowers
 - B. tall trees
 - C. the sun only
 - D. water only
-

Question A12 — Who is the sign for? (1 mark)

You see a sign at the library: *Quiet, please*. Who is the sign for?

- A. everyone in the library
 - B. only the librarian
 - C. only the children
 - D. people outside the library
-

Figure R2-A — A story for this review (original, written for this review)

Teacher: you may read this story out loud. The children may read it too.

The Red Hat

One windy day, Mia wore her red hat.

The wind blew hard. Off went the hat!

It rolled down the path.
Mia ran after it.
The hat went under the fence.
Mia could not fit under the fence.
Then a little dog came out from under the fence.
The red hat was on the head of the dog!
Mia laughed and said, "Thank you, little dog!"

Question A13 — Work it out (1 mark)

Read *The Red Hat* again. The story does not say this, but you can work it out from the clues. Why did Mia laugh?

- A. The little dog came out wearing her hat, and that was funny.
 - B. The wind was very cold.
 - C. Mia lost her way home.
 - D. The dog was too big to play with.
-

Section B — Writing (9 marks)

Sitting 3 — Questions B1–B9

Question B1 — Join the sentences (1 mark)

Combine the sentences. Pick the best join.

I wanted to play outside. It was raining.

- A. I wanted to play outside but it was raining.
 - B. I wanted to play outside and it was raining.
 - C. I wanted to play outside so it was raining.
 - D. It was raining I wanted to play outside.
-

Question B2 — The noun group that tells the most (1 mark)

Which noun group tells the most about the kite?

- A. the old red kite
 - B. a kite
 - C. kites
 - D. it
-

Question B3 — The topic word (1 mark)

You are writing a text about the sea. Which word fits the topic best?

- A. waves

- B. doors
 - C. shoes
 - D. clocks
-

Question B4 — Commas in the right places (1 mark)

Pick the sentence with the commas in the right places.

- A. We saw ducks, hens and sheep.
 - B. We saw ducks hens and sheep.
 - C. We saw, ducks hens and sheep.
 - D. We saw ducks, hens, sheep.
-

Question B5 — The quiet letter (1 mark)

Read the word *write*. Which letter is silent?

- A. w
 - B. r
 - C. i
 - D. e
-

Question B6 — The word that fits (1 mark)

Pick the word from the one family that fits the sentence.

Mia is the _____ child in the photo.

- A. only
 - B. once
 - C. lone
 - D. one
-

Question B7 — Build the word (1 mark)

Build the word from parts you know. If you can spell *friend*, you can spell this word.

friend + *ly* = _____

Question B8 — Put the fact text in order (1 mark)

Put the parts of the fact text in order: title, opening, fact, closing. On your device, drag each card into order. (On paper, write 1, 2, 3, 4 next to each card.)

- Our class has a garden.

- The Class Garden
 - We like to work in it.
 - Carrots and beans grow there.
-

Question B9 — The right marks (1 mark)

Pick the sentence with the right capital letters and full stop.

- A. We went to the park.
 - B. we went to the park.
 - C. We went to the park
 - D. We went To the park.
-

End of Review R2. Well done — that is the whole book! Your teacher will show you the answers when everyone has finished.

Review R2 — Solutions and marking key

For the teacher. Remove these pages before issuing the review to children. Every item is worth 1 mark. Total: 22 marks. Three sittings — Sitting 1: Questions A1–A7 · Sitting 2: Questions A8–A13 · Sitting 3: Questions B1–B9. Untimed; about 25 minutes in total, and no sitting is longer than 12 minutes. You may read any story, question or answer to a child on request (live read-aloud; this review carries no embedded audio).

Objective key

Q	Answer	Mark
A1	A — Let us warm up together first.	1
A2	A — said what they liked and gave a reason	1
A3	A — to tell you about something with facts	1
A4	A — the bird	1
A5	A — the contents page	1
A6	A — It tells you about the weather without words.	1
A7	A — a bear that sleeps through the winter	1
A8	A — compared the settings of the two stories	1
A9	A — how Mia feels	1
A10	A — light	1
A11	A — sunflowers	1
A12	A — everyone in the library	1
A13	A — The little dog came out wearing her hat, and that was funny.	1
B1	A — I wanted to play outside but it was raining.	1
B2	A — the old red kite	1
B3	A — waves	1
B4	A — We saw ducks, hens and sheep.	1
B5	A — w	1
B6	A — only	1
B7	friendly	1
B8	1 The Class Garden · 2 Our class has a garden. · 3 Carrots and beans grow there. · 4 We like to work in it.	1
B9	A — We went to the park.	1

Model answers — the construction families (P2)

Section B includes one item from each construction family, and both ship with a model answer.

B1 — model sentence construction. The correct option is itself the model compound sentence, built the 2A way — two ideas joined with one joining word:

I wanted to play outside but it was raining.

Two complete ideas (*I wanted to play outside · it was raining*) are joined with *but*, because the second idea pushes against the first. The sentence starts with a capital letter and ends with a full stop. Options B and C use real joining words with the wrong join for these two ideas (*and* adds; *so* shows a result); option D has no join at all.

B8 — model text construction. The ordered cards make a complete fact text, following the 5D informative part map (title, opening, fact, closing):

The Class Garden (the title)

Our class has a garden. (the opening)

Carrots and beans grow there. (the fact)

We like to work in it. (the closing)

The title names the topic; the opening tells what the text is about; the fact tells something true; the closing says how the writer feels about it.

Per-item CD map (coverage audit)

Q	CD	Owning section	First assessed in	H5P type	What the item shows
A1	VC2E2LA01	1A	C1	Multiple Choice	A speaker in a role making a choice for a team — role and familiarity framing, fresh context (the excluded LA01.E02 appears nowhere)
A2	VC2E2LA02	1B	C1	Multiple Choice	Saying what was liked about a text and giving a reason
A3	VC2E2LA03	1C	C1	Multiple Choice	Naming the purpose of a text from its structure — title, opening, facts, closing
A4	VC2E2LA04	1D	C1	Multiple Choice	Working out what a pronoun stands in for across two sentences
A5	VC2E2LA05	1E	C1	Multiple Choice	Using a contents page to

Q	CD	Owning section	First assessed in	H5P type	What the item shows
A6	VC2E2LA08	2C	C2	Multiple Choice	find a chapter What pictures add that the words do not say
A7	VC2E2LE01	3A	C3	Multiple Choice	Choosing a character who fits a setting — neutral, original setting (the excluded LE01.E01 appears nowhere)
A8	VC2E2LE02	3B	C3	Multiple Choice	Comparing the settings of two stories — comparison facet only; the preference facet belongs to checklist O7
A9	VC2E2LE03	3C	C3	Multiple Choice	Verb groups that show how a character feels (the excluded LE03.E03 appears nowhere)
A10	VC2E2LE04	3D	C3	Multiple Choice	Finding a rhyme
A11	VC2E2LY08	5A	C5	Multiple Choice	One topic across two different texts
A12	VC2E2LY09	5B	C5	Multiple Choice	Naming the audience of a sign
A13	VC2E2LY10	5C	C5	Multiple Choice	Inference on the new original passage Figure R2-A — clues in the text plus what the reader knows
B1	VC2E2LA06	2A	C2	Multiple Choice	Sentence construction — joining two ideas into one compound sentence with the right joining

Q	CD	Owning section	First assessed in	H5P type	What the item shows
B2	VC2E2LA07	2B	C2	Multiple Choice	word; model answer supplied The noun group that tells the most about a thing
B3	VC2E2LA09	2D	C2	Multiple Choice	Choosing a topic word when writing (no words from Victorian Aboriginal languages appear — the excluded LA09.E04 appears nowhere)
B4	VC2E2LA10	2E	C2	Multiple Choice	Commas separating items in a list, in the right places
B5	VC2E2LY04	4D	C4	Multiple Choice	Naming the silent letter in a word with a silent digraph
B6	VC2E2LY05	4E	C4	Multiple Choice	Choosing the one-family word that fits a sentence
B7	VC2E2LY06	4F	C4	Fill in the Blanks	Building a word from a known base word plus a suffix — the LY06.E02 example
B8	VC2E2LY11	5D	C5	Sort the Paragraphs	Text construction — ordering the parts of a fact text; model answer supplied
B9	VC2E2LY12	5E	C5	Multiple Choice	Editing — capital letters and the full stop in the right places

Notes for marking

- All items carry 1 mark each. There is no part-marking anywhere in R2.
- **B7** awards the mark for *friendly* spelled correctly.

- **B8** requires the full correct order for the mark. On paper, accept cards numbered 1, 2, 3, 4 as equivalent to the device interaction.
- **A13** rests on inference: the story never says why Mia laughed, so read the story to the child again on request before they answer.
- Every item may be read aloud to a child on request (DJB-3: live teacher read-aloud; R2 carries no embedded audio).

Coverage statement

All 22 objectively-assessed CDs appear exactly once — one item per CD, 22 marks, as the §7 R2 row requires: VC2E2LA01–LA05 (A1–A5) · LA08 (A6) · LE01–LE04 (A7–A10) · LY08, LY09, LY10 (A11–A13) in Section A — Reading and Viewing (13 items); LA06, LA07, LA09, LA10 (B1–B4) · LY04–LY06 (B5–B7) · LY11 (B8) · LY12 (B9) in Section B — Writing (9 items). The two modes of the Level 2 achievement standard that admit objective items are sectioned so a teacher can mark diagnostically against the mode sentences; Speaking and Listening is evidenced by checklists O1 and O2 and is not re-tested on paper.

Cumulative, no new content, fresh contexts. Every CD assessed here was already assessed in its chapter check (C1: LA01–LA05 · C2: LA06–LA10 · C3: LE01–LE04 · C4: LY04–LY06 · C5: LY08–LY12), and every item uses a fresh context — no item reuses a context from any chapter check.

LY10 on a new original passage. A13 sits on Figure R2-A, *The Red Hat*, an original story written for this review, as the §7 row requires.

Construction families with model answers (P2). Section B includes one sentence-construction item (B1) and one text-construction item (B8), each with a model answer supplied above. The B8 model is an informative fact text; the B1 model is a compound sentence in a personal, story-like context.

§2A. The four excluded elaboration ids — VC2E2LA01.E02, VC2E2LE01.E01, VC2E2LE03.E03, VC2E2LA09.E04 — appear nowhere in this review; the items route around them as stated in the per-item map. There is no Aboriginal or Torres Strait Islander content of any kind.

DJB defaults. The ratified defaults are implemented: about 25 minutes in total, administered in three sittings of 12 minutes or less (Sitting 1: A1–A7 · Sitting 2: A8–A13 · Sitting 3: B1–B9); no embedded audio anywhere (DJB-3 — R2 has no audio-assessed family, so all read-aloud is live teacher reading on request).

All stimulus is original and written for this review. No NAPLAN or VCAA content is reproduced, and this review is a school-designed check, not a VCAA test.

English Level 2

Portfolio task T1 — Give a favourite character a new event

This is a school-designed task made by your school for this book. It is not a VCAA test. There are no marks for this task. Level 2 learning is reported against the Level 2 achievement standard.

Portfolio task T1 · Chapter 3 · Give a favourite character a new event

English Level 2 (Year 2) · Victorian Curriculum 2.0

Chapters and topics covered: Chapter 3 — Literature: creating · Section 3E (making new texts from the stories the class knows).

Content description code evidenced: VC2E2LE05 (draws on VC2E2LE05.E01).

Name: _____ Date: _____

Marks	None. This task is included and unmarked (DJB-2). It is a create-and-share portfolio moment. Your teacher keeps a qualitative note (DJB-1).
Timing	Untimed. The task takes about two lessons. Your teacher will tell you when to make and when to share.
Conditions	Work on your own or with a partner, as your teacher says. You may use writing and drawing tools. With teacher help, you may use a camera, a tablet or a sound tool to make or record your new bit.
What to do	Pick a favourite character from a story the class knows. Give the character a new event. Make it by writing, drawing or performing. Share it with a familiar audience.
Companion	Checklist O6 in this booklet watches the same learning across the term.

Step 1 — Pick your character and your story

My favourite character is: _____

from the story: _____

Step 2 — Plan: what do you keep? What do you change?

Keep the best parts of the story. Change one big thing — a new event, new talk, new things the character does, or a new ending.

I keep from the story

I change

Step 3 — Make your new bit

Make your new event by **writing, drawing or performing** — or more than one. Make it here, or on a new page, or in your story box.

Step 4 — Share with a familiar audience

Share your new bit with the class, a group or a partner. Then say:

I kept _____ *I changed* _____

Your audience says one thing they liked, with *because*.

Teacher record — qualitative only, no marks (DJB-1 and DJB-2)

Teacher: this rubric is the four observable actions from TOC §7, implemented under ratified default DJB-2 as an unmarked, qualitative record. Mark **observed** or **not yet observed**. Enter no score on the platform; keep the work sample, the recording or your note in the portfolio. This record is the companion to checklist O6.

I observe the child		Observed	Not yet observed	Date / note
#	...			
1	Keeps — uses a favourite character from a story the class knows, and keeps something else from the story too: the setting, another character, or loved words	☐	☐	
2	Changes — gives the character a new event or a new ending, or new speech, dialogue or behaviour, different from the story	☐	☐	
3	Makes — creates the new text by writing, drawing or performing (or more than one), and may use video or audio tools with help	☐	☐	
4	Shares — shares the new text with a familiar audience and can say <i>I kept</i> ... <i>I changed</i> ...	☐	☐	

Where the rubric comes from. Actions 1 and 2 — the CD asks children to **create texts by adapting** structures and language features of previously encountered literary texts; Section 3E teaches this as *keep* and *change*, and VC2E2LE05.E01 names inventing speech, dialogue or behaviour for a favourite character for an alternative event or outcome. Action 3 — the CD names the three ways of creating: writing, drawing and performance, with optional video and audio tools. Action 4 — the Speaking and Listening mode of the Level 2 achievement standard (speaking to a familiar audience) and the sharing stem of Section 3E, Q11.

