

English Foundation

Chapter 2 — Language: sentences, meaning-making and vocabulary

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Sentences are key units for expressing ideas

What we will find out

We say things with words. Words that say one full thing are a **sentence**.

New word: a **sentence** is words that say one full thing.

The words in a sentence go one after the next, in the right **order**.

New word: **word order** is which word goes first, which word goes next, and which word goes last.

Word order is important. Put the words in a new order, and the sentence says a new thing!

Some words say a full thing. Some words say only a bit. A bit that is not a full sentence is a **fragment**.

New word: a **fragment** is a bit of a sentence. It is not a full sentence.

Look! A fragment, and a full sentence:

a fragment

after school

Not a full sentence.

a full sentence

Dad will pick me up after school.

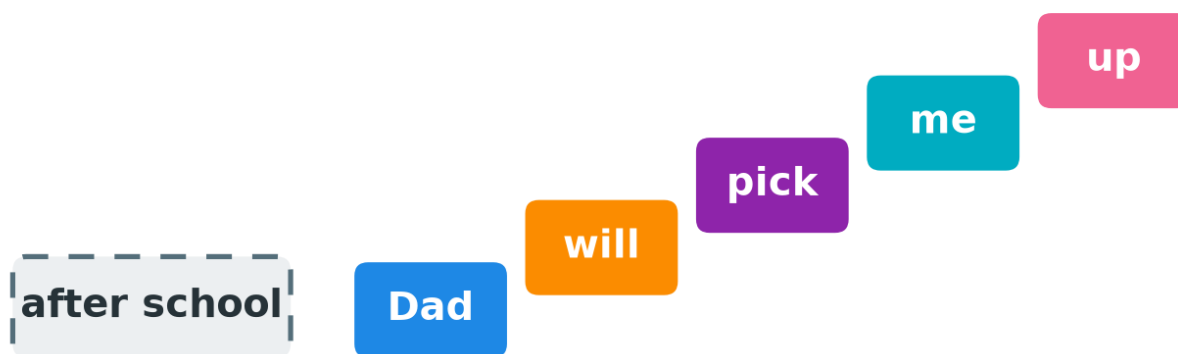
A full sentence!

You can see the fragment in the full sentence.

Two word blocks. The short block says after school. It is a fragment, not a full sentence. The long block says Dad will pick me up after school. It is a full sentence.

And look! More words can make a fragment a full sentence:

More words make a full sentence!



Dad will pick me up after school.

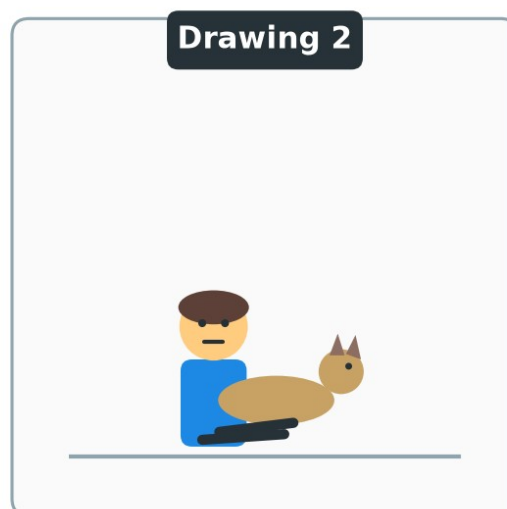
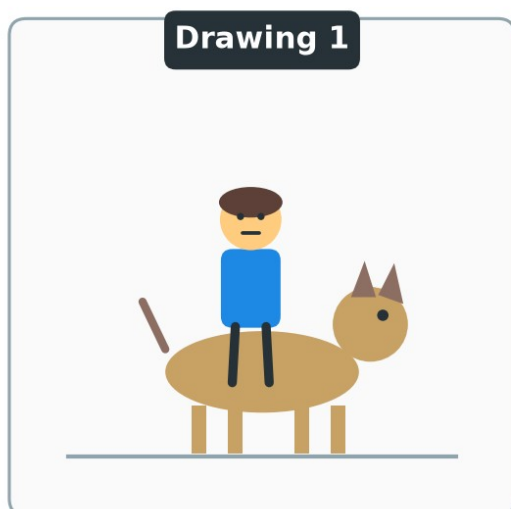
Word blocks. More words make the fragment after school a full sentence. The full sentence is Dad will pick me up after school.

In this bit of our book, we will:

- see how the words in a sentence go in order;
- see how a new order says a new thing;
- say which words are a full sentence, and which words are a fragment.

See how it works

Example 1 — With help: which drawing is it?



The boy sat on the dog. The dog sat on the boy.

Two drawings. In drawing one, a boy sits on a dog. In drawing two, a dog sits on a boy.

The teacher reads: “**The dog sat on the boy.**”

We listen to the words. We look at the two drawings. Which drawing says the same thing as the words?

Say what you think: “I listen for who sits on who. The **dog** sits on the **boy**. I look for the drawing with the dog on top. That is drawing 2!”

Drawing 2 is the one.

Example 2 — With help: is it a full sentence?

The teacher says: “**in the car**”

Is that a full sentence? Does it say a full thing?

No! We do not know who is in the car. “in the car” is a **fragment** — a bit of a sentence.

The teacher says: “**Mum is in the car.**”

Yes! Now we know who. It says a full thing. It is a **sentence**.

Is it a sentence?



1

Does it say a full thing?

2

Are the words in the right order?



A drawing. It asks two things. One: does it say a full thing? Two: are the words in the right order?

Have a go!

With help

1. Touch the drawing. The teacher reads a sentence. Touch the drawing that says the same thing. The teacher reads: “The boy sat on the dog.” Now: “The dog sat on the boy.” (Drawing: the two drawings above, from Example 1.)

2. Blocks in order. Here are the word blocks. They are all mixed up!

The boy sat on the dog.



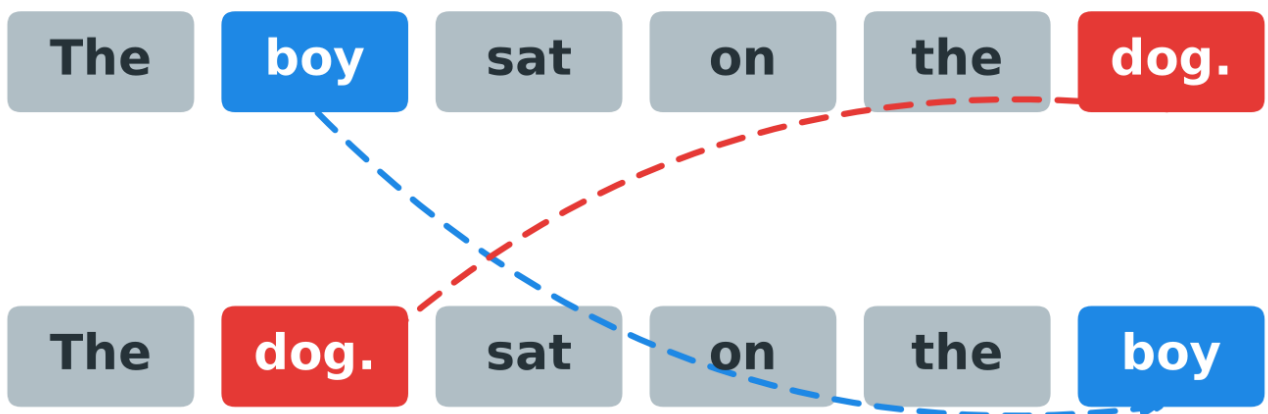
The words go one after the next.

Six word blocks, one after the next. The blocks say the sentence *The boy sat on the dog.* Every block has a number from one to six.

Put the blocks in the right order. Say the sentence with your teacher.

3. New spots! We say: “**The boy sat on the dog.**”

Now the words **boy** and **dog** go to new spots!



The same words in new spots say a new thing!

The words *boy* and *dog* go to new spots. The new sentence says *The dog sat on the boy.*

Say the new sentence. Does it say the same thing? No!

4. Full or not full? The teacher says some words. If the words say a full thing, say “**Sentence!**” If not, say “**Fragment!**”

The teacher says

We say

“on the bed”

Fragment!

“The cat is on the bed.”

Sentence!

“my big red bag”

Fragment!

The teacher says

“I have a big red bag.”

We say

Sentence!

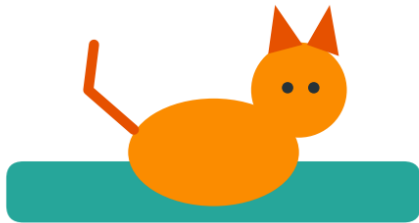
5. Make it a full sentence. The teacher says a fragment. We make it a full sentence!

The fragment: “**on the mat**” — what goes at the start?

The cat sat on the mat.



a fragment — what goes at the start?

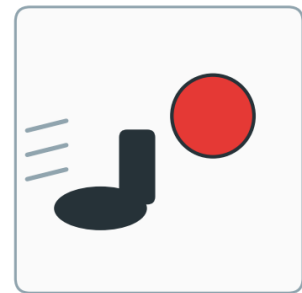
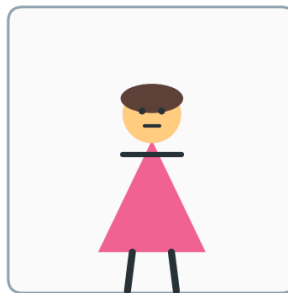
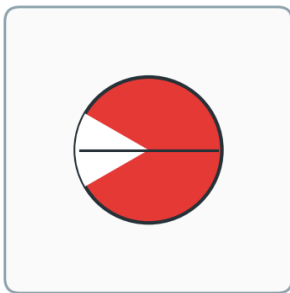


What goes at the start?

A cat sits on a mat. The first block has no words. The full sentence is The cat sat on the mat.

“The cat sat on the mat.”

6. Drawings in order. Look at the three drawings. They are all mixed up!



Which one goes first? Which one goes next? Which one goes last?

Three drawings in mixed order. A ball, a girl, and a kick.

Which drawing goes first? Which goes next? Which goes last? Put them in order and say the sentence: “**Mia kicks the ball.**”

You do it now

7. Listen and draw. The teacher reads: “**The dog sat on the boy.**” Draw it! Next, say your drawing to a friend. Does it say the same thing as the words?

8. Say a full sentence. Look at the drawing of the cat on the mat (from number 5). Say one full sentence about it.

9. Say a full sentence your way. The teacher says: “**after school**”. Say a full sentence with the words “after school”. Your sentence can be new — no two have to be the same.

10. Make a sentence. Say a sentence about your family or a friend. Your friend asks: “Does it say a full thing?”

How do you know?

Say the sentence you made to your teacher.

- How do you know it is a sentence?
- Now put two words in new spots. Does your sentence say the same thing? How is it new?
- Is “after school” a sentence? How do you know?

Sentences are made of groups of words that work together

VC2EFLA06 — “recognise that sentences are made up of groups of words that work together in particular ways to make meaning” VC2EFLA06.E01 — “learning how words in a sentence relate to one another; for example, connecting ‘a cat’ (noun) to ‘ate’ (verb), or ‘black’ (adjective) to ‘a cat’ (noun)” Hands on to: VC2E1LA06, VC2E1LA07

You read every word here to the kids. The kids do not read. They listen, look, touch and say. 2A comes first — a sentence says one full thing. Here we look at the words in it.

What we see today

Three big words:

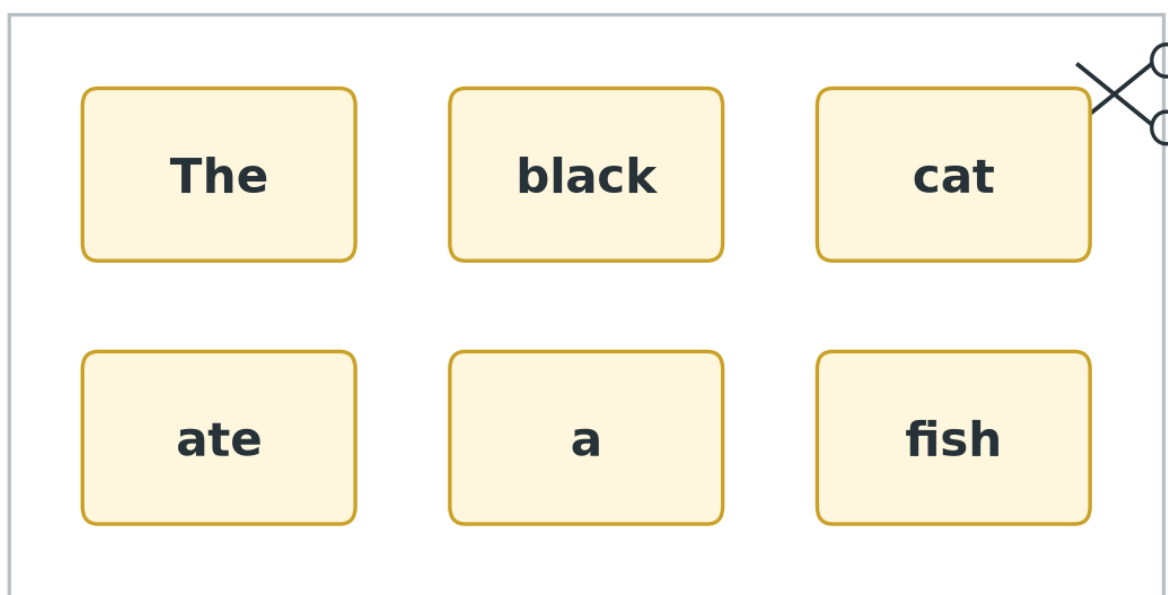
- **word** — one bit of what we say. “Cat” is a word. “The” is a word too.
- **sentence** — words that go together to say one full thing. “The cat ran.” is a sentence.
- **group of words** — in a sentence, words that sit together and go together. We call them **word friends**.

A sentence is made of words that work together. The words sit in little groups. One group says who the sentence is about. One group says the doing. One group can say where, or what.

Say it with me: *The black cat ate a fish*. The groups: *The black cat* (who) · *ate* (the doing) · *a fish* (what).

What you need

- Word bits for *The black cat ate a fish* — paper words, cut out (see the cut paper here).
- Paper and pencils for colouring.
- Two big circles made of paper, for the two circles.



Cut out the word bits. One bit for every word.

Six paper word bits on a big paper: The, black, cat, ate, a, fish, for you to cut out.

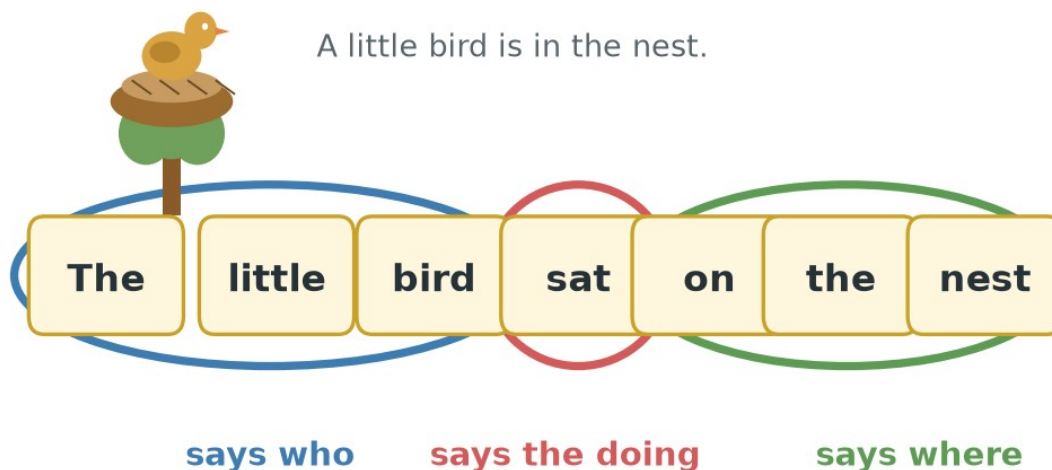
What to do

1. Say the sentence. Kids, listen! *The black cat ate a fish*.
2. Say it one word at a time: *The ... black ... cat ... ate ... a ... fish*. How many words? Six words — six taps!
3. Put the word bits on the table. Say it one more time, and tap every word bit as you say it.
4. Who is the sentence about? The cat! Yes — *The black cat* all goes with the cat. Circle it blue.

5. What is the doing word? *Ate*. Circle it red.
6. The cat ate. What did the cat eat? *A fish*. Circle it green.
7. Word friends play: *black* goes with *cat*. Now — does *black* go with *ate*? Say it: *The black ate cat a fish*. No! It does not work!
8. New word play: *The black cat ate a cake*. Does it work? Yes! It is fun.

We do it — watch and see

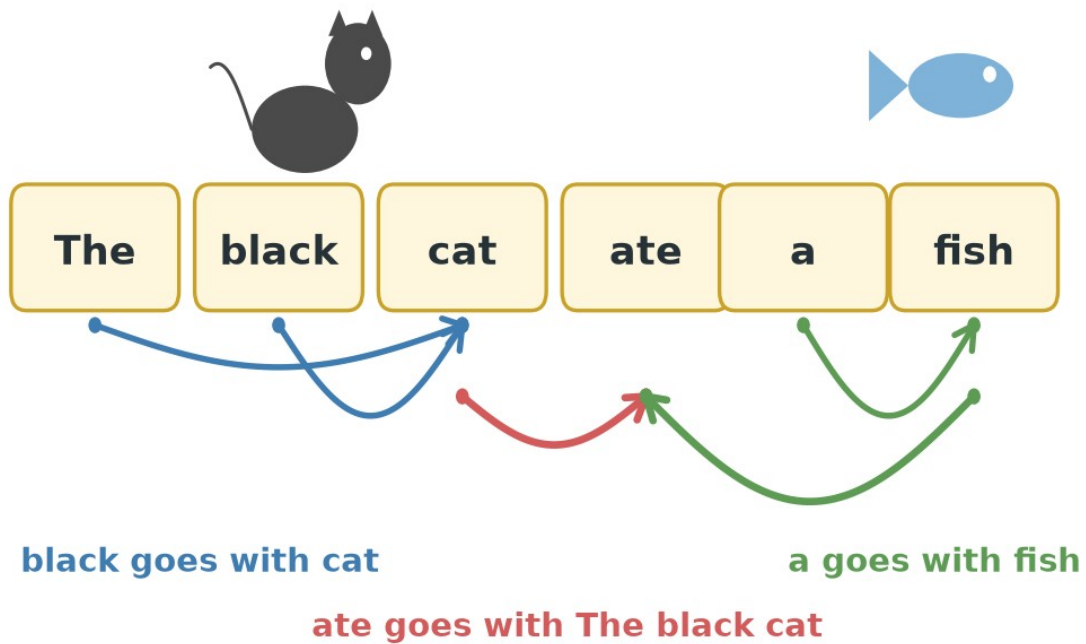
One — the groups. *The little bird sat on the nest*. Watch: *The little bird* says who — blue circle. *Sat* says the doing — red circle. *On the nest* says where — green circle.



The little bird sat on the nest.

The little bird sat on the nest. A blue circle around The little bird, says who. A red circle around sat, says the doing. A green circle around on the nest, says where. A bird is in a nest in a tree.

Two — the word friends. *The black cat ate a fish*. Watch: *black* goes with *cat*, and *the* goes with *black cat* too — one group! The group goes with *ate*. And *a* goes with *fish*, and *a fish* goes with *ate* too.



Word friends go together. The groups go with ate.

The black cat ate a fish. Black goes with cat, the goes with cat too, a goes with fish, and the groups go with ate. A cat sits over the cat words and a fish sits over the fish word.

You do it — with help

1. Put the bits the right way. I say the sentence. You put the word bits in the right way. I help with the first one.



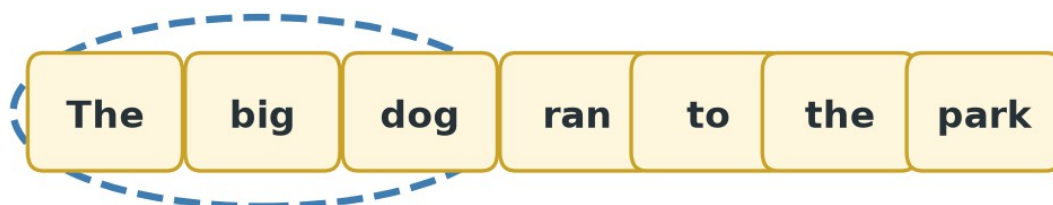
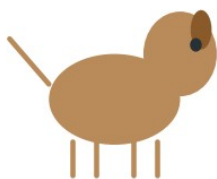
The word bits are all mixed up!

1	2	3	4	5	6
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Say the sentence. Now put the word bits in the right way.

Mixed up word bits fish, The, ate, black, a, cat on top, and six empty boxes under them, one to six.

2. Circle the who. I say: *The big dog ran to the park.* You circle the group that says who.



Who is this sentence about?

Draw a circle around the group that says who.

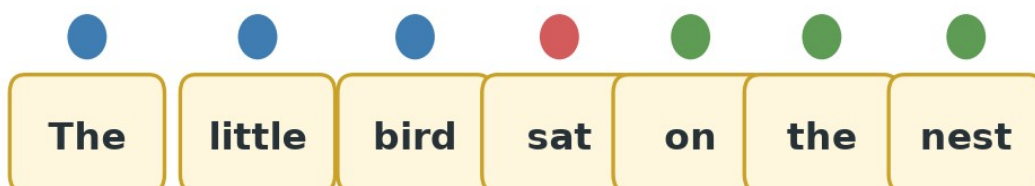
The big dog ran to the park, with a dog over the dog words and a tree at the end. A blue circle is around The big dog.

3. Colour the friends. Word friends get the same colour. Blue for the who words, red for the doing word, green for the where words.

 **says who**

 **says the doing**

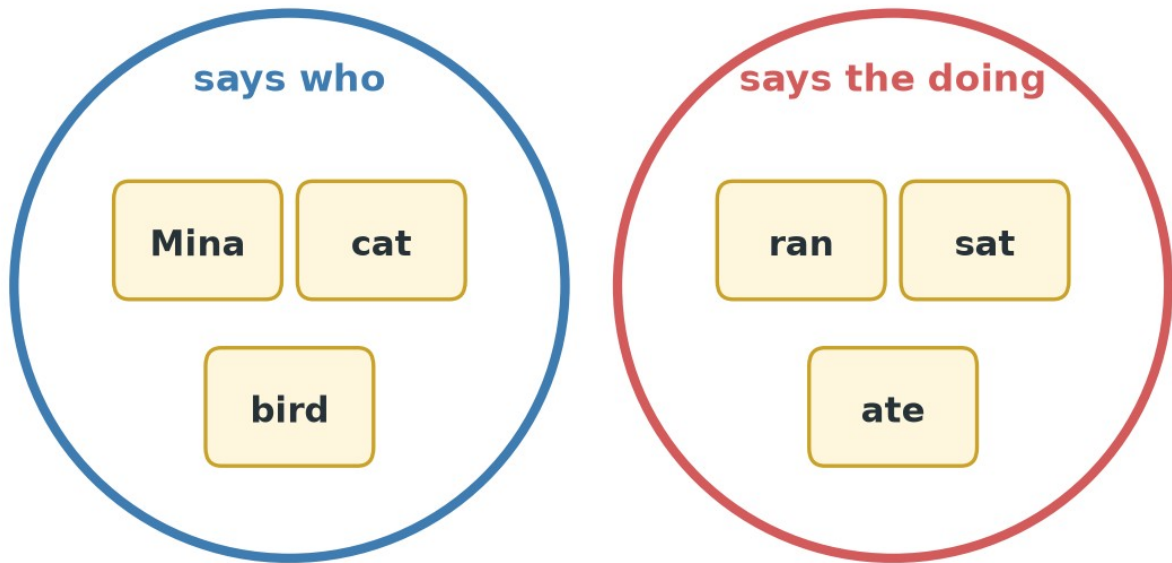
 **says where**



Word friends get the same colour. Colour every group.

The little bird sat on the nest. Blue dots over The, little, bird. A red dot over sat. Green dots over on, the, nest.

4. Two circles. Who bits go in the blue circle. Doing bits go in the red circle.



Is it a who word or a doing word? Put every bit in the right circle.

Two big circles. The blue one says who and has Mina, cat, bird. The red one says the doing and has ran, sat, ate.

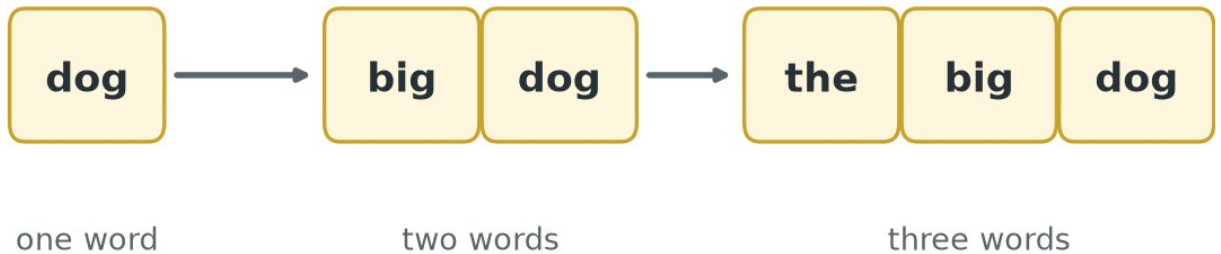
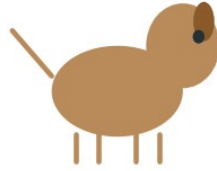
5. Does it work? I say it. If it works — hands up! If it does not work — hands down! *The cat sat on the mat. Mat the on sat cat the.*



Hands up if it works. Hands down if it does not.

Two papers. The green one says The cat sat on the mat. Yes, it works. The red one says mat the on sat cat the. No, it does not work.

6. Make it big. Dog. Now one friend word — *big dog*. Now one more — *the big dog*. Say it one word at a time.



One word at a time — the group gets big.

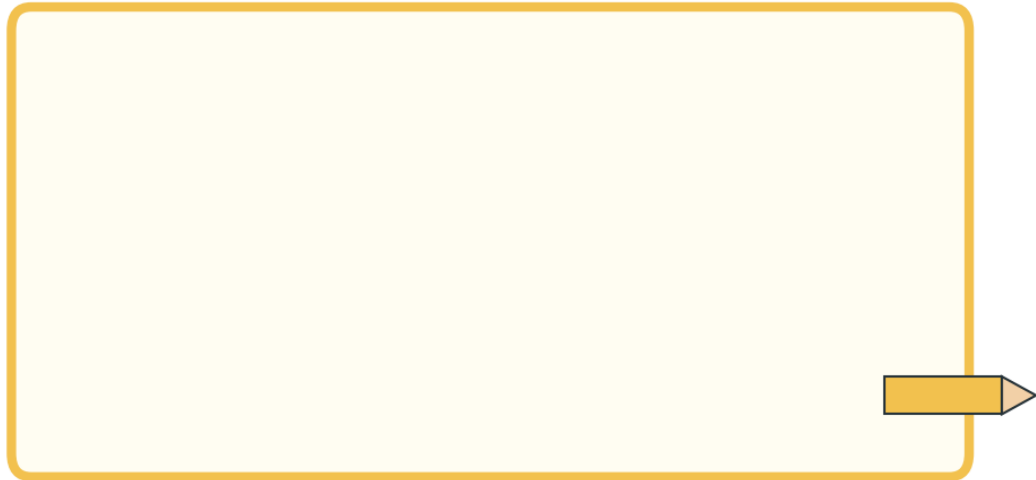
Dog. Next big dog. Next the big dog, with a dog on top. The group gets big.

You do it — no help

- 1. Say your sentence.** Say a sentence about your bag, your mum or your day. Next say the who group. Next say the doing group.
- 2. Mixed up!** I say it mixed up: *Fish a ate cat the black.* You say it the right way.
- 3. One more friend.** *The big dog ran.* Put one more friend word in. Say the new sentence.
- 4. Draw it.** I read. You draw. You say the groups.



The teacher reads this. Listen!



Listen. Draw it. Say the groups.

A big box for your drawing, with the word bits The, black, cat, ate, a, fish on top, and a pencil with it.

Say how you know

In *The black cat ate a fish* — how do you know *black* goes with *cat* and not with *ate*? Say it, and put the word bits with the right friends, so we all see.

What to look for

- The kid says the sentence one word at a time (six words, six taps).
- The kid puts the word bits the right way.
- The kid circles or says the groups — the who and the doing.
- The kid knows when it is mixed up, and says it the right way.
- The kid puts one more friend word in and says the new sentence.

For the teacher

- The word names *noun*, *verb* and *adjective* sit in () in the VCAA words at the top. They are for you, not the kids. Word names come with VC2E1LA07. Here the kids see word friends and groups, and that is what VC2EFLA06 says.
- Sentences made of two bits are not here. They come with VC2E1LA06. Here a sentence is one full thing made of word friends.
- 2A comes first, and a sentence says one full thing. Here we look at the words in it.

How images, words and sound build meaning in stories and informative texts

Chapter 2 · Section 2C — Language: sentences, meaning-making and vocabulary

Owens: VC2EFLA07 — “explore the contribution of images, words and sound to meaning in stories and informative texts” (Victorian Curriculum F–10 English, Version 2.0, Foundation. Strand: Language. Sub-strand: Language for expressing and developing ideas.)

Draws on (linkage ids for MCQ and coverage joins, not a teaching order):

- VC2EFLA07.E01 — “recognising that texts can be interpreted differently when only the words or only the images are read or viewed”
- VC2EFLA07.E02 — “identifying where written text is reflected in accompanying images and where written text is not captured in images”

Foundation standard, Reading and Viewing (the sentence this section is made for): “They compare how textual elements other than language, such as images and sounds, can contribute to meaning.”

The words we use here

All the texts, the drawings and the sounds in this section are made for this book.

- A **text** is something we can read or look at. A book is a text.
 - A **story** is a text about people and things. A story can be made up.
 - An **informative text** is not made up. It is full of new things to know.
 - An **image** is something we look at in a text, like a drawing.
 - A **sound** is what we listen to. *Buzz!* is a sound. A hum is a sound too.
-

Teacher notes

- This section is for you to lead. The kids do not read any words on their own. You read all the words. The kids look, listen, say, find and draw.
 - The two texts are *Sam and the Bee* (a story) and *All About Bees* (an informative text). Both are printed in this section with their drawings.
 - Every task uses the same three moves: **look** at the drawing, **listen** to the words, **say** what you think.
 - What you need: this book, paper and pencil for the kids to draw on, and your best ways of saying the words — big, little, fast and soft.
-

Teaching sequence

1. **Say the new words.** text, story, informative text, image, sound. Say every word; the kids say it back.
2. **Read the story.** Open the book at *Sam and the Bee* (the drawing here). Read it to the kids. Use a big, fast way for *Oh no, Sam!*
3. **Only the words. Only the drawing.** Look at the words with no drawing: “What can we get from only the words?” Look at the drawing with no words: “What can we get from only the drawing? What can we not get?” (We can not get *Buzz, buzz, buzz!* — a sound. We can not get Sam’s name.) With the words and the drawing, we get all of it.
4. **In the drawing, or not?** Read every bit of the story. The kids say: is it in the drawing, or not? *Buzz, buzz, buzz!* is a sound — it is not in the drawing. Next: find the things in the drawing that the words do not say (the sun, the tree, the bird, the plants, the hill).
5. **Sound makes meaning too.** Say *Oh no, Sam!* in a big, fast way, and next in a soft, little way. The kids say how Sam is in every one: scared, or not scared. The way we say the words makes meaning too.
6. **Now the informative text.** Read *All About Bees*. Same three moves: what do the words say? What can we see in the drawing? (Say how many legs — six!) What do the words say that we can not see in the drawing? (*It helps make honey* — we can not see a bee make honey.)
7. **Do the tasks.** Start with the ones with help. Next the ones with no help. End with the *How do you know?* talk.

Modelled examples

Modelled example 1 — the story: *Sam and the Bee*

Sam and the Bee

a story made for this book



**Sam has a big red hat.
A bee comes to the hat.
Buzz, buzz, buzz!
Sam sits very still.
The bee is on Sam's nose.
Oh no, Sam!**

A drawing for the story Sam and the Bee. Sam is a boy with a big red hat. A bee is on his nose. The sun, a tree, a bird, plants and a hill are in the drawing. The words of the story are under the drawing.

The words of the story (read them to the kids):

Sam has a big red hat. A bee comes to the hat. Buzz, buzz, buzz! Sam sits very still. The bee is on Sam's nose. Oh no, Sam!

How to do it:

- Read it one time. The kids listen and look.
- **What do the words say?** Sam has a hat. The hat is big and red. A bee comes. *Buzz, buzz, buzz!* Sam sits still. The bee is on Sam's nose. *Oh no, Sam!*
- **What can we see in the drawing?** Sam, the hat, the bee — and the sun, the tree, the bird, the plants, the hill.
- **What do the words say that we can not see in the drawing?** *Buzz, buzz, buzz!* — that is a sound. We can not see a sound. And *Oh no, Sam!* — that says Sam is scared.
- **What can we see in the drawing that the words do not say?** The sun, the tree, the bird, the plants, the hill.

- Put the words and the drawing back where they go. Now we get all of the story. The words do some of the work. The image does some too.
- **How does the story sound?** Read *Buzz, buzz, buzz!* in a buzzing way. Read *Oh no, Sam!* in a big, fast way. The words have sound in them, and the sound makes meaning too.

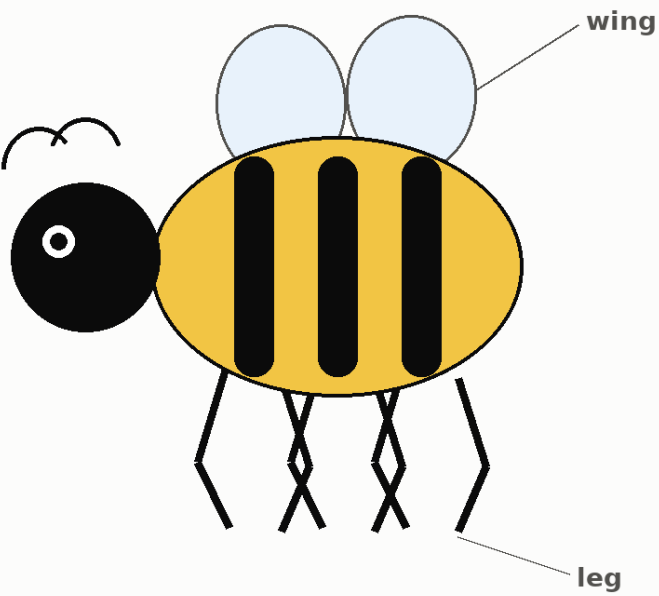
Modelled example 2 — the informative text: *All About Bees*

All About Bees

an informative text made for this book

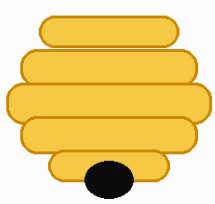
The words:

- **A bee is a little bug.**
- **It has six legs.**
- **It has two wings.**
- **It flies to the plants.**
- **It helps make honey.**





It flies to the plants.



the bee's home

An informative text called All About Bees. In the big drawing, the bee has six legs and two wings. A bee is on a plant. The home of the bee is in the drawing too. The words of the text are at the top.

The words of the text (read them to the kids):

A bee is a little bug. It has six legs. It has two wings. It flies to the plants. It helps make honey.

How to do it:

- Read it. This is not a story. It is an informative text. It is full of new things to know.
- **What do the words say that we can see in the drawing?** Six legs — say how many in the drawing: one, two, three, four, five, six! Two wings. The plants.
- **What do the words say that we can not see in the drawing?** *It helps make honey.* We can not see a bee make honey.
- **What can we see in the drawing that the words do not say?** The black and yellow on the bee. The bee's home — the words do not say "home".
- **Sound:** what sound does a bee make? *Buzz!* Our story and this text are about the same little bug. The sound goes with both of them.

All three at work — words, images and sound:

Words, images and sound — all at work

in Sam and the Bee

	WORDS	IMAGES	SOUND
What is it?	the things we read	the things we look at	the things we listen to
What does it do in our story?	say Sam, the hat, the bee, and Oh no, Sam!	show Sam, the hat, the bee, the sun, the tree and the bird	Buzz, buzz, buzz! and the way we say Oh no, Sam!

Three ways a story makes meaning — all working at once.

WORDS, IMAGES and SOUND in three boxes. WORDS: the things we read. IMAGES: the things we look at. SOUND: the things we listen to. It also says what they do in Sam and the Bee.

Practice questions

Scaffolded

1. Only the words, only the drawing. Look at the words here, with no drawing. Read the words to the kids. “What can we get?” Next look at the drawing here with no words. “What can we get? What can we not get?” Help: say these to the kids: “Can we get the sound? Can we get Sam’s name?”

Sam and the Bee

only the words — no drawing

Sam has a big red hat.

A bee comes to the hat.

Buzz, buzz, buzz!

Sam sits very still.

The bee is on Sam's nose.

Oh no, Sam!

The words of the story Sam and the Bee, with no drawing.



only the drawing — no words

The drawing for the story Sam and the Bee, with no words.

2. In the drawing, or not in the drawing? Use the sheet here. Read one bit of the story at a time. The kids say where it goes: in the drawing, or not in the drawing. Do this for all six.

In the drawing, or not in the drawing?

In the drawing

Not in the drawing

1 Sam has a big red hat.

4 Sam sits very still.

2 A bee comes to the hat.

5 The bee is on Sam's nose.

3 Buzz, buzz, buzz!

6 Oh no, Sam!

The teacher reads a strip. The kids say where it goes.

Two boxes. One box says In the drawing. One box says Not in the drawing. Six bits of the story go in the boxes.

3. What did the words not say? Look at the drawing of Sam and the Bee. “Find five things in the drawing that the words do not say.” The kids find them and say them: the sun, the tree, the bird, the plants, the hill.

4. What sound is it? Use the sheet here. Say one sound: *Woof! Woof!* The kids find the animal it goes with, and they say the animal’s name. Do this for *Woof!*, *Buzz!*, *Moo!* and *Meow!*

What sound is it?

Say the sound. Find the animal.

Woof!

Buzz!

Moo!

Meow!



The teacher says a sound. The kids find the animal.

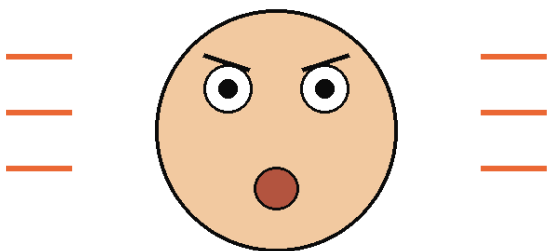
Four sounds at the top: Woof, Buzz, Moo and Meow. Four animals are under them: a dog, a bee, a cow and a cat.

5. The same words, two ways. Use the two faces here. Say *Oh no, Sam!* in a big, fast way. Next say it in a soft, little way. The kids say how Sam is in every one: scared, or not scared.

The same words, two ways

Oh no, Sam!

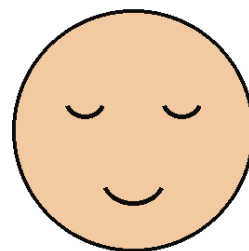
in a big, fast way



We think: Sam is scared.

Oh no, Sam!

in a soft, little way



We think: Sam is not scared.

Two faces. The first face has big eyes. It goes with *Oh no, Sam!* in a big, fast way. The next face is soft and happy. It goes with the same words in a soft, little way.

6. Bee hum, big and little. We all hum like a bee: *hmmmm*. Now hum in a big way — the bee is at your ear! Now hum in a little way — the bee is away. Next, tap a fast *tap-tap-tap* on the table. Is that a bee sound? No — a bee hums. A big hum and a little hum are the same sound, but they say two new things: bee at your ear, bee away.

Unscaffolded

7. In the drawing, or not? With no book and no paper, say one bit of the story: *The bee is on Sam's nose*. The kids say: in the drawing, or not in the drawing? Go on with two or three more: *Buzz, buzz, buzz!* · *Sam has a big red hat.* · *Oh no, Sam!*

8. Draw a new thing. The kids draw a thing for the story that the words do not say — a cat, a ball, a duck. Next, every kid says some words about it to you.

9. Sounds we make. The kids make a sound: a tap, a pat, a hum. “What in our story does your sound go with?” (A hum goes with the bee!)

10. A new sound for the story. The kids think of a new sound for *Sam and the Bee*. They say it to us. Where does it go — at the start, or at the end?

How do you know? (oral reasoning and demonstration)

Ask the kids: “Find one thing we get from the words that we can not get from the drawing. Find one thing we get from the drawing that we can not get from the words. How do you know? Look at the book. Say what you think.”

A good answer finds *Buzz, buzz, buzz!* or *Oh no, Sam!* in the words (a sound and “Sam is scared” — we can not see those in the drawing), and the sun, the tree, the bird, the plants or the hill in the drawing (the words do not say them). The “how do you know” part: “the words say *buzz*, and I can not see *buzz* in the drawing.”

What to look for (teacher notes)

The same three moves in every task: look, listen, say.

Task	What to look for
1	The kids get that the words have things a drawing can not say: Sam's name, the sound <i>Buzz, buzz, buzz!</i> , and that Sam is scared.
2	Sorting: In the drawing — <i>Sam has a big red hat</i> · <i>A bee comes to the hat</i> · <i>Sam sits very still</i> · <i>The bee is on Sam's nose</i> . Not in the drawing — <i>Buzz, buzz, buzz!</i> · <i>Oh no, Sam!</i>
3	Any five of: the sun, the tree, the bird, the plants, the hill.
4	<i>Woof!</i> goes with the dog. <i>Buzz!</i> goes with the bee. <i>Moo!</i> goes with the cow. <i>Meow!</i> goes with the cat.
5	Big and fast: Sam is scared. Soft and little: Sam is not scared.
6	The hum goes with the bee. A big hum: the bee is at your ear. A little hum: the bee is away. A tap is not a bee sound.
7	<i>The bee is on Sam's nose</i> — in the drawing. <i>Buzz, buzz, buzz!</i> — not in the drawing. <i>Sam has a big red hat</i> — in the drawing. <i>Oh no, Sam!</i> — not in the drawing.
8	Any drawing of a thing the words do not say, with some words about it said to you.

Task	What to look for
9	Any sound we make that goes with a thing in the story. A hum with the bee is the easy one; a pat or a tap can go with Sam sitting still.
10	Any new sound said to all of us, put at the start or at the end.

A kid who has got this section can say what the words do, what the image does, and what the sound does in a text — and can say how they know.

Vocabulary of familiar contexts: everyday life, interests and school topics

Theory — for the teacher

Curriculum (verbatim from the VCAA VC2 English 2.0 Foundation export, retrieved 2026-07-29; docx and CSV in agreement):

VC2EFLA08 — Strand: Language. Sub-strand: Language for expressing and developing ideas. Students learn to: *recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school.* This may involve students:

- **VC2EFLA08.E01** — engaging in imaginative play; for example, role-playing a shopkeeper and a customer
- **VC2EFLA08.E02** — identifying words for a topic studied at school, for example words relevant to the topic of families
- **VC2EFLA08.E03** — expanding vocabulary through informal interactions and planned experiences with adults and peers, texts, images, and artefacts or objects

Achievement-standard hook (Speaking and Listening, verbatim): “*When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts.*” This section is the vocabulary line of that sentence; its companion (language changing between contexts, e.g. home vs school) is owned by 1A.

What this section delivers. One CD through three familiar contexts, not a walk through three elaborations: **everyday life** through shop play and home words (the E01 play context), **personal interests** through the things-we-like board and the word box, and **a topic taught at school** through the families word map (E02’s named example) and the school-words board. Awareness is the load-bearing word of the CD: the tasks make words into objects a five-year-old can say, count, collect, sort and keep — that is “develop awareness of vocabulary” at Foundation scale.

Metalinguage, defined at first use (binding English convention):

- *vocabulary* — all the words a person knows and uses. The curriculum does not define it at Foundation; this section operationalises it for students as “all our words”, with the student-facing definition of *word* below.
- *word* — one unit of talk or print that carries a meaning (“mum”, “apple”, “go”). Student-facing definition is given in plain language in the intro.
- *familiar context* — the curriculum uses the term without defining it; this section treats it as the places and play the child lives every day (home, school, shop play, liked things), and every task is answerable on that definition alone.
- *role-play* — play where a child takes a part; here, the shopkeeper and the customer from E01.

Level discipline (TOC D13). Everything on the student page is read aloud by the teacher; no task depends on decoding. The print on the cards is the vocabulary content itself — the teacher says it, the child says it back, points and sorts; the child is never required to lift it unaided.

Assessment (TOC D8). Oral and teacher-observed; the expected responses below are scored against the achievement standard’s own sentence. The six bank MCQs keyed to VC2EFLA08 are the digital layer, not this page.

No prior-knowledge box (TOC D10). Turns, listening and speaking-with-a- partner are established inside the tasks (“now you are Zac / now you are Mia”, “say it with me”), not assumed.

Handoff (TOC §4, teacher-facing only). Level 1’s VC2E1LA09 (vocabulary across the curriculum, including topic-specific words from other learning areas) builds directly on this section.

New words today

Listen and play. Your teacher says the words.

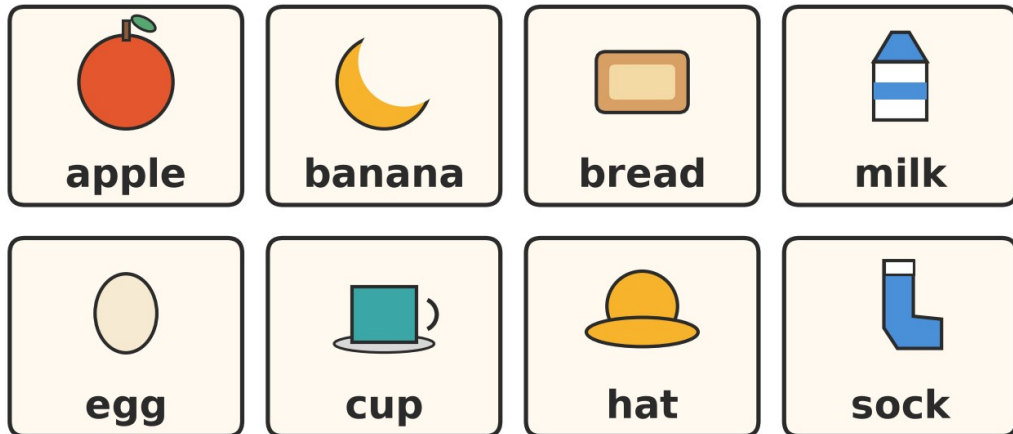
What is a word? A word is one thing we say. “Mum” is a word. “Apple” is a word. “Go” is a word. Words are fun! We can say words, find new words and put them in our word box.

With me first

With me 1 — our shop.

Look at the shop words.

Words for our shop



Eight shop words with pictures: apple, banana, bread, milk, egg, cup, hat and sock

Say them with me: apple, banana, bread, milk, egg, cup, hat, sock. The apple is yummy!

Now the shop talk. Zac is at the shop. Mia comes to the shop.

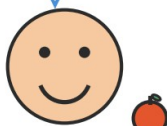
Talk at the shop

Hello!

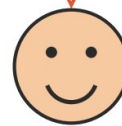
Hello! Can I have an apple, please?

Here you are.

Thank you!



Zac



Mia

Mia and Zac talk at the shop. They say hello, please and thank you.

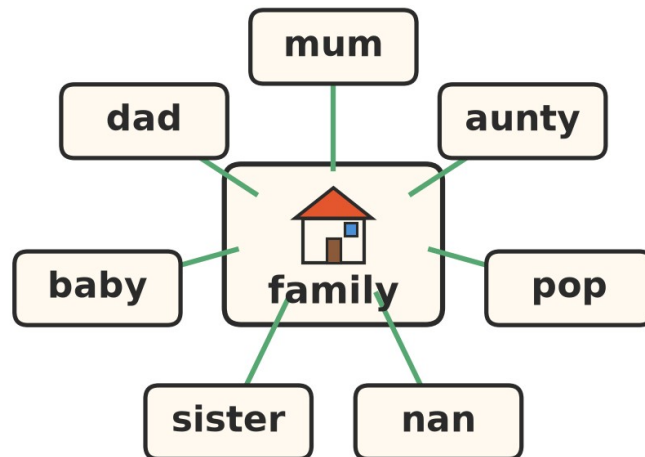
Zac says: Hello! Mia says: Hello! Can I have an apple, please? Zac says: Here you are. Mia says: Thank you!

Say the talk with me.

With me 2 — family words and the two big boxes.

Look at the family words.

Words for families



A map of family words: mum, dad, baby, sister, nan, pop and aunty around a house.

Say them with me: mum, dad, baby, sister, nan, pop, aunty. The words are for family.

Now the two big boxes. One box is at home. One box is at school.

Put the words in the right place

 teddy	 bath	 book	 glue
at home bed		at school bag	

Two big boxes: at home and at school. Bed and bag are in. Teddy, bath, book and glue are on top.

Bed goes at home. Bag goes at school. Say it with me: bed goes at home. Bag goes at school.

Have a go

With me

Q1. Look at the shop words. Say them all. Now say them one by one. Now say them all fast!

Q2. Play shop with a friend. Now you are Zac. Now you are Mia. Say the shop talk: Hello! Can I have an apple, please? Here you are. Thank you!

Q3. Say the family words: mum, dad, baby, sister, nan, pop, aunty. Who is in your family? Say the words for your family.

Q4. Look at the two big boxes. Say the four words on top: teddy, bath, book, glue. Put the home words in the home box. Put the school words in the school box. Say: teddy goes at home.

Q5. Say the school words.

Words for school

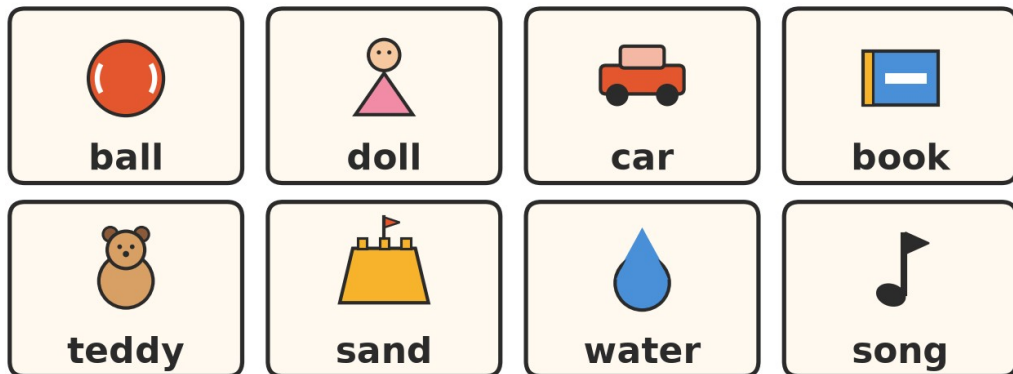


Nine words for school with pictures: bag, book, pen, pencil, glue, paper, table, chair and mat.

Say them all. Now find them in our room! Find a bag. Find a book.

Q6. Look at the things we like.

The things we like



I like the

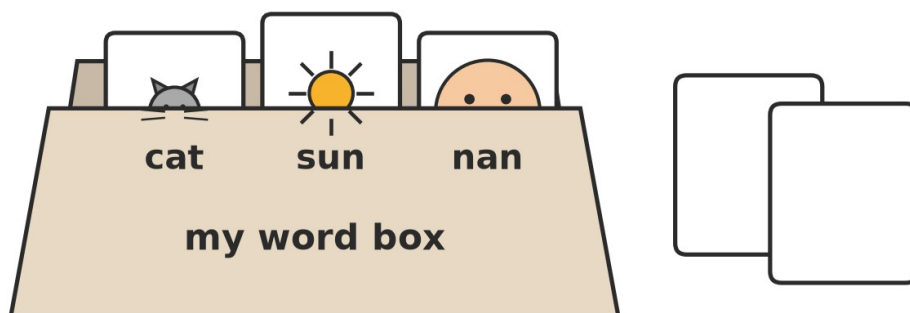
Eight things we like with pictures: ball, doll, car, book, teddy, sand, water and song.

Say: I like the ball. I like the sand. Now you! Say: I like the ...

Your go

Q7. What words do you like? Say three words you like.

My word box



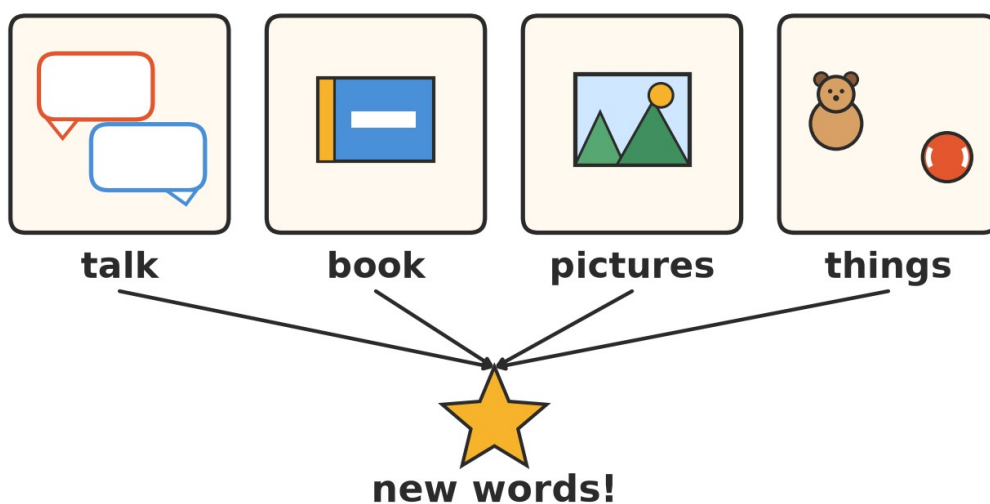
New words can go in the box.

My word box with the words cat, sun and nan. New words can go in the box.

Put your three words in your word box. Say them to a friend.

Q8. New words come from talk, books, pictures and things.

New words come from ...



New words come from talk, books, pictures and things. A big star says: new words!

Find one new word today. Say it to a friend. Put it in your word box.

Q9. Play shop and say new talk. What does Mia say? What does Zac say?

Q10. Find two words for home. Find two words for school. Say them to your friends.

How do you know?

Say one word you like. Say why you like it.

I like the ball. Why? The ball is fun!

Now you. Say your word. Say why.

Answers — what to look for

Score by observation against the achievement standard's "*students explore vocabulary used in familiar contexts*".

Accept any reasonable word from the child's own life; accept approximated pronunciation; the child may point while saying.

- **Q1.** All eight shop words said (apple, banana, bread, milk, egg, cup, hat, sock), including the one-by-one and fast passes.
- **Q2.** Both parts taken across turns; the request ("Can I have an apple, please?") and the thanks both present by the second run.
- **Q3.** The seven map words said; the child adds at least one family word of their own (e.g. brother, uncle, cousin — words beyond the map are welcome).
- **Q4.** teddy and bath placed at home; book and glue placed at school; the model sentence said.
- **Q5.** All nine school words said; the child finds a real bag and a real book in the room.
- **Q6.** The two model sentences said; the blank filled with a liked thing.
- **Q7.** Three liked words said and kept in the word box.
- **Q8.** One new word found and said to a partner.
- **Q9.** New shop talk invented for both parts (a different thing asked for, a different greeting or thanks).
- **Q10.** Two home words and two school words said.

How do you know? The child says one liked word and a reason at their own level ("The ball is fun", "The sun is hot"). Reason-giving here is pre-argument: a because-clause in the child's own words is full marks.

Fully-worked solutions — what good looks like

- **Q1 model.** "apple, banana, bread, milk, egg, cup, hat, sock" — then the fast pass as a game.
- **Q2 model.** Zac: "Hello!" Mia: "Hello! Can I have a banana, please?" Zac: "Here you are." Mia: "Thank you!" (banana swapped in for apple).
- **Q3 model.** "mum, dad, baby, sister, nan, pop, aunty" + "and my uncle."
- **Q4 model.** teddy → home, bath → home, book → school, glue → school; "teddy goes at home."
- **Q5 model.** All nine words; the child walks to their bag and holds up a book.
- **Q6 model.** "I like the ball. I like the sand. I like the teddy."
- **Q7 model.** "I like the car, the water and the sun." (three words boxed).
- **Q8 model.** Child hears "helmet" in a book read aloud, says it back, boxes it.
- **Q9 model.** Mia: "Can I have the bread, please?" Zac: "Here you are. It is yummy!"
- **Q10 model.** Home: bed, bath. School: pen, mat.

Vocabulary-gate record. Run `src/gate_2d.py` (imports `load_ladder`, `check_text`, `tokenize` from `reports/vocab_level_check.py`): student-facing text checked at ceiling F (rank 0); result CLEAN — 0 violations above F, no unplaced words beyond the two proper nouns of the play. Teacher-only blocks are adult register and are not gated (see the gate script's header).

Punctuation and capital letters: names, and the beginnings and ends of sentences

This bit is for Foundation. The teacher reads every word of it to the kids. The kids look, listen, say, tap, circle and draw.

In this bit the kids see **punctuation**. Punctuation is the little marks on the paper next to the letters — marks, not letters. The kids see one punctuation mark, the **full stop**: a little dot that sits at the end of a sentence. They also see **capital letters**: the big letters, like the big S in Sam. A capital letter sits at the start of a name, and at the start of a sentence. A sentence is a run of words that says one thing, like *My name is Sam*. The kids saw sentences in 2A. Every sentence starts with a capital letter and ends with a full stop.

For the teacher — names. Sam, Mum, Dad, Mia and Sunnyside are the names in the pictures here. Use the names of your kids, their family, and their town or suburb. The capital letters the kids find will be the ones in their names.

Where this sits

This bit is about VC2EFLA09, and it draws on VC2EFLA09.E01. Both are word for word from the VC2:

VC2EFLA09: "identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end"

VC2EFLA09.E01: "commenting on capital letters encountered in everyday texts, for example 'That's the letter that starts my name.' and 'The name of my family and my town/suburb have capital letters.'"

The Foundation achievement standard has both bits of this in it:

Foundation achievement standard — Reading and Viewing: "...They read some high-frequency words and identify boundary punctuation."

Foundation achievement standard — Writing: "...They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning..."

- **This bit:** VC2EFLA09.
- **Draws on:** VC2EFLA09.E01 — capital letters in the everyday texts the kids know: the name of the kid, the names of the family, and the name of the town or suburb.
- **Only capitals and full stops:** two more punctuation marks for the end of a sentence are in the next book, VC2E1LA10, and they are not in this bit.
- **What the kids read:** the teacher reads every word to the kids. The only words the kids read are letters, the CVC words they know (cat, sat, dog), the high-frequency words they know (my, is, the, and, go), and names as one word.
- **How we see it:** the kids say it, tap it and do it. The teacher sees it. The teacher is there for all of it.

What we need

- A name tag for every kid (the teacher makes the tags).
- One big paper and a fat pen, for the teacher.
- Small papers with one letter, and small papers with one full stop.
- Two mats: one mat for letters, one mat for full stops.
- A book the kids know, with sentences that start with a capital letter and end with a full stop.
- Pencils for the kids.

Step by step

Step 1 — Letters and marks are not the same.

Letters and marks are not the same

letters	a punctuation mark
	
Letters make words: <i>cat, sat, dog</i>	It is not a letter. It is the full stop.

Two boxes: one with the letters a, b, m, s, T that make words, and one with a red full stop that is not a letter

Say: Look. Here are letters. Letters make words: cat, sat, dog. Now look at this one. It is not a letter. It is a little dot. The name for it is the full stop. Marks like this have a name too: punctuation. Say it with me: pun-ctu-a-tion.

Step 2 — A capital letter is a big letter.

Say: Look at the two: A and a. They are the same letter. A is big. a is small. The big one is the capital letter. Capital letters are for names, and for the start of sentences.

Step 3 — My name starts with a capital letter.

My name has a capital letter



"That's the letter that starts my name."

A name tag that says Sam, with a red circle on the big S and the words: That's the letter that starts my name.

Take the name tag for Sam. Say: *This is the name Sam. The name starts with a big S. Names start with a capital letter. That's the letter that starts my name.* Make a tag for every kid, one at a time. Say the name, and the kids say the capital letter at the start.

Step 4 — The names of my family and my town have capital letters.

The names in my family

Mum

Dad

Mia

***Circle the capital letter in every name.
“The name of my family has capital letters.”***

Three name tags that say Mum, Dad and Mia, for circling the capital letter in every name

The name of my town



The place where I live is

A big paper with the name Sunnytown and a red circle on the big S, with a box for the name of the place where I live

Say: *The names of my family have capital letters too: Mum, Dad, Mia. The name of the place where I live has a capital letter.* On the big paper, make the name of the town or suburb where the kids live. The kids find the capital letter and tap it.

Step 5 — A sentence starts with a capital letter and ends with a full stop.

Where a sentence starts and ends

**The sentence starts here:
a capital letter**

My name is Sam.

**The sentence ends here:
a full stop**

The sentence My name is Sam. with a green circle on the capital M at the start and a red circle on the full stop at the end

Make *My name is Sam.* on the big paper. Say: *A sentence says one thing. This sentence starts here, at the capital M. It ends here, at the full stop. Every sentence starts with a capital letter. Every sentence ends with a full stop.*

Step 6 — Find them with me.

Find the capitals on the big paper

**My dog is big.
Sam and Ada run.**

Find all the capital letters. Find all the full stops.

A big paper with the sentences My dog is big. and Sam and Ada run., for finding the capital letters and the full stops

Make two more sentences on the big paper: *My dog is big.* and *Sam and Ada run.* The kids come up one at a time, tap a capital letter or a full stop, and say what they see.

Watch me

Watch me — the name tag.

Take the name tag from Step 3. Say: *Watch me. I look at this tag. It says Sam. I look at the start of the name. I see a big S. Sam is a name, so S is a capital letter. I circle the S.* Circle the S as the kids watch.

Watch me — the start and the end.

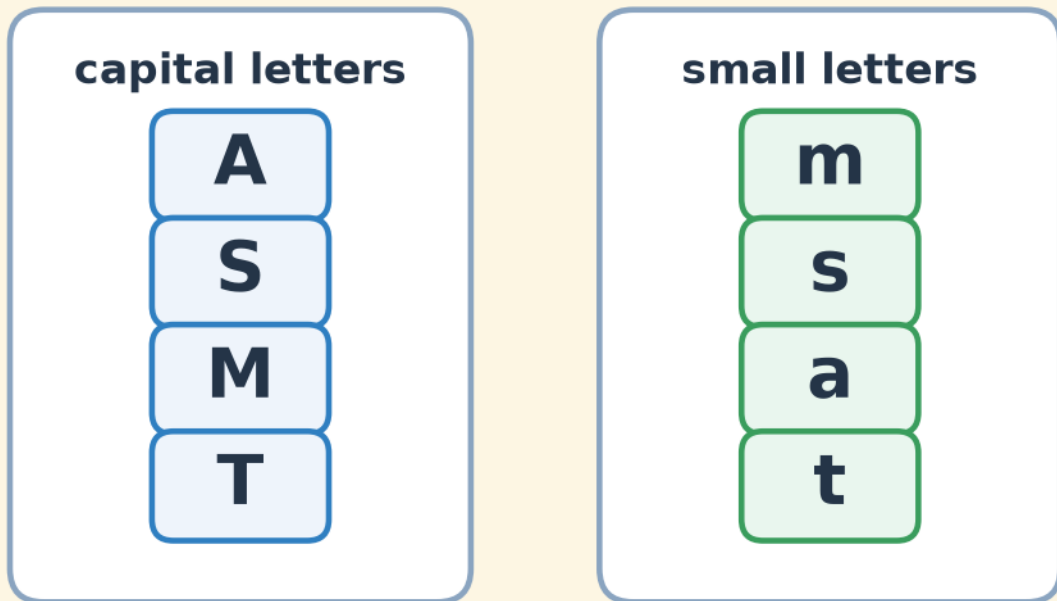
Take the sentence from Step 5. Say: *Watch me. I read the sentence: My name is Sam. The sentence starts at the capital M, so I circle the M. The sentence ends at the full stop, so I circle the full stop. Capital letter at the start, full stop at the end.*

Have a go with help

The teacher reads every one to the kids. The kids can say, tap, circle and draw as they go.

1. Big letters and small letters.

A capital and a small letter — the same letter



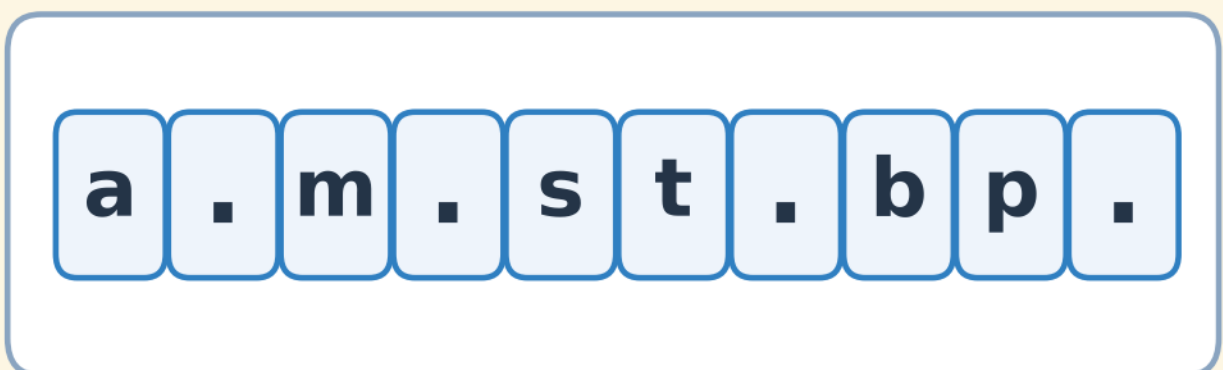
Draw from every big one to its small one.

Two boxes: capital letters A, S, M, T and small letters m, s, a, t, for drawing from every big one to the small one

Say: A capital is the big one of the letter. Draw from every big letter to the small one. Say the letter as you draw. (A with a, S with s, M with m, T with t.)

2. Find the full stops.

Find the full stops



Circle every full stop. Count them with your teacher.

Ten boxes with the letters a, m, s, t, b, p and four full stops, for circling every full stop

Say: Some boxes have a letter. Some boxes have a full stop. Circle every full stop. Say how many you find. **How many:** 4 full stops.

3. The names of a family.

Take the family tags from Step 4. Say: *Here are names: Mum, Dad and Mia. Names start with a capital letter. Circle the capital letter in every name.* **The right ones:** the big M in Mum, the big D in Dad, the big M in Mia.

4. The name of my town.

Take the town from Step 4. Make the name of the town or suburb in the box. Say: *This is the name of the place where we live. Find the capital letter. Tap it and say it.*

5. Capitals and full stops on the big paper.

Take the big paper from Step 6. Say: *Two sentences are on the big paper. Find the capital letters. Find the full stops. Say how many capitals, and how many full stops.* **How many:** 3 capitals (M, S, A) and 2 full stops.

6. Letters or full stops — on the mats.

Letters or full stops — put every one on its mat

The visual aid consists of a yellow background. At the top, the text "Letters or full stops — put every one on its mat" is written in bold. Below this text, seven items are arranged in two rows. The first row contains a blue box with a period (.), a blue box with the capital letter 'M', and a blue box with the lowercase letter 't'. The second row contains a blue box with the lowercase letter 's', a blue box with the lowercase letter 'a', a blue box with a period (.), and a blue box with a period (.). Below these items are two large, rounded rectangular mats. The left mat is light blue and labeled "letters" in blue text. The right mat is light pink and labeled "full stops" in red text.

Two mats, one for letters and one for full stops, with the letters s, a, M, t and three full stops to put on the right mat

Say: Look at the papers. Some are letters. Some are full stops. Put every letter on the blue mat. Put every full stop on the red mat. **How many:** 4 letters and 3 full stops.

Now you try

7. My name tag.

The teacher makes a name tag with the name of the kid. Say: *This is your name. Find the capital letter in your name. Circle it.*

8. Which one is right.

Make two papers: *the cat sat* and *The cat sat*. Say: *Look at the two papers. Say which one is right, and say why.* **The right one:** *The cat sat.* — it starts with a capital letter and ends with a full stop.

9. Make a sentence.

Give the kids word papers for *The*, *cat*, *sat* and a full-stop paper. Say: *Make the sentence: The cat sat. The big T goes at the start. The full stop goes at the end.*

10. Find them in a book.

Say: *Take a book we know. Find one capital letter. Find one full stop. Tap them, and say what you see.*

Say how you know

Ask one kid at a time. Put the sentence from Step 5 in front of the kid and say: *Tap where the sentence starts. Tap where it ends. Say how you know.* Take the name tag too: *Sam has a big S at the start of his name. Say why.* The kid talks and taps; the teacher sees. There is no paper for this one.

What to look for

Watch the kids as they talk, tap and circle. The Foundation achievement standard has the words for this: identify boundary punctuation, and use punctuation, including capital letters and full stops. Look for the kids who:

- say that the full stop is not a letter (Step 1; 2: four full stops circled);
- draw every capital letter to the small one (1: A with a, S with s, M with m, T with t);
- circle the capital letter in every family name (3: M, D, M);
- tap the capital letter in the name of the town or suburb (4);
- find the 3 capitals and the 2 full stops on the big paper (5);
- put the 4 letters and the 3 full stops on the right mats (6);
- circle the capital letter in their name (7);
- say that *The cat sat.* is the right one, for the capital letter at the start and the full stop at the end (8);
- make *The cat sat.* with the big T at the start and the full stop at the end (9);
- find a capital letter and a full stop in the book, and say what they see (10).

A kid who does all of this is doing well for VC2EFLA09.

Where to next: 2A — what a sentence is; 1C — the everyday texts where the kids see capital letters; 5C — the words the kids read here (my, is, the, and, go); 7B — capitals and full stops, one more time; 7C — how the kids make big and small letters.

English Foundation

Chapter check C2 — Language

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Chapter check C2 — Language

Instrument C2 · Chapter check — Language · Chapter 2 · sections 2A–2E · 20 marks · 3 sittings

English Foundation (Prep) · Victorian Curriculum 2.0

Chapter coverage: Chapter 2 — Language: sentences, meaning-making and vocabulary (sections 2A–2E)

Codes assessed: VC2EFLA05 (2A) · VC2EFLA06 (2B) · VC2EFLA07 (2C) · VC2EFLA08 (2D) · VC2EFLA09 (2E)

Name: _____ Date: _____

Total marks	20 (one mark per item; 4 marks per section — 2A, 2B, 2C, 2D, 2E)
Items	20 items: sentence construction drag-order (Drag the Words) ×5 · multiple choice ×8 · mark-the-capital/full-stop (Mark the Words) ×3 · inline-choice cloze (Fill in the Blanks) ×2 · picture-word matching (Drag and Drop) ×2
Sittings	3 sittings: Sitting 1 — items 1–7 · Sitting 2 — items 8–14 · Sitting 3 — items 15–20
Timing	Untimed. Each sitting takes about 8 minutes. There is no time limit. Your teacher will let you finish.
Materials	None. Every answer is a tap, a point, a drag or a circle — on screen, tablet or printed word cards. No pencil writing is needed.
When to sit it	At the end of the Chapter 2 booklet, after section 2E is complete.

Conditions

- **Reading support:** your teacher reads every word of this check to you. Listening is what is being looked at, not reading. Your teacher will not help with the answers.
- This is a classroom check, not an exam. You may sit it again if you need to.

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Foundation achievement standard, not against a mark on this check.

Attempt every item. One mark for each right answer.

Sitting 1 — items 1–7 (sections 2A and 2B)

Item 1 · Build the sentence · 1 mark

Your teacher reads a sentence. Listen!

Here are the word cards. They are all mixed up.

ball

Mia

the

kicks

Put the word cards in order to make the sentence. Tap the cards one by one.

1.

2.

3.

4.

Item 2 · Build the sentence · 1 mark

Your teacher reads a sentence. Listen!

Here are the word cards. They are all mixed up.

after

I

school

play

Put the word cards in order to make the sentence. Tap the cards one by one.

1.

2.

3.

4.

Item 3 · Choose the best answer · 1 mark

Your teacher reads the words. Listen! Which words say one full thing?

A. on the bed

B. my big red bag

C. The cat is on the bed.

D. in the car

Your teacher records:

Item 4 · Choose the best answer · 1 mark

Which words are in the right order to say one thing?

A. The dog sat on the boy.

B. boy the on sat dog the

C. sat dog the the on boy

D. on the boy dog the sat

Your teacher records:

Item 5 · Build the sentence · 1 mark

Your teacher reads a sentence. Listen!

Here are the word cards. They are all mixed up.



ran

The

dog

big

Put the word cards in order to make the sentence. Tap the cards one by one.

1. ☐

2. ☐

3. ☐

4. ☐

Item 6 · Build the sentence · 1 mark

Your teacher reads a sentence. Listen!

Here are the word-group cards. They are all mixed up.

on the nest

The little bird

sat

Put the group cards in order to make the sentence. Tap the cards one by one.

1. ☐

2. ☐

3. ☐

Item 7 · Choose the best answer · 1 mark

Your teacher reads: “**The big dog ran to the park.**”

In that sentence, which word goes with **dog**?

A. big

B. little

C. black

D. red

Your teacher records: ☐

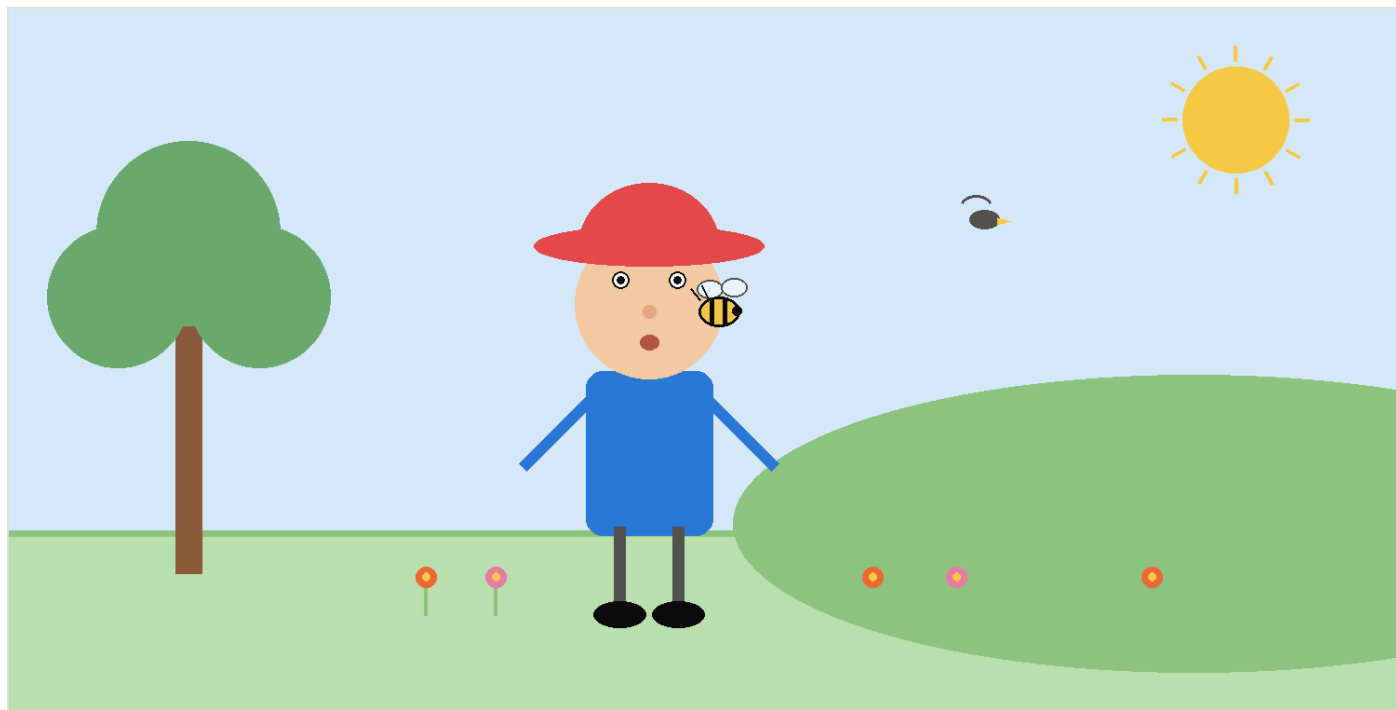
Sitting 2 — items 8–14 (sections 2B, 2C and 2D)

Your teacher reads these two texts to you. Look at the pictures and listen.

A story:

Sam and the Bee

a story made for this book



**Sam has a big red hat.
A bee comes to the hat.
Buzz, buzz, buzz!
Sam sits very still.
The bee is on Sam's nose.
Oh no, Sam!**

A drawing for the story Sam and the Bee. Sam is a boy with a big red hat. A bee is on his nose. The sun, a tree, a bird, plants and a hill are in the drawing. The words of the story are under the drawing.

Sam has a big red hat. A bee comes to the hat. Buzz, buzz, buzz! Sam sits very still. The bee is on Sam's nose. Oh no, Sam!

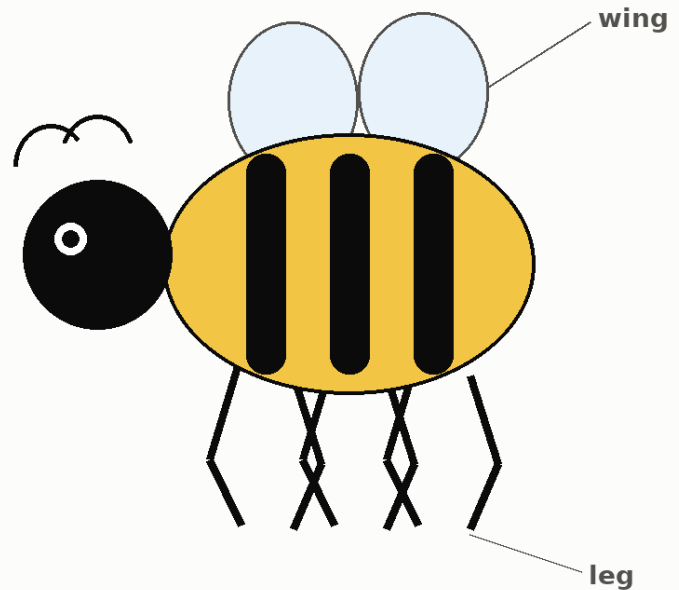
An informative text:

All About Bees

an informative text made for this book

The words:

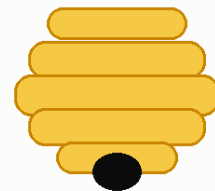
- A bee is a little bug.
- It has six legs.
- It has two wings.
- It flies to the plants.
- It helps make honey.



six legs — say how many!



It flies to the plants.



the bee's home

An informative text called *All About Bees*. In the big drawing, the bee has six legs and two wings. A bee is on a plant. The home of the bee is in the drawing too. The words of the text are at the top.

A bee is a little bug. It has six legs. It has two wings. It flies to the plants. It helps make honey.

Item 8 · Choose the word that fits · 1 mark

Your teacher reads: “The little bird sat on the ...”

Choose the word that finishes the sentence.

The little bird sat on the □ .

Choices: nest · sun · fish

Item 9 · Choose the best answer · 1 mark

Look at the picture for the story *Sam and the Bee*.

What can you see in the picture that the words do not say?

- A. the sun
- B. the hat
- C. the bee
- D. Sam

Your teacher records: ☐

Item 10 · Choose the best answer · 1 mark

Look at the picture for the story *Sam and the Bee*.

Which part of the story can you **not** see in the picture?

- A. Sam has a big red hat.
- B. A bee comes to the hat.
- C. Buzz, buzz, buzz!
- D. The bee is on Sam's nose.

Your teacher records: ☐

Item 11 · Choose the best answer · 1 mark

Look at the picture for *All About Bees*.

What do the words say that you can **not** see in the picture?

- A. six legs
- B. two wings
- C. the plants
- D. It helps make honey.

Your teacher records: ☐

Item 12 · Choose the best answer · 1 mark

Your teacher says “**Oh no, Sam!**” in a big, fast voice.

How is Sam?

- A. scared
- B. happy
- C. sad
- D. hungry

Your teacher records: ☐

Item 13 · Match the pictures and the words · 1 mark

These are words from the shop. Put each picture with its word. Tap a picture, then tap its word.

Picture

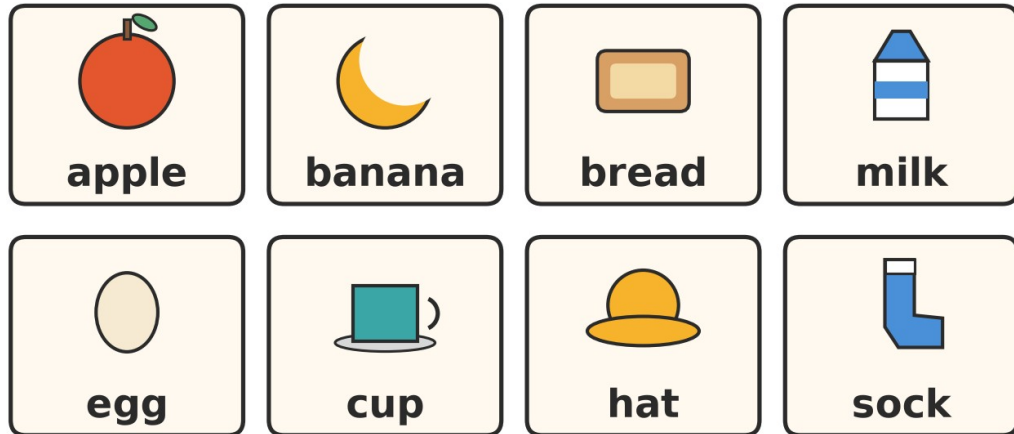
Word

a picture of an apple (from the shop cards) apple

Picture	Word
a picture of a banana (from the shop cards)	banana
a picture of bread (from the shop cards)	bread
a picture of milk (from the shop cards)	milk

Use the four cards: apple, banana, bread and milk, from the shop words drawing in section 2D.

Words for our shop



Eight shop words with pictures: apple, banana, bread, milk, egg, cup, hat and sock

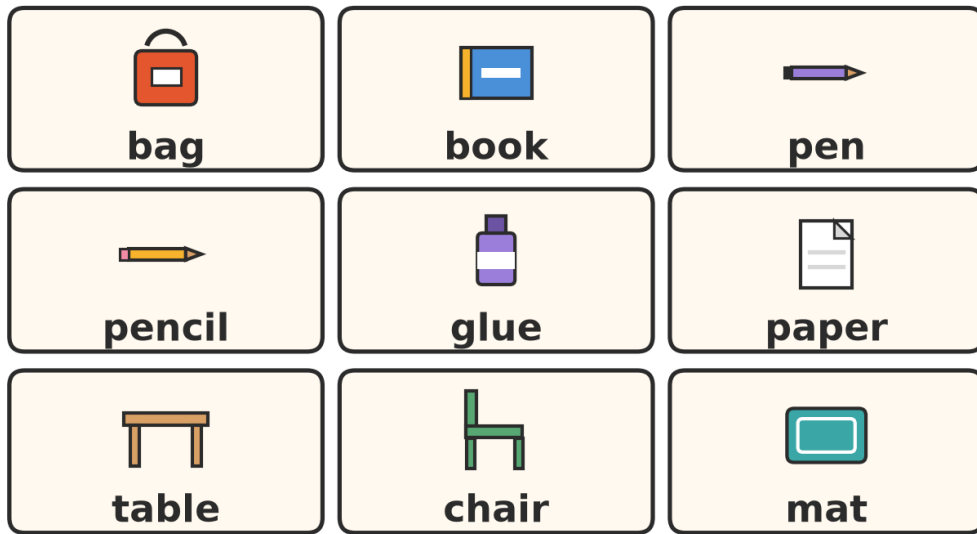
Item 14 · Match the pictures and the words · 1 mark

These are words for school. Put each picture with its word. Tap a picture, then tap its word.

Picture	Word
a picture of a bag (from the school words)	bag
a picture of a book (from the school words)	book
a picture of a pen (from the school words)	pen
a picture of glue (from the school words)	glue

Use the four cards: bag, book, pen and glue, from the school words drawing in section 2D.

Words for school



Nine words for school with pictures: bag, book, pen, pencil, glue, paper, table, chair and mat.

Sitting 3 — items 15–20 (sections 2D and 2E)

Item 15 · Choose the best answer · 1 mark

Which word goes at school?

- A. glue
- B. bed
- C. bath
- D. teddy

Your teacher records: ☐

Item 16 · Choose the word that fits · 1 mark

Mia is at the shop. Mia says: “Can I have an ☐, please?”

Choose the word that finishes the sentence.

Choices: apple · table · glue

Item 17 · Find the capital letters · 1 mark

Your teacher reads the sentence. Look at the words.

My name is Sam .

Tap **all the capital letters** in the sentence.

Item 18 · Find the capital letters · 1 mark

Your teacher reads the sentence. Look at the words.

Sam and Ada run .

Tap **all the capital letters** in the sentence.

Item 19 · Find the capital letter and the full stop · 1 mark

Your teacher reads the sentence. Look at the words.

My dog is big .

Tap the **capital letter** at the start of the sentence, and the **full stop** at the end.

Item 20 · Build the sentence · 1 mark

Your teacher reads the sentence. Listen!

Here are the cards. They are all mixed up. The big **T** goes at the start. The full stop goes at the end.

sat . The cat

Put the cards in order to make the sentence. Tap the cards one by one.

1. □

2. □

3. □

4. □

Total: 20 marks

End of Chapter check C2. Solutions: `_EnglishF_C2_Solutions.md` — full objective key, model answers for every construction item, audio scripts and the per-item CD map.

Solutions — Chapter check C2 — Language

Solutions for Instrument C2 · Chapter 2 · sections 2A–2E · VC2EFLA05–VC2EFLA09 · 20 marks

English Foundation (Prep) · Victorian Curriculum 2.0

Administration. Your teacher reads every word of the check to the children (live read-aloud; DJB-3). Untimed; about 8 minutes per sitting; 3 sittings (items 1–7, 8–14, 15–20). A child who needs another attempt gets one. This is a school-designed check, not a VCAA instrument; results report where the child is against the Foundation achievement standard.

Objective key

Item	Sitting	Section	CD	Family (H5P type)	Answer	Mark
1	1	2A	VC2EFLA05	drag-order (Drag the Words)	Mia kicks the ball.	1
2	1	2A	VC2EFLA05	drag-order (Drag the Words)	I play after school.	1
3	1	2A	VC2EFLA05	MC (Multiple Choice)	C	1
4	1	2A	VC2EFLA05	MC (Multiple Choice)	A	1
5	1	2B	VC2EFLA06	drag-order (Drag the Words)	The big dog ran.	1
6	1	2B	VC2EFLA06	drag-order (Drag the Words)	The little bird · sat · on the nest	1
7	1	2B	VC2EFLA06	MC (Multiple Choice)	A	1
8	2	2B	VC2EFLA06	inline-choice cloze (Fill in the Blanks)	nest	1
9	2	2C	VC2EFLA07	MC (Multiple Choice)	A	1
10	2	2C	VC2EFLA07	MC (Multiple Choice)	C	1
11	2	2C	VC2EFLA07	MC (Multiple Choice)	D	1
12	2	2C	VC2EFLA07	MC (Multiple Choice)	A	1

Item	Sitting	Section	CD	Family (H5P type)	Answer	Mark
13	2	2D	VC2EFLA08	matching (Drag and Drop)	apple→apple · banana→banana · bread→bread · milk→milk	1
14	2	2D	VC2EFLA08	matching (Drag and Drop)	bag→bag · book→book · pen→pen · glue→glue	1
15	3	2D	VC2EFLA08	MC (Multiple Choice)	A	1
16	3	2D	VC2EFLA08	inline-choice cloze (Fill in the Blanks)	apple	1
17	3	2E	VC2EFLA09	mark-the-words (Mark the Words)	My · Sam (the capital M and the capital S)	1
18	3	2E	VC2EFLA09	mark-the-words (Mark the Words)	Sam · Ada (the capital S and the capital A)	1
19	3	2E	VC2EFLA09	mark-the-words (Mark the Words)	My · . (the capital M and the full stop)	1
20	3	2E	VC2EFLA09	drag-order (Drag the Words)	The · cat · sat · .	1
					Total	20

Coverage by CD (the §7 marking rule — 4 marks per section):

CD	Section	Items	Marks
VC2EFLA05	2A	1, 2, 3, 4	4
VC2EFLA06	2B	5, 6, 7, 8	4
VC2EFLA07	2C	9, 10, 11, 12	4
VC2EFLA08	2D	13, 14, 15, 16	4
VC2EFLA09	2E	17, 18, 19, 20	4
Total		20 items	20

Fully-worked solutions, model answers and audio scripts

Item 1 — drag-order · 2A · VC2EFLA05 (E01: word order carries meaning)

- **Model answer (EXEMPLAR):** Mia · kicks · the · ball — “**Mia kicks the ball.**” The complete correct arrangement; one mark, exact order, no partial credit.
 - **Alternative context (P2):** the same construction in a narrative context about another child — “Zac kicks the ball.” (any child-name subject keeps the sense; the marked demand is the order: who · the doing · the thing).
 - **Audio script (read TO the child):** “Item one. Listen: *Mia kicks the ball.* Now put the word cards in order to make the sentence.”
 - **Print the child attends to:** the four word cards (ball, Mia, the, kicks) and the four numbered slots — the words the item is itself about (§6.4).
 - **Why it is right:** the sentence from section 2A task 6, rebuilt in order; a new order would say a new thing or say nothing.
-

Item 2 — drag-order · 2A · VC2EFLA05 (E02: a fragment grows into a sentence)

- **Model answer (EXEMPLAR):** I · play · after · school — “**I play after school.**” Exact order; one mark.
 - **Alternative context (P2):** “We play after school.” — same shape, another subject; ‘after school’ remains the taught fragment-now-inside-a-sentence.
 - **Audio script:** “Item two. Listen: *I play after school.* Now put the word cards in order to make the sentence.”
 - **Print the child attends to:** the four word cards (after, I, school, play).
 - **Note:** ‘after school’ is VCAA’s own elaboration referent for VC2EFLA05 . E02, printed verbatim in section 2A (curriculum text, D2 exemption 1); every other card word sits at or below ceiling F.
-

Item 3 — MC · 2A · VC2EFLA05 (E02: fragment vs sentence)

- **Answer: C** — “**The cat is on the bed.**” It says one full thing: we know who (the cat) and where (on the bed).
 - A (“on the bed”), B (“my big red bag”) and D (“in the car”) are **fragments** — bits of a sentence; we still want to know who or what. Same words as section 2A’s ‘Full or not full?’ table and Example 2.
 - **Audio script:** “Item three. Listen to the words. Which words say one full thing? A: on the bed. B: my big red bag. C: The cat is on the bed. D: in the car.” (Read each option aloud; the printed options are for the teacher’s and child’s eyes, not for the child to decode.)
-

Item 4 — MC · 2A · VC2EFLA05 (E01: word order carries meaning)

- **Answer: A** — “**The dog sat on the boy.**” Only A is in an order that says one thing. B, C and D are the same words mixed up (as in section 2B’s ‘Does it work?’ task) — they do not say one thing.
 - **Audio script:** “Item four. Which words are in the right order to say one thing? A: The dog sat on the boy. B: boy the on sat dog the. C: sat dog the the on boy. D: on the boy dog the sat.”
-

Item 5 — drag-order · 2B · VC2EFLA06 (E01: words relate inside a sentence)

- **Model answer (EXEMPLAR):** The · big · dog · ran — “**The big dog ran.**” Exact order; one mark. The sentence of section 2B practice 3.
 - **Alternative context (P2):** “The black cat sat.” — same who-plus-doing shape in another familiar context (narrative).
 - **Audio script:** “Item five. Listen: *The big dog ran.* Now put the word cards in order to make the sentence.”
 - **Print the child attends to:** the four word cards (ran, The, dog, big).
-

Item 6 — drag-order (word-group cards) · 2B · VC2EFLA06 (E01: groups that work together)

- **Model answer (EXEMPLAR), the complete correct arrangement:** The little bird · sat · on the nest — the who group, then the doing word, then the where group. Exactly the three colour-circled groups of section 2B's modelled example 1 (blue 'who', red 'doing', green 'where').
 - **Alternative context (P2):** the same three-group arrangement for "The big dog ran to the park.": **The big dog · ran · to the park.** (informative reporting style: saying who did what where).
 - **Audio script:** "Item six. Listen: *The little bird sat on the nest.* The cards are groups of words. Put the group cards in order to make the sentence."
 - **Print the child attends to:** three word-group cards (on the nest · The little bird · sat) and three numbered slots.
 - **Shape note:** three cards, inside the registry's 3–5 card shape; the card unit is the word GROUP, the unit 2B teaches (§7.3 drag-order family).
-

Item 7 — MC · 2B · VC2EFLA06 (E01: word friends)

- **Answer: A — big.** In "The big dog ran to the park.", *big* goes with *dog* — one group (as *black* goes with *cat* in section 2B's model).
 - B (little), C (black) and D (red) are friend-words from other sentences in the chapter; they do not go with *dog* in this sentence.
 - **Audio script:** "Item seven. Listen: *The big dog ran to the park.* In that sentence, which word goes with dog? A: big. B: little. C: black. D: red." (Option order as printed.)
-

Item 8 — inline-choice cloze · 2B · VC2EFLA06 (E01: the where group completes the sentence)

- **Answer: nest.** "The little bird sat on the **nest**." The where group (*on the nest*) belongs with *sat*; the sentence comes from section 2B's modelled example 1 and its picture (a bird in a nest in a tree).
 - **Distractors:** *sun* and *fish* — real words the child knows, but a bird does not sit on the sun or a fish in this picture.
 - **Audio script:** "Item eight. Listen: *The little bird sat on the ...* Choose the word that finishes the sentence. Nest. Sun. Fish."
 - **Print the child attends to:** the sentence with one blank and the three inline choices (nest · sun · fish) — inline choice only, never typed (§6.6).
-

Item 9 — MC · 2C · VC2EFLA07 (E02: where the image carries more than the words)

- **Answer: A — the sun.** The picture shows the sun; the words never say it. (The tree, the bird, the plants and the hill would also be right in talk — the sun is the one offered.) B, C and D are all said by the words.
 - **Audio script:** first read the story *Sam and the Bee* aloud from the printed page. Then: "Item nine. Look at the picture. What can you see in the picture that the words do not say? A: the sun. B: the hat. C: the bee. D: Sam."
-

Item 10 — MC · 2C · VC2EFLA07 (E01/E02: a sound is in the words, not the image)

- **Answer: C — "Buzz, buzz, buzz!"** A sound cannot be seen in a picture; the buzz is in the words only (section 2C practice 2 key).
 - A, B and D are all visible in the drawing.
 - **Audio script:** "Item ten. Look at the picture for the story. Which part of the story can you not see in the picture? A: Sam has a big red hat. B: A bee comes to the hat. C: Buzz, buzz, buzz! D: The bee is on Sam's nose."
-

Item 11 — MC · 2C · VC2EFLA07 (E02: informative text — what words say that the image does not show)

- **Answer: D — “It helps make honey.”** We cannot see a bee make honey in the picture; the words tell us (section 2C modelled example 2 key).
 - A (six legs), B (two wings) and C (the plants) are all countable in the drawing.
 - **Audio script:** first read *All About Bees* aloud from the printed page. Then: “Item eleven. Look at the picture for All About Bees. What do the words say that you can not see in the picture? A: six legs. B: two wings. C: the plants. D: It helps make honey.”
-

Item 12 — MC · 2C · VC2EFLA07 (E01: the way we say words — sound — makes meaning)

- **Answer: A — scared.** *Oh no, Sam!* said in a big, fast voice says Sam is scared (section 2C practice 5 key: big and fast = scared; soft and little = not scared).
 - **Audio script:** “Item twelve.” Say *Oh no, Sam!* in a big, fast voice, then: “How is Sam? A: scared. B: happy. C: sad. D: hungry.”
 - **Delivery note:** the assessed element here is the voice itself — say it big and fast, as modelled in section 2C step 5.
-

Item 13 — matching · 2D · VC2EFLA08 (E01/E03: vocabulary of the shop context)

- **Answer — the complete correct pairing:** apple picture → **apple** · banana picture → **banana** · bread picture → **bread** · milk picture → **milk**. All four pairs right for the mark; no partial credit.
 - The four cards come from section 2D’s shop-words drawing (eight shop words; these four are used).
 - **Audio script:** “Item thirteen. These are words from the shop. Put each picture with its word. Apple. Banana. Bread. Milk.” (Say each word as the child works; the printed words are the vocabulary content itself, said and matched, not decoded unaided — §6.4, 2D’s level-discipline note.)
-

Item 14 — matching · 2D · VC2EFLA08 (E02/E03: vocabulary of the school topic)

- **Answer — the complete correct pairing:** bag picture → **bag** · book picture → **book** · pen picture → **pen** · glue picture → **glue**. All four pairs right for the mark; no partial credit.
 - The four cards come from section 2D’s school-words drawing (nine school words; these four are used).
 - **Audio script:** “Item fourteen. These are words for school. Put each picture with its word. Bag. Book. Pen. Glue.”
-

Item 15 — MC · 2D · VC2EFLA08 (E02: sorting words by context — home and school)

- **Answer: A — glue.** Glue goes at school (section 2D Q4 key: book and glue at school; teddy and bath at home).
 - B (bed), C (bath) and D (teddy) are home words in section 2D’s two-box sort.
 - **Audio script:** “Item fifteen. Which word goes at school? A: glue. B: bed. C: bath. D: teddy.”
-

Item 16 — inline-choice cloze · 2D · VC2EFLA08 (E01: the shopkeeper-and-customer play words)

- **Answer: apple.** “Can I have an **apple**, please?” — the customer’s ask in section 2D’s shop talk; the shop sells apples. (*An* fits *apple*; the shop does not sell tables, and glue is a school word.)
 - **Audio script:** “Item sixteen. Mia is at the shop. Mia says: Can I have an ... , please? Choose the word that finishes the sentence. Apple. Table. Glue.”
 - **Print the child attends to:** the sentence with one blank and the three inline choices (apple · table · glue) — inline choice only, never typed.
-

Item 17 — mark-the-words · 2E · VC2EFLA09 (capital letters: sentence start and a name)

- **Answer — exact set match:** tap **My** and **Sam** — the capital M at the start of the sentence and the capital S at the start of the name. Two taps, both needed; no other word marked.
 - The sentence of section 2E step 5 (*My name is Sam.*).
 - **Audio script:** “Item seventeen. Listen: *My name is Sam.* Look at the words. Tap all the capital letters in the sentence.”
 - **Print the child attends to:** the five word tiles (My · name · is · Sam ·).
-

Item 18 — mark-the-words · 2E · VC2EFLA09 (capital letters: two names)

- **Answer — exact set match:** tap **Sam** and **Ada** — the two names in the sentence each start with a capital letter. (*and* and *run* are small letters; the sentence-start capital is Sam’s own S.)
 - The sentence of section 2E step 6’s big-paper hunt (*Sam and Ada run.*).
 - **Audio script:** “Item eighteen. Listen: *Sam and Ada run.* Look at the words. Tap all the capital letters in the sentence.”
-

Item 19 — mark-the-words · 2E · VC2EFLA09 (the beginning capital and the ending full stop)

- **Answer — exact set match:** tap **My** (the capital letter at the start) and **.** (the full stop at the end). Two taps, both needed.
 - The sentence of section 2E step 6 (*My dog is big.*); the start-and-end rule of section 2E step 5 — every sentence starts with a capital letter and ends with a full stop.
 - **Audio script:** “Item nineteen. Listen: *My dog is big.* Look at the words. Tap the capital letter at the start of the sentence, and the full stop at the end.”
-

Item 20 — drag-order · 2E · VC2EFLA09 (make a sentence: capital at the start, full stop at the end)

- **Model answer (EXEMPLAR), the complete correct arrangement:** **The · cat · sat · .** — the big T at the start, the full stop at the end. Exactly section 2E task 9 with its word papers and full-stop paper.
 - **Alternative context (P2):** the same four-card shape with new content — “The dog sat.” plus its full stop (The · dog · sat · .); and for a name context, “Sam sat.” with the capital S at the start.
 - **Audio script:** “Item twenty. Listen: *The cat sat.* The cards are mixed up. The big T goes at the start. The full stop goes at the end. Put the cards in order to make the sentence.”
 - **Print the child attends to:** the four cards (sat · . · The · cat) and the four numbered slots.
-

After the check

Record each child’s 20 marks on the platform, item by item (objective key above — P1). Report against the Foundation achievement standard, per CD where useful: the coverage table shows the four items standing behind each of VC2EFLA05–VC2EFLA09. A short CD is a teaching signal, not a child failure — the check reports where the child is, not pass or fail (TOC §7, VCAA guidelines). The oral and hands-on legs of Chapter 2’s CDs that no on-screen item can evidence remain with the observation checklists (§7.5, unscored).