# Stage A2

Standard

example 3

The student Year Level: Year 2 Background: Somali, born in Australia Language: Somali Schooling: began Prep in Victoria

#### The task

The students had been learning about narratives. They had been read a range of narratives, been explicitly taught about the structure and linguistic features of narratives and jointly constructed narratives with the teacher. How to develop a plan for writing narratives had also been modelled.

## The text shows that the student:

	1019 30
the plan	Title:
develops a plan for writing uses a	Setting (Where) On a pairy (wetty) Island Lisa and Matt
simple framework to write a narrative	
	Complication/Problem: The bore boot was in the they middle And age can't go in because the there willings hammen shugk and IF Tourt go in The sharp
	What happens next?Then what?The UST comesThen matt?The UST comesThen matt?The UST comeshad to Row
	Solution (ending)

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### The text shows that the student:

the draft writes using a text type appropriate to the purpose writes reflecting spoken English spells some high frequency words correctly uses sound and visual features to attempt unknown words uses full stops with some consistency uses reference items, e.g. pronouns drafts and edits writing with considerable support from the teacher

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leantiful int	-
One day on a winty fail what a predmatt went	
i & a , al It began to move	
on the solet. Was Making " Seculse	
Evisa water Rowing Property.	
Att Sil "Stall" didn't Usting	
Watt Said, "STOP!!" Usa dident lisening	
to matter because Six was historicay	
They hit some rocks and the boat tipped into the water.	
to the grieds. Then	
they land on tou Islands.	
they land on tou Islands.	÷3
e weren't	
Thay was in on the same	
F	
Island Thee was now blonds	
Island Three was Tow tolevas	
USa was on I bland	
and that was on the	
and that to us on the	
other, tstend Matt was	
VARY RAGEY WITH LISA.	
Lotty angly with Lisa.	
THE KY K	
made with Matt Thad to swim	
in the mark water be went	
to sowing The end	
lie has all be und	
lisa was scred he was	-
upto 1	
going to die, the snarks was take.	ng
	5
A not the Finality be got	
and rescued Lisa.	
The boat Three Cod	
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## Stage A2

the

text

'published'

Standard

## example 3

Veauri Eul a Islend Malt )ne day 00 Went In segan To move Secanse Rowing Properly WashT Matt Kisten Mat rectus She Was LISTENING Tothe BIRO Some e4 hIT Kock and tirretin GOGT To The Water Thay Wasent 1 SLENd ON Tur Same Was 15 Lend LISA 01 And 60 uxas Mat TURR Mat was Angr water ITH liza ofested thad MUTT The The eal Soared NP 410 LISC OIR nat SUDARIES Were Ne Findto ne Rescaled 1Sa And 1509-4 the end

This text is an example of a student at A2 Standard. The student uses a simple narrative structure beginning with an orientation, followed by a complication and resolution. The text is quite long and has been edited with the support of the teacher to include details which help the reader follow the narrative more easily. The writing includes oral language structures e.g. 'they wasn't', 'didn't listening'. The student uses pronouns as reference items, for example Lisa/she, Lisa and Matt/they. The text is mostly written in the simple past tense and includes some common irregular past tense verbs (went, was). The student spells high frequency words correctly and uses sound and visual features (e.g. baet/boat, propley/properly, tow/two, wasent/wasn't) to spell unknown words. Full stops are used to end most sentences. Upper and lower case letters are used, but not always appropriately.

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