

Australian Curriculum

Year 2 Literacy Understanding and analysing texts

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures

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Before transformation: Sample Year 2 task**Bike Safety**

injuries	first	keep	handles
traffic	walk	helmet	riding

What's possible?**Some tips for safe riding**

Wear a bike _____ at all times. The most serious bike _____ are to the head.

Try to _____ your bike in good shape.

Always let cars and people go _____.

Slow down and check for _____ at all corners.

Keep both hands on the _____ except when doing turn signals. _____ across streets.

Stay off busy streets.



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Transformed task: Getting the students doing the thinking

Bike safety

first keep handle accidents injuries handles
 traffic helmet ride signs protection walk pedals



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Compare and discuss your word choices with a partner. Do you agree?

Use the picture and the information you have created to discuss the following questions.

What do you think?

1. Do you agree with all the information in the text? Explain.
2. What are the top 3 things you think young cyclists should know about riding a bike safely? Why are they the most important things?
3. Look at the boy in the photograph. Do you think he is safe? Why do you think that? What other information do you need to know to answer that question?

Share your ideas with another group. What did they think?



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Annotations: How has the task been changed?

What did the teacher do?	Why?
Substituted the drawing for a photographed image that had several possible interpretations.	So students can infer different possibilities from a visual text and justify their reasoning eg 'Is the boy on the road or a driveway? What makes you think that?'
Added more words than required for the task, with some choices having only minor differences. Removed unnecessary cues such as capitalisation of 'Walk'.	So students have to distinguish which information is most relevant and appropriate, and which information to ignore.
Made peer assessment part of the task.	So students could think beyond filling in the spaces, analysing the validity of the ideas of others and justifying their own ideas and word choices.
Asked students to use the completed cloze reading task as an information reference in a further discussion.	So students would apply the information they had constructed to inform their ideas in a new context.

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