

Reporting on English – Stage 2 examples

These examples illustrate some optional ways schools may structure reporting on English for Stage 2. Schools plan their English curriculum carefully, and for each reporting period, report only on those syllabus outcomes that have been intentionally taught and assessed.

The department does not prescribe a set format for reporting. Schools can decide on their own format by working in partnership with parents, carers and the school community, ensuring it is tailored to meet their unique context and the specific needs of their students.

These examples will be updated as needed, in response to new guidelines from [NSW Education Standards Authority \(NESA\)](#) and any changes made to the policy [Curriculum planning and programming, assessing and reporting to parents K-12](#).

Stage 2 – Example 1

English – Achievement grade: C

Focus area	A	B	C	D	E
Oral language and communication				✓	
Vocabulary			✓		
Reading fluency			✓		
Reading comprehension			✓		
Creating written texts				✓	
Spelling			✓		
Handwriting and digital transcription			✓		
Understanding and responding to literature			✓		

Through consistent effort and focus, Sara has shown growth in most focus areas of English this semester. When reading aloud, she adjusts her voice, tone, volume and pitch in response to punctuation to enhance fluency. Sara uses her background knowledge and vocabulary to support her comprehension of a text. She is beginning to consistently select and apply spelling strategies to her writing.

Future directions for Sara include:

- contributing to discussions and delivering spoken presentations that stay on topic
- planning and logically sequencing her ideas when writing
- incorporating feedback when revising and editing her written work.

Stage 2 – Example 2

English – Achievement grade: B

Focus area	A	B	C	D	E
Oral language and communication Communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting		✓			
Reading fluency Sustains independent reading with accuracy, automaticity, rate and prosody suited to purpose, audience and meaning		✓			
Reading comprehension Reads and comprehends texts for wide purposes using knowledge of text structures and language, and by monitoring comprehension		✓			
Creating written texts Plans, creates and revises written texts for (imaginative, informative, persuasive) purposes using text features, sentence-level grammar, punctuation and word-level language for a target audience		✓			
Understanding and responding to literature Identifies and describes how ideas are represented in literature and strategically uses similar representations when creating texts	✓				

Nikolai confidently contributes to class discussions, often building on what others say. He asks questions to better understand and check the information he hears. When reading aloud, Nikolai adjusts his pace, voice, tone and volume to make his reading clear and easy to follow. He applies different reading strategies to better understand complex texts. In his writing, Nikolai includes detailed descriptions of places, characters and actions, to make his stories engaging. He knows how using figurative language, like metaphors and similes, can enhance the meaning in his writing and uses this language device effectively. When discussing books, especially those by Aboriginal and/or Torres Strait Islander authors, Nikolai can explain how the use of imagery and symbolism adds meaning to the story.