**WORK SAMPLE PORTFOLIO**

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students’ achievement.

Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

*ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.*

**THIS PORTFOLIO: YEAR 5 ENGLISH**

This portfolio provides the following student work samples:

- **Sample 1** Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)
- **Sample 2** Creating poetry: Kennings
- **Sample 3** Written narrative: In the box
- **Sample 4** Persuasive text: Election speech
- **Sample 5** Oral presentation: Words or pictures
- **Sample 6** Creative writing: Beginning of a fairytale
- **Sample 7** Biographical letter: News from the goldfields
- **Sample 8** Group discussion: Storm Boy

This portfolio of student work includes responses to a variety of texts and the development of a range of written and oral texts. The student makes connections between texts and own experiences (WS2, WS4, WS5, WS6, WS7, WS8) and expresses a substantiated point of view about a text (WS8). The student uses a variety of language features to develop descriptive and cohesive literary, informative and persuasive texts (WS2, WS3, WS4, WS5, WS6, WS7). They demonstrate an ability to plan, draft, edit and publish a range of texts created for a variety of purposes (WS2, WS3, WS4, WS7). The student can identify the language features and vocabulary used in texts to engage the interest of the audience (WS5, WS8). The student participates in class discussions, referring to texts to explain and clarify ideas (WS8) and plans and makes formal, persuasive presentations (WS4, WS5).
Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

Year 5 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

**Receptive modes (listening, reading and viewing)**

*By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.*

*They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.*

**Productive modes (speaking, writing and creating)**

*Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.*

*Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.*

**Summary of task**

This task consisted of two parts:

The first component was the ‘Stop and think aloud’ activity which required students to read an extract of a text, stopping at predetermined points and writing down what they were thinking. They used a copy of the text with room to write next to each stopping point.

The second component was to respond to questions in relation to the text used for the ‘Stop and think aloud’ activity. The extract was from a text students had not read previously but was part of a series of books by Emily Rodda. The students had worked with the first book in the series.
Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

1 – The Warning

I think something bad is going to happen near Bin.

The grash flew west, following the scent. It had flown for a long time and it was tired and hungry, but it did not think of feeding or stopping to rest. There was no thought at all behind its flat yellow eyes. Just one fixed idea. To follow the scent, reach the place it had been told to reach, and take back to its masters what it had been told to take.

The grash was called Baza, and it was a hundred and twenty years old. It had been trained well. Not kindly, perhaps, but cleverly, and for many, many years. The idea that now, far away from the whips and shouts of its masters, it had the freedom to choose what it did, never entered its mind.

The sea had been left behind long ago, and dimly the grash was aware that below it now were rolling green hills and a winding stream glinting bright in the sunlight. It was aware that a mountain, its peak hidden in cloud, rose in the blue distance ahead.

But its eyes were not important now. Its ears, closed against the rushing of the wind and the beating of its own wings, were not important either. All that was important was its forked tongue, flickering in and out, tasting the air, tasting the scent.

It knew it was close to its goal. The scent was stronger—the warm animal scent that made its jaws drip with hunger. Bokshah. It even knew the name.

"Bokshah," its master had said, so many times, flourishing the grey woody hide in front of its face, feeding it bloody pieces of meat so that the delicious taste mingled with the hide-smell. When they had set it away on this quest they had said it again. "Bokshah. Seek." And then they had loosed its chain.

The bokshah scent was strong, but there were other scents, too. Some the grash had tasted before, one it had not. The one it had not tasted was full of danger. It was fire, snow and ice. It was hot breath, dripping fangs and ancient, jealous power.

The leathery spine of the grash’s back prickled with warning. But its yellow lizard eyes did not flicker, and the beating of its scaly mottled wings did not falter as it flew over Bin.

Uses information drawn from reading to make predictions about the text.
Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

Based on what I have read so far, this is what I know about Bora.

- It has musters that tell him what to do.
- Bora is a hundred and twenty years old.
- Bora has been trained.
- Bora likes to eat bokslah.
- It gets chained up.
- It has yellow lizard eyes.
- It has big leathery spines.
- Bora likes to tug on a bit.
- I think Bora is dangerous with a bit of kindness in it somewhere.

Annotations

Uses compound and complex sentence structures to explain ideas and makes vocabulary choices when describing the character.

Responds to how a character is depicted through vocabulary chosen to describe the character.

Interprets literal information in a text to explain the character.
Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

Thinking in different ways to understand what I read.

Right There – the author said it:
1. What is the name of the gracht? The name of the gracht is Bora.
2. How old is Bora? Bora is a hundred and twenty years old.
3. Where is Bora flying to? Bora is flying to Rin.

Think and search – the author meant:
4. What had Bora been trained to do? Bora had been trained to catch burkas from Rin.
5. What does Bora like to eat? Bora likes to eat burkas.
6. It knew it was close to its goal. What does this mean? Bora knew it was close to Rin and the burkas.
7. How old Bora know where to find Rin? Bora knew how to get to Rin because it can smell the scent of the burkas.
8. Why did the leathery spines on Bora’s back prickle with warning? Bora’s back pricked with warning because he could sense something full of danger.

Author and You – show what you know:
9. Read paragraph 7 again. What do you think could be the scent that Bora does not recognise? Explain why.
   - The scent Bora doesn’t recognise could be the danger from the mountain because it says fire, snow and ice to describe the danger in figure of fire.
10. What do you think will happen when Bora gets to Rin?
   - I think the villagers might try to kill Bora but Rown can see that it has been trained and has good in him.

On Your Own – what’s your opinion?
11. Do you feel sorry for Bora? Explain why or why not.
   - I do feel sorry for Bora because it gets chained up but it shouldn’t eat the burkas.

Annotations

Uses comprehension strategies to explain literal meaning in a text and incorporates the question into the response.

Interprets implied meaning and links ideas within the text.

Makes inferences about the character and explains connections to the text.

Explains a personal response to a text and offers an opinion about a character in the text.
Creating poetry: Kennings

Year 5 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

**Receptive modes (listening, reading and viewing)**

*By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.*

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

**Productive modes (speaking, writing and creating)**

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

**Summary of task**

The student studied the structure of a range of poetry styles including kennings, limericks and haikus. The student was asked to write a number of poems using one of these styles. The student chose to write a series of kenning poems.
Creating poetry: Kennings

<table>
<thead>
<tr>
<th>Kennings</th>
<th>Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dog</strong></td>
<td>Creates a poetic text based on a known structure, for example, kennings.</td>
</tr>
<tr>
<td>Noisy speaker</td>
<td>Spells accurately.</td>
</tr>
<tr>
<td>Sleppy eater</td>
<td></td>
</tr>
<tr>
<td>Bone chower</td>
<td></td>
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<tr>
<td>Paw treader</td>
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<tr>
<td><strong>Thief</strong></td>
<td></td>
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<tr>
<td>Bad person</td>
<td></td>
</tr>
<tr>
<td>Stealing merchant</td>
<td></td>
</tr>
<tr>
<td>Hiding suspect</td>
<td></td>
</tr>
<tr>
<td>Clever thinker</td>
<td></td>
</tr>
<tr>
<td><strong>Soldier</strong></td>
<td></td>
</tr>
<tr>
<td>Loyal defender</td>
<td></td>
</tr>
<tr>
<td>Powerful warrior</td>
<td></td>
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<tr>
<td>Strong fighter</td>
<td></td>
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<tr>
<td>Peace bringer</td>
<td></td>
</tr>
<tr>
<td><strong>Nerd</strong></td>
<td></td>
</tr>
<tr>
<td>Book reader</td>
<td>Uses vocabulary to extend ideas and express greater precision of meaning.</td>
</tr>
<tr>
<td>Smart thinker</td>
<td>Creates innovative descriptions by selecting and combining words.</td>
</tr>
<tr>
<td>Good leader</td>
<td>Writes poems consisting of lines of two describing words.</td>
</tr>
<tr>
<td>Sport thinker</td>
<td></td>
</tr>
</tbody>
</table>
Written narrative: In the box

Year 5 English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

Receptive modes (listening, reading and viewing)

*By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.*

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

*Students use language features to show how ideas can be extended.* They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

*Students create a variety of sequenced texts for different purposes and audiences.* They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students were asked to write a narrative titled ‘In the box’, based on pictures of an ornate box as a stimulus. This included:

- developing a story map detailing the generic structure of a narrative (orientation, complication, resolution) in preparation for the written narrative
- writing an imaginative narrative to entertain using appropriate textual and language features.
Written narrative: In the box

IN THE BOX!

Got ya you little rascal," growled the dog catcher as he shook the puppy into a cage. The puppy started to cry, "be quiet you little mutt!" shouted the dog catcher. The dog catcher shut the cage door and jumped into the driver seat and drove away into the distance.

"Can I please have a dog?" asked Lily. "No, not unless you pay for it yourself," said Dad. Lily stormed off into her room and sat on the bed. The sun was setting quickly soon it would be dark. Lily quickly put on her coat and packed some of her favourite things. She quickly snuck out the back door.
Written narrative: In the box

Scamp started chewing the lock. CREAK! The door swung open. He quickly climbed out. The stupid dog catcher had left the boot behind. Scamp stepped on the button and the boot swung open. He jumped out. He asked himself the question: Where was he going to live? The first thing he saw was a box: the perfect size for a bed. He crawled in and went to sleep. The welcoming family. Lily kept walking. She wasn’t going to give up. Now, Lily saw a box on the side of the path. It was wobbling side to side. She walked over. Lily laughed and opened the box. There slept the cutest little puppy she had seen. She picked up the box. Very funny and carried it home. She knew it was wrong, but she couldn’t resist.

Lily hoped her dad would be upstairs. But unfortunately he wasn’t. When Lily walked through the door her dad was sitting at the table with his head in his hands and a laptop. He noticed Lily had been gone. What’s in the box? asked Dad, just then the puppy poked his head up. What is that? shouted Dad. Lily answered as Generously as she could. It’s a dog. Bolly knew what her dad would say so she quickly added. I bought him! She knew her dad would find out sooner or later but for now it was a secret.

Two weeks later… Dad found out. You can’t just steal a puppy off the street screamed Dad. He was homeless, cried Lily. Dad finally gave in and let Lily keep him.

The end and cold.

Now Dad spoils Scamp more than Lily does.

Annotations

Applies understanding of a literary technique authors use to engage the reader, for example, ‘CREAK’.

Attempts to use imagery to develop setting, for example, ‘the perfect size for a bed’.

Uses vocabulary to express precision of meaning, for example, ‘wobbling from side to side’.

Uses a variety of sentence structures ranging from simple and compound to complex to develop and expand ideas.

Edits writing for accuracy and to improve the storyline by changing or adding detail.

Controls punctuation such as the apostrophe of contraction, the possessive apostrophe and capital letters for proper nouns.

This work sample demonstrates understanding of the structure and features of a narrative text. The student experiments with the typical structure and innovates the order of the events effectively. The characters are developed through dialogue and the careful selection of verbs such as ‘screamed’. The work sample provides evidence of planning, editing and attention to paragraphing, punctuation and spelling.
Persuasive text: Election speech

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Summary of task

Students participated in delivering a formal speech as part of the school’s annual elections for membership of the Student Representative Council (SRC). The audience was Grade 5 students, teachers and principal. The students worked in pairs to prepare and practise the writing and delivery of the speeches.
Persuasive text: Election speech

Annotations
Oral presentation: Words or pictures

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**Summary of task**

Students studied a range of picture books and discussed how the illustrations contribute to a text’s meaning and how the illustrations may affect the reader. Students were asked to prepare a two-minute oral exposition on the topic ‘Words or pictures: Which has the greater impact on the reader in picture books?’ They were encouraged to provide evidence from texts for their opinions. Students were allowed 50 minutes to prepare their presentation and 30 minutes to rehearse it.
Oral presentation: Words or pictures

Annotations

Audio
Creative writing: Beginning of a fairy story

Year 5 English achievement standard

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**Summary of task**

Students read and discussed a number of fairy tales in class, focusing on their structure and language features.

Students were then asked to write the beginning of a fairy story, using stories they had read as models. They discussed the task in groups before working individually on this task in class.
Once upon a time there was a princess who lived in a castle with her mum and dad. Wait hold it, before you go and walk away from this book forever. This isn’t your basic lovely fairytale so STAY PUT! One day, this princess was out in the woods. The woods were quiet and peaceful. Suddenly, a giant chicken appeared. The chicken’s eggs had been stolen by an evil fairy. And the chickens had been searching for them all day. The chicken had been looking for the princess for one of her eggs and carried her off. The princess knew she’d be saved. “My Prince will come, that is if he see will get of the couch,” she added.

The princess had been talking about Prince Hubert. He was love and handsome. He was obsessed with his own appearance. The princess was in the middle of his favourite TV show, so she decided to not bother and leave the rescue.
Biographical letter: News from the goldfields

Year 5 English achievement standard

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Summary of task

In class, students discussed how text structures and language features can be used to engage the reader, including character development, maintaining a particular tense and using contextual vocabulary.

As they had recently completed a unit of study on the goldfields in history, students were asked to write a narrative letter on the topic ‘News from the goldfields’. In preparation, students were allowed to work in pairs to brainstorm possible characters and settings. Students wrote their narrative text independently.
Biographical letter: News from the goldfields

Dear Father,

I have missed you so much and I was so happy when I received your letter. I am so sorry that I haven’t had the time to send a reply.

When I was on the boat, a storm occurred. I overheard that a teenager fell overboard. When we got to shore I was so glad as I would have been dead.

When we arrived I raced off the boat. We bought some mining gear and we were off, dreaming that we would strike rich.

It took us two days to get to the goldfields. I swear it would have been quicker if Johnny Bean had more energy.

Camp 89
Goldfields
ballarat,
Australia
2nd March
1879

Annotation:

Creates a sequenced, imaginative text based on information discussed in class.

Creates a literary text using settings and characters based on other texts.

Uses complex sentences to link ideas in time, for example, ‘When we arrived I raced off the boat’.
Biographical letter: News from the goldfields

Annotations

Uses events as a way of developing character and setting.

Uses specialist vocabulary to express precision of meaning, for example, ‘gold licence’, ‘ten shillings’.

Uses patterns of language appropriate to the roles adopted in this text.

Johny is usually ready for anything but he has never been without family for seven nights and it has been thirteen months since we left England.

I was so happy that I saved up sixty pounds because a gold licence costs one pound and ten shillings per month! So I bought my licence, we put up our tent and rested. So we have traveled far on foot.

The next day we got stuck into mining but unfortunately we found nothing for the first five days, but then Johny found a nugget and plans to return soon.

The day bushrangers attacked but fortunately we found Johny’s nugget and they dug in claiming. But I saw a nugget dropped on the ground and I plan to return and continue.

Bom your dearest son,

Trevor Where.
Biographical letter: News from the goldfields

Annotations

Creates a plan for an imaginative text.

Lists characters and events as elements of an imaginative text.
Biographical letter: News from the goldfields

Dear Father,

I have missed you so much and I was so happy when I received your letter. I am so sorry that I haven’t had the time to send you a letter back.

When I was on the boat, a storm occurred. I overheard that a teenager fell overboard. When we got to shore I was glad as I would ever be where.

When we arrived I speed off the boat I bought some gear and we we off, dreaming that we will strike rich.

It took us two days to get to the goldfields. I swear I would have been quicker if Johny Beam had more energy.

Johny is usually ready for anything but he has never been without familiar. For seven nights and it has been thirteen plus months since he left England.

I was so glad that I saved up 50 pounds at home because a gold week costs one pound and ten shillings per month. So bought me license.

Annotations

Creates a draft of an imaginative text.

Makes some editing changes in a draft text.
Biographical letter: News from the goldfields

Johnny and I bought a claim, put up our tent and rested, for we have traveled far on foot.

The next day we got stuck into mining but unfortunately we found nothing for the first five days but then Johnny found a nugget and plans to return soon.

A few days later bushrangers attack the fields, but fortunately Johnny’s nugget wasn’t stolen. Bill, bushranger’s dug in claims and William, Perings, Michael, Semma and Mark Ferka found one hundred pounds worth of gold each!

When I walked into our claim it was much deeper than before but when I looked really closely I spotted a nugget! So I have decided to return to England.

I look forward to seeing you and Johnny’s face when he sees his family.

From your dearest son,

Trevor Whaler
Group discussion: *Storm Boy*

**Year 5 English achievement standard**

The parts of the achievement standard targeted in the assessment task are highlighted.

**Receptive modes (listening, reading and viewing)**

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**Summary of task**

During a unit of work based on the novel *Storm Boy* by Colin Thiele, students were asked to respond to a range of questions requiring literal, inferential, interpretive and evaluative understandings. The students were organised into groups of four to discuss whether Storm Boy should be sent to boarding school.

The students were encouraged to justify their statements using evidence from the text.
Group discussion: *Storm Boy*