

English

WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students' work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

THIS PORTFOLIO – YEAR 1 ENGLISH

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

| | |
|----------|---|
| Sample 1 | Factual description – Helicopters |
| Sample 2 | Descriptive text – Wanted poster |
| Sample 3 | Descriptive text – The elephant |
| Sample 4 | Persuasive text – Pigs |
| Sample 5 | Reading response – <i>Dunbi the Owl</i> |
| Sample 6 | Retell – <i>How the Birds Got their Colours</i> |

This portfolio of student work shows an understanding of different text purposes and an ability to construct different types of texts. (WS1, WS2, WS3, WS5, WS6). Informative writing shows evidence of recalled information (WS3, WS4, WS5) with characters and events created for imaginative writing (WS2). The student uses familiar and new vocabulary including modeled words and groups/phrases (WS1, WS3, WS4, WS6) and a range of sentence structures (WS1, WS2, WS3, WS4, WS6). The portfolio demonstrates attention to spelling and punctuation and, with teacher assistance, the ability to make editing changes and publish final drafts. (WS1, WS3). The student participates in group and class discussion (WS3, WS5) and is confident when reading aloud to peers and familiar adults (WS5).

The following aspects of the achievement standard are not evident in this portfolio:

- *read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images*
- *listen for and reproduce letter patterns and letter clusters.*

English

Work sample 1: Factual description – Helicopters

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

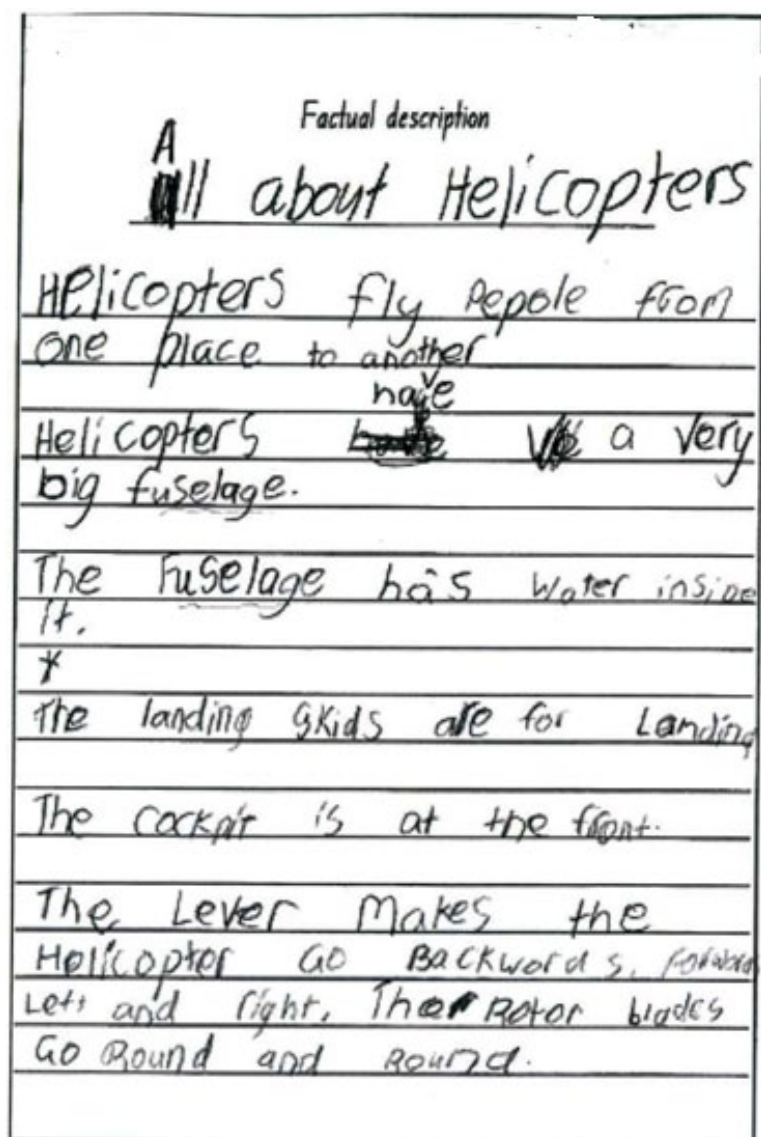
They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

After learning about different types of transport students were asked to write a factual description of one type of transport. They were asked to use topic vocabulary supported by the provision of word charts and picture dictionaries. The teacher and the class developed a joint construction of a similar text using a text scaffold to organise the text. Students were encouraged to refer to the text scaffold when writing their own texts.

English

Work sample 1: Factual description – Helicopters



Annotations

Produces a series of accurate simple sentences to present information.

Incorporates some editing changes.

Uses familiar and learned vocabulary, for example 'fuselage', 'cockpit'.

Uses pronouns accurately, for example 'fuselage/it'.

Uses learned knowledge to provide relevant details about the topic.

Spells familiar words correctly and uses sound-letter knowledge to attempt unfamiliar words.

Writes legibly using unjoined upper- and lower-case letters.

Attempts to use capital letters and full stops for sentence boundary punctuation.

Creates a short informative text for a specific purpose.

Annotations (Overview)

This work sample demonstrates knowledge of the purpose and structure of an informative text. The text includes accurate information in a series of logically ordered, simple sentences. Correct spelling of new content-specific vocabulary, achieved through teacher scaffolding, adds to the authority of the text.

Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 2: Descriptive text – Wanted poster

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

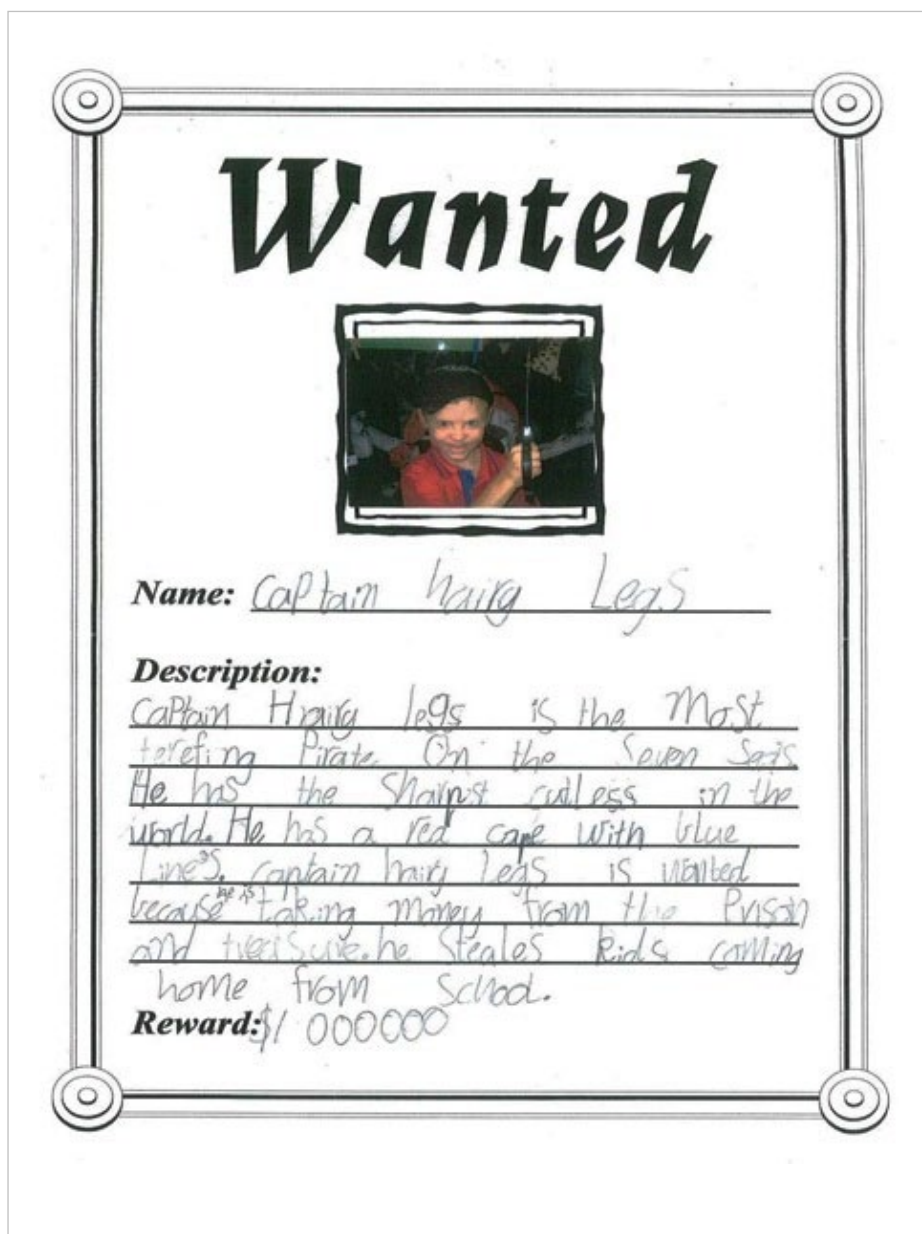
Summary of task

Students read and viewed a small number of literary texts about pirates. They then dressed up as a pirate, selecting clothes from the class dress up box. They were photographed wearing their pirate costume. Students were asked to:

- decide on their pirate name and consider how they could describe themselves
- orally describe the photograph of themselves in a pirate costume to their classmates
- write their description of themselves as a pirate using the wanted poster proforma
- edit their work.

English

Work sample 2: Descriptive text – Wanted poster



Annotations

Understands that texts have different purposes.

Provides relevant details to build a literary character.

Correctly forms upper- and lower-case letters in writing.

Spells words with familiar spelling patterns, for example 'legs' and uses sound-letter knowledge to attempt new words, for example 'terefing' (terrifying).

Uses pronouns accurately, for example 'Captain Hairy Legs/he'.

Uses familiar and learned vocabulary, for example 'cutlass', 'seven seas'.

Produces a series of accurate simple sentences to present information.

Creates a short imaginative text using appropriate multimodal elements.

Understands how characters in a text are developed by their actions, for example, 'taking money from the prison and treasure' and 'steals kids coming home from school'.

Annotations (Overview)

This work sample demonstrates knowledge of the way characters are developed in imaginative texts. The text includes details of an imaginary character based on prior reading and discussion. New topic vocabulary has been incorporated and there is evidence that the text has been re-read and edited.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education, Western Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 3: Descriptive text – The elephant

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

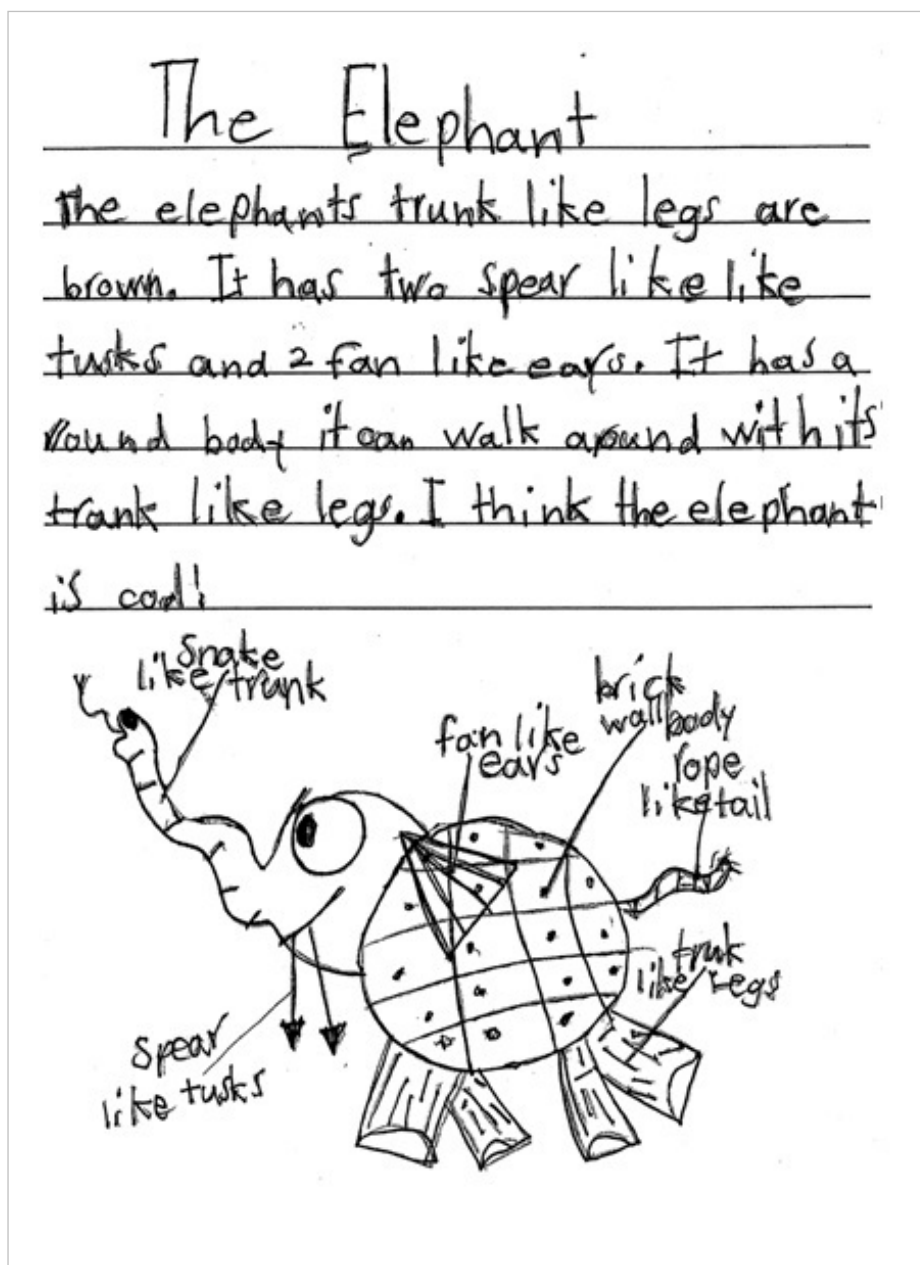
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

Students worked in small groups to construct an elephant from craft materials. They discussed their elephants and the teacher wrote suggested words to describe how the elephants had been made. Students were then asked to write a description of their elephant using some of the suggested words and to illustrate their description with a labelled drawing.

English

Work sample 3:
Descriptive text – The elephant

Annotations

Uses capital letters and full stops for sentence boundaries.

Connects ideas in text through pronouns, for example 'elephant/it'.

Writes known high frequency words, for example 'the', and uses sound-letter knowledge to attempt new words, for example 'trunk'.

Makes connection to personal experience when describing a character.

Produces a series of simple sentences.

Writes legibly using unjoined upper- and lower-case letters.

Uses familiar and learned vocabulary, for example 'brown snake' and learned vocabulary, for example 'tusks'.

Annotations (Overview)

This work sample demonstrates knowledge of the purpose and structure of an informative text. The text presents accurate information in a series of logically ordered sentences.

Acknowledgement

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 4: Persuasive text – Pigs

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

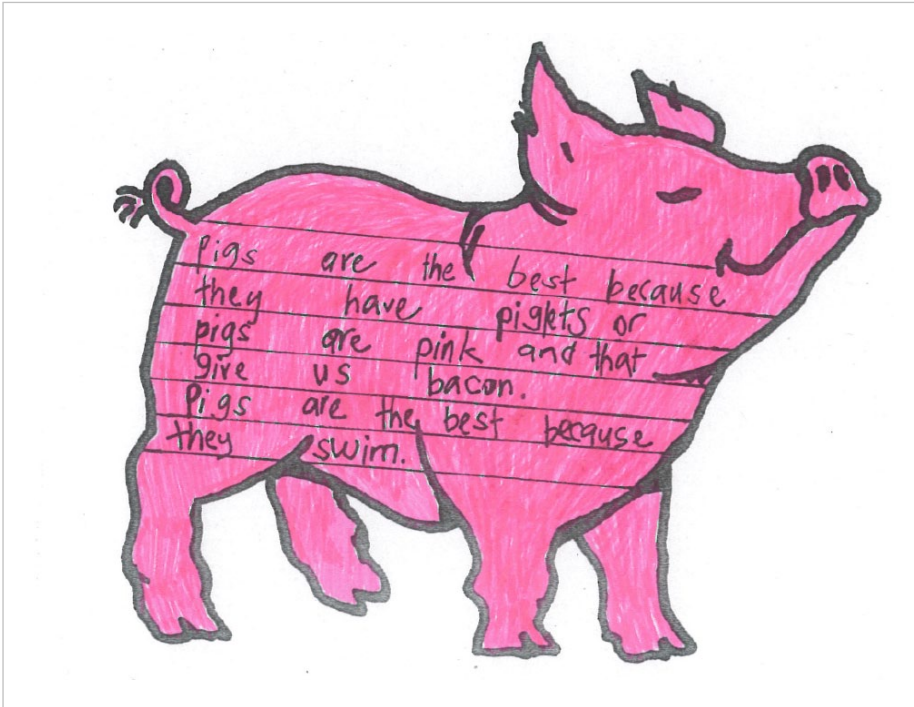
They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

Students were asked to write a text giving reasons why a chosen farm animal is their favourite. They were encouraged to use information and vocabulary they had learnt in a series of lessons on farm animals.

English

Work sample 4: Persuasive text – Pigs



Annotations

Understands a feature of persuasive texts, such as expressing opinions.

Recalls key ideas about a topic and maintains focus on the topic throughout the text.

Produces a series of sentences.

Uses familiar and learned vocabulary, for example 'pig', 'piglets', 'bacon'.

Writes legibly using unjoined upper- and lower-case letters.

Uses capital letters and full stops for sentence boundary punctuation.

Annotations (Overview)

This work sample demonstrates knowledge of the purpose and structure of a persuasive text. The text presents an opinion in a series of logically ordered sentences.

Acknowledgment

ACARA acknowledges the contribution of the Catholic Education Archdiocese of Brisbane for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 5: Reading Response – *Dunbi the Owl*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

Students listened to a reading of *Dunbi the Owl* as retold by Pamela Lofts and were then asked to discuss the actions of the characters in the story with peers. The teacher supplied a selection of sentence beginnings that the students were encouraged to choose for their writing. Students worked independently.

English

Work sample 5: Reading Response – *Dunbi the Owl*

Reading Response



I felt sad when
the kids put
spikes in the
owl and
flood him up.
and I didnt
like it and
it mad me sad.

Name _____ Date _____

Annotations

Makes meaning from texts listened to in class.

Uses known letters of the alphabet and sounds out words to attempt spelling, for example 'poot' (put).

Recalls characters and events from a text.

Writes common sight words, for example 'when', 'like', 'me'.

Correctly forms both lower- and upper-case letters.

Understands that a text can reflect own experiences and identifies connections between a text and own feelings.

Creates a short multimodal text to respond to a story.

Annotations (Overview)

The text is based on a good understanding of the events and characters in the text and presents a personal response.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education, Western Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

English

Work sample 6: Retell – *How the Birds Got their Colours*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

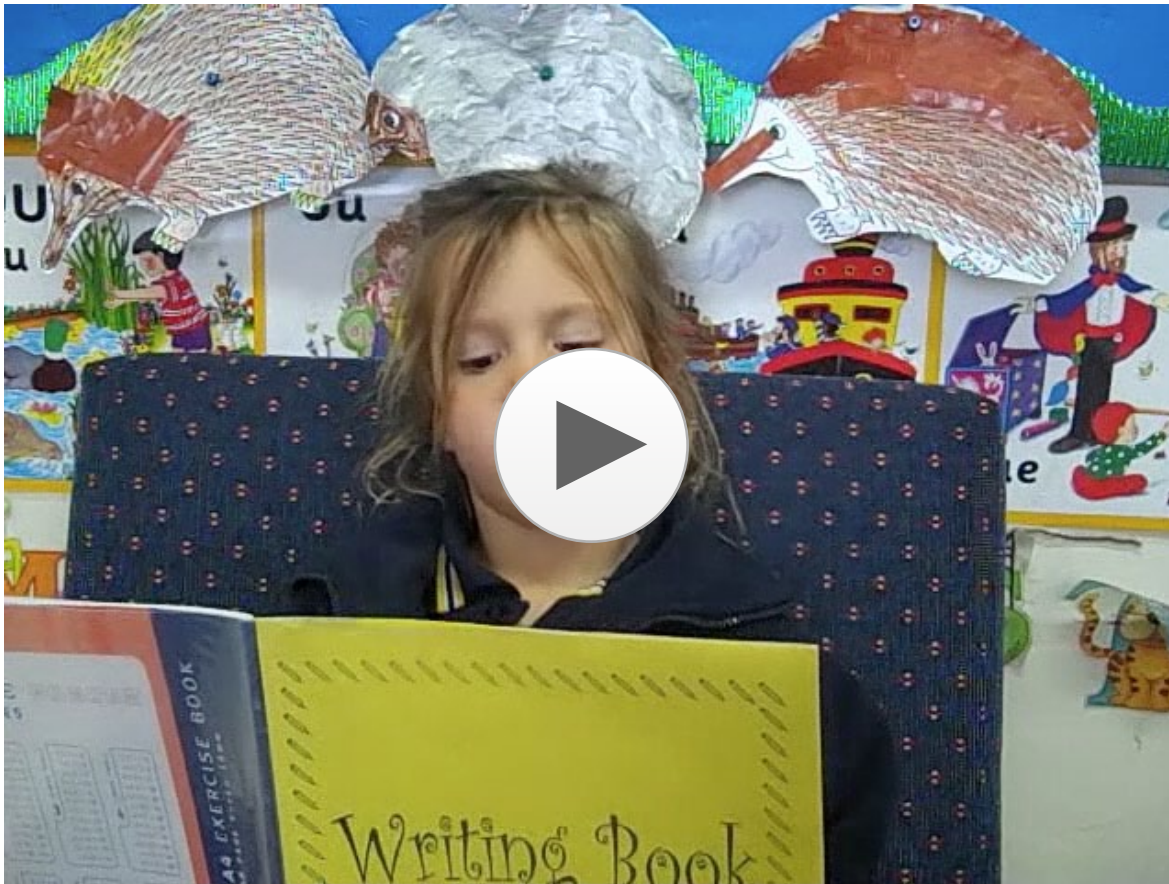
They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

Students read a series of Aboriginal Dreaming stories with their reading group. They were then asked to retell their favourite Aboriginal Dreaming story in writing and read their written text to the whole class.

English

Work sample 6: **Retell – *How the Birds Got their Colours***



Annotations (Overview)

This work sample demonstrates a student's understanding of a previously read text. The written retelling is accurately sequenced and employs many characteristic features of an imaginative text. The student's oral reading demonstrates the use of text processing strategies and attempted phrasing and fluency.

Acknowledgment

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.