

WORK SAMPLE PORTFOLIO

The 2012 portfolios are a resource to support teachers in planning and implementation of the Foundation to Year 10 Australian Curriculum in the learning area. Each portfolio comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. At every year level there are three portfolios illustrating satisfactory, above satisfactory and below satisfactory achievement in relation to the standard.

Each portfolio comprises a collection of different student work selected by state and territory nominees, and annotated and reviewed by classroom teachers and other curriculum experts. Each work sample in the portfolio varies in terms of how much time was available to complete the task and/or the degree of scaffolding provided by the teacher.

There is no pre-determined number of student work samples in a portfolio nor are they sequenced in any particular order. Together as a portfolio, the samples provide evidence of all aspects of the achievement standard unless otherwise specified.

As the Australian Curriculum is progressively implemented in schools, the portfolios will continue to be reviewed and enhanced in relation to their comprehensiveness in coverage of the achievement standard and their representation of the diversity of student work that can be used to highlight evidence of student learning.

THIS PORTFOLIO – Foundation English

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

Sample 1	Character story – <i>Mr Happy</i>
Sample 2	Retelling – <i>Malu Kangaroo</i>
Sample 3	Reading aloud – <i>Matt's Good Idea</i>
Sample 4	Retell – <i>How the Birds Got their Colours</i>
Sample 5	Prediction – <i>Three Robbers</i>

This portfolio of student work demonstrates understanding of a range of texts. The student responds to imaginative texts (WS1, WS2, WS3, WS4, WS5), and recognises that texts can reflect personal experiences and evoke an emotional response (WS1, WS2, WS5). The student uses a growing knowledge of concepts about print (WS1, WS2, WS3, WS4, WS5), some known sight words and sound-letter correspondences to write imaginative and informative texts (WS1, WS2, WS4, WS5).

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

- *listen for rhyme, letter patterns and sounds in words*
- *identify and describe likes and dislikes about familiar texts, objects, characters and events*
- *retell events and experiences with peers and known adults*
- *listen to and use appropriate language features to respond to others in a familiar environment.*

Character story – *Mr Happy*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Summary of task

Students discussed characters in texts they had listened to. They were asked to select a favourite character and to invent a new story for that character. The teacher modelled the task and students told their new stories to others in groups. Finally students wrote and illustrated their character stories.

Character story – Mr Happy

MR. HAPPY

A picture of Mr Happy

MR Happy got Scared. He
saw a Ghost he was so
so scared he said I
want to go home. when
he went home it was
night he was scared of the
drck.

Annotations

Creates a short imaginative text about a familiar character.

Describes a new problem for a familiar character, for example 'Mr Happy got scared'.

Writes legibly using unjoined upper-and lower case letters.

Uses direct speech to give a character voice, for example 'He said I want to go home'.

Understands that full stops are the end of the message.

Records familiar words accurately, for example 'went', 'when'.

Spells unfamiliar words using knowledge of letters and sounds, for example 'drck' (dark).

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

Retelling – *Malu Kangaroo*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

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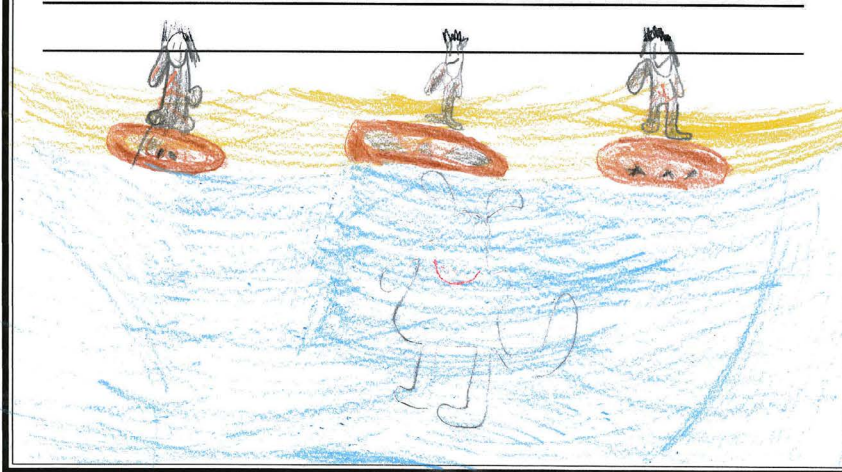
Summary of task

Students listened to and discussed the text *Malu Kangaroo* by Judith Morecroft and Bronwyn Bancroft. They were asked to retell the text in pictures and writing. Key vocabulary was written on the board for students to use in their writing. They were allowed approximately 45 minutes to complete the task.

Retelling – Malu Kangaroo

Malu-Kangaroo

Malu - Kangaroo Lifs
nre the trees. He Loves
the Ocean. Wans he
went to the Ocean. There
was som children.
He tuat them all to
Surf. They went have to
skid. He tuat thea all
to glid. Then Malu-
Kangaroo went to his h
home. The first children
Stad.



Annotations

Retells main events, including some detail about the main character, from a text listened to, for example 'He loves the ocean'.

Uses simple sentences and images to convey a message.

Spells some frequently used words correctly, for example 'went', 'they', 'was'.

Creates an elaborated text with a number of key events in a chronological sequence.

Uses capital letters and full stops to indicate sentence boundaries.

Uses knowledge of letters and sounds to attempt unknown words, for example 'nre' (near), 'tuat' (taught), 'wans' (once).

Forms upper and lower case letters correctly.

Uses classroom resources to spell difficult words, for example 'ocean', 'surf', 'children'.

Uses illustrations to support and extend the message of the text.

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Reading aloud – *Matt's Good Idea*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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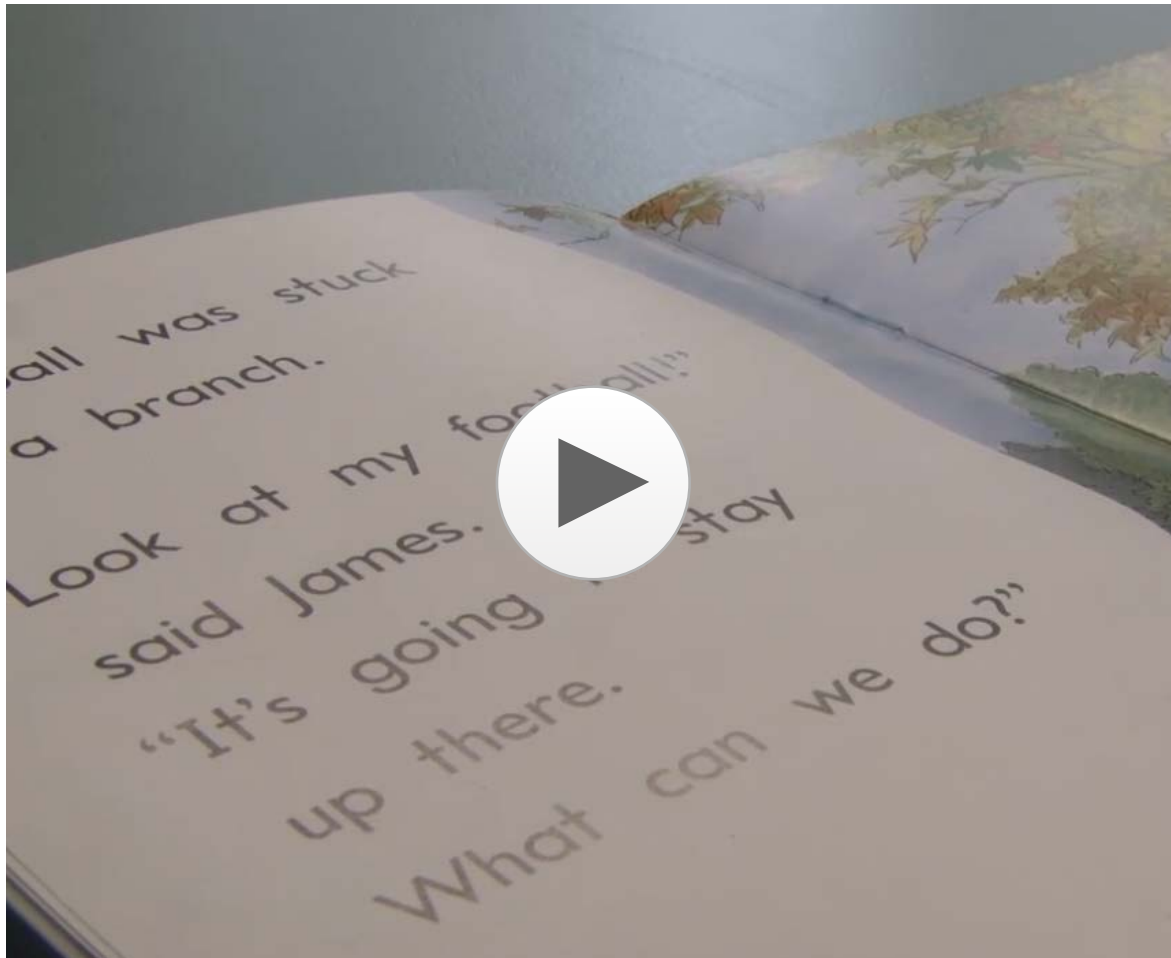
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Summary of task

Students were asked to read a text at their independent reading level.

Reading aloud – *Matt's Good Idea*



Annotations

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Retell – *How the Birds Got Their Colours*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

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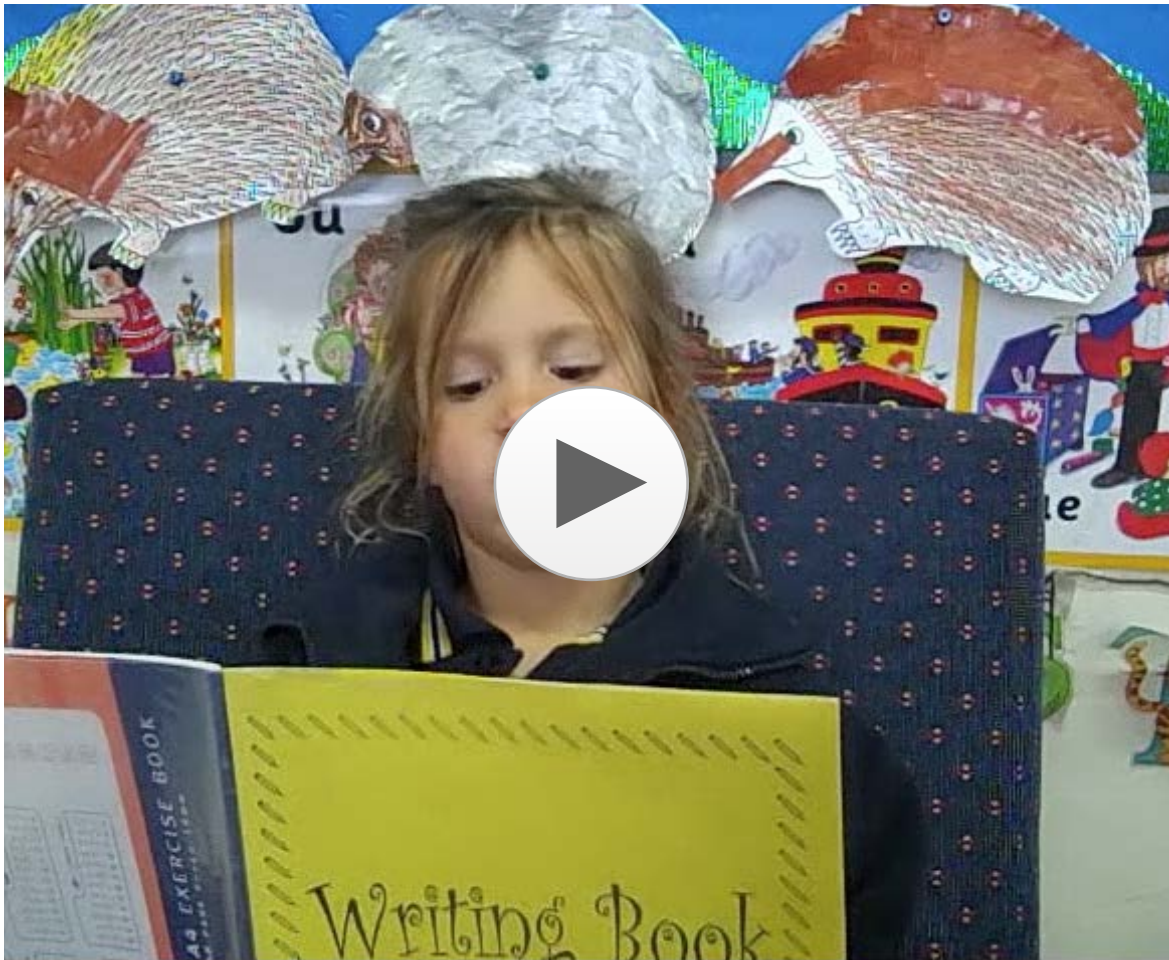
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Summary of task

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.

Retell – *How the Birds Got Their Colours*



Annotations

Annotations (Overview)

The student demonstrates understanding of a previously read text, accurately sequences the retelling and employs many of the characteristic features of an imaginative text. The student demonstrates the use of text processing strategies and attempted phrasing and fluency.

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Prediction – *The Three Robbers*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Summary of task

Students were shown the cover of the text *The Three Robbers* by Toni Ungerer. Students were asked to predict what might happen in the text and to record their prediction in drawing and writing. They were then asked to explain their prediction.

Prediction – *The Three Robbers*

Draw something you think might happen in the story?



What makes you think that?

I think the
robbers will
steal the money from the
shop because they are
mean.

Annotations

Understands the link between image and text.

Predicts an event and gives clear explanation for it.

Uses joined and unjoined letters.

Uses a complex sentence.

Uses punctuation correctly.

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