

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	Text reconstruction – <i>Grandpa</i>
Sample 2	Text response – <i>Barty's Hat</i>
Sample 3	Reading aloud – <i>Monkey's Car</i>
Sample 4	Prediction – <i>The Three Robbers</i>
Sample 5	Reading aloud – <i>Jet, the Little Robot</i>

This portfolio of student work demonstrates understanding of a range of texts. The student responds to imaginative texts and recognises that texts can reflect personal experiences and evoke an emotional response (WS1, WS2, WS3, WS4, WS5). The student uses a growing knowledge of concepts about print and 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:

- *they listen for rhyme, letter patterns and sounds in words*
- *in informal group and whole class settings, students communicate clearly*
- *they retell events and experiences with peers and known adults.*

Text reconstruction – *Grandpa*

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 were engaged in several shared readings of a predictable text with repetitive language. Students were asked to complete a set of tasks that included a sentence reconstruction, a simple cloze activity and a text construction with illustration. The tasks were completed over two days and teacher assistance was given with the text construction task.

Text reconstruction – Grandpa

Grandna. Grandna. come with me.
Let's go fishing in the sea.

What will we fish for?

What will we get?

1 pot of mussels for our tea.	2 big crayfish for our tea.	3 fat snapper for our tea.	We got well

Annotations

Reconstructs, with support, a familiar text using given words.

Understands that texts are created from left to right (directionality).

Draws images to represent ideas in a familiar text.

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.

Text reconstruction – Grandpa



Annotations

Creates a brief message (simple sentence) to describe a connection between text and personal experience, for example 'I am fishing (with grandpa)'.

Uses some sound and letter knowledge when recording words, for example 'fininin' (fishing).

Understands that full stops go at the end of a message.

Forms a few letters using correct letter formation.

Uses knowledge of concepts about print including spaces between words.

Draws images to add detail to the meaning of a brief text.

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Text response – *Barty's Hat*

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 listened to the story *Barty's Scarf* by Sally Chambers. Students were asked to write and illustrate a new narrative called *Barty's Hat* based on the text to relate a new 'Barty' adventure. Students were provided with a framework to assist with text structure.

Text response – *Barty's Hat*

Barty's Hat

beginning	middle	end
		
BARTY		
NOO	BARTY	BARTY
HAT	HAT	HAT
	GOT STOLN	CUMD BAL.

Annotations

Sequences a single idea using a beginning, middle (problem), end structure.

Uses drawings to add detail to written text, for example the reader learns that Barty is a sheep.

Writes using knowledge of directionality in print.

Uses knowledge of letters and sounds to write words, for example 'stoln' (stolen), 'cumd', (came).

Writes a few upper- and lower-case letters using correct letter formation.

Uses full stop to signal the end of the message.

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Reading aloud – *Monkey's Car*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

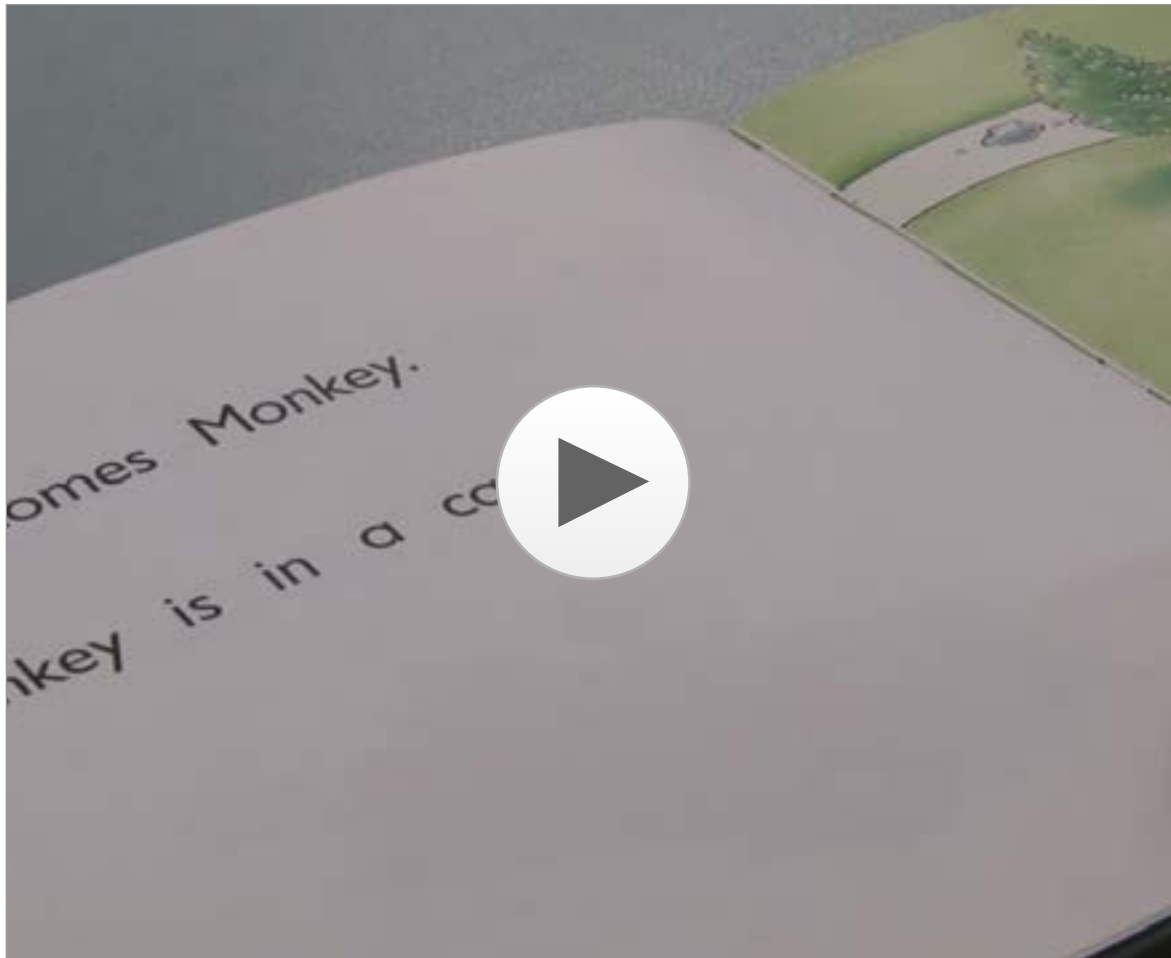
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In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and 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 were asked to read a text at their instructional reading level. The student was familiar with this text.

Reading aloud – *Monkey's Car*



Annotations

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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?

bicps sum tims
pobis sum tims
rob

Annotations

Recalls an event from a text.

Shows evidence of letter-sound knowledge.

Attempts unknown words.

Acknowledgement

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Reading aloud – *Jet the Little Robot*

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.

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Summary of task

Students were asked to read a text at their independent reading level. Before reading the student made some predictions based on the illustrations in the text and their previous experiences.

Reading aloud – *Jet the Little Robot*



Annotations

Jet the Little Robot

*Harry and Mum
went into a big shop
"I am going to look
at the robots"
said Harry.
Harry looked for the robots
in a red box.*

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