

English

Year 1
Above Satisfactory**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 – Year 1 English

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

Sample 1	Character reflection – <i>Pearl Barley and Charlie Parsley</i>
Sample 2	Information text – Koalas
Sample 3	Reading aloud – <i>Dogs Don't Do Ballet</i>
Sample 4	Personal connection to text – Reflecting on learning
Sample 5	Responding to text – Character clues

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

The annotated samples in this portfolio provide evidence of most (but not necessarily all) aspects of the achievement standard. The following aspects of the achievement standard are not evident in this portfolio:

- *listen for and reproduce letter patterns and letter clusters*
- *interact in pair, group and class discussions, taking turns when responding*
- *make short presentations of a few connected sentences on familiar and learned topics.*

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Character reflection – *Pearl Barley and Charlie Parsley*

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 and discussed the text *Pearl Barley and Charlie Parsley* by Aaron Blabey. They were asked to reflect on what a character might be thinking and feeling at selected points in the story. Students were asked to draw their chosen character and write what that character might be thinking or feeling. They also completed a diary entry as if they were that character.

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Character reflection – *Pearl Barley and Charlie Parsley*



Annotations

Creates an image to support the 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.

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Character reflection – Pearl Barley and Charlie Parsley

I am pearl barley.
I like to yow.
I like to play the drums.
I like to go Bear Hunting.
and i like to sing vere
lawn. i dot like dowing
qier stuff. i dot like
feeding Books. i dot like
dogs. i like to decn
i like to be in the
music Band. i like to
do Bake flips. i like to
be vere Nici. i dont
like to have cup d
tes. i like to play on
the trampoline. i dot
ike to do gun dan
i dont liked to
put the rubi hin
out

Annotations

Writes a short text to describe a character's thoughts and feelings, giving details about a character's personal preferences.

Responds from the character's point of view using first person, for example 'I like...', 'I don't like...'

Writes legibly, forming some unjoined upper- and lower-case letters correctly.

Spells some words with regular spelling patterns correctly, for example 'like', 'play', 'bake', 'flip'; and uses sound and letter knowledge to attempt unfamiliar words, for example 'dowing'(doing), 'vere' (very).

Uses accurate simple and compound sentences to provide details.

Uses capital letters and full stops for sentence boundary punctuation.

Acknowledgement

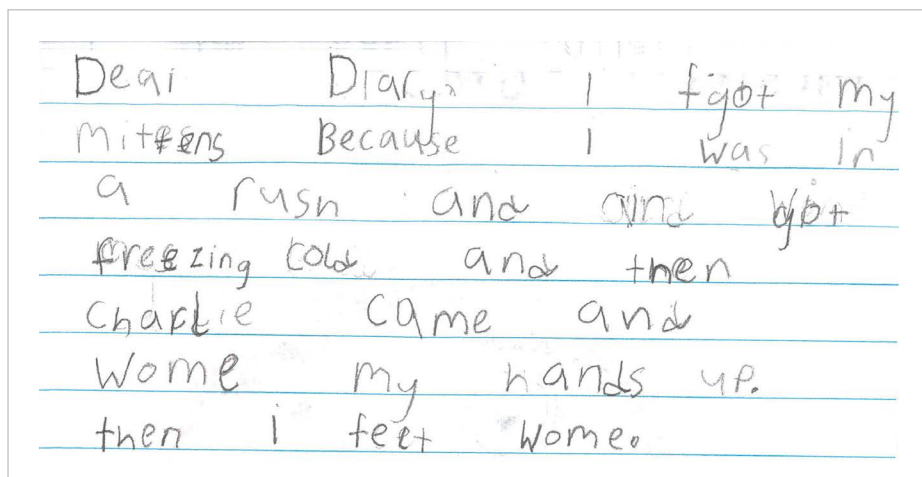
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Character reflection – *Pearl Barley and Charlie Parsley*



Annotations

Writes a diary entry from a character's perspective using first person.

Gives logical reasons for character's actions, for example 'I forgot my mittens because...'

Writes using a logical sequence of ideas, connecting ideas with conjunctions.

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Information text – Koalas

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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 collection of informative texts about koalas. In pairs they read and listed facts about koalas. Students compared koalas in informative and imaginative texts. Students were asked to write an informative text about koalas and to include a labelled illustration.

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Information text – Koalas

Annotations

Writes short informative multimodal text.

Uses some technical vocabulary, for example 'marsupial', 'gum leaves'.

Includes title and begins with a statement that classifies: 'Koalas are marsupials'.

Structures information in a logical sequence using simple and complex sentences which provide relevant detail.

Spells high frequency words and words with regular spelling patterns accurately.

Uses capital letters and full stops for sentence boundary punctuation.

Forms unlinked upper- and lower-case letters correctly.

Koalas

Koalas are marsupials.

They have sharp teeth and sharp claws. They have sharp teeth because they need to eat gum leaves. They live in gum trees. Gum trees are only in australia.

Acknowledgement

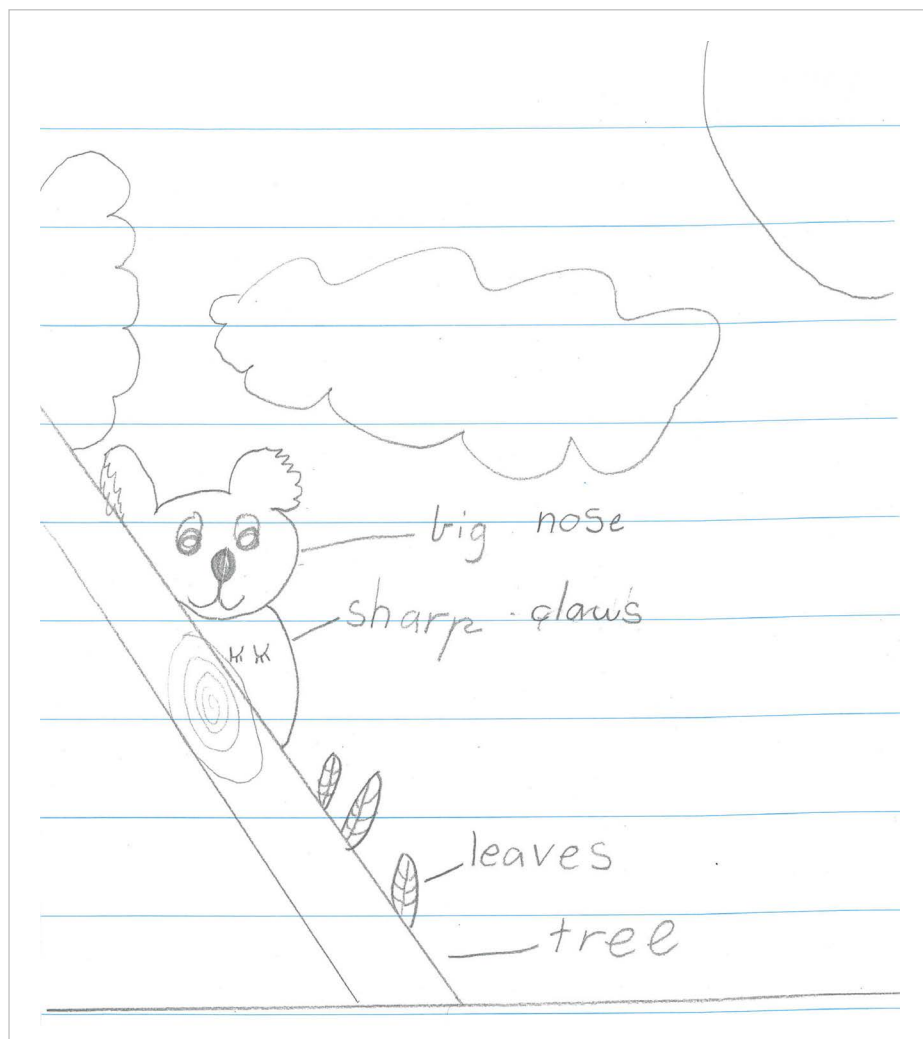
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Information text – Koalas



Annotations

Provides additional information in labelled diagram.

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Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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 select a favourite book and to prepare a poster using words and illustrations to say why they liked the book. They were asked to make a short presentation to the class, using their poster, to explain their reasons for their choice and to read aloud a part of the book.

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Reading aloud – *Dogs Don't Do Ballet*



Annotations

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Personal connection to text – Reflecting on learning

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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.


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Summary of task

Students participated in a sequence of lessons where they explored texts related to brolgas and to Aboriginal dance associated with brolgas. Students viewed a split screen video showing a simultaneous performance of a brolga dance and that of Aboriginal dancers. After discussing how the dancers learnt to dance, students were asked to reflect on their personal experience of learning to do something.


Personal connection to text – Reflecting on learning

The Crane Dance



This reminds
me of...

Draw your thoughts.



This reminds me of when
I watched how to do
origami. I did not need to
prastier. I had to copy their
hands. It was hard then
got eseyer. It took a verrey
long time I need to make
three of them.

Annotations

Creates a short text in response to a text viewed in class.

Makes a personal connection to a main idea from a text viewed, giving some detail.

Creates a relevant illustration that supports the text.

Uses a sequence of simple and complex sentences to provide details about an idea, for example 'It was hard then (it) got eseyer (easier)'.

Uses capital letters and full stops for sentence boundary punctuation.

Spells high frequency words correctly and uses sound and letter knowledge to attempt unfamiliar words, for example 'eseyer' (easier), 'verey' (very).

Writes legibly using unjoined lower - case letters correctly.

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Responding to text – Character clues

Relevant parts of the achievement standard

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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

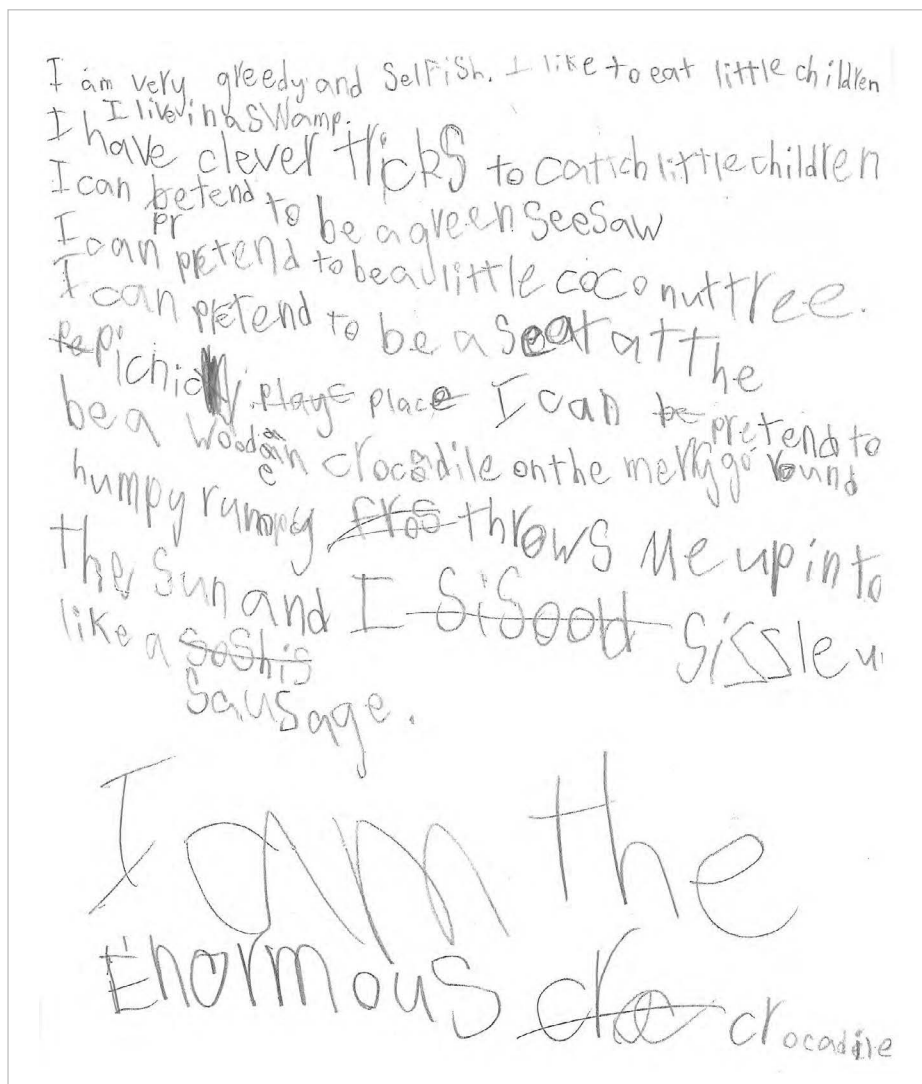
In class students discussed their favourite characters in a series of books that were read to the class. They were asked to construct a series of clues that would enable the reader to guess their favourite character. This work sample is the student's first draft.

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Responding to text – Character clues



Annotations

Expresses personal preference for a character by choosing to create character clues about a particular character.

Provides details about ideas using a series of elaborated simple sentences.

Rereads own writing to check spelling.

Uses full stops and capital letters for sentence boundary punctuation.

Spells words with regular spelling patterns accurately, for example 'green', 'seat'.

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