

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>Koala Lou</i>
Sample 2	Information text – Koalas
Sample 3	Reading aloud – <i>The Football</i>
Sample 4	Personal connection to text – Reflecting on learning

This portfolio of student work shows an understanding of different text purposes and an ability to construct different types of texts (WS1, WS2, WS4). The student 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) and a range of sentence structures (WS1, WS2, WS4). The student demonstrates attention to spelling and punctuation and, with teacher assistance, the ability to make editing changes and publish final drafts. (WS1, 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 to others when taking part in conversations, using appropriate language features*
- *listen for and reproduce letter patterns and letter clusters*
- *understand how characters in texts are developed and give reasons for personal preferences*
- *interact in pair, group and class discussions, taking turns when responding*
- *make short presentations of a few connected sentences on familiar and learned topics.*

Character Reflection – *Koala Lu*

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)

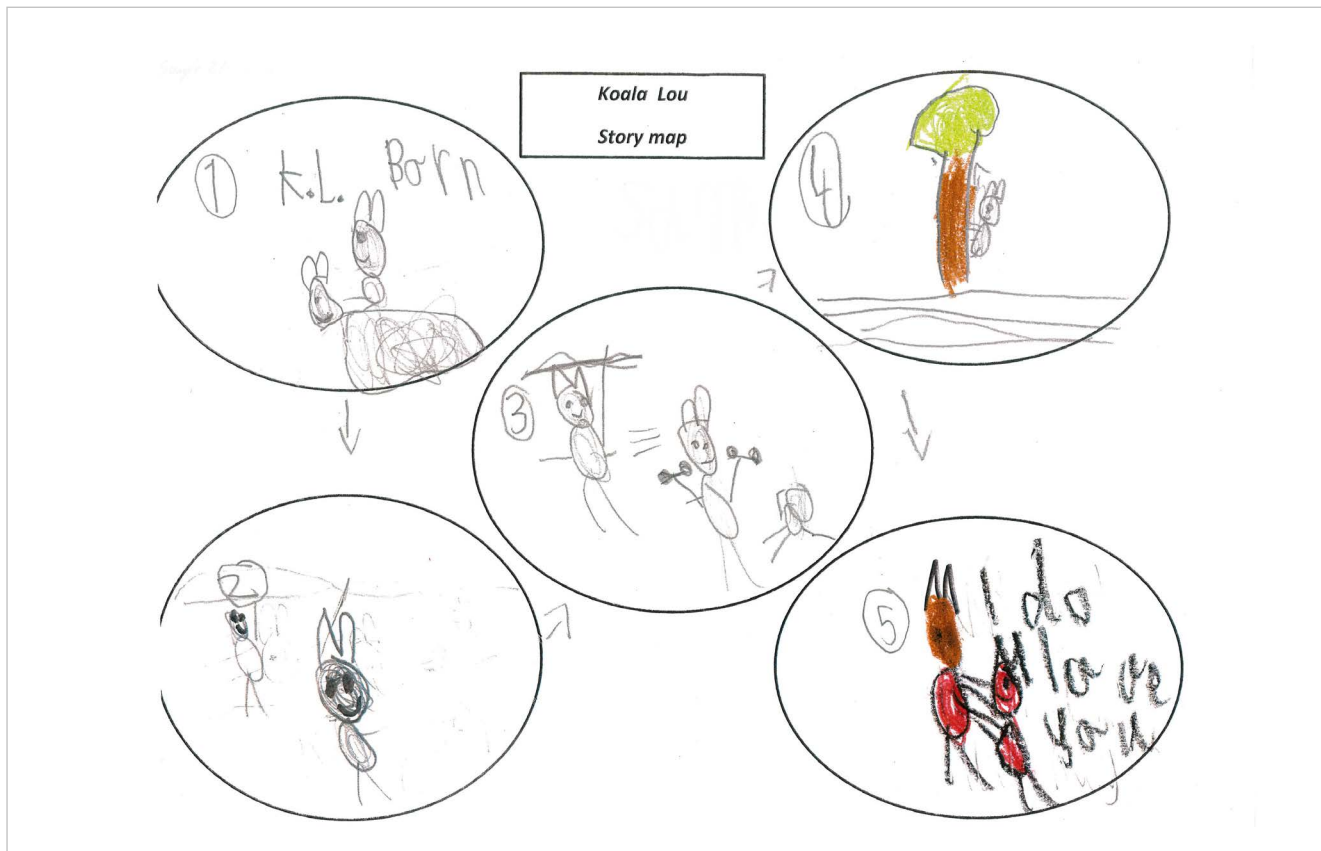
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

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 the text *Koala Lou* by Mem Fox. They discussed the events, the characters and their feelings and acted out parts of the text. Students were asked to complete a story map to sequence the events of the story and to provide supporting text within speech bubbles.

Character Reflection – Koala Lu



Annotations

Uses limited words to add detail to the beginning and end of retelling a story, for example 'K.L. born'

Retells, using illustrations, key events in sequence from a story heard in class.

Uses arrows and numerals to denote sequence of events.

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.

Information text – Koalas

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 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.

Information text – Koalas

Koalas

Are animals they

Live Australia

Eat gumleaves

fluffy ears

sharp teeth

sharp claws

Annotations

Retells, using illustrations, key events in sequence from a story heard in class.

Spells high frequency words, for example 'they', 'eat', 'are'; and words with regular spelling patterns, for example 'teeth', 'sharp'.

Forms some unlinked upper- and lower-case letters correctly.

Uses arrows to denote sequence of events.

Uses illustrations to represent the details of events.

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Reading aloud – *The Football*

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)

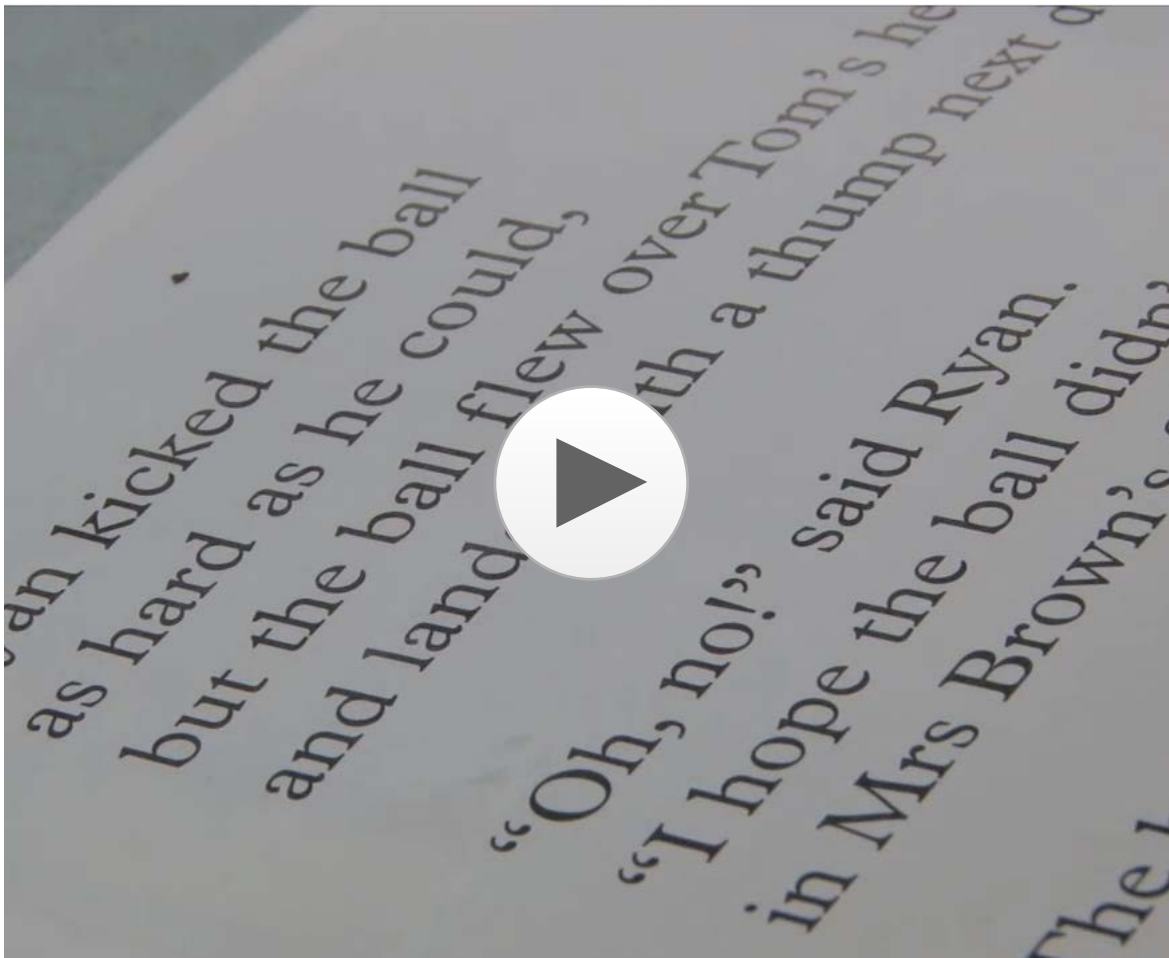
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

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 read aloud a narrative text at their instructional reading level.

Reading aloud – *The Football*



Annotations

Acknowledgement
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Personal connection to text – Reflecting on learning

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 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

Draw your thoughts.

This reminds me of...

When I was watching my brother how to play skylanders. I copied how to play the remote.

Annotations

Creates an illustration that supports the text.

Creates a brief text to convey ideas.

Uses sentence fragments to explain events.

Uses oral language patterns to record ideas, for example 'when I was watching my brother how to play'.

Spells familiar words correctly, for example 'play', 'brother', 'when'.

Attempts to use full stops for sentence boundary punctuation.

Makes a personal connection to events viewed in a visual text.

Writes legibly, attempting to use unjoined lower-case letters.

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