English

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   Text response – Illustrations
Sample 2   Information text – Koalas
Sample 3   Reading aloud – *The Football*
Sample 4   Personal connection to text – Reflecting on learning
Sample 5   Reading aloud and responding to questions – *Queenie the Bantam*
Sample 6   Reading response – *Dunbi the Owl*
Sample 7   Descriptive text – Wanted poster

This portfolio of student work shows an understanding of different text purposes and an ability to construct different types of texts (WS1, WS2, WS4, WS6, WS7). The student shows evidence of recalled information (WS2, WS4) with characters and events created for imaginative writing (WS1, WS7). The student uses familiar and new vocabulary including modelled words and groups/phrases (WS1, WS2, WS5, WS4, WS6, WS7) and a range of sentence structures (WS1, WS2, WS4, WS5, WS6, WS7). The student demonstrates attention to spelling and punctuation and, with teacher assistance, the ability to make editing changes and publish final drafts (WS1, WS2 WS4, WS6, WS7). The student is confident when reading aloud to peers and familiar adults (WS3, WS5).

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.*

English

Text response – Illustrations

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 studied the texts of Eric Carle, with a focus on his illustrations and viewed Eric Carle's website to watch how he created his illustrations. They experimented with creating their own illustrations using a similar technique. Students were asked to respond to written questions about their artwork choices. The questions were read and discussed beforehand, and students completed a first draft before writing their answers on the worksheet.

English

Text response – Illustrations
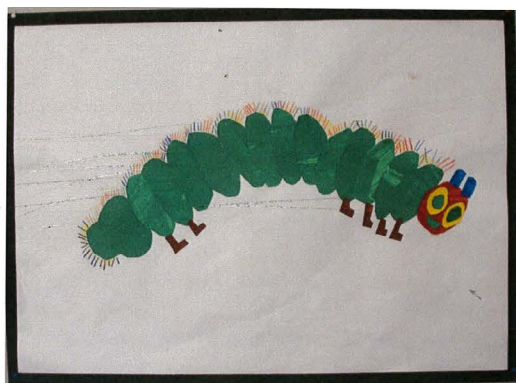
Which character did you choose to make? Why?
I chose the very hungry caterpillan becauseI like canly caterpillar's.

How did you use Eric Carle's techniques to create your character? I painted my papper is green. It washard tocut out the rite shaps. I hadto over lap the papper on Each other. I mixed white and dark grreen together tomaKae lihgt green.

Annotations

Creates an image to depict a character showing understanding of an illustrator's technique.

Makes connections to personal experience when explaining preference for a character.

Creates a short informative text for a specific purpose.

Uses full stops and capital letters for sentence boundary punctuation.

Produces a series of accurate sentences to present information.

Writes legibly using correctly formed upper- and lower-case letters.

Spells words with regular spelling patterns accurately, for example 'green', 'dark', 'make'

English

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.

English

Information text – Koalas

Koalas

Koalas are marsupials and they have pouch's to carry them. Koalas aet gum leavs. They like climing trees. and there babys stay in there pouches for 6 wecs.

the eyes are little   there ears are big

they have claw to clim trees

Annotations

Creates a short informative text to present researched information about a topic.

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

Uses simple and compound sentences to record details and connect information.

Uses capital letters and full stops for sentence boundary punctuation.

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

Spells familiar words correctly and uses sound and letter knowledge to attempt unfamiliar words, for example 'wecs (weeks)', 'climing, (climbing)'

Uses a labelled diagram to expand information in the written text.

English

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 a narrative text aloud and to answer some questions about how the text related to their own experiences and to other texts they had read.

English

Reading aloud – *The Football*

Annotations

English

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.

English

Year 1
Satisfactory

Personal connection to text – Reflecting on learning

Draw your thoughts.

The Crane Dance

This reminds me of...

when I ploud with my brother. I copyd what he did with the bat he hild it a spesha(l) way. I can almost do it.

Annotations

Creates a relevant illustration that supports the text.

Creates a short text for a specific purpose.

Uses capital letters and full stops for sentence boundary punctuation.

Makes a personal connection to a main idea from a text viewed.

Spells familiar words correctly, for example 'what', 'with', 'when'; and uses sound and letter knowledge to attempt unfamiliar, for example 'copyd' (copied), 'bild'(build).

Incorporates some editing changes.

Produces a sequence of accurate sentences to provide details about an idea.

Writes legibly using unjoined lower-case letters correctly.

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English

Year 1
Satisfactory

Reading aloud and responding to questions – *Queenie the Bantam*

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

The student read *Queenie the Bantam* by Bob Graham aloud and answered some literal and inferential questions about information in the text.

English

Reading aloud and responding to questions – *Queenie the Bantam*

Annotations

English

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.

Work sample 6

English

Reading Response – *Dunbi the Owl*

Reading Response

I felt sad when the kids poot. spiks in the. Owl and frood him up. a I didant like it and it mad me sard.

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.

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

English

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

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'.