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 3 ENGLISH

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

Sample 1   Response to visual text – *Into the Forest*
Sample 2   Information text – Vegetables
Sample 3   Reading aloud – Leading the Way
Sample 4   Oral presentation – Advertisement
Sample 5   Interpreting text – *Stolen Girl*
Sample 6   Group discussion – Building a skate park

This portfolio of student work shows that this student understands that texts have different structures depending on their purpose (WS1, WS2, WS4, WS5). The student uses this knowledge to read different types of texts and can explain how to utilise reading strategies to enhance comprehension (WS3) and to write informative and persuasive texts (WS2, WS5). The student has selected information from informative, visual and literary texts (WS1, WS2, WS4, WS5) and understands how to create cohesive texts to engage and inform (WS1, WS2, WS4, WS5, WS7).

English

Response to visual text - *Into the Forest*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Summary of task

The students explored the illustrations in the book, *Into the Forest* by Anthony Browne. They were to look at the image and compose open questions about the illustration. Their questions could be directed to the characters in the book or to the author.

English

Year 3
Satisfactory

Response to visual text - *Into the Forest*

Browne, A. (2004). *Into the Forest*. London: Walker Books Ltd.

© 2004 Anthony Browne
From INTO THE FOREST by Anthony Browne
Reproduced by permission of Walker Books Aust

Annotations

Formulates different kinds of questions including 'why' questions.

Makes inferences based on information in illustration.

Constructs a set of questions to respond to a visual text.

Responds to literal information in an illustration.

English

Information text - Vegetables

Relevant parts of the achievement standard

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Summary of task

The class studied different types of vegetables as part of making a vegetable garden. The text structure of an information report was modelled and discussed and text features, particularly paragraphing, technical nouns and complex sentences were modelled.

Students were asked to write an information report about a vegetable of their choice for inclusion in a class book They were asked to include:

- characteristics of the vegetable
- how the vegetable is grown
- how the vegetable is best eaten
- a labelled picture or diagram showing the parts of the vegetable
- list the text structures and language features they included in their report and comment on their effectiveness.

English

Information text - Vegetables

Report of a chosen vegetable

1. Which text structures and language features did you include in your information report?

Text structures	Language features
Title heading paragraphs key information	punctuation diagram illustration ~~symbol~~ tables sentence structures salient things

2. Which is the most effective to help your readers read the text? _Headings_

   Why? _Because headings help people ^know what the paragraphs are about._

3. Choose one student's work which shows effective use of a text structure or language feature. Write whose you have chosen and why you chose it:

   Neve because her photos are salient.

Annotations

Demonstrates understanding of the difference between text structure and features and comments on the purpose of some structural elements.

English

Information text - Vegetables

4. What was the least effective text structure or language feature you have used to help your readers read your text? Title

5. What would you do differently to make the structure or feature more effective?

Make the title be in bubble writing so it is effective.

I've lernt that Language features are the features of the text and Text Structures are the organisation of the text.
I've lernt that the words writing and preownceation.

Annotations

Uses knowledge of sound/letter correspondence and high frequency words to achieve accurate spelling of most words, for example 'because' and attempts unknown words for example 'preownceation/pronunciation'.

English

Information text - Vegetables
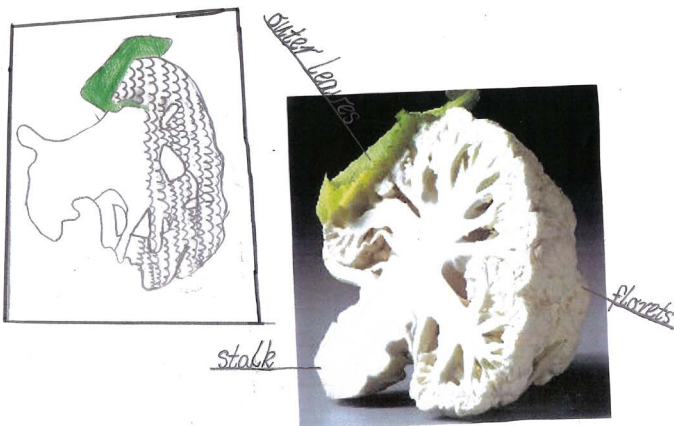
E-3-WA-IPS-AT2-SS-A1

Cauliflower

Features
Cauliflower has white florets on the top that you eat. Green outer leaves that you take off. Cauliflower also has a stalk.

Why would you grow Cauliflower
Cauliflower is good to grow because you can eat it, it cheaper to buy. If you live in a cooler climate Cauliflower is easier to grow.

How is Cauliflower best eaten
People eat Cauliflower cooked, raw, roasted and boilit. Most people eat Cauliflower cooked.

Familys
Cauliflower is a member of 2 familys the mustard and the noble Cruciferae

Cauliflower facts

Types of colors for a Cauliflower
Cauliflower can come in different colors it can come in white, purple and green.

outer leaves

florets

stalk

Annotations

Creates a well-structured informative text for a familiar audience.

Uses relating verbs (has) and doing verbs (eat) and maintains correct verb tense throughout.

Incorporates well-chosen topic vocabulary including some technical words, for example 'florets', 'cooler climate'.

Uses descriptive noun groups, for example 'green outer leaves'.

Uses simple and complex sentence structures to present information clearly.

Organises a text into paragraphs with effective sub-headings.

Presents a simple, labelled illustration to add information to the text.

Uses facts rather than opinion to report information.

English

Reading aloud – *Leading the Way*

Relevant parts of the achievement standard

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Summary of task

Students were asked to read a known text aloud and to answer questions about how the information in the text related to their prior knowledge.

English

Reading aloud – *Leading the Way*

Annotations

English

Oral Presentation –Advertisement

Relevant parts of the achievement standard

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Summary of task

As part of a unit on healthy eating, students explored the ingredients of healthy breakfast cereals. They discussed features of texts used to promote products, such as television advertisements, and explored persuasive language.

Students were asked to plan and present a 30-second television advertisement for a healthy breakfast cereal. They were encouraged to:

- wear a costume when performing
- bring props to use
- make up a jingle in the advertisement.

Students were requested to:

- speak clearly in a loud voice
- use a fun, interesting and enthusiastic tone in their voice
- face the camera and use appropriate facial expressions and gestures
- use convincing language to persuade the audience.

English

The television advertisement needed to:

- provide all the information in thirty seconds
- convince the audience that their cereal is better than any others
- be interesting and listen to and watch.

English

Year 3
Satisfactory

Oral Presentation –Advertisement

Annotations

English

Year 3
Satisfactory

Interpreting text - *Stolen Girl*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Summary of task

The text *Stolen Girl* by Trina Saffioti was read to the class. The students compared the images and accompanying text used. The students in small groups discussed how the illustrator used different visual elements to create meaning. The students were asked to:

- select a part of the text that connected to their life (or another text) and create their own illustrations
- respond to a series of questions explaining language choices and illustrations used in the text.

English

Interpreting text - *Stolen Girl*

Imagine you have been given the story "Stolen Girl" to illustrate. Choose a part of the text which connects to your life or another text you know and create your own illustration.

Why did you choose that medium?
I Just like what it looks like,

The part of the Story I chose to illustrate was: Her corrugated-iron house.

This part of the Story reminds me of my dads friends land and the little house on the Prarie books.

Annotations

Uses noun groups/phrases and prepositional phrases to enrich meaning in sentences, for example 'her corrugated iron house', 'in the car'.

English

Year 3
Satisfactory

Interpreting text - *Stolen Girl*

Before	After
How does the illustrator represent the girl's life before she was taken away? Think about the techniques, colours, symbols and other art elements. The illustrator uses orange, reds, yellows and greens for the outside. Also all the pictures 'before' she was taken away are outside and bright, happy and cheerful. But most of the 'after' pictures are inside and unhappy.	How does the illustrator represent the girl's life after she was taken away? Think about the techniques, colours, symbols and other art elements. When she was taken most of the 'after' pictures are inside not outside. The illustrator used darker colours for the pictures. When she was taken away and put in to the car her head is down and she is crying.
What do these illustrations make you think? They made me think about how happy she was with her friends and family. It also made me think of what her Aboriginal and Australian name was.	What do these illustrations make you think? The illustrations make me think about the reason why they took the children.
Why? Because they were always outside and telling stories around the camp fire.	Why? Because the reason is they are not full blood and do not have dark skin.
Words and phrases the author used to describe the girl's life <u>before</u> she was taken away. • She used to live with her mother in a corrugated-iron house with a huge yard that seemed to stretch to the sun. • Each morning, they would sit on the verandah eating damper thick with golden syrup and drinking sweet milky tea. • Their evenings were spent sitting around the fire listening to the Elders tell stories of the old days.	Words and phrases the author used to describe the girl's life <u>after</u> she was taken away. • The girl sat silently, hoping that if she was very still he would forget she was there. • The girls' hands become red raw from the harsh soap and sometimes they bleed.

Annotations

Uses a range of specific vocabulary to describe text and images.

Makes detailed comments on visual elements in an image.

Explains images in a text in terms of the techniques used and the feelings evoked in the viewer.

Uses language of opinion to communicate views, for example ' I like', '...made me think'.

Uses correct sentence boundary punctuation.

Identifies language choices made by an author in creating a detailed description.

English

Group discussion – Building a skate park

Relevant parts of the achievement standard

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Summary of task

Students were asked to form a group to discuss the formation of a skateboard facility, including the rules that should apply.

English

Group discussion – Building a skate park

Annotations