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 6 English

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

Sample 1   Persuasive Text - Money or Toys
Sample 2   Diary entry - Year 6 students 2062
Sample 3   Persuasive poster - Human rights
Sample 4   Descriptive opening paragraph

This portfolio of student work shows an understanding of how different texts are structured and an ability to use this understanding to create texts for a variety of informative, persuasive and imaginative purposes. (WS1, WS2, WS3, WS4). The student uses information from a variety of sources to create texts (WS1, WS3), and retrieves literal and implied information from texts, selecting textual evidence to validate personal responses (WS1, WS3). The student draws on knowledge of grammar and punctuation to read and create sustained texts (WS1, WS2, WS3, WS4).

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

- analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and event
- compare and analyse information in different texts, explaining literal and implied meaning
- select and use evidence from a text to explain their response to it
- listen to discussions, clarifying content and challenging others' ideas
- explain how their choices of language features and images are used
- make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

English

Persuasive text – Money or toys

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Summary of task

Students studied the structure and language features of persuasive text and discussed the topic: Too much money is spent on toys and games.

Students were asked to write a persuasive text, by taking a position for or against the topic. They had two sessions to write a draft of their text, which was responded to by the teacher. Final copies were typed.

English

Persuasive text – Money or toys

Spend more money on toys and games

Not enough money is spent on toys and games. All children do not have enough toys and games to play with friends, to get fit and build skills. Parents must spend more money on toys and games.

Firstly, toys and games are played together with friends. For example children play with friends. This means that they can build friendships.

Secondly, games are fun and keep you fit. It is clear that that children enjoy being active. With this children have better overall health.

Lastly, children build Creativity and skills. According to research children can get better at learning and cooperating with others.

In conclusion more money must be spent on toys and games to develop learning, keeps them fit and will build up children's Creativity skills.

Annotations

Writes a short persuasive text with features of the appropriate structure including statement of position, brief paragraphs and restatement of position as a conclusion.

Uses mostly simple sentences and sentence fragments.

Uses mostly everyday vocabulary including some terms to construct coherence and support arguments, for example 'firstly'.

Presents arguments with some evidence to support the position taken.

Uses mostly accurate spelling and punctuation throughout.

Uses some positive evaluative language to strengthen argument, for example 'more money', 'better overall health', 'get better at learning'.

Uses mostly basic noun groups with some expanded noun groups to provide clarity, for example 'children's creativity skills'.

English

Diary entry – Year 6 students 2062

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Summary of task

Students read and analysed diary entries for structure and language features. They were asked to plan, write and edit a diary entry for year 6 students in 2062 and to engage the reader's senses. They were asked to analyse their use of editing and proofreading skills.

English

Diary entry – Year 6 students 2062

Annotations

Planning

Your diary entry will be read in 50 years' time by students who will be in Year 6 in 2062.

Your diary entry needs to provide detail to engage your reader's senses so they can imagine what it was like to live in 2012.

- Use this diagram to help you plan your ideas.
- Choose your event and write down the details (event, place and time).
- Write down some details about the sights, sounds, tastes, feelings and smells of your event.

Event, place and time:
my four days fishing

sea Air
the exorst, fuel at fuel station,
steering wheel, fishingrod, reel
leaver to go forwardand back

coke, coffe
boot ramp, Other boat, v.redbull,
car, boat, trailar, water, crill
car, boat, bowers at fuel station, coffe machine

coffe
redbull
food
water
coke

Hint

Use Jack's diary entry for ideas on how to start and end your diary entry, how to engage the reader's senses and how to add detail to your writing.

Creates a plan to guide writing.

English

Diary entry – Year 6 students 2062

Annotations

My diary entry

12. Use your planning to write a diary entry that shares your personal experiences and engages your reader's senses so they can imagine what it was like to live in 2012.

Remember to use:
- precise vocabulary choices
- a range of sentence structures
- details to help create a sense of place and time.

Date: August 2012

One morning me and my uncle got up at 3am and drove off too Port. Then we launched the boat made sure we had evrey thing. So then we left and in the boat we drove untill we got to one thousand meters deep. Then we got the huge mega crab pots and put a hole samon in the bait bag. After we baited and droped 250 pots we went for a troll with 80w fin or reels and 50-100 bg rods we put big deep divers on and trolled too see if there was any tuna. And suddenly we hooked one my uncle said sit in the chair and I will chan the reel in so thats wat he did then he looked the rod

Sequences text through the use of text connectives, for example 'then'.

Uses mostly everyday vocabulary with some specific terms in context, for example 'crab pots', 'one thousand metres deep'.

Uses past tense verbs throughout to place events in time.

English

Diary entry – Year 6 students 2062

into the special look thing. After
I got tung into the boat we went to
check the pots in the first
pot we cought 20kg of crab.

once we have emptyed the pot
out we would qwickly rebait it
then drop it back down and
we did that for four day
over and over.

Annotations

Uses mainly simple and compound sentences with some use of complex sentences to elaborate and explain ideas.

Uses much accurate spelling and bases spelling attempts on known patterns and generalisations.

Constructs a recount text of sequenced events.

.

English

Persuasive poster – Human rights

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.
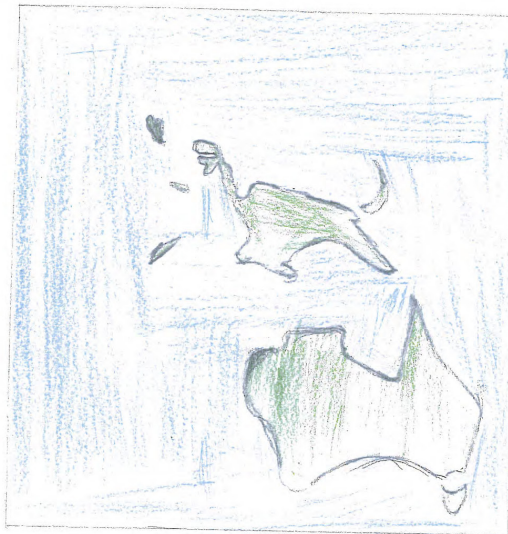
Summary of task

Students were asked to design a persuasive poster for one of the articles in the Universal Declaration of Human Rights. Refugees, asylum seekers or internally displaced people were to be included in the images and text.

English

Persuasive poster – Human rights

Everybody is born free!

Article 1: when children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.

Annotations

Recounts and sequences events.

Uses punctuation, size and placement of text to reinforce opinion.

Chooses persuasive language to express ideas.

Incorporates elements adapted from other texts.

Creates a persuasive poster to express a point of view.

English

Descriptive opening paragraph

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Summary of task

Students read and discussed orientations to narrative texts including the importance of descriptive language. They were asked to use a photo prompt to write an orientation, focussing on character and setting.

English

Descriptive opening paragraph

For copyright purposes the photo has been replaced.

Write an opening paragraph for a short story using the above picture as your prompt.

You will need to describe the character, the setting and orientate the story.

A young boy called Jack was fishing in a river on a rock stuck around pine-trees that were around him with sharp pointy ends on the branches. He caught a gold fish on the end of his shinny bamboo rod. Jack is shivering with green gooey water and mud over him. He ended up going going to the pharmacy due to coldness for 4 hours. He could not Handel walking home with bare skin so he called into the pharmacy and picked up a nice grey jacket and ran out the door and ran back to the river and started fishing again. He caught 4 Carp. He's jacket gave him a massive heap of luck.

Annotations

Creates an orientation for a narrative text, developing details of setting and characters.

Uses prepositional phrases to provide details about place,for example 'in a river'.

Selects noun groups to build the setting, for example 'green gooey water'.

Uses mostly accurate spelling and punctuation.

Constructs mostly accurate sentences that link ideas in the text.

Creates straightforward opening and conclusion.