

# English

## WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students' work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

## THIS PORTFOLIO – FOUNDATION YEAR ENGLISH

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

Sample 1	Response to literature – <i>Who Sank the Boat?</i>
Sample 2	Reading response – <i>Dunbi the Owl</i>
Sample 3	Response to a letter – What I like to do
Sample 4	Concepts about print – Reading
Sample 5	Response to literature – Dreaming stories

This portfolio of student work shows an understanding that there are different types of texts (WS3). The student responds to imaginative texts, expresses likes and dislikes (WS1, WS2) and recognises that texts can reflect personal experiences and evoke an emotional response (WS1, WS2, WS3). The student uses a growing knowledge of concepts about print. (WS4) some known sight words and sound-letter correspondences to write imaginative and informative texts (WS1, WS2, WS3) and communicates informally in the classroom to share ideas and answer questions (WS3, WS4).

The following aspects of the achievement standard are not evident in this portfolio:

- *read short, predictable texts with familiar vocabulary and supportive images*
- *listen for rhyme, letter patterns and sounds in words*
- *retell events and experiences with peers and known adults*
- *They identify and use rhyme, letter patterns and sounds in words.*

# English

## Work sample 1: Response to literature – *Who Sank the Boat?*

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

#### **Productive modes (speaking, writing and creating)**

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal groups and whole class settings, students communicate clearly. They retell events and (experiences with peers and known adults). They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

### Summary of task

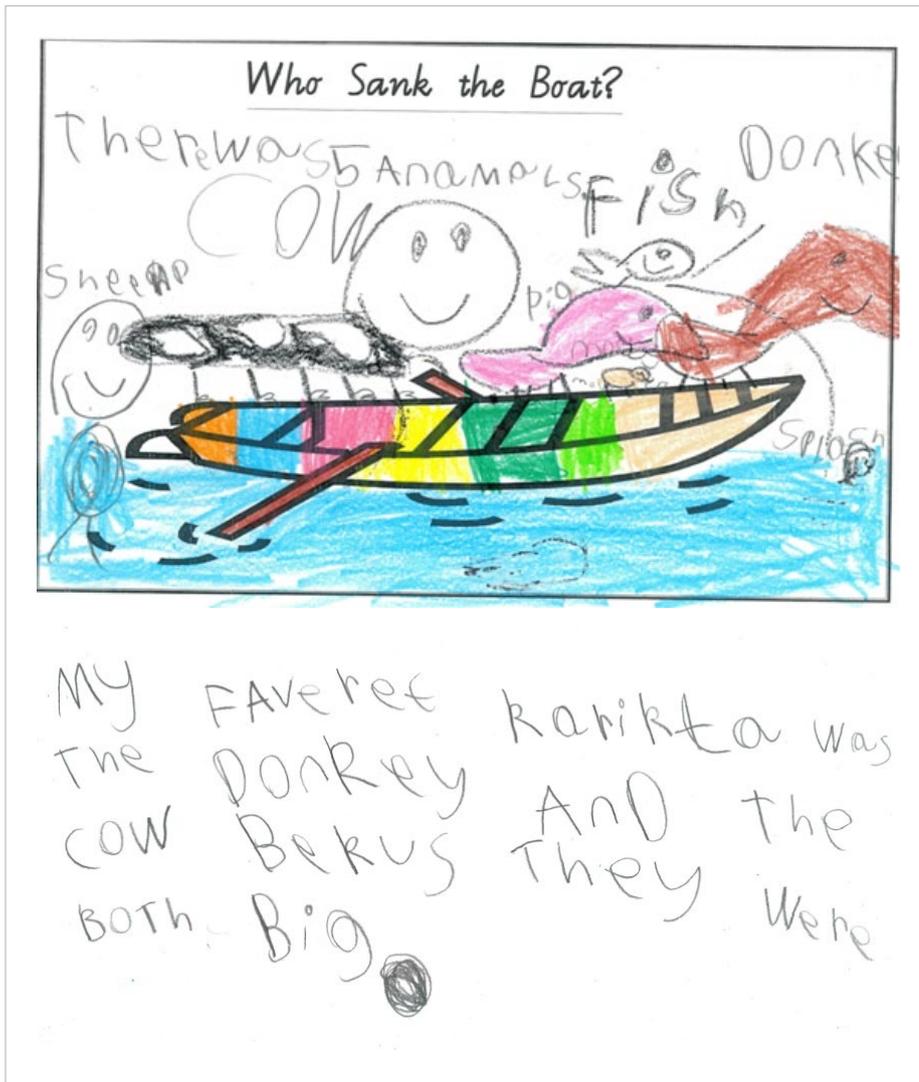
Students listened to the text *Who Sank the Boat?* by Pamela Allen and discussed the characters which were listed on the board. Students were then asked to:

- draw five animals from the story
- choose and copy animal words to match their pictures
- identify their favourite character and provide a reason why.

Teacher assistance was provided by writing a joint construction of the text with the class and later listing words that students could use in their writing on the whiteboard.

# English

## Work sample 1: Response to literature – *Who Sank the Boat?*



### Annotations

- Makes meaning from a text listened to.
- Recalls characters from a text.
- Uses familiar vocabulary and supportive images to understand a text.
- Connects writing to an image.
- Creates a simple multimodal text to comment on characters from a story.
- Identifies likes about characters in a text.
- Constructs a sentence to convey information.
- Uses known letters of the alphabet and sounds in words to attempt spelling, for example 'faveret' (favourite), 'karikta' (character).
- Writes common sight words, for example 'my', 'the', 'they', 'was'.
- Correctly forms both lower- and upper-case letters.
- Uses concepts about print including directionality and return sweep when writing.

### Annotations (Overview)

This work sample demonstrates knowledge of an imaginative text and ability to recall the characters. The text presents a response to characters in image and writing.

#### Acknowledgment

ACARA acknowledges the contribution of the trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

# English

## Work sample 2: Reading response – *Dunbi the Owl*

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

*By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.*

*They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.*

#### **Productive modes (speaking, writing and creating)**

*Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.*

*In informal groups and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.*

### Summary of task

After listening to and reading the Aboriginal Dreaming story *Dunbi the Owl*, students were asked to describe a character from the text. They were asked to describe the character's physical characteristics and link these statements to an illustration.

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## Work sample 2: Reading response – *Dunbi the Owl*



### Annotations

*Creates a relevant illustration that supports the text.*

*Describes a character from a text listened to and read.*

*Expresses ideas in statements, for example 'Dunbi has fin (thin) legs'.*

*Uses sounds to spell words, for example 'hed' (head), 'oring' (orange), 'fin' (thin).*

*Uses concepts about print including directionality and spaces between words when writing.*

*Writes common words from the text, for example 'has', 'a', 'leg'.*

*Uses capital letters for names and forms lower case letters correctly.*

### Annotations (Overview)

*The student recalls a character from the story and then uses writing to link personal knowledge to the character. It demonstrates a good knowledge of concepts about print directionality and a beginning understanding of how to use sound-letter knowledge to write unfamiliar words.*

#### Acknowledgment

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

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## Work sample 3: Response to a letter – What I like to do

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

#### **Productive modes (speaking, writing and creating)**

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

### Summary of task

Students were asked to answer a letter that was read aloud to them by writing about something they like to do. Students worked without assistance but with the use of classroom resources such as word charts, personal word dictionary and discussions with other students.

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## Work sample 3: Response to a letter – What I like to do

COPY OF THE LETTER READ ALOUD TO STUDENTS.

1/215 Wombat St  
Dingo Flats 6421  
3/5/2011

Dear Class,

My name is Kelly. I'm six years old.  
I'm trying to find out about what  
kids all over Australia like to do.

I like to play chasey and ride  
my bike. What about you?

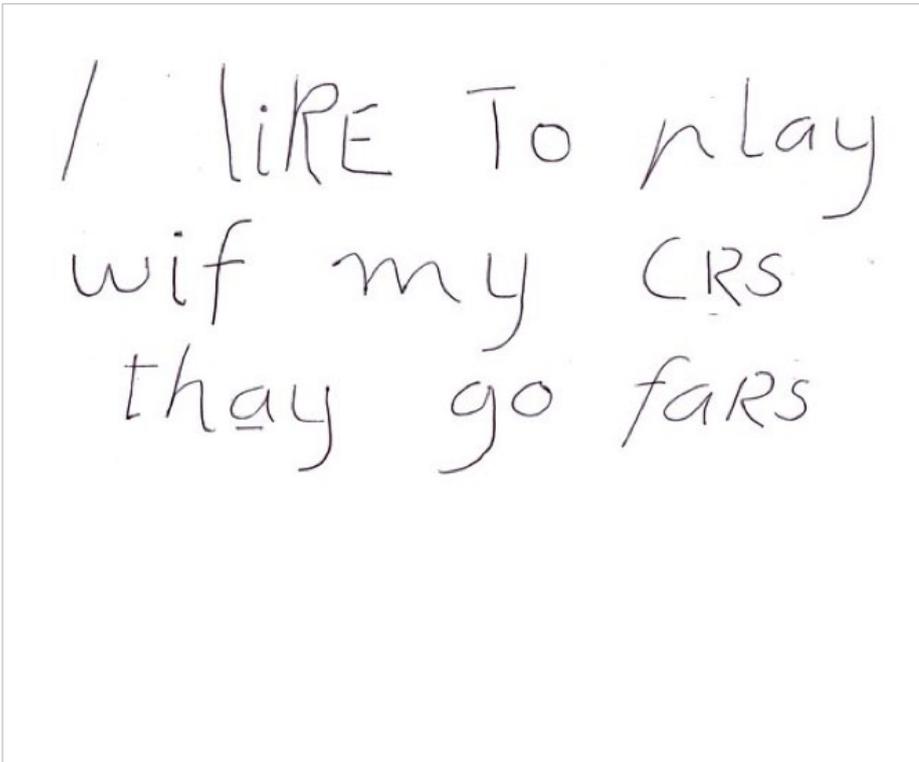
Can you please write something  
about what you like doing, and  
draw a picture for me?

If you each send me a page I  
will make it into a big book.

Thankyou,  
Kelly Roberts.

# English

## Work sample 3: Response to a letter – What I like to do



### Annotations

*Makes meaning from a text listened to.*

*Identifies connections between a text and personal experience.*

*Uses letters of the alphabet to represent sounds in words.*

*Understands that texts represent their own experiences.*

*Identifies likes about familiar objects and activities.*

*Uses concepts about print including directionality and return sweep when writing.*

*Uses familiar words and phrases to communicate words in writing.*

*Writes common sight words, for example 'my', 'like', 'play'.*

### Annotations (Overview)

*This work sample demonstrates knowledge of a basic communicative purpose for writing. It demonstrates a good knowledge of concepts about print directionality and a beginning understanding of how to use sound–letter knowledge to write unfamiliar words.*

#### Acknowledgment

ACARA acknowledges the contribution of the Victorian Curriculum and Assessment Authority for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

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## Work sample 4: Concepts about print – Reading

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

#### **Productive modes (speaking, writing and creating)**

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal groups and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

### Summary of task

Students were asked to respond to questions about their knowledge of concepts about print, using a text to indicate particular features.

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## Work sample 4: **Concepts about print – Reading**



### Annotations

#### Annotations (Overview)

*This work sample demonstrates a good knowledge of concepts about print. The student interacts with a familiar adult, answering questions and making comments.*

#### Acknowledgment

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

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## Work sample 5: Response to literature – Dreaming stories

### Relevant parts of the achievement standard

#### **Receptive modes (listening, reading and viewing)**

*By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.*

*They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.*

#### **Productive modes (speaking, writing and creating)**

*Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.*

*In informal groups and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower- case letters.*

### Summary of task

Students listened to and read a range of Aboriginal Dreaming stories in picture books. They were asked to discuss the events and characters and to comment on the message of the stories.

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## Work sample 5: Response to literature – Dreaming stories



### Annotations

#### Annotations (Overview)

*This work sample demonstrates a growing awareness of the features of Aboriginal Dreaming stories and an ability to reflect and comment on the characters, events and message of the stories.*

#### Acknowledgment

ACARA acknowledges the contribution of the Department of Education and Child Development, South Australia for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.