

WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students' achievement.

Each portfolio comprises a collection of students' work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: FOUNDATION YEAR ENGLISH

This portfolio provides the following student work samples:

- Sample 1 Presentation: Guess my character
- Sample 2 Text response: Barty's Hat
- Sample 3 Reading aloud: *Dad's Present*
- Sample 4 Prediction: *The Three Robbers*
- Sample 5 Writing sounds and letters
- Sample 6 Retell: *Mrs Wishy Washy*
- Sample 7 Participating in group talk: Going to the doctors

This portfolio of student work includes responses to a variety of texts and the development of a range of written and oral texts (WS1, WS2, WS3, WS4, WS6, WS7) and recognises that texts can reflect personal experiences and evoke an emotional response (WS1, WS2, WS3, WS4, WS6, WS7). The student uses a growing knowledge of concepts about print and some known sight words and sound-letter correspondences to write imaginative and informative texts (WS2, WS3, WS4, WS5, WS6). The student listens to others and uses appropriate language to participate in small group discussions and makes presentations to the class (WS1, WS4, WS6).

COPYRIGHT

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, you may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you retain this copyright notice. For the avoidance of doubt, this means that you cannot edit, modify or adapt any of these materials and you cannot sub-license any of these materials to others. Apart from any uses permitted under the Copyright Act 1968 (Cth), and those explicitly granted above, all other rights are reserved by ACARA. For further information, refer to (<http://www.australiancurriculum.edu.au/Home/copyright>).

Presentation: Guess my character

Foundation Year English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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

The class discussed how to develop clues about a character in a text so others could guess the character. The students were asked to select a text they liked. They then were asked to select a character and think of some clues that they could present to the class. The students were allowed to dress up as the character.

Presentation: Guess my character



Annotations

Copyright
Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Text response: Barty's Hat

Foundation Year English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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.

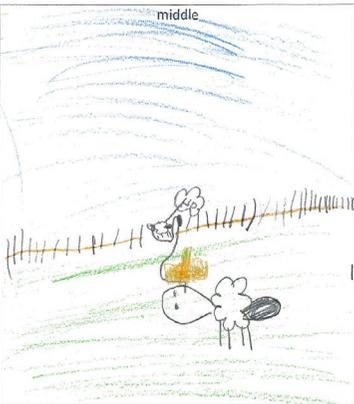
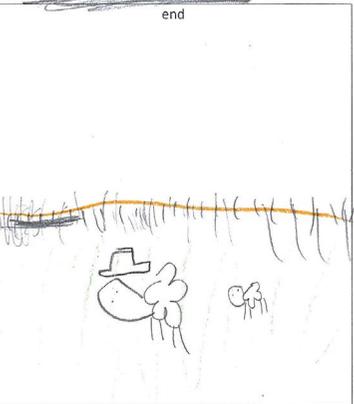
In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows 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 listened to the story *Barty's Scarf* by Sally Chambers. Students were asked to write and illustrate a new narrative called *Barty's Hat* based on the text to relate a new 'Barty' adventure. Students were provided with a framework to assist with text structure.

Text response: Barty's Hat

Barty's Hat

beginning	middle	end
		
Barty the HIP and a hat.	Barty hid a sah it was a Bae Lmao	the he got hm ad ov the DAN-
	In DAN the pit	

Annotations

Creates a simple multimodal text to tell a story about a familiar character.

Sequences ideas using beginning, middle (problem) and end structure.

Provides detail about character, setting and events in drawings to support a written text.

Uses concepts about print including directionality, spaces between words and return sweep when writing.

Uses knowledge of letters and sounds to write words, for example, 'hid' [heard], 'san' [sound].

Writes simple sentences, for example, 'Barty the hip [sheep] had [had] a hat'.

Experiments with full stops as sentence boundary punctuation.

Forms known upper- and lower-case letters correctly.

Spells some frequently used words correctly, for example, 'the', 'he', 'it'.

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Reading aloud: *Dad's Present*

Foundation Year English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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 read a text at their independent reading level. Before reading, the student made some predictions based on the illustrations in the text and their previous experiences.

Reading aloud: *Dad's Present*



Annotations

Dad's Present used by kind permission of Nelson Cengage Learning.

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Prediction: *The Three Robbers*

Foundation Year English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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 shown the cover of the text *The Three Robbers* by Toni Ungerer. Students were asked to predict what might happen in the text and to record their prediction in drawing and writing. They were asked to explain their prediction.

Prediction: *The Three Robbers*

Draw something you think might happen in the story?



What makes you think that?

because most times it happens.

Annotations

Creates a detailed illustration to represent a prediction about what might happen in a text.

Demonstrates control over directionality, uses spaces between words and takes a new line when required.

Forms most lower-case letters correctly.

Writes frequently used words correctly, for example, 'because', 'most'.

Attempts to spell words using sound and letter knowledge.

Gives a reason to support the prediction using experiences from other texts.

Uses a full stop to signal the end of the message.

Prediction: *The Three Robbers*



Annotations

Copyright
Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Writing sounds and letters

Foundation Year English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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)

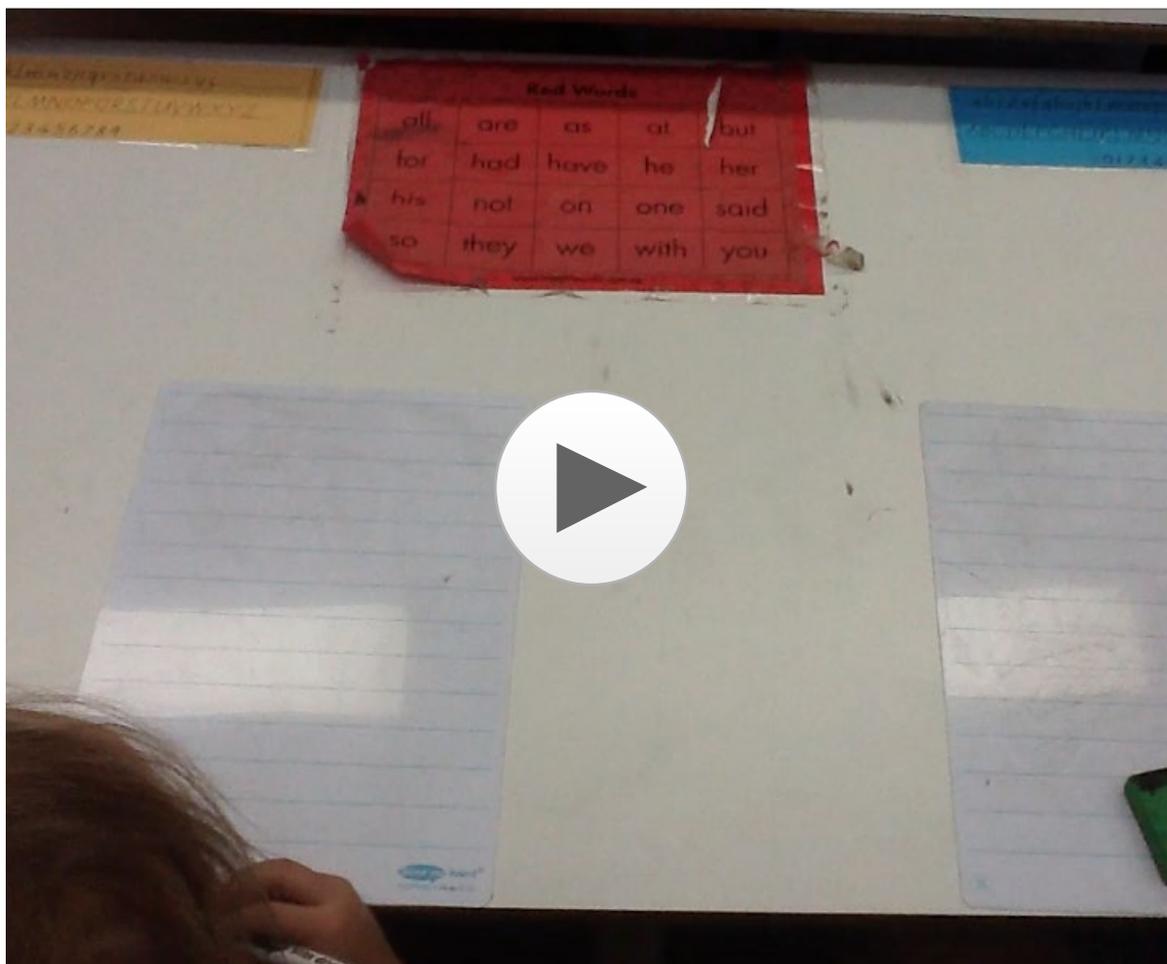
Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

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 write words spoken by the teacher using their knowledge of sound-letter matches and rhyming.

Writing sounds and letters



Annotations

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).

Retell: *Mrs Wishy Washy*

Foundation Year English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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 listened to the story *Mrs Wishy Washy* by Elizabeth Fuller. They were asked to retell the story in pictures and words. They were given a three-part text scaffold to assist with text structure and sequence.

Retell: Mrs Wishy Washy



Annotations

Creates a short sequenced text to retell a story using beginning, middle, end story structure.

Uses knowledge of concepts of print, directionality and spaces between words when writing.

Attempts words using knowledge of letters and sounds, for example, 'Jaupud' [jumped], waiey' [washy].

Writes some letters using correct letter formation.

Uses accurate simple sentences to record ideas.

Uses illustrations to add further information to message, for example, represents actions of four characters in an illustration.

Spells some high-frequency words accurately, for example, 'they', 'all', 'in'.

Participating in group talk: Going to the doctors

Foundation Year English achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

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

The students participated in a small group discussion about a new text. The discussion was led by the class teacher. The students were asked to identify the type of text and identify the kind of images that are in the text. The students were encouraged to draw on their background knowledge and relate the text to their own experiences.

Participating in group talk: Going to the doctors



Annotations

Annotations (Overview)

Responds actively in small group discussion on a new topic.

Copyright

Student work samples are not licensed under the creative commons license used for other material on the Australian Curriculum website. Instead, a more restrictive licence applies. For more information, please see the first page of this set of work samples and the copyright notice on the Australian Curriculum website (<http://www.australiancurriculum.edu.au/Home/copyright>).