

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	Character story: <i>Mr Happy</i>
Sample 2	Retelling: <i>Malu Kangaroo</i>
Sample 3	Reading aloud: <i>Matt's Good Idea</i>
Sample 4	Retell: <i>How the Birds Got Their Colours</i>
Sample 5	Prediction: <i>The Three Robbers</i>
Sample 6	Participating in group talk: <i>Eyes</i>

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, WS5, WS6), and recognises that texts can reflect personal experiences and evoke an emotional response (WS1, WS2, WS5, WS6). The student uses a growing knowledge of concepts about print and some known sight words and sound-letter correspondences to write and read imaginative and informative texts (WS1, WS2, WS3, WS4, WS5, WS6).

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Character story: *Mr Happy*

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 discussed characters in texts they had listened to. They were asked to select a favourite character and to invent a new story for that character. The teacher modelled the task and students told their new stories to others in groups. Finally students wrote and illustrated their character stories.

Character story: *Mr Happy*

MR. HAPPY

A picture of Mr Happy

MR Happy got Scared. He
 saw a Ghost he was so
 so scared he said I
 want to go home. when
 he went home it was
 night he was scared of the
 drck.

Annotations

Creates a short imaginative text about a familiar character.

Describes a new problem for a familiar character, for example, 'Mr Happy got scared'.

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

Uses direct speech to give a character voice, for example, 'He said I want to go home'.

Understands that full stops are used at the end of a message.

Records a familiar words accurately, for example, 'went', 'when'.

Spells unfamiliar words using knowledge of letters and sounds, for example, 'drck' [dark].

Retelling: *Malu Kangaroo*

Foundation Year English achievement standard

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Receptive modes (listening, reading and viewing)

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Summary of task

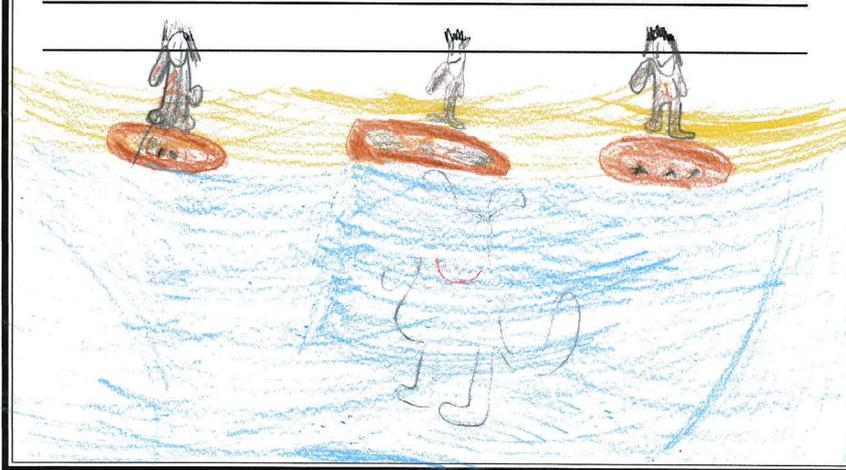
Students listened to and discussed the text *Malu Kangaroo* by Judith Morecroft and Bronwyn Bancroft. They were asked to retell the text in pictures and writing. Key vocabulary was written on the board for students to use in their writing. They were allowed approximately 45 minutes to complete the task.

Retelling: *Malu Kangaroo*

Annotations

Malu-Kangaroo

Malu - Kangaroo Lifs
nre the trees. He Loves
the Ocean. Wans he
went to the Ocean. There
was som children.
He tuat them all to
Surf. They went han to
skid. He tuat thea all
to glid. Then Malu-
Kangaroo went to his h
holme. The first children
Stad.



Retells main events, including some detail about the main character, from a text listened to, for example, 'He loves the ocean'.

Uses simple sentences and images to convey a message.

Spells some frequently used words correctly, for example, 'went', 'they', 'was'.

Creates an elaborated text with a number of key events in a chronological sequence.

Uses capital letters and full stops to indicate sentence boundaries.

Uses knowledge of letters and sounds to attempt unknown words, for example, 'nre' [near], 'tuat' [taught], 'wans' [once].

Forms upper- and lower-case letters correctly.

Uses classroom resources to spell difficult words, for example, 'ocean', 'surf', 'children'.

Uses illustrations to support and extend the message of the text.

Reading aloud: *Matt's Good Idea*

Foundation Year English achievement standard

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

Receptive modes (listening, reading and viewing)

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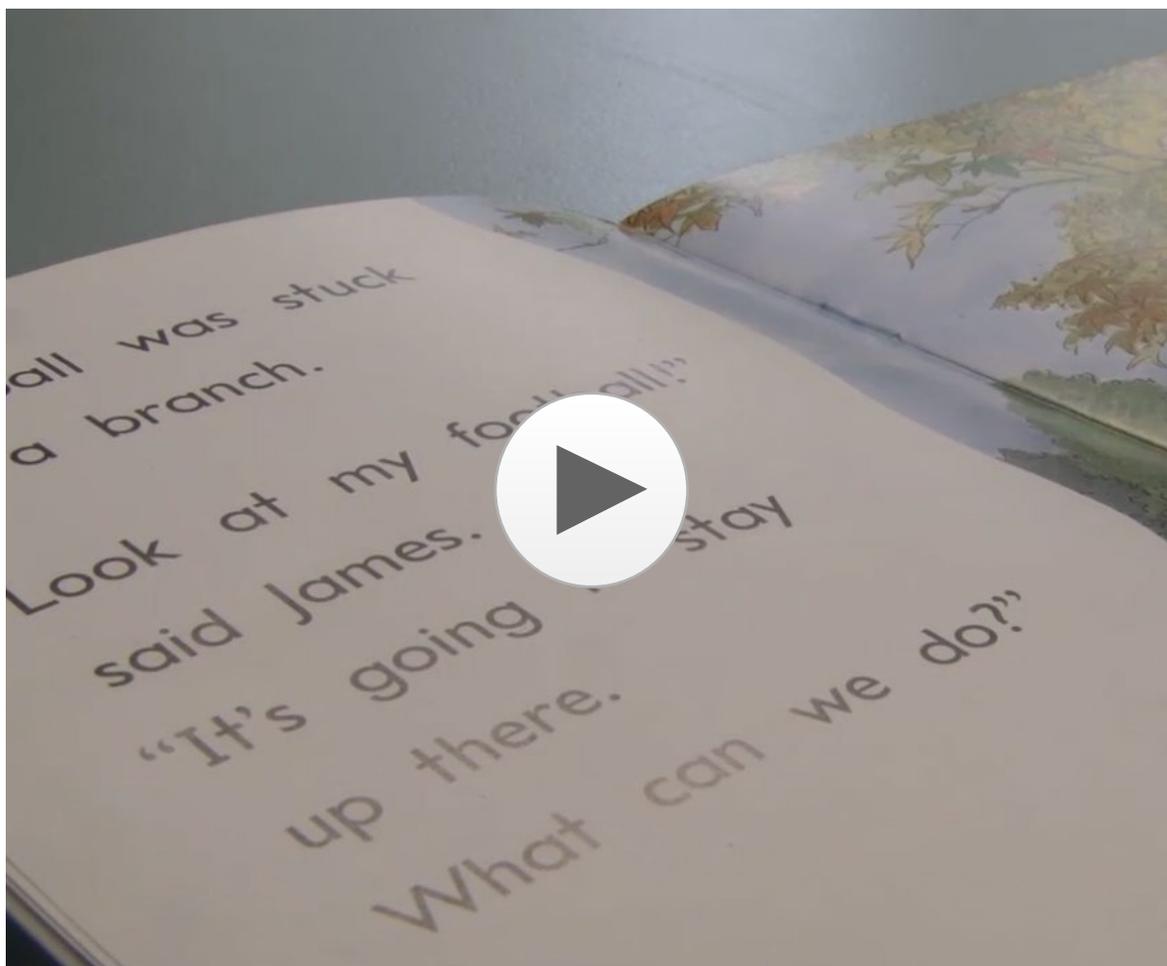
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Summary of task

Students were asked to read a text at their independent reading level.

Reading aloud: *Matt's Good Idea*



Annotations

Matt's Good Idea used by kind permission of Nelson Cengage Learning.

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Retell: *How the Birds Got Their Colours*

Foundation Year English achievement standard

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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.

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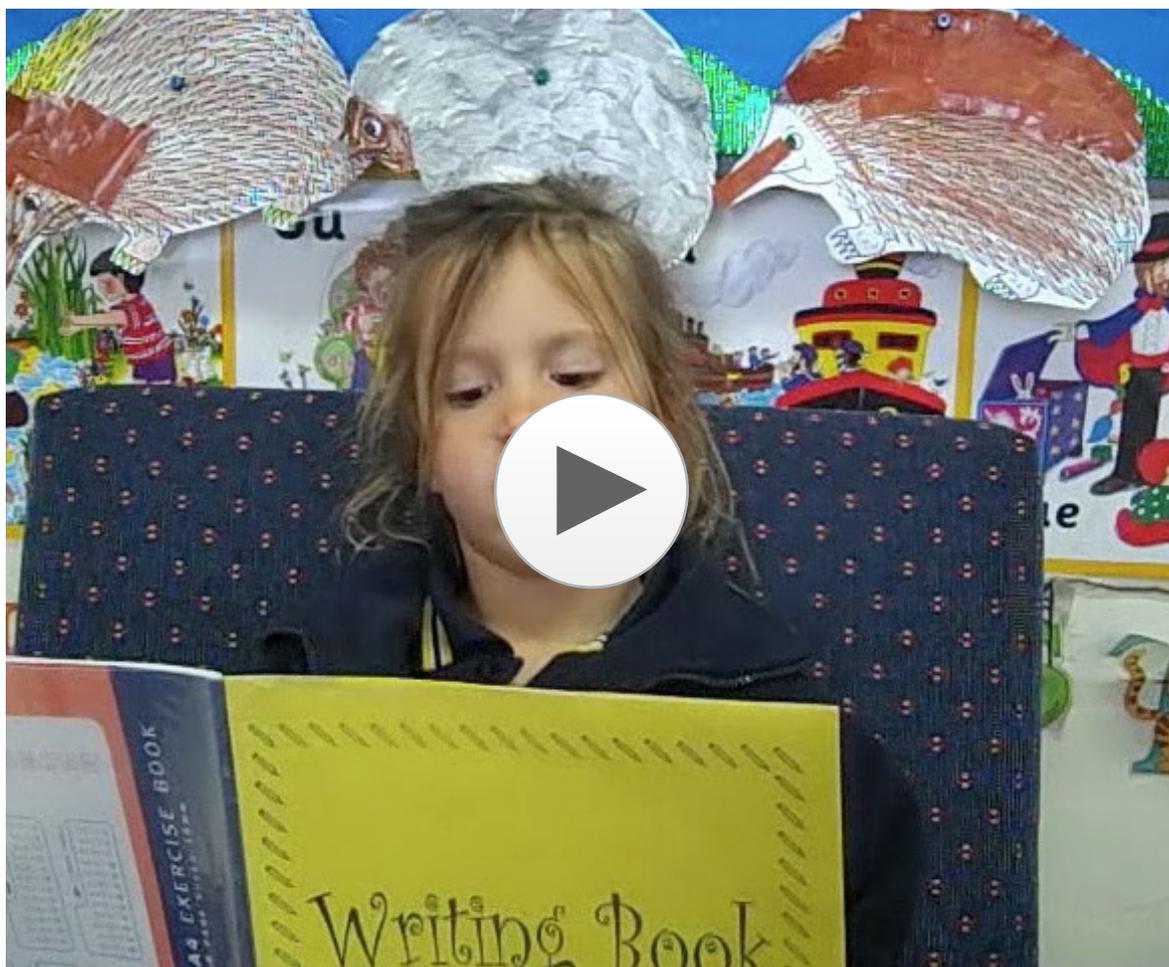
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Summary of task

Students read a series of Aboriginal Dreaming stories with their reading group. They were then asked to retell their favourite Aboriginal Dreaming story in writing and read their written text to the whole class.

Retell: *How the Birds Got Their Colours*



Annotations

Annotations (Overview)

The student demonstrates understanding of a previously read text, accurately sequences the retelling and employs many of the characteristic features of an imaginative text. The student demonstrates the use of text processing strategies and attempted phrasing and fluency.

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Prediction: *The Three Robbers*

Foundation Year English achievement standard

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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 then asked to explain their prediction.

Prediction: *The Three Robbers*

Draw something you think might happen in the story?



What makes you think that?

I think the robbers will steal the money from the shop because they are mean.

Annotations

Understands the link between image and text.

Predicts an event and gives clear explanation for it.

Uses unjoined letters.

Records ideas with some elaboration, for example, 'because they are mean'.

Uses a complex sentence.

Uses punctuation correctly.

Participating in group talk: Eyes

Foundation Year English achievement standard

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Receptive modes (listening, reading and viewing)

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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 of 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: Eyes



Annotations

Annotations (Overview)

Responds actively in small group discussion on a new topic.

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