

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 – Foundation English

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

Sample 1	Presentation – Guess my character
Sample 2	Text response – <i>Barty's Hat</i>
Sample 3	Reading aloud – <i>Dad's Present</i>
Sample 4	Prediction – <i>The Three Robbers</i>
Sample 5	Writing sounds and letters
Sample 6	Retell – <i>Mrs Wishy Washy</i>

This portfolio of student work demonstrates understanding of a range of texts. The student responds to imaginative texts and recognises that texts can reflect personal experiences and evoke an emotional response (WS1, WS2, WS3, WS4, WS6). 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).

Presentation – Guess my character

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

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

Acknowledgement

ACARA acknowledges the contribution of Australian teachers and education authorities in providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

Text response – *Barty's Hat*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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 got a hat.	Barty hid a sah it was a big long in Dan the pit	the he got has aD ov the DAN.

Annotations

Sequences ideas using beginning, middle/problem and end structure.

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

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

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) got (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'.

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Reading aloud – *Dad's Present*

Relevant parts of the achievement standard

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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

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Prediction – *The Three Robbers*

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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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 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.

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Prediction – *The Three Robbers*



Annotations

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Writing sounds and letters

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Productive modes (speaking, writing and creating)

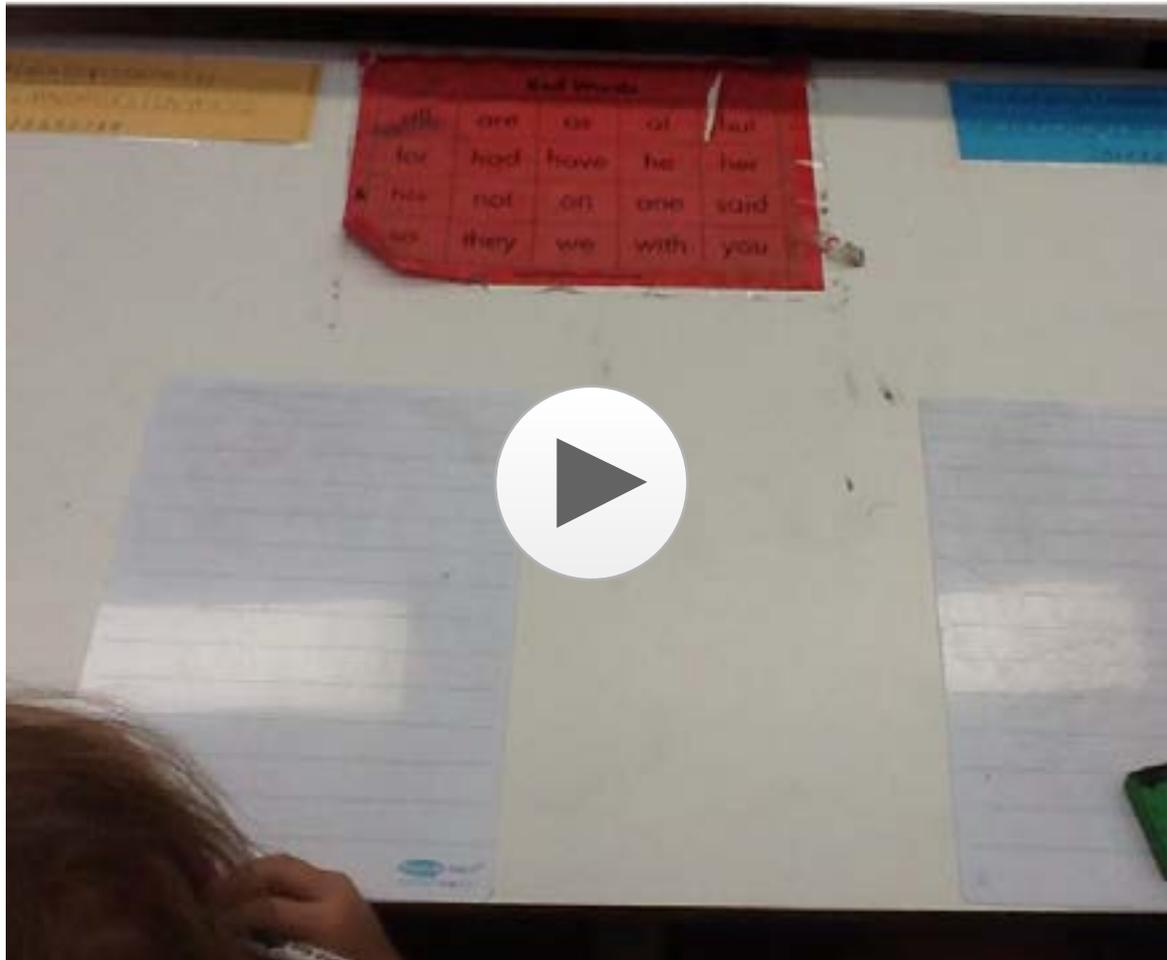
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Summary of task

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

Writing sounds and letters



Annotations

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Retell – Mrs Wishy Washy

Relevant parts of the achievement standard

Receptive modes (listening, reading and viewing)

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Summary of task

Students listened to the story *Mrs Wishy Washy*. 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'.

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