

English

Year 1
Satisfactory

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: YEAR 1 ENGLISH

This portfolio provides the following student work samples:

Sample 1	Text response: Illustrations
Sample 2	Information text: Koalas
Sample 3	Reading aloud: <i>The Football</i>
Sample 4	Personal connection to text: Reflecting on learning
Sample 5	Reading aloud and responding to questions: <i>Queenie the Bantam</i>
Sample 6	Reading response: <i>Dunbi the Owl</i>
Sample 7	Descriptive text: Wanted poster
Sample 8	Story map: <i>Tiddalik</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, WS4, WS6, WS7, WS8). The student's work shows evidence of recalled information (WS2, WS4, WS8) with characters and events created for imaginative writing (WS1, WS7). The student uses familiar and new vocabulary including modelled words and groups/phrases (WS1, WS2, WS4, WS5, WS6, WS7, WS8) and a range of sentence structures (WS1, WS2, WS4, WS5, WS6, WS7). The student demonstrates attention to spelling and punctuation and, with teacher assistance, the ability to make editing changes and publish final drafts (WS1, WS2, WS4, WS6, WS7). The student is confident when reading aloud to peers and familiar adults (WS3, WS5) and when making presentations (WS8).

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English

Year 1
Satisfactory

Text response: Illustrations

Year 1 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 Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

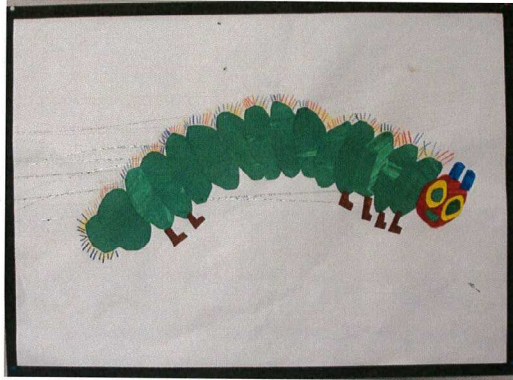
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

Students studied the texts of Eric Carle, with a focus on his illustrations, and viewed Eric Carle's website to watch how he created his illustrations. They experimented with creating their own illustrations using a similar technique. Students were asked to respond to written questions about their artwork choices. The questions were read and discussed beforehand, and students completed a first draft before writing their answers on the worksheet.

Text response: Illustrations



Which character did you choose to make? Why?

I chose the ^{very} hungry caterpillar because I like canly caterpillars.

How did you use Eric Carle's techniques to create your character?

I painted my papper green because the very hungry caterpillar is green. It was hard to cut out the rite shaps. I had to overlap the papper on Each other. I mixed white and dark grreen to gether to make lihgt green.

Annotations

Creates an image to depict a character showing understanding of an illustrator's technique.

Makes connections to personal experience when explaining preference for a character.

Creates a short informative text for a specific purpose.

Uses full stops and capital letters for sentence boundary punctuation.

Produces a series of accurate sentences to present information.

Writes legibly using correctly formed upper- and lower-case letters.

Spells words with regular spelling patterns accurately, for example, 'green', 'dark', 'make'.

Information text: Koalas

Year 1 English achievement standard

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Receptive modes (listening, reading and viewing)

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Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning.

They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

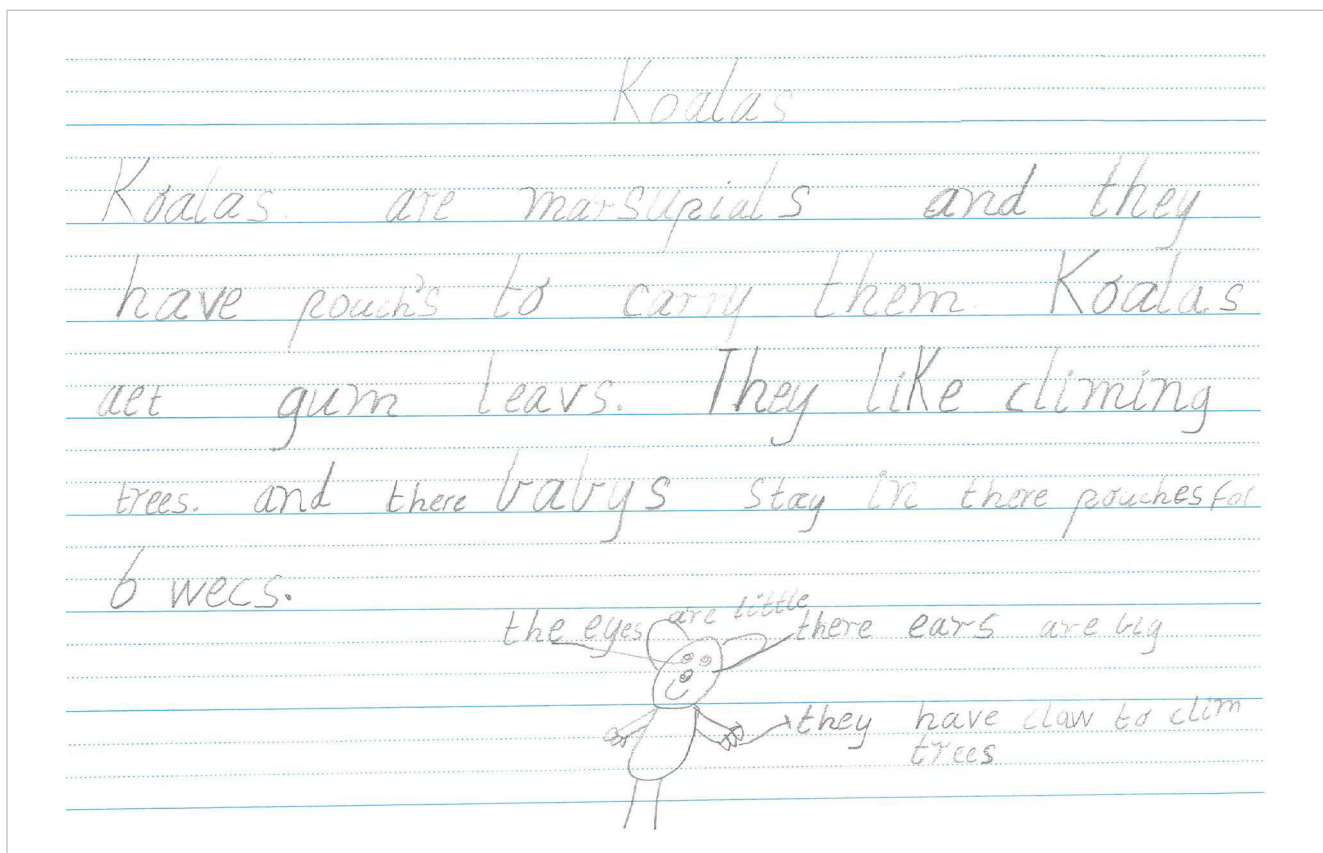
Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

Students read and viewed a collection of informative texts about koalas. In pairs they read and listed facts about koalas. Students compared koalas in informative and imaginative texts. Students were asked to write an informative text about koalas and to include a labelled illustration.

Information text: Koalas



Annotations

Creates a short informative text to present researched information about a topic.

Uses some technical vocabulary, for example, 'pouch', 'gum leaves', 'marsupial'.

Uses simple and compound sentences to record details and connect information.

Uses capital letters and full stops for sentence boundary punctuation.

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

Spells familiar words correctly and uses sound and letter knowledge to attempt unfamiliar words, for example, 'wecs' [weeks], 'climbing' [climbing].

Uses a labelled diagram to expand information in the written text.

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English

Year 1
Satisfactory

Reading aloud: *The Football*

Year 1 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 Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

Students were asked to read a narrative text aloud and to answer some questions about how the text related to their own experiences and to other texts they had read.

English

Year 1
Satisfactory

Reading aloud: *The Football*



Annotations

Acknowledgement

The Football used by kind permission of Nelson Cengage Learning.

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Personal connection to text: Reflecting on learning

Year 1 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 Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

Students participated in a sequence of lessons where they explored texts related to brolgas and to Aboriginal dance associated with brolgas. Students viewed a split screen video showing a simultaneous performance of a brolga dance and that of Aboriginal dancers. After discussing how the dancers learnt to dance, students were asked to reflect on their personal experience of learning to do something.

Personal connection to text: Reflecting on learning

The Crane Dance

Draw your thoughts.

This reminds me of...

when I played with my brother I copyd what he did with the box he hild it a special way. I can almost do it.

Annotations

Creates a relevant illustration that supports the text.

Creates a short text for a specific purpose.

Uses capital letters and full stops for sentence boundary punctuation.

Makes a personal connection to a main idea from a text viewed.

Spells familiar words correctly, for example, 'what', 'with', 'when'; and uses sound and letter knowledge to attempt unfamiliar words, for example, 'copyd' [copied], 'bild' [build].

Incorporates some editing changes.

Produces a sequence of accurate sentences to provide details about an idea.

Writes legibly using unjoined lower-case letters correctly.

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Reading aloud and responding to questions: *Queenie the Bantam*

Year 1 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 Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning.

They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Summary of task

The student read *Queenie the Bantam* by Bob Graham aloud and answered some literal and inferential questions about information in the text.

Reading aloud and responding to questions: *Queenie the Bantam*



Annotations

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Reading Response: *Dunbi the Owl*

Year 1 English achievement standard

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Receptive modes (listening, reading and viewing)

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Summary of task

Students listened to a reading of *Dunbi the Owl* as retold by Pamela Lofts and were then asked to discuss the actions of the characters in the story with peers. The teacher supplied a selection of sentence beginnings that the students were encouraged to choose for their writing. Students worked independently.

Reading Response: *Dunbi the Owl*

Reading Response



I felt sad when
the kids put
spikes in the
owl and
frood him up.
and I didnt
like it and
it mad me sad.

Name _____ Date _____

Annotations

Makes meaning from texts listened to in class.

Uses known letters of the alphabet and sounds out words to attempt spelling, for example, 'poot' (put).

Recalls characters and events from a text.

Writes common sight words, for example, 'when', 'like', 'me'.

Correctly forms both lower- and upper-case letters.

Understands that a text can reflect own experiences and identifies connections between a text and own feelings.

Creates a short multimodal text to respond to a story.

Demonstrates understanding of the events and characters in the text and presents a personal response.

Descriptive text: Wanted poster

Year 1 English achievement standard

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Receptive modes (listening, reading and viewing)

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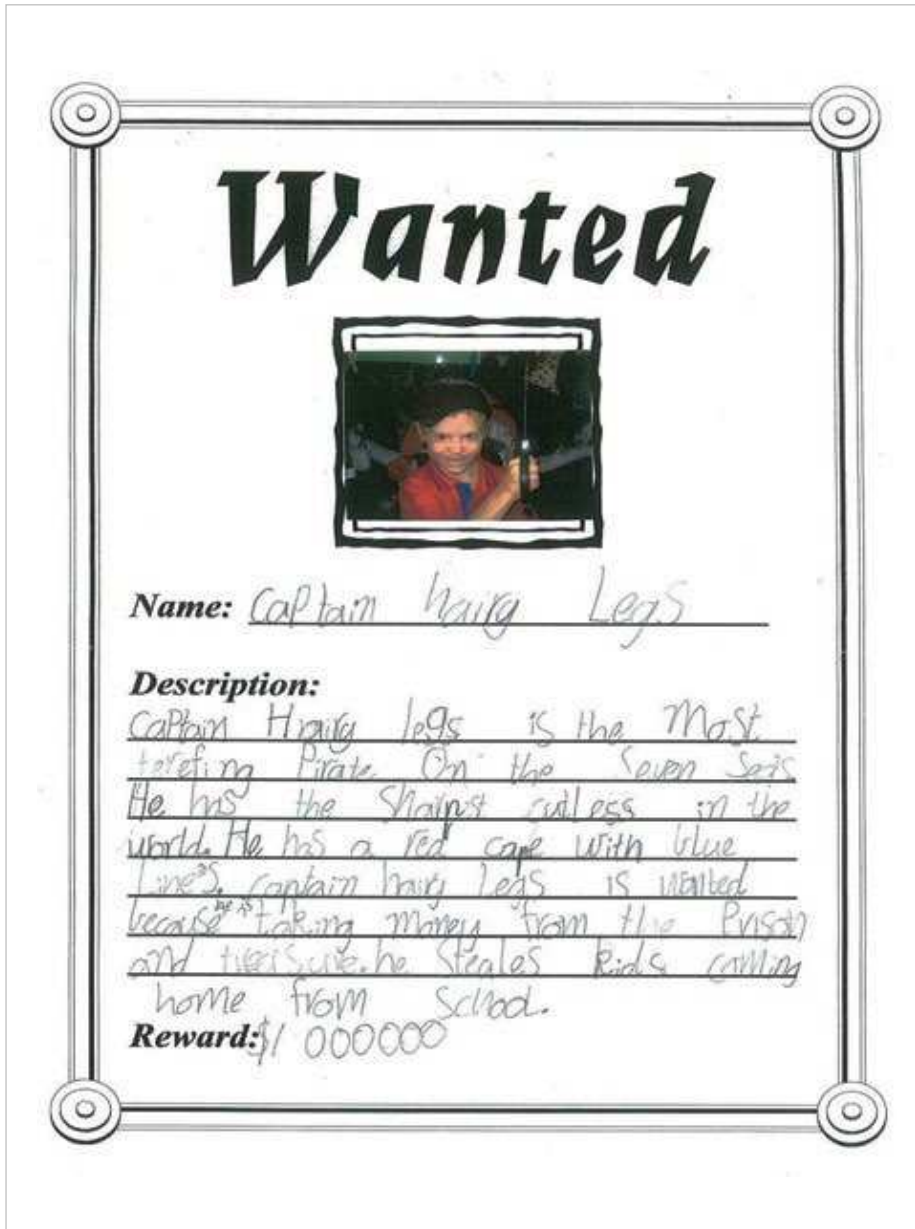
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Summary of task

Students read and viewed a small number of literary texts about pirates. They then dressed up as a pirate, selecting clothes from the class dress-up box. They were photographed wearing their pirate costume. Students were asked to:

- decide on their pirate name and consider how they could describe themselves
- orally describe the photograph of themselves in a pirate costume to their classmates
- write their description of themselves as a pirate using the wanted poster pro forma
- edit their work.

Descriptive text: Wanted poster



Annotations

Understands that texts have different purposes.

Provides relevant details to build a literary character.

Correctly forms upper- and lower-case letters in writing.

Spells words with familiar spelling patterns, for example, 'legs' and uses sound-letter knowledge to attempt new words, for example, 'terefing' (terrifying).

Uses pronouns accurately, for example, 'Captain Hairy Legs/he'.

Uses familiar and learned vocabulary, for example, 'cutlass', 'seven seas'.

Produces a series of accurate simple sentences to present information.

Creates a short imaginative text using appropriate multimodal elements.

Understands how characters in a text are developed by their actions, for example, 'taking money from the prison and treasure' and 'steals kids coming home from school'.

Story map: *Tiddalik*

Year 1 English achievement standard

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Summary of task

In class, students listened to a reading of *Tiddalik*, an Aboriginal Dreaming story. The students were asked to create a story map detailing the main events of the story they had listened to and read. They were asked to structure and sequence the story map using illustrations and writing. The students worked against a class-generated set of criteria and they were encouraged to check their spelling by using a 'have-a-go-pad' – a rough-work notepad. The students completed this activity over two lessons.

After completing their story maps, the students then presented an oral retelling of the text. During the oral presentation, the students could refer to their story map but were encouraged to not re-read the information on the story map.

English

Year 1
Satisfactory

Story map: *Tiddalik*



Annotations

Annotations (Overview)

Makes a short presentation for a familiar audience using a series of sequenced sentences.

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