English

Foundation Year
Below 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 predetermined 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   Text reconstruction: Grandpa
Sample 2   Text response: Barty's Hat
Sample 3   Reading aloud: *Monkey's Car*
Sample 4   Prediction: *The Three Robbers*
Sample 5   Reading aloud: *Jet, the Little Robot*

This portfolio of student work includes responses to a variety of texts and the development of a range of written and oral texts. The student responds to imaginative texts and recognises that texts can reflect personal experiences and evoke an emotional response (WS1, WS2, WS3, WS4, WS5). The student uses a growing knowledge of concepts about print and some known sight words and sound-letter correspondences to read and write imaginative and informative texts (WS1, WS2, WS3, WS4, WS5). The student listens to others and uses appropriate language to respond to questions asked by a known adult (WS3, WS5).

English

Text reconstruction: Grandpa

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.
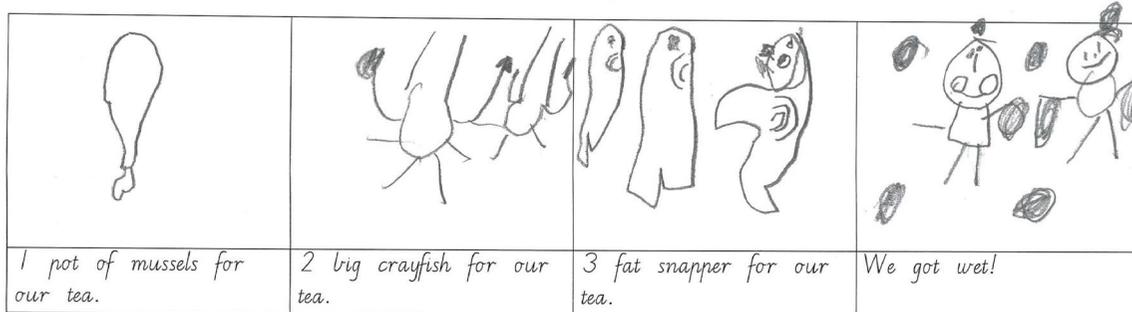
Summary of task

Students were engaged in several shared readings of a predictable text with repetitive language. Students were asked to complete a set of tasks that included a sentence reconstruction, a simple cloze activity and a text construction with illustration. The tasks were completed over two days and the teacher helped with the text construction task.

English

Text reconstruction: Grandpa

Grandna. Grandpa, come with me.
Let's go fishing in the sea.

What will _we_ fish for?

What _will_ we _get_ ?

1 pot of mussels for our tea.	2 big crayfish for our tea.	3 fat snapper for our tea.	We got wet!

Annotations

Reconstructs, with support, a familiar text using given words.

Understands that texts are created from left to right (directionality).

Draws images to represent ideas in a familiar text.

English

Text reconstruction: Grandpa

Grandpa Grandpa

I am fihinin.

Annotations

Creates a brief message (simple sentence) to describe a connection between text and personal experience, for example, 'I am fishing (with grandpa)'.

Uses some sound and letter knowledge when recording words, for example, 'fininin' [fishing].

Understands that full stops go at the end of a message.

Forms a few letters using correct letter formation.

Uses knowledge of concepts about print including spaces between words.

Draws images to add detail to the meaning of a brief text.

English

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.

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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.

English

Text response: Barty's Hat

Barty's Hat

beginning	middle	end

BARXY NOO HAT

BARTY HAT GOT STOLN

BARTY HAT CUMD BAC.

Annotations

Sequences a single idea using a beginning, middle (problem), end structure.

Uses drawings to add detail to written text, for example, the reader learns that Barty is a sheep.

Writes using knowledge of directionality in print.

Uses knowledge of letters and sounds to write words, for example, 'stoln' (stolen), 'cumd', (came).

Writes a few upper- and lower-case letters using correct letter formation.

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

English

Reading aloud: *Monkey's Car*

Foundation Year English achievement standard

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Receptive modes (listening, reading and viewing)

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Summary of task

Students were asked to read a text at their instructional reading level. The student was familiar with this text.

English

Reading aloud: *Monkey's Car*
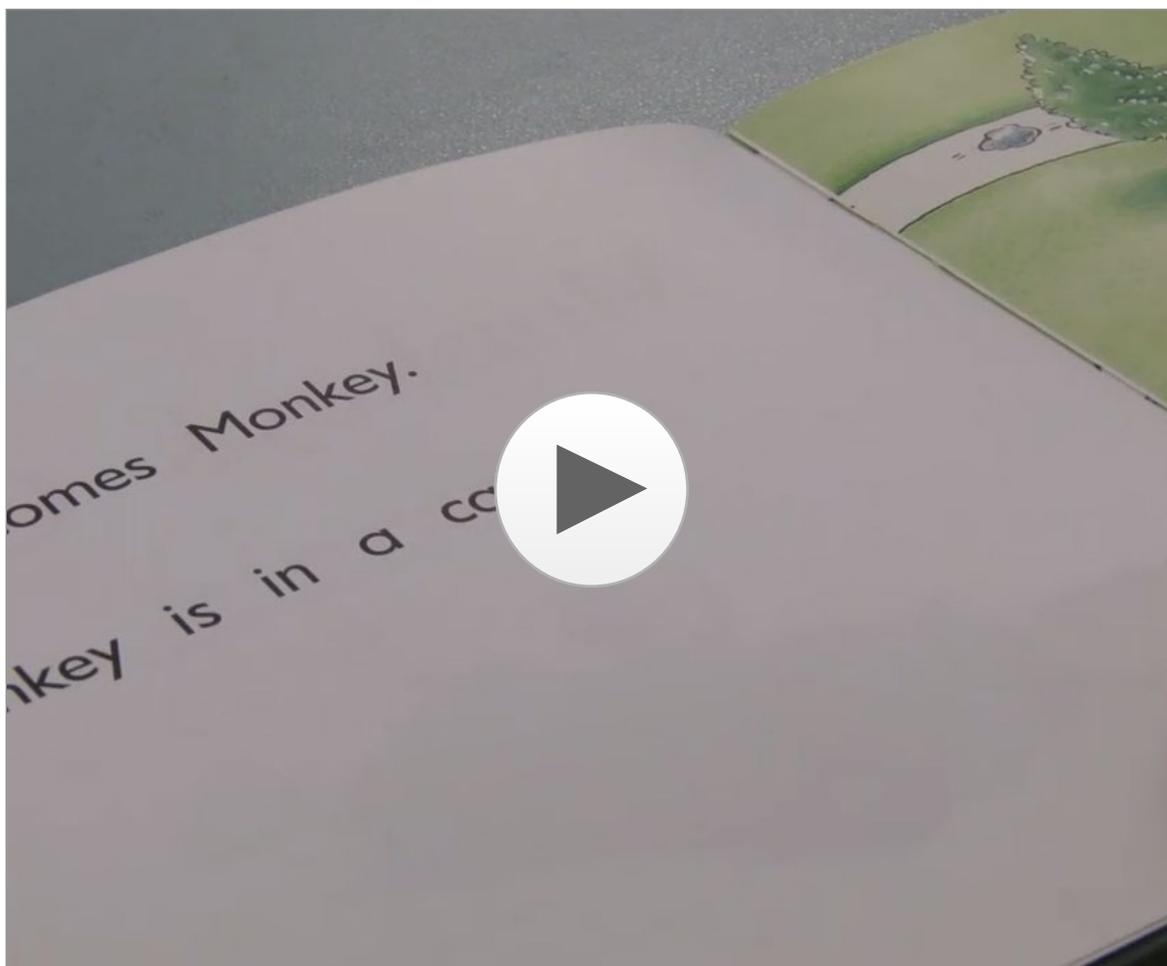
Annotations

Monkey's Car used by kind permission of Nelson Cengage Learning.

English

Prediction: *The Three Robbers*

Foundation Year English achievement standard

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Receptive modes (listening, reading and viewing)

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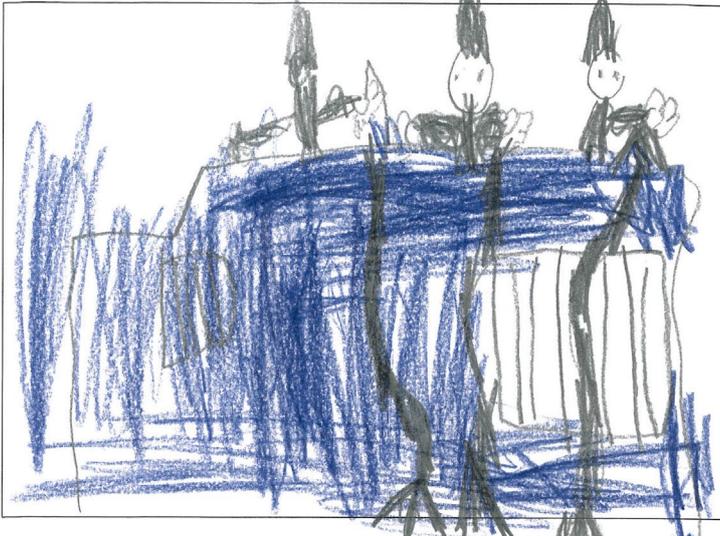
Summary of task

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 then asked to explain their prediction.

English

Prediction: *The Three Robbers*

Draw something you think might happen in the story?

What makes you think that?

bicos sum tims
robis sum tims
rob

Annotations

Recalls an event from a text.

Shows evidence of letter-sound knowledge.

Attempts unknown words.

English

Reading aloud: *Jet, the Little Robot*

Foundation Year English 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.

Australian **CURRICULUM**

English

Foundation Year
Below satisfactory

Reading aloud: *Jet, the Little Robot*

Audio

Annotations

Jet, the Little Robot

Harry and Mum
went into a big shop.
"I am going to look
at the robots,"
said Harry.
Harry looked for the robots
in a red box.

Jet, the Little Robot used by kind permission of Nelson Cengage Learning.

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