English

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 5 ENGLISH

This portfolio provides the following student work samples:

Sample 1   Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)
Sample 2   Creating poetry: Kennings
Sample 3   Written narrative: In the box
Sample 4   Persuasive text: Election speech
Sample 5   Oral presentation: Words or pictures
Sample 6   Creative writing: Beginning of a fairytale
Sample 7   Biographical letter: News from the goldfields
Sample 8   Group discussion: *Storm Boy*

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 makes connections between texts and own experiences (WS2, WS4, WS5, WS6, WS7, WS8) and expresses a substantiated point of view about a text (WS8). The student uses a variety of language features to develop descriptive and cohesive literary, informative and persuasive texts (WS2, WS3, WS4, WS5, WS6, WS7). They demonstrate an ability to plan, draft, edit and publish a range of texts created for a variety of purposes (WS2, WS3, WS4, WS7). The student can identify the language features and vocabulary used in texts to engage the interest of the audience (WS5, WS8). The student participates in class discussions, referring to texts to explain and clarify ideas (WS8) and plans and makes formal, persuasive presentations (WS4, WS5).

English

Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

Year 5 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

This task consisted of two parts:

The first component was the 'Stop and think aloud' activity which required students to read an extract of a text, stopping at predetermined points and writing down what they were thinking. They used a copy of the text with room to write next to each stopping point.

The second component was to respond to questions in relation to the text used for the 'Stop and think aloud' activity. The extract was from a text students had not read previously but was part of a series of books by Emily Rodda. The students had worked with the first book in the series.

Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

1 – The Warning

I think something bad is going to happen near Rin.

The grach flew west, following the scent. It had flown for a long time and it was tired and hungry, but it did not think of feeding or stopping to rest. There was no thought at all behind its flat yellow eyes. Just one fixed idea. To follow the scent, reach the place it had been told to reach, and take back to its masters what it had been told to take.

The grach was called Bara, and it was a hundred and twenty years old. It had been trained well. Not kindly, perhaps, but cleverly, and for many, many years. The idea that now, far away from the whips and shouts of its masters, it had the freedom to choose what it did, never entered its mind.

The sea had been left behind long ago, and dimly the grach was aware that below it now were rolling green hills and a winding stream glinting bright in the sunlight. It was aware that a mountain, its peak hidden in cloud, rose in the blue distance ahead.

But its eyes were not important now. Its ears, closed against the rushing of the wind and the beating of its own wings, were not important either. All that was important was its forked tongue, flickering in and out, tasting the air, tasting the scent.

It knew it was close to its goal. The scent was stronger—the warm animal scent that made its jaws drip with hunger. Bukshah. It even knew the name.

"Bukshah," its masters had said, so many times, flourishing the grey woolly hide in front of its face, feeding it bloody pieces of meat so that the delicious taste mingled with the hide-smell. When they had sent it away on this quest they had said it again. "Bukshah. Seek." And then they had loosed its chain.

The bukshah scent was strong, but there were other scents, too. Some the grach had tasted before, one it had not. The one it had not tasted was full of danger. It was fire, snow and ice. It was hot breath, dripping fangs and ancient, jealous power.

The leathery spines on the grach's back prickled with warning. But its yellow lizard eyes did not flicker, and the beating of its scaly mottled wings did not falter as it flew on, to Rin.

Extract from: *Rowan and the Zebak* by E. Rodda, Omnibus Books, 1999 p 1+2

Handwritten annotations:

I wonder what grach means? It could mean dragon or bird?

a hundred and twenty years old is very very old!

I wonder if it is the same mountain in Rowan of Rin?

I wonder why nothing is important but it's forked tongue?

I wonder if Rowan comes in now and tries to save the bukshah from the Bara?

I wonder who his masters are? I think they wouldn't be very nice people.

I wonder if the scent he hadn't had before is dragon?

the grach sounds frightning

Annotations

Uses information drawn from reading to make predictions about the text.

English

Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

Based on what I have read so far, this is what I know about Bara.

- It has masters that tell him what to do.
- Bara is a hundred and twenty years old.
- Bara has been trained.
- Bara likes to eat bukshah.
- It gets chained up.
- It has yellow lizard eyes.
- It has big leathery spines.
- Bara likes bukshah from Rin.

I think Bara is dangerous with a bit of kindness in it somewere.

Annotations

Uses compound and complex sentence structures to explain ideas and makes vocabulary choices when describing the character.

Responds to how a character is depicted through vocabulary chosen to describe the character.

Interprets literal information in a text to explain the character.

English

Reflect and respond: Stop and think (Part 1) and Responding to questions (Part 2)

Annotations

Thinking in different ways to understand what I read.

Right There – the author said it.

1. What is the name of the grach? The name of the grach is Bara.

2. How old is Bara? Bara is a hundred and twenty years old.

3. Where is Bara flying to? Bara is flying to Rin.

Think and Search – the author meant it

4. What had Bara been trained to do? Bara had been trained to catch bukshah from Rin.

5. What does Bara like to eat? Bara likes to eat bukshah.

6. *It knew it was close to its goal.* What does this mean? Bara knew it was close to Rin and the bukshah.

7. How did Bara know where to find Rin? Bara knew how to get to Rin because it can smell the scent of the bukshah.

8. Why did the leathery spines on Bara's back prickle with warning? Bara's back prickled with warning because he could sence something full of danger.

Author and You – show what you know

9. Read paragraph 7 again. What do you think could be the scent that Bara does not recognise? Explain why.
The scent Bara doesn't recognise could be the dragon from the mountain because it says fire, snow and ice to discribe the dragon in Rowan of Rin.

10. What do you think will happen when Bara gets to Rin?
I think the villagers might try to kill Bara but Rowan can see that it has been trained and has good in him.

On Your Own – what's your opinion?

11. Do you feel sorry for Bara? Explain why or why not.
I do feel sorry for Bara because it gets chained up but it shoudn't eat the bukshah.

Uses comprehension strategies to explain literal meaning in a text and incorporates the question into the response.

Interprets implied meaning and links ideas within the text.

Makes inferences about the character and explains connections to the text.

Explains a personal response to a text and offers an opinion about a character in the text.

English

Creating poetry: Kennings

Year 5 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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Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

The student studied the structure of a range of poetry styles including kennings, limericks and haikus. The student was asked to write a number of poems using one of these styles. The student chose to write a series of kenning poems.

English

Creating poetry: Kennings

Kennings

Dog
Noisy speaker
Sloppy eater
Bone chewer
Paw treader

Soldier
Loyal defender
Powerful warrior
Strong fighter
Peace bringer

Thief
Bad person
Stealing merchant
Hiding suspect
Clever thinker

Nerd
Book reader
Smart thinker
Good leader
Sport thinker

Annotations

Creates a poetic text based on a known structure, for example, kennings.

Spells accurately.

Uses vocabulary to extend ideas and express greater precision of meaning.

Creates innovative descriptions by selecting and combining words.

Writes poems consisting of lines of two describing words.

English

Written narrative: In the box

Year 5 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

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Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students were asked to write a narrative titled 'In the box', based on pictures of an ornate box as a stimulus. This included:

- developing a story map detailing the generic structure of a narrative (orientation, complication, resolution) in preparation for the written narrative
- writing an imaginative narrative to entertain using appropriate textual and language features.

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

English

Written narrative: In the box

Annotations

Uses a graphic organiser to plan the writing of an imaginative text.

Identifies the planned structure of the text, the characters accompanied by some characterisation, and events to be included in the text.

Writes a story using narrative structure; however, experiments with the typical structure and begins the story with the 'problem'.

Uses dialogue in the initial sentence to engage the reader.

Provides fuller descriptions through the use of noun groups/phrases, for example, 'you little rascal'.

Uses a range of language features including dialogue and action to establish a strong main character.

English

Written narrative: In the box

Scamp started chewing the lock. CREAK the door swung open. He quickly climbed out. The stupid dog catcher had left the boot keys under the boot. Scamp stepped on the button and the boot swung open. He jumped out. He asked himself one question where was he going to live? The first thing he saw was a box—the perfect size for a bed. He crawled in and went to sleep. the welcoming box. and was faintly snoring.

Lily kept walking. She wasn't going to give up now. Lily saw a box on the side of the path. It was wobbling side to side. She walked over and opened the box. There slept the cutest puppy she had seen. She picked up the box and carried it home. She knew it was wrong but she couldn't resist. Lily laughed it was a very funny sound.

Lily hoped her dad would be upstairs But unfortunatly he wasn't. When Lily walked through the door her dad was sitting at the table with his head in his hands and a laptop in front of him. The good thing was he hadn't noticed Lily had been gone. 'What's in the box?' asked Dad. Just then, the puppy poked his head up. 'What is that?' shouted Dad. Lily answered as calmly as she could. 'It's a dog.' Lily knew what her dad would say so she quickley added, 'I bought him'. She knew her dad would find out sooner or later but for now it was a secret.

Two weeks later.... Dad found out. 'You can't just steal a puppy off the street', screamed Dad. 'But he was homeless!' cried Lily. Dad finally gave in and let Lily keep him.

The end calmly. and cold

Now Dad spoils Scamp more than Lily does.

Annotations

Applies understanding of a literary technique authors use to engage the reader, for example, 'CREAK'.

Attempts to use imagery to develop setting, for example, 'the perfect size for a bed'.

Uses vocabulary to express precision of meaning, for example, 'wobbling from side to side'.

Uses a variety of sentence structures ranging from simple and compound to complex to develop and expand ideas.

Edits writing for accuracy and to improve the storyline by changing or adding detail.

Controls punctuation such as the apostrophe of contraction, the possessive apostrophe and capital letters for proper nouns.

This work sample demonstrates understanding of the structure and features of a narrative text. The student experiments with the typical structure and innovates the order of the events effectively. The characters are developed through dialogue and the careful selection of verbs such as 'screamed'. The work sample provides evidence of planning, editing and attention to paragraphing, punctuation and spelling.

English

Persuasive text: Election speech

Year 5 English achievement standard

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

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Productive modes (speaking, writing and creating)
Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students participated in delivering a formal speech as part of the school's annual elections for membership of the Student Representative Council (SRC). The audience was Grade 5 students, teachers and principal. The students worked in pairs to prepare and practise the writing and delivery of the speeches.

English

Persuasive text: Election speech

Annotations

Australian **CURRICULUM**

English

Oral presentation: Words or pictures

Year 5 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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Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students studied a range of picture books and discussed how the illustrations contribute to a text's meaning and how the illustrations may affect the reader. Students were asked to prepare a two-minute oral exposition on the topic 'Words or pictures: Which has the greater impact on the reader in picture books?' They were encouraged to provide evidence from texts for their opinions. Students were allowed 50 minutes to prepare their presentation and 30 minutes to rehearse it.

English

Oral presentation: Words or pictures

Audio

Annotations

Australian Curriculum, Assessment and Reporting Authority

English

Creative writing: Beginning of a fairy story

Year 5 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

Students read and discussed a number of fairy tales in class, focusing on their structure and language features.

Students were then asked to write the beginning of a fairy story, using stories they had read as models. They discussed the task in groups before working individually on this task in class.

English

Creative writing: Beginning of a fairy story

Annotations

Uses some fairytale conventions, for example, 'Once upon a time'.

Demonstrates an intention to challenge the traditional fairytale genre through direct appeal to the reader, for example, 'this isn't your basic lovely fairytale'.

Uses some conventional fairytale vocabulary, for example, 'princess', 'evil fairy' and some unconventional words for this type of text, for example, 'mum and dad', 'couch potato'.

Uses a range of compound and complex sentences to relate a story.

Uses a range of verb tenses accurately for narration and dialogue, including unusual verb forms, for example, 'mistook'.

Uses plot events and vocabulary to maintain a humorous tone throughout the text.

Spells most words accurately, including some unusual and difficult words, for example, 'favourite', 'handsome'.

English

Year 5
Satisfactory

Biographical letter: News from the goldfields

Year 5 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)
Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.
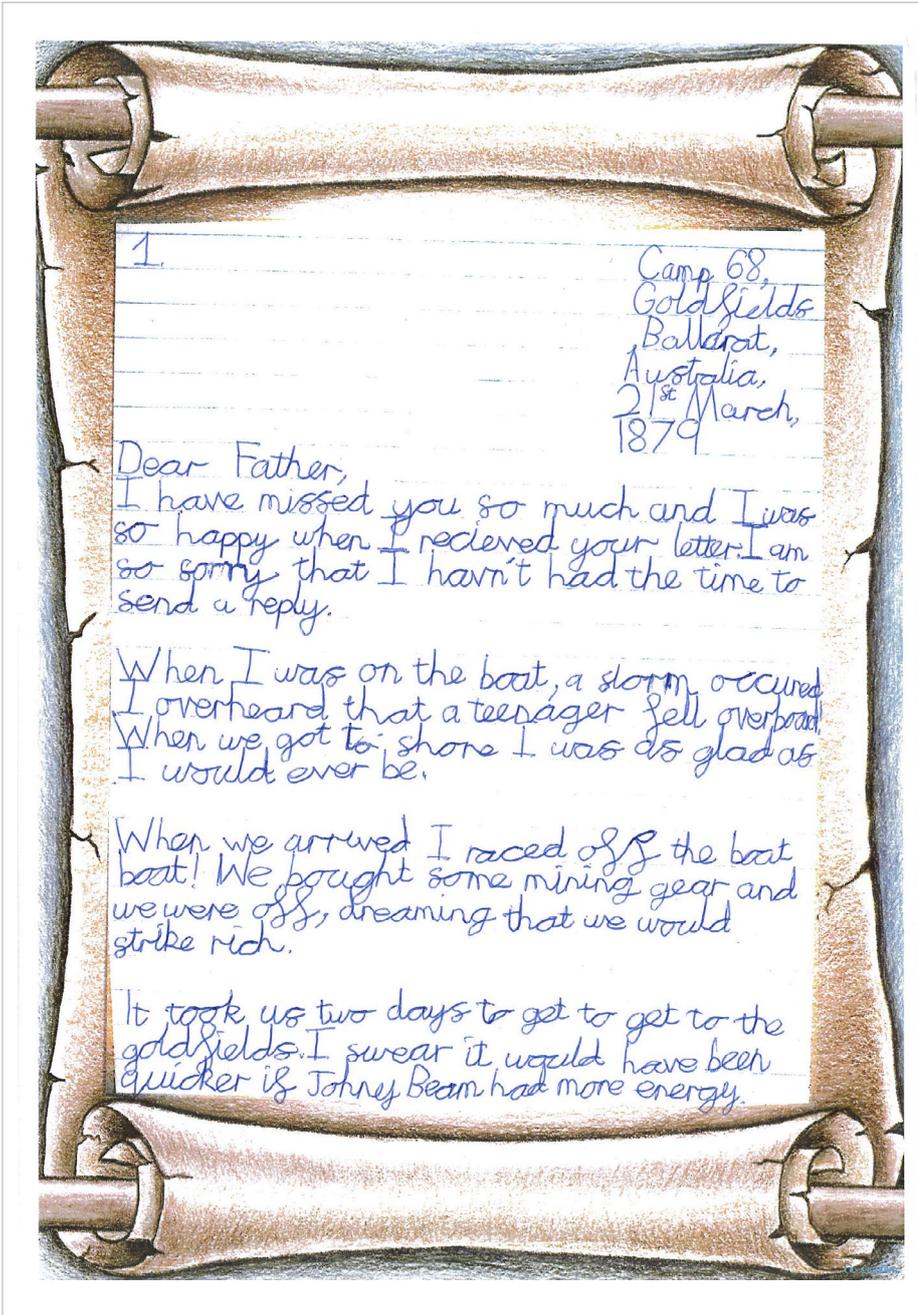
Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

In class, students discussed how text structures and language features can be used to engage the reader, including character development, maintaining a particular tense and using contextual vocabulary.

As they had recently completed a unit of study on the goldfields in history, students were asked to write a narrative letter on the topic 'News from the goldfields'. In preparation, students were allowed to work in pairs to brainstorm possible characters and settings. Students wrote their narrative text independently.

English

Biographical letter: News from the goldfields

Annotations

1.

Camp 68,
Goldfields
Ballarat,
Australia,
21st March,
1879

Dear Father,
I have missed you so much and I was
so happy when I recieved your letter. I am
so sorry that I havn't had the time to
send a reply.

When I was on the boat, a storm occured
I overheard that a teenager fell overboard!
When we got to shore I was as glad as
I would ever be.

When we arrived I raced off the boat
boat! We bought some mining gear and
we were off, dreaming that we would
strike rich.

It took us two days to get to get to the
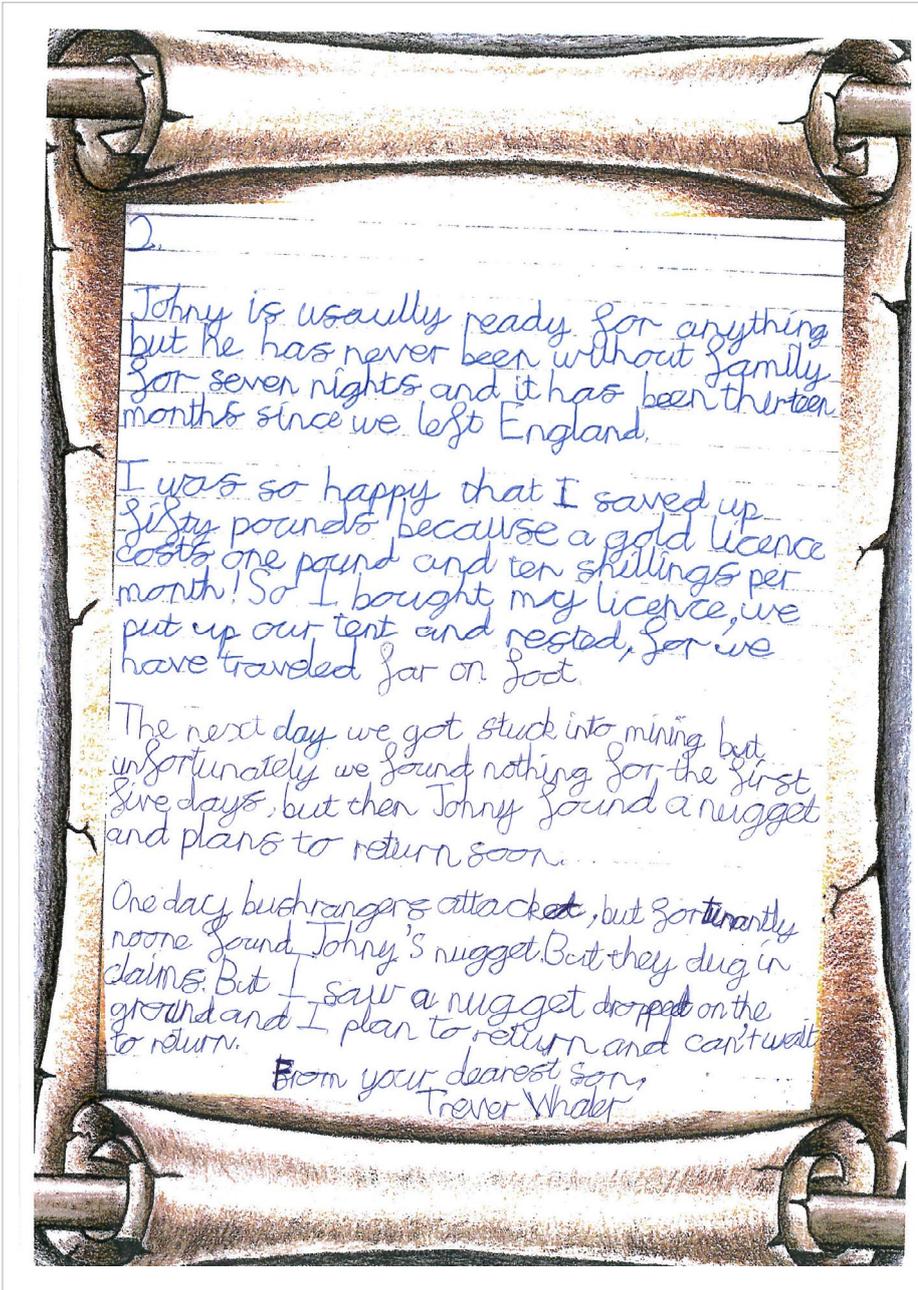goldfields. I swear it would have been
quicker if Johny Beam had more energy.

Creates a sequenced, imaginative text based on information discussed in class.

Creates a literary text using settings and characters based on other texts.

Uses complex sentences to link ideas in time, for example, 'When we arrived I raced off the boat'.

English

Biographical letter: News from the goldfields

Annotations

Johny is usaully ready for anything but he has never been without family for seven nights and it has been thirteen months since we left England.

I was so happy that I saved up fifty pounds because a gold licence costs one pound and ten shillings per month! So I bought my licence, we put up our tent and rested, for we have traveled far on foot.

The next day we got stuck into mining but unfortunately we found nothing for the first five days, but then Johny found a nugget and plans to return soon.

One day bushrangers attacked, but fortunatly noone found Johny's nugget. But they dug in claims. But I saw a nugget dropped on the ground and I plan to return and can't wait to return.

From your dearest son,
Trevor Whaler

Uses events as a way of developing character and setting.

Uses specialist vocabulary to express precision of meaning, for example, 'gold licence', 'ten shillings'.

Uses patterns of language appropriate to the roles adopted in this text.

English

Biographical letter: News from the goldfields

Goldrush plan 31/7/13

Characters: Myself (Trevor Whaler)
- Johny Beam (friend/partner)
- Father
- Jarrod Leama (friendly policeman)
- William Perims (Bushranger)
- Micheal Sermena (Bushranger) Mark Ferto (bushanger)

Where:
- Camp 68, Goldfields, Ballerat, Australia
- Boat • Bushtracks

Events: Storm on boat
1. Bushranger attacks on bushtrack
2. gets to Ballerat
3. buy tools
4. Set up camp
5. buy claim and mining license
7. Bushranger sneeks in and starts mining
8. Policeman catches him
9. friend finds nugget
10. (next day) I find tiny piece of gold
11. bushrangers attack and steal gold
12. Start again
13. buy moleskins and t-shirt
14. Police find bushrangers and arrest them

Annotations

Creates a plan for an imaginative text.

Lists characters and events as elements of an imaginative text.

English

Biographical letter: News from the goldfields

Annotations

Goldrush letter draft

Dear Father,

I have missed you so much and I was so happy when I recieved your letter. I am so sorry that I havn't had the time to send you a ~~letter letter~~ letter, back.

When I was on the boat, a storm occured. I overheard that a teenager fell overboard! When we got to shore I was glad as I would ever be. ~~When~~

When we arrived I ~~speed~~ raced off the boat! I bought some gear and we we off, dreaming that we will strike rich.

It took us two days to get to the goldfields. I swear it would have been quicker if Johny Beam had more energy.

Johny is usaully ready for anything but he has never been without famil' for seven nights and it has been thirteen ~~plot~~ months since ~~he~~ we left England.

I was so glad that I saved up fift pounds at home, because a gold licenc costs one pound and ten shillings per month! So I bought my licence. ~~and~~

Creates a draft of an imaginative text.

Makes some editing changes in a draft text.

English

Biographical letter: News from the goldfields

Annotations

Johny and I bought a claim, put up our tent and rested, for we have travell far on foot.

The next day we got stuck into mining but unfortunarrtly we found nothing for the first five days, but then Johny found a nugget and plans to return soon.

A few days later bushrangrs attack the fields, but ~~xxxx~~, fortynantly Johny's nugget wasn't stolen, but bushrangers dug in claims and William Perims, Micheal Sermena and Mark Ferka found one hundre pounds worth of gold each!

When I walked into our claim it was much deeper than before but when I looked really closely I spotte a nugget! So I have dicided to return to England.

I look forward to seeing you and Johny's face when he sees his family.

From your dearest son,
Trevor Whaler.

English

Group discussion: *Storm Boy*

Year 5 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 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Summary of task

During a unit of work based on the novel *Storm Boy* by Colin Thiele, students were asked to respond to a range of questions requiring literal, inferential, interpretive and evaluative understandings. The students were organised into groups of four to discuss whether Storm Boy should be sent to boarding school.

The students were encouraged to justify their statements using evidence from the text.

English

Group discussion: *Storm Boy*

Annotations