



## ENGLISH

### YEAR 1

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#### ACHIEVEMENT STANDARD

##### **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.

#### WORK SAMPLE PORTFOLIOS

This portfolio is a resource to support teachers in planning an implementation of the Foundation to Year 10 Australian curriculum in the English learning area. It comprises a collection of student work illustrating evidence of student learning in relation to the achievement standard. 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. They have been annotated by classroom teachers as part of the Consistency of Teacher Judgement Process.

AT STANDARD



## ASSESSMENT TASK SHEET

<b>Student Name:</b>		<b>Year Level:</b>	One	
<b>Name of Task:</b>	Photostory Recount	<b>Teacher:</b>	J. Armour, T. De Castro, M. Gaul, N. Malone, B. Worthy	
<b>Learning Area/s:</b>	English			
<b>Date Commenced:</b>	Week 8, Term 1	<b>Date Due:</b>	End Term 1	
<b>Type of Task:</b>	<input type="checkbox"/> Oral	<input checked="" type="checkbox"/> Written	<input type="checkbox"/> Other	
<b>Task Conditions:</b>	<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Pair	<input type="checkbox"/> Group Work	
	<input checked="" type="checkbox"/> In Class	<input type="checkbox"/> Homework	<input type="checkbox"/> Other	
<b>Opportunity to Access:</b>	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input type="checkbox"/> Library	<input type="checkbox"/> Technology
<b>Assessed By:</b>	<input type="checkbox"/> Self	<input type="checkbox"/> Peer	<input checked="" type="checkbox"/> Teacher	

### Task Description:

Students examine the purpose, audience and organisation of a Personal Recount.  
Students write a personal recount based on an authentic experience using a photo storyboard as a visual stimulus.

### Procedure (You will)

1. Participate in a language experience with parents/carers. Parents to provide 4-6 photographs from the event, glued in sequence to document the experience. Parents are encouraged to discuss the event including: when it happened, who was there, where it was, what happened (and possibly, how/why it occurred) to support the student's writing.
2. Students use the photo storyboard to assist with independent writing (first draft assessed).

### Resources:

- Blue and Red lined page to write on
- Photostory cards

NAME	TERM 1				GRADING:		
	1	2	3	4			
	<b>CRITERIA</b>	<b>VERY HIGH</b>	<b>HIGH</b>	<b>SOUND</b>	<b>DEVELOPING</b>	<b>SUPPORT REQUIRED</b>	
	Orientation (Setting)	Includes detailed information about who, when, what, where, why and how.	Includes information about who, when, what, where and why.	Includes information about who, when, what and where.	Includes basic information about who, when and what.	May include simple information about who and what, or, possibly no orientation evident.	
	Events	Events are in the correct time order and additional information about personally significant events has been written, e.g. <i>'My dad took me to the zoo.'</i>  <i>We saw all the animals. The elephant was the biggest and best animal. I liked the monkeys too. We had lunch under a tree. After lunch dad bought us an ice-cream.</i>  <i>When it was dark we went home.'</i>	Writing includes at least 3 events that are written in the correct time order. e.g. <i>'My dad took me to the zoo.'</i>  <i>We saw the elephants and monkeys. Then we had lunch. After lunch dad bought us an ice-cream. When it was dark we went home.'</i>	Writing includes at least 2-3 events that have been given equal importance, and are mostly in order e.g. <i>dawn-to-dusk account - 'I got up. I went to the zoo. I came home.'</i>	Writing includes at least one event.	May include one event.	
	Concluding Statement (Optional)	Concludes with a personal evaluative comment, e.g. <i>'We arrived home tired but happy.'</i>	Concludes with a descriptive personal comment, e.g. <i>'I had great fun at the beach with my friends.'</i>	Concludes with a simple personal comment, e.g. <i>'I had fun at the beach today.'</i>	May conclude with a very simple personal comment, e.g. <i>'I had fun.'</i>	No concluding statement evident.	
	<b>ORGANISATIONAL FRAMEWORK</b>	<ul style="list-style-type: none"> <li>-High Frequency words</li> <li>-Nouns and pronouns that refer to specific participants.</li> <li>-Simple past tense.</li> <li>-Mainly action verbs.</li> <li>-Linking words to do with time or sequence, e.g. then, next, firstly, after that.</li> <li>-Adverbs to indicate time and place, e.g. across the road, down the street.</li> <li>- Direct Speech.</li> <li>- Reported speech, e.g. Mrs Day said...</li> </ul>	<ul style="list-style-type: none"> <li>-high frequency and topic words</li> <li>-nouns and pronouns that refer to specific participants.</li> <li>-action verbs and accurate use of past tense.</li> <li>-effective use of a variety of linking words to show sequence of events.</li> <li>-adverbs to indicate time and place, e.g. across the road, down the street.</li> <li>Writing may also include:                             <ul style="list-style-type: none"> <li>- Direct Speech.</li> <li>- Reported speech, e.g. Mrs Day said...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- high frequency and some topic words</li> <li>- some links between pronouns and participants</li> <li>- at least 3-4 linking words to show sequence of events</li> <li>- Regular use of past tense with occasional confusion.</li> <li>- beginning to explore the use of adverbs to indicate time and place.</li> </ul>	<ul style="list-style-type: none"> <li>Writing includes:                             <ul style="list-style-type: none"> <li>- several high frequency words</li> <li>- pronouns and participants stated but not necessarily linked.</li> <li>- at least 2 linking words to show sequence of events (eg. next, then, after that etc...)</li> <li>- some use of past tense but may revert to present tense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing may contain                             <ul style="list-style-type: none"> <li>- a few high frequency words</li> <li>- pronouns – we, I</li> <li>- 1-2 Linking words to show sequence of events.</li> <li>- is beginning to explore the use of past tense in writing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing                             <ul style="list-style-type: none"> <li>- shows little evidence of language features.</li> <li>- may consist of environmental print and known sight words</li> <li>- may include random letters</li> <li>- may not make sense</li> <li>- may not maintain consistent tense</li> <li>- may be unable to assign a message or read writing back</li> </ul> </li> </ul>
	<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li>Punctuation                             <ul style="list-style-type: none"> <li>-Capital letters</li> <li>-Full Stops</li> <li>-Question marks</li> <li>-Exclamation marks</li> <li>-Speech marks</li> </ul> </li> <li>Sentence Structure</li> </ul>	<ul style="list-style-type: none"> <li>Writing demonstrates consistent and accurate use of basic punctuation. Some correct use of question marks, exclamation marks and speech marks. Uses capital letters for proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Writing demonstrates an accurate use of basic punctuation. Some correct use of question marks and exclamation marks and use of capital letters for proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly uses capital letters to begin sentences and full stops at the end of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use capital letters to begin sentences and full stops at the end of sentences. May be used inconsistently or inaccurately.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of capital letters to begin sentences and full stops at the end of sentences, or an overuse of either.</li> </ul>
	Spelling	Spells most high frequency words correctly and applies knowledge of spelling patterns to spell difficult words.	Spells some high frequency words correctly and applies some knowledge of spelling to attempt unknown words.	Represent sounds heard in words with letters written in the order they are heard and is beginning to write some high frequency words with accuracy.	Is beginning to represent sounds heard in words with letters written in the order they are heard.	Writing may not show any correlation between sound and symbol.	
	Editing Skills	Edits effectively	Developing editing skills – e.g. circles spelling errors, re-reads and attempts to re-write.	Beginning to use editing skills with prompting – e.g. makes use of word banks, erases/crosses out	Needs assistance to edit.	No attempts to edit own work.	

On the weekend I made <sup>jam drops</sup> jam drops

with my mummy. <sup>First</sup> First we <sup>put</sup> put

the <sup>flour</sup> flour in the <sup>measuring</sup> measuring pot.

next we made the <sup>mixture</sup> mixture

and <sup>beat</sup> beat the <sup>mixture</sup> mixture. Then

we <sup>rolled</sup> rolled the <sup>mixture</sup> mixture. Then

we <sup>put</sup> put the jam in the

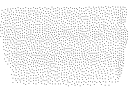



<sup>biscuits</sup> dish. we <sup>put</sup> put the <sup>biscuits</sup> biscuits in the <sup>oven</sup> oven.

we <sup>put</sup> put the <sup>biscuits</sup> biscuits in the

<sup>container</sup> container. Then we <sup>at</sup> ate <sup>some</sup> some.

It was fun.

ANNOTATION: Sound Sample

	Uses images taken at home to write a recount. Images of baking jam drops. Text matched images. Used images to sequence ideas.
	They created a personal recount to retell an event in correct sequence.
	Used time connections and joining words e.g. First, <del>be</del> next, then, <del>as</del> above and.
	most High Frequency Words are spelled correctly. Plausible spelling for unknown words. Mostly used <del>en</del> capital letters and full stops correctly.