

My playmate

Teacher guidelines

Year 1

English

Children will discuss, read and respond through writing to a text about playmates.

Time allocation 15–25 minutes

Context for assessment

The book *Playmates* by Jane Tanner explores the bond between children and their special toys and pets. This is a context that all children may relate to and engage with.

In this assessment children independently participate in a book talk, read the text, answer comprehension questions and write an imaginative recount about one of their playmates.

Playmates is picture book literature suitable to use with children at the end of Year 1. Teachers may like to select their own text to suit their particular children and use the sample implementation plan to guide the writing of their own assessment.

Teachers will be able to create a picture of individual children's reading and viewing when they analyse the strategies children are using to make and maintain meaning and their use of cueing strategies.

Children's understanding of supportive texts and the purposes of texts will be demonstrated in the book talk and comprehension questions.

This assessment provides opportunities for children to demonstrate the identified P–3 Literacy Indicators in Reading and Viewing and Writing and Designing.

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Year 1 Learning Statements

English — Language learning and communication

Reading and viewing

Children build knowledge, understanding and skills to:

- read or view a range of print and electronic text types for different purposes and contexts including narratives, recounts, rhymes, instructions, invitations and recipes
- use concepts of print, including alphabetic knowledge and knowledge of symbols, when reading written, electronic or multimodal texts
- read with automaticity and fluency using prior knowledge and by predicting and confirming words using graphophonic, semantic and syntactic cues
- use a range of strategies to make meaning from the language, visual and structural features of text
- understand supportive texts by recalling and locating information directly stated in the text, retelling events in appropriate sequence to summarise, and drawing simple inferences from visual and print information contained in the text.

Writing and designing

Children build knowledge, understanding and skills to:

- identify a purpose and topic for writing and designing a small range of text types including personal recount, observation-comment and simple description
- plan and organise own writing using models, drawings, discussions and other activities
- use correct grammar and punctuation for proper nouns and simple sentences including statements, questions and commands.

Source: Queensland Studies Authority 2009, *Year 1 Learning Statements*, QSA, Brisbane.

English

Essential Learnings by the end of Year 3

Assessable elements

Ways of working

Constructing texts

Students are able to:

- construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose

Interpreting texts

- interpret how people, characters, places, events and things have been represented.

Knowledge and understanding

Knowledge and understanding

Reading and viewing

Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.

Writing and designing

Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.

Source: Queensland Studies Authority 2007, *English Essential Learnings by the end of Year 3*, QSA, Brisbane.

Identify curriculum

What learning will be assessed?

This assessment gathers evidence of learning for the **Year 1 Learning Statements** and **Essential Learnings** shown on the previous page. The statements support continuity in learning by providing a foundation that leads to the demonstration of Essential Learnings by the end of Year 3.

Sequence learning

What prior learning experiences do students need?

Listed here are suggested **learning experiences** for students before attempting this assessment.

Reading and viewing:

- Read commercial and class-produced recounts.
- Explore, model and practise decoding strategies for working out unfamiliar words in a text.
- Explore and discuss ways that pictures in books can communicate information without using words.
- Participate in guided reading of texts and discussion of factual and inferential questions.
- Develop language associated with making meaning, decoding texts and using a range of reading strategies.

Writing and designing:

- Model and practise using a variety of spelling strategies, correct punctuation and some simple editing techniques in different contexts.
- Explore how different audiences and purposes influence the way we speak and write.
- Collaboratively and independently write recounts that introduce the topic, sequentially develop the ideas and have a concluding statement.

Building field knowledge:

- Read a variety of texts (stories and factual texts) about pets and favourite toys. Introduce the term “playmate”.
- Participate in oral sharing and discussion around favourite toys and imaginary friends.
- Participate in “pair and share” groupings where children report back to the group about their friend’s favourite toy (practise active listening skills).
- Use a Y-chart or concept maps to explore feelings and associations, e.g. How does your toy/pet make you feel? When do you like to play with your toy/pet the most and why?
- Collaboratively create a sensory word list about pets and toys.
- Categorise and classify assorted words into groups, e.g. smell, sound, feel and look words.

- Discuss and complete a recall activity — “When I was little I had a playmate. It was ...” — followed by drawing and labelling a picture.
- Ask the children to bring in photographs from home that have their favourite playmate in them. Tell stories about their playmates.
- Listen and respond to an adult’s storytelling about a playmate.
- Collaboratively compose an imaginative recount. Model text type structures such as: introduction of topic, development of an idea and concluding statement.

Ensure that all students have access to learning experiences. Consider the following inclusive strategies and make any required adjustments to teaching and learning to meet specific individual learning needs.

Inclusive strategies

Inclusive strategies enable a learner with disabilities to participate in learning experiences on the same basis as a learner without disabilities. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged or marked.

A teacher makes required adjustments to teaching, learning and assessment to enable a student with disabilities to demonstrate knowledge, skills or competencies (*Disability Discrimination Act 1992* and *Disability Standards for Education 2005* Cwlth).

Adjustments made to teaching, learning and assessment should not impact on judgments made about student achievement.

Adjustments to teaching, learning and assessment can be grouped into five broad areas:

1. Timing — the amount of time allocated
2. Scheduling — when assessment occurs
3. Setting — where assessment is completed
4. Presentation — how an assessment appears or is communicated to a student
5. Response — how a student responds to the assessment.

Note: More than one inclusive strategy can be used.



Teacher resources

Sites helpful in understanding and analysing running records.

- <<http://10ss.qtp.nsw.edu.au/ELO/stage1/module4/whichcue.html>>.
- <<http://pirate.shu.edu/~jamesjan/literacyDocs/Analyzing%20Running%20Records.doc>>.
- <<http://special.ed.about.com/od/literacy/a/msicue.htm>>.

This assessment identifies relevant Literacy Indicators on pages 8–10.

For a [resource](#) to support planning for teaching, learning and assessment of literacy and numeracy for children from P to Year 3, refer to the “P–3 Literacy Indicators” and the “P–3 Numeracy Indicators”: <www.qsa.qld.edu.au> under Prep–Year 9 > Literacy & Numeracy Indicators (P–Year 9).

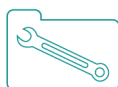
Preparing

Consider these points before implementing the assessment.

- Obtain a copy of *Playmates* by Jane Tanner. Teachers may need to number the pages after the title page to easily follow the guide.
- Copy Appendix A: Reading running record and Appendix B: Comprehension questions for each child.
- Copy the sample implementation plan to refer to during the book talk.

Consider children who may need support during this assessment. Children who may have difficulty with the reading text might require some support to experience success. This support may mean that the teacher reads the title and prompts the child when needed to continue reading, prompting after sufficient wait time, or sharing the reading as required to maintain interest and confidence in the text.

Even if considerable prompting is given, teachers should still record the book talk, running record and comprehension questions as they will provide insight into the level of support that was required for the child and assist in deciding their future directions for learning.



Resources for the assessment

Appendix A Reading running record of *Playmates* by Jane Tanner

Appendix B Comprehension questions

Suggested implementation plan

Suggested time	Student activity	Teacher role
Getting started		
1 minute	Listens and ask questions.	<p>Inform each child that you would like them to read a book about someone's playmate so that you can listen to their reading.</p> <p>Inform the child that this is the book that you are going to ask them to read. Review the class activities and discussions relating to families, friends and playmates.</p>

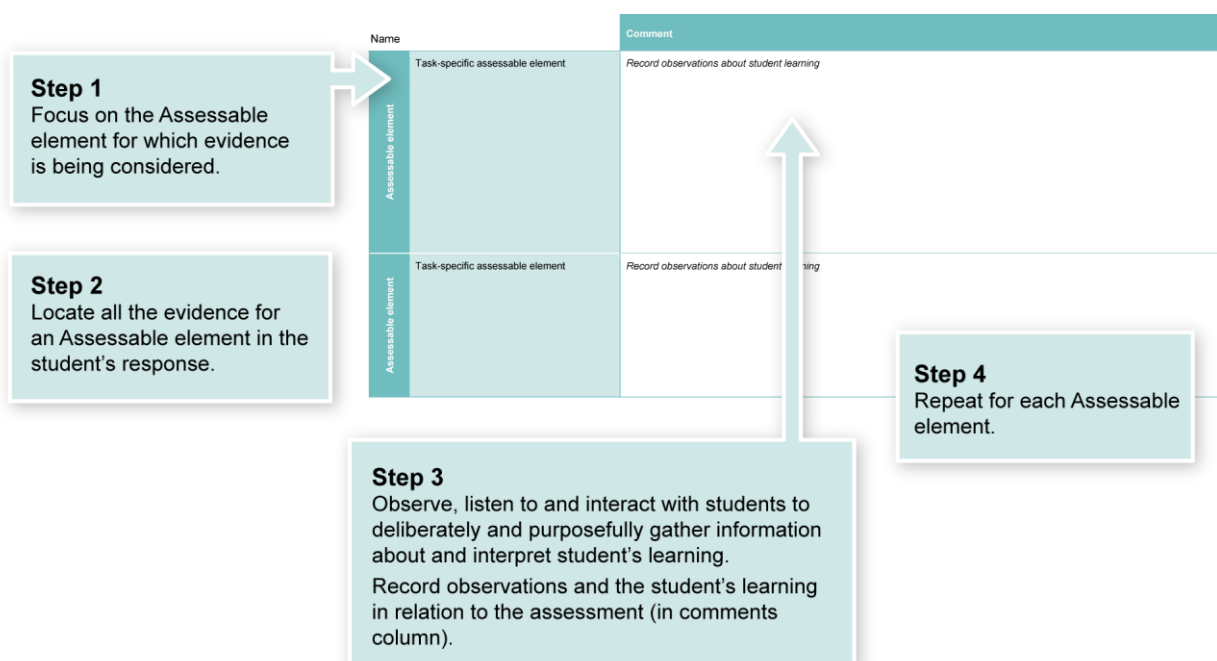
Section 1. Introducing the text <i>Playmates</i>		
3 minutes	Makes predictions about the text type, topic, purpose and audience by looking at title, images and structure of the text.	<p>Record each child's comments and answers on the Reading running record (Appendix A).</p> <p>Invite the child to have a quick look through the book.</p> <p>Questions: (Teachers may not need to ask all of these. They are a guide for prompting responses.)</p> <ol style="list-style-type: none"> 1. Could you tell me what kind of a book this is? Could you show me the things that helped you to work out the kind of book this is? 2. When the author wrote this book, who do you think they wanted to read it?
2 minutes	<p>Holds and explores the book and its illustrations.</p> <p>Turns to particular pages when asked to.</p>	<p>Invite the child to look at the cover and ask them to read the title.</p> <ol style="list-style-type: none"> 3. What do you think the book will be about? 4. What is this picture on the cover telling us about the book? <p>Assistance:</p> <p>Provide no assistance initially. It is useful to see how much information a child can derive independently, just as they would if they were looking through a book alone.</p>
Section 2. Reading — Reading running record (Appendix A)		
10 minutes	Reads the text.	<p>Record the child's reading on the Reading running record.</p> <p>Suggestions (for teachers):</p> <p>Make sure you establish a very long wait time so that any child who is used to being helped will make an attempt at the question.</p> <p>Prompts if child is looking to you for confirmation:</p> <p>Have another go.</p> <p>Try that again.</p> <p>Do you think that sounds right? Try it again.</p> <p>Is there something there you'd like me to explain?</p> <p>Note: If children are experiencing a high degree of difficulty or frustration with this text, teachers may like to read with the child and "shadow" them, increasing or decreasing support where necessary. With this method teachers will still be able to gather evidence of children's reading and viewing abilities.</p>
Section 3. Interpreting — Comprehension questions (Appendix B)		
2–3 minutes	<p>Interprets story, recalls story facts, events and characters and receives feedback.</p> <p>Responds to questions on Reading running record.</p>	<p>After the child has read the book, ask them to retell what the book was about in their own words. Record whether the child has remembered specific events and can summarise the book's intent.</p> <p>Comprehension:</p> <p>Ask the child the questions and record their answers. (Appendix B)</p>

Section 4. Writing — Imaginative recount		
<p>25–30 minutes</p> <p>This may be completed in two parts.</p>	<p>Writes an imaginative recount.</p> <p>Draws three pictures to help plan their writing.</p> <p>Writes using co-constructed models and their drawings.</p>	<p>Say: We are going to write about our own imaginary playmate. I want you to imagine an experience that happened with you and your playmate. Recount it in your writing.</p> <p>Draw attention to the final learning experience where you wrote an imaginative recount together, e.g. Remember how we used the Word Wall etc.</p> <p>The title is going to be <i>My playmate</i>. Write this somewhere where all the children can see.</p> <p>Let's plan our recount first. Provide three box sequences. Beginning, middle and end.</p> <p>Prompts: You might start with "My favourite playmate is ..."</p> <p>and remember we are writing about something that happened to you both.</p> <p>Tell the child that you want them to do this task on their own so that you can see how their writing is going. Tell them that you will not be helping them this time.</p> <p>* Writing samples can be collected and analysed. Children should be invited to talk individually about their writing.</p>

Make judgments

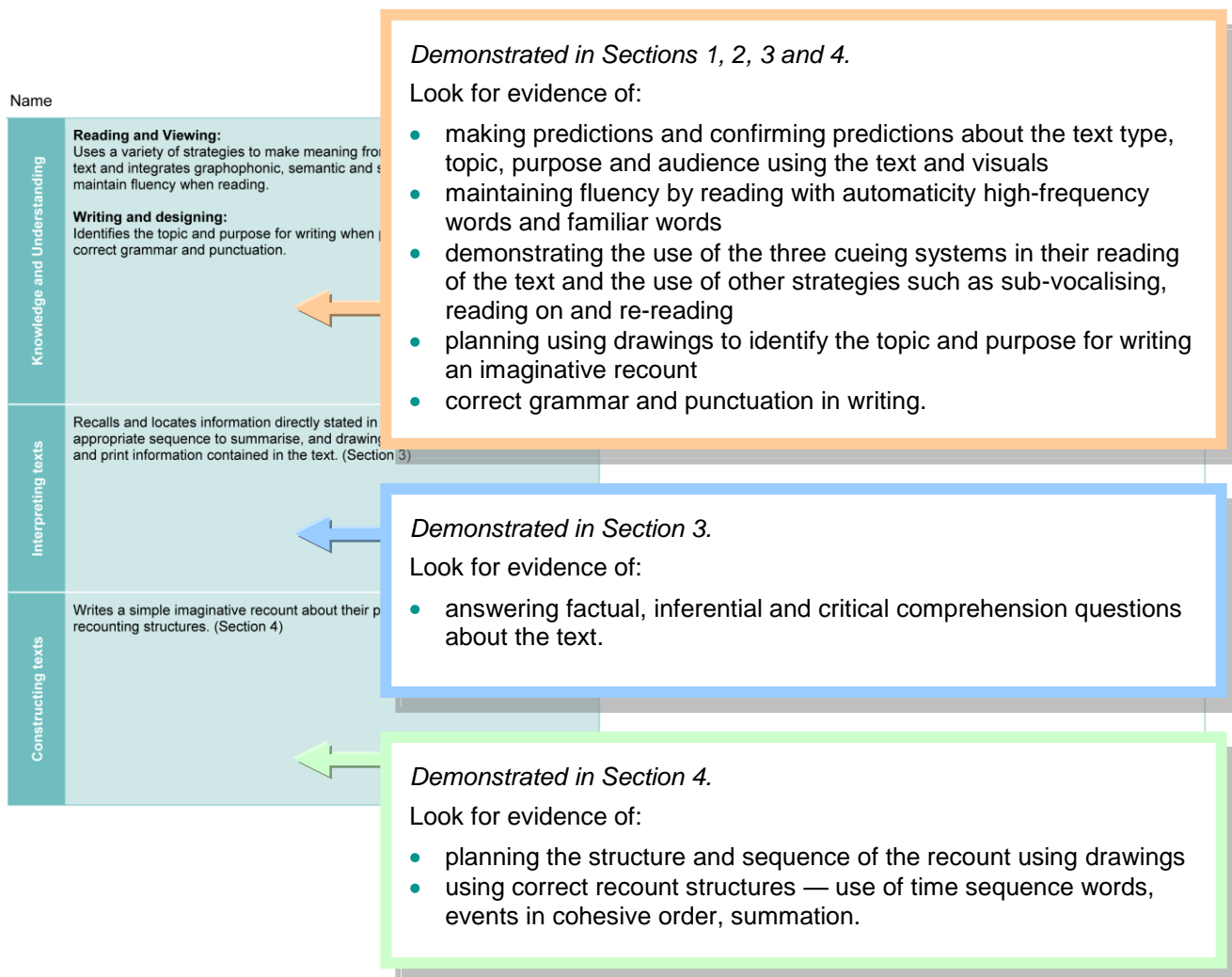
Where is evidence found and how are judgments made?

Using the Observation record



Year 1 Guide to making judgments — where to find the evidence

In this assessment teachers have been asked to make observations around the identified assessable elements



Year 1 Literacy Indicators

This assessment provides opportunities for children to identify the following Literacy Indicators. Teachers will be able to monitor and assess progress using the Indicator checklist provided in the GTMJ.

Literacy Indicators		By the end of Year 1
Indicators		Source of evidence
Reading and Viewing		
Children:		
RV 1 ii	Read and view a small range of print and electronic text types including recounts, narratives, simple poems, instructions, descriptions, simple information reports, and personal letters and emails.	Section 1

RV 1 iii	<p>Use a range of active comprehension strategies to make meaning from texts, including:</p> <ul style="list-style-type: none"> • activating prior knowledge about the subject matter and text type • making predictions about the text type, topic, purpose and audience by looking at title, images and structure • sub-vocalising, sometimes reading on, re-reading • predicting and confirming based on information presented in the text, using knowledge of word order in simple sentences. 	<p>Sections 2 and 3</p> <p>Children will activate their prior knowledge about the subject matter and text type when they make predictions and answer questions prior to reading. Children may sub-vocalise, read on or re-read during the reading of the text.</p> <p>Children will predict and confirm words during reading using knowledge of word order and information presented in the text. At the end of the reading they will confirm their initial prediction about the text type and topic.</p>
RV 1 iv	<p>Show understanding of independently read supportive texts by:</p> <ul style="list-style-type: none"> • recalling and locating information directly stated in the text • retelling events in appropriate sequence to summarise • drawing simple inferences from visual and print information contained in the text. 	<p>Section 3</p> <p>Children will demonstrate evidence of understanding when they answer the comprehension questions after reading.</p>
RV 1 vi	<p>Independently read and understand to maintain fluency:</p> <ul style="list-style-type: none"> • a range of high-frequency and function words with automaticity • words of personal significance in different contexts. 	<p>Section 2</p> <p>Children will get a score out of 31 after reading to indicate how many of the high-frequency and personal words they read with automaticity to maintain fluency.</p>
RV 1 vii	<p>Decode words and build fluency using prior knowledge about text type and topic to predict and confirm words, and use:</p> <ul style="list-style-type: none"> • graphophonic cues including blended and segmented individual sounds in words, sound–letter relationships for initial, final and medial sounds, onset and rime, and words within words • semantic cues including units of meaning (morphemes), familiar words and phrases, sentences and visuals, drawing on prior knowledge of oral and written language • syntactic cues including word order, language patterns and punctuation. 	<p>Section 2</p> <p>Children will demonstrate evidence of their understanding of the cueing systems as they read. Teachers will gather evidence of the particular decoding strategies children are using when they analyse the miscues made during reading from the Reading running record.</p>
RV 1 ix	<p>Match spoken words with written words when reading.</p>	<p>Section 2</p> <p>Children will demonstrate matching spoken word to written word as they read.</p>

Writing and Designing		
Children:		
WD 1 ii	Write text types to describe, recount, instruct and respond.	Section 4 Children will plan through drawing and will write, using correct structure, an imaginative recount of an experience with a playmate. (WD 1 ii, iii, iv) This imaginative recount may evidence the selected indicators for writing and designing. (WD 1 iv, vii, viii, xi, xiii, xv)
WD 1 iii	Plan and organise writing through activities including drawings and conversations.	
WD 1 iv	Identify and approximate stages of small range of modelled text types.	
WD 1 vii	Join simple sentences using conjunctions “and” and “but”.	
WD 1 viii	Use one or two simple noun groups.	
WD 1 xi	Use capital letters to begin sentences and full stops at the end of sentences, and experiment with question and exclamation marks and capital letters for proper nouns.	
WD 1 xiii	Attempt to spell unfamiliar words using phonological knowledge, sound–symbol correspondences, short vowels and simple long-vowel patterns by listening for rhyming patterns, looking for common letter sequences and onset and rime, and making analogies between words that look similar.	
WD 1 xv	Select vocabulary that describes people, characters, events, places and things.	
Source: Queensland Studies Authority 2009, <i>P–3 Literacy Indicators</i> , QSA, Brisbane.		

Use feedback

How can feedback be used?

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve children in the feedback process. Give children opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the children’s personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a child with their classmates.

Giving feedback about this assessment

Feedback for children should be positive. It should relate to the information you have gained from the assessment about what they are doing well and the future directions that may be needed for their reading and writing development.

The Literacy Indicators class checklist will enable teachers to determine future directions for individual children and the class. Teachers identify evidence of indicators that are strongly established and those that require further refinement and reteaching.

Use the information that you have gathered about each child's progress to further develop their literacy skills. Children may need to be taught:

Reading and viewing:

- concepts of print, including alphabetic knowledge and knowledge of symbols, when reading written, electronic or multimodal texts
- strategies for learning and recalling high-frequency words
- strategies for using graphophonic, semantic and syntactic cues
- reading strategies such as prediction, self-correction, re-reading and reading on
- strategies for factual, inferential and critical comprehension.

Writing and designing:

- planning and organising writing using models, drawings, discussions and other activities
- how to identify a purpose and topic for writing and designing a small range of text types, including personal recount, observation-comment and simple description
- recount structures
- vocabulary that can be used to describe in different contexts
- noun groups in different text types
- conjunctions and their use
- spelling strategies such as phonological knowledge, sound-symbol correspondences, short vowels and simple long-vowel patterns by listening for rhyming patterns, looking for common letter sequences and onset and rime, and making analogies between words that look similar
- capital letters and simple punctuation.



More information about providing feedback to children is contained in a series of professional development packages entitled *Assessment for learning*, available in the resources section of the Assessment Bank.

See <www.qsa.qld.edu.au> Prep–Year 9 > Assessment Bank.

Reading running record: **Date:**

Questions: (Teachers may not need to ask all of these questions — they are just prompts.)

1. Could you tell me what kind of a book this is? Could you show me the things that helped you to work out the kind of book this is?
2. When the author wrote this book, who do you think they wanted to read it?
3. What do you think the book will be about?
4. What is this picture telling us about the book? (cover)

E = error
 SC = self-correct
 M = meaning
 S = syntax
 G = graphophonics

Note: high-frequency words are highlighted green in the following table.

Page No.	Text: <i>Playmates</i> by Jane Tanner	E	SC	Error analysis MSG	Self-correction analysis MSG
Page	<i>Playmates</i>				
1	Ben and Teddy were best friends. One day something happened ...				
3–4	A BIG box arrived for Ben. It WOBBLED and made funny noises.				
5–6	Inside was a bouncy little puppy.				
7–8	Ben hugged her. “I’ll call her Rosie,” he said.				
9–10	“Come on Rosie ... Let’s play!”				
11–12	BOING! went Ben’s Jack-in-a-box.				
13–14	ZOOMMMMMMM went Ben’s racing car.				
15–16	“WOOF!” went Rosie.				
17–18	Ben wanted Teddy. Rosie wanted Teddy, too.				
19–20	Ben pulled ... Rosie pulled ... <i>Teacher question: What do you think is going to happen?</i>				

Appendix A

21–22	Oh, poor Teddy! <i>Teacher: Were you right? How did you know that?</i>				
23–24	Ben was sad, so Rosie stopped.				
25–26	She brought Teddy back. “ Thank you , Rosie,” said Ben.				
27–28	Ben put two band-aids on Teddy’s sore ear.				
29–30	Now Ben and Rosie and Teddy were all friends ...				
31	Together!				
Totals:					

Errors: : **149** %

Easy: 96–99% Instructional: 90–95% Difficult: 66–89% Frustration: 66–Below%

High-frequency words: automatic recognition / 31 (27/31 by the end of Year 1)

Reading behaviours:

Future directions for teaching and learning:

Comprehension questions

Ask the child to confirm their pre-reading predictions about the text type and topic: Remember you said this book would be about ... Were you right?

1. Tell me what happened in the book from the beginning? (Recount and summarise in correct order)

2. What toys did Ben and Rosie play with? (Information directly stated)

3. Why was Ben so sad near the end of the story? (pages 23–24 Interpreting texts)

4. What can you tell me about the illustration on this page? (pages 23–24 Interpreting visuals)

5. Have a look at the red writing in the book. Tell me why the author has done this on these pages? (Interpreting symbols)

6. How do you think Ben felt when the box arrived? (Interpreting texts)

7. Do you think Ben and Rosie will learn to get along? Why? (Inference with justification)