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| **Reading texts** |  |  |  | |
| |  |  |  |  | | --- | --- | --- | --- | | **1st cluster**  **Prior to school**  **Prior to school** | **2nd cluster** | **3rd cluster** | **4th cluster**  **End Of Kindergarten**  **End Of Kindergarten** | | | | | |
| * Recognises own name in print. * Engages in shared reading of familiar texts with repeated language patterns. * Spends time looking at books and other print material. * Tells a story based on pictures or names pictures. * Attempts to read words in the environment, e.g. billboards, signs. | ► Reads one or two words in  environmental print /texts.  ► Reads some words in a sentence correctly.  ► Holds a book the right way up.  ► Differentiates between writing  and pictures   * Points to words using one-to-one correspondence when ‘reading.’ * Reads some high frequency words correctly in texts, e.g. *my, I.* * Begins to read with fluency and rhythm when text and image placement are consistent | ► Reads one or more sentences  correctly in environmental print  /texts.  ► Reads one or more sentences  correctly in a simple picture book.   * Uses context to predict meaning in texts and supplement decoding attempts. * Read words using letter/sound relationships. * Reads a number of ‘easy’ texts with an increasing number of high frequency words and illustrations that provide high support * Begins to develop fluency and understanding by revising familiar texts. | | ► Reads all or most of a more challenging story book   * Maintains fluency when reading texts with varied and irregular text and image placement. * Pauses or hesitates when meaning is disrupted when reading. * Reads aloud with increasingly appropriate pitch, intonation and fluency (RR level 5-8). |
| **Comprehension** | | | | |
| **1st cluster**  **Prior to school** | **2nd cluster** | **3rd cluster** | | **4th cluster**  **End Of Kindergarten** |
| * Responds to stories read aloud/viewed by connecting information and events to personal experiences. * Retells some events in familiar stories. | ► Gives a sequenced retell of a story when prompted.  ► Recalls some details from illustrations in a story book.  ►Predicts a plausible next event in a story.   * Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion. * Talks about information in factual texts. | ► Begins to understand inferred  meaning.  ► Gives an unprompted sequenced retell of a story that includes the beginning middle and end.  ►Recalls many details from illustrations in a story book.   * Builds meaning in factual texts by using illustrations. | | ► Interprets meaning by answering an inferential question correctly.   * Responds to overall meaning in narrative and factual texts by talking about the central themes. * Constructs meaning from texts by making connections between print, illustrations and diagrams. * Analyses and evaluates a character’s actions or events in a story through discussion. * Builds understandings of a topic by identifying key in texts in print and on screen. |
| **Vocabulary Knowledge** | | | | |
| **1st cluster**  **Prior to school** | **2nd cluster** | **3rd cluster** | | **4th cluster**  **End Of Kindergarten** |
| * Knows and uses a range of everyday words, e.g. colours, familiar objects, places, names of family members. * Knows and uses some subject- specific words in areas of interest,   e.g. animals, games.   * Shows curiosity about words and their meaning. | * Knows the meaning of, and when speaking, can use words that are likely to be encountered in easy reading texts, e.g. big, little * Names some basic parts of a computer, e.g. screen, keyboard, mouse, space bar. * Asks questions to find out meanings of unfamiliar words. | * Begins to expand the vocabulary used to describe everyday events and experiences. * Begins to use topic words when speaking and writing. * Identifies unfamiliar words and attempts to use experience and content to work out word meanings. | | * Knows the meaning of commonly used words in texts read and demonstrates this knowledge when writing and speaking. * Develops beginning understandings about word families and uses these understandings when reading and writing. * Uses grammar and context of a text to work out the meaning of an unfamiliar word. |
| **Aspects of writing** | | | | |
| **1st cluster**  **Prior to school** | **2nd cluster** | **3rd cluster** | | **4th cluster**  **End Of Kindergarten** |
| ► Attempts to write own name e.g.  one or two letter scribble  ► Engages in writing-like behaviour using strings of letters or scribble.   * Holds a pencil or crayon effectively to draw and scribble. | ► Clear attempt to write name (may not be correct spelling).  ► Writes at least one recognisable word (may not be spelled correctly) related to a story book that has been read to them.  ► ‘Writes’ from left to right and leaves spaces between words.   * Attempts to form some letters. * Talks about intended ‘writing’ before attempting to ‘write’. * Talks about own writing and drawing. * Experiments with computer mouse and keyboard. | ► Writes first name correctly.  ► Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.   * Draws on both personal and imaginary experiences to “write” texts. * Shows understanding that their “writing” conveys a meaning. * Vocalises words to approximate spelling. * Begins to develop a simple writing vocabulary, including some high frequency words and words of personal significance. * Uses simple noun groups and adverbial phrases when writing. * Begins to demonstrate understanding of pencil grip, paper placement and posture * Experiments with creating simple texts on the computer. | | ► Writes one or more simple sentences; some words spelled correctly, most letters formed correctly and evidence of sentence punctuation.   * Writes to express one or two ideas. * Reads own text aloud to check that it makes sense to others. * Talks about the audience and purpose for texts being written. * Attempts to spell high frequency words that have been taught. * Produces some compound sentences using conjunctions to join ideas. * Uses simple pronoun references. * Forms most letters correctly. * Uses correct pencil grip, paper placement, posture and knows how to self-correct. * With support, uses computer software programs to create simple texts. |
| **Aspects of speaking** | | | | |
| **1st cluster**  **Prior to school** | **2nd cluster** | **3rd cluster** | | **4th cluster**  **End Of Kindergarten** |
| * Listens and responds to simple oral questions, instructions and requests. * Engages in simple conversations with peers and known adults. * Recounts personal experiences to peers and known adults, e.g. visit to the zoo. * Says some words correctly, speech is becoming fluent. | ► Names a favourite character from a story that has been read.  ► Shows some changes to pace and volume for emphasis when speaking.  ►Uses simple sentences/phrases when speaking.   * Talks to peers and known adults about personal experiences. * Listens to and accurately relays simple messages. * Participates in whole class discussions. * Articulates most speech sounds, (exceptions could be *N, /sh/, /z/, /r/,*   */v/, /th/)* | ► Provides a simple justification for an opinion about a favourite character from a story that has been read.  ► Uses some extended sentences when speaking.  ►Consistently speaks in an audible, clear and confident way.  ►Uses pace and volume for emphasis when speaking.   * Listens and responds to literary and factual texts read and viewed. * Begins to use active listening and turn taking when engaging in more extended conversations and discussions with peers and known adults. * Contributes ideas in small groups and whole class discussions. | | ► Provides a detailed justification for an opinion about a favourite character from a story that has been read.   * Asks relevant questions using correct word order and intonations. * Makes brief oral presentation to class. * Begins to adjust register to suit audience and situation. * Views and listens to gain information for a specific purpose from a variety of sources. * Contributes to structured group or pair activities involving discussion about familiar texts/topics. * Articulates most speech sounds, (exceptions could be */r/, /v/, /th/)* |
| **Phonics** | | | | |
| **1st cluster**  **Prior to school** | **2nd cluster** | **3rd cluster** | | **4th cluster**  **End Of Kindergarten** |
| ► Identifies one letter that is the same in words.   * Identifies some letter names, e.g. first letter of own name. | ► Identifies two or more letters  that are the same in words.  ► Identifies some letters that are  the same in more than one context.  ► Names some letters-given word.  ► Says one of the sounds for  letters in a given word.   * Writes approximate letters for some sounds. | ► Identifies all letters that are the  same in more than one context.  ► Names most letters in a given word.  ► Says some of the sounds for  letters in a given word.   * Blends up to three sounds in words when reading * Writes letters to correspond with single letter sounds. | | ► Names all letters in a given word.  ► Says most of the sounds for  letters in a given word.   * Spells unknown words phonetically with most letters in the correct sequence. * Recognises, says and writes names and common sounds of the alphabet. |
| **Phonemic Awareness** | | | | |
| **1st cluster**  **Prior to school** | **2nd cluster** | **3rd cluster** | | **4th cluster**  **End Of Kindergarten** |
| * Repeats familiar rhyming verses, chants and jingles. * Notices that some words rhyme in verses, chants and jingles. * Beginning to identify words that start with the same initial sound. | ►Identifies rhyming words on  some occasions.  ► Identifies words that start with the same initial sound on some occasions  •Says the word when teacher models onset/rime, e.g. teacher says *mmmm/at*, child says *mat.*   * Segments spoken multisyllabic words into syllables e.g. *ba/na/na* when clapping. | ► Consistently identifies words  that rhyme.  ►Consistently identifies words that  start with the same initial sound.   * Provides a word starting with a given sound. * Orally blends two and three sounds to make a word. * Segments orally into onset and rime, e.g. *t-ent* * Segments one syllable words (up to three sounds) into separate sounds. | | ► Says the new word when asked to delete one phoneme (phoneme deletion).   * Says the new word by adding phoneme to an existing word (phoneme addition) |
| **Concepts about print** | | | | |
| **1st cluster**  **Prior to school** | **2nd cluster** | **3rd cluster** | | **4th cluster**  **End Of Kindergarten** |
| * Shows beginning awareness that print relates to spoken language. * Identifies writing in a picture or poster. * Recognises the meaning of some letters and symbols, e.g.common logos, street signs. * Knows how to handle books, e.g. turns pages, looks at detail in pictures. * Shows awareness that print and images are different (in print and on screen). * Shows beginning awareness of reading from left to right. * Is learning to point to the first word to read a sentence or story. | ► Identifies one or more capital letter/s (prompted).  ► Names a full stop  ► Identifies a word in print  ► Identifies a letter in print  ► Indicates left to right.  ► Points to the first word to read.  ► Indicates return sweep to the left at the end of a line of text.   * Identifies a letter on a keyboard * Knows the difference between letters and numerals * Understands that print conveys meaning. * ‘Reads’ storybooks beginning at the front and finishing at the back of the book. | ► Names a full stop and knows its  purpose.   * Identifies a lower case letter. * Identifies the first letter in a word. * Identifies the last letter in a word. * Reads left page before right * Shows awareness of beginning screen management skills, e.g. scrolling | | ► Identifies a number of capital letters   * Uses capital letters for names. * Identifies a sentence * Understands that words are read the same way each time. * Identifies simple screen functionality, e.g. buttons, menus. |