Year 1 Assessment: Literacy and Numeracy Checkpoints

Literacy work samples
Overview

The purpose of these work samples is to provide teachers with an annotated example of the targeted Literacy Indicators in the Year 1 Assessment: Literacy and Numeracy Checkpoints. Evidence has been gathered from children at the beginning of Year 1, using some of the indicators for the end of Prep, and at the end of Year 1, using the indicators for Year 1.

Highlighted text within the indicator shows which part of the indicator is being assessed. Learning experiences should be developed for the entire indicator.

Targeted Prep Indicators

Speaking and Listening

<table>
<thead>
<tr>
<th>SL P I</th>
<th>Context:</th>
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</table>

- Lists the targeted indicator/s demonstrated in the work sample
- Analyses how the child/ren have demonstrated the indicator/s in the work sample
- Describes the learning and teaching context in which the work sample was created and the conditions within the classroom that supported the child/ren
- May provide additional information about the work sample or suggest alternatives for implementation
- Shows the work sample and transcripts of conversations, writing and reading

Evidence:
Targeted Prep Indicators

Listening and Speaking

<table>
<thead>
<tr>
<th>LS P v</th>
<th>Demonstrate listening and understanding by:</th>
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<tbody>
<tr>
<td></td>
<td>• retelling literal information</td>
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<td></td>
<td>• asking questions to clarify</td>
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<td></td>
<td>• following one- or two-step instructions in routine situations</td>
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<td></td>
<td>• responding appropriately when interpreting non-verbal cues in informal and structured classroom situations</td>
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**Context:** Routines and transitions

The teacher had developed a show-and-tell roster for the class. At the end of each child’s show-and-tell, the children were encouraged to ask questions of the speaker. Jessica was very excited to present a scrapbook of photographs about her holiday to the Gold Coast. The scrapbook of photographs that Jessica used as a prompt to talk about her experiences included pictures of boogie boarding at the beach, shells and jellyfish on the sand, and a trip to Sea World fun park. Jessica spoke clearly and with great expression. Amber, Flynn and Connor listened to Jessica and asked her questions.

**Analysis of evidence**

Amber, Flynn and Connor have listened and understood.

Amber asked the question, “Did you get any shells to take home?” after she recalled that she had seen photographs of shells on the beach. Flynn asked a question to clarify what he understood: “Was it a long time?” Connor recalled the part in the text that he found most engaging about boogie boarding and prompted the speaker to talk more about it by commenting, “You really like boogie boarding, don’t you?” Amber’s question, “Dolphins are cool, hey?” suggests that she responded appropriately to Jessica’s non-verbal cues when she spoke about dolphins, and that she has attempted to acknowledge that she agreed with Jessica by asking her this question.

**Evidence:** Partial transcript

Questions asked of Jessica:

- **Amber:** Did you get any shells to take home?
- **Flynn:** Was it a long time?
- **Connor:** You really like boogie boarding, don’t you?
- **Amber:** Dolphins are cool, hey?
Use simple sentence structures when:
• asking modelled questions to seek permission or assistance and find out more information
• using commands to give simple instructions
• making statements based on personal experience to express feelings and opinions, give information, answer questions and initiate conversations

Context: Varied

The teacher had collected evidence about the use of simple sentence structures by compiling and completing a checklist over several weeks in a variety of contexts. The teacher anecdotally recorded an example of each child’s use of the identified sentence structures. The teacher recorded observations of Kian during outside exploratory play, imagining and responding at the collage table, manipulative play and during routines and transitions of show-and-tell.

Analysis of evidence

Kian has used simple sentence structures to ask modelled questions, give commands and make statements.

He used a modelled conventional question form to seek permission: “Can I go and get my book, please?”

He gave a sentence command and instruction to a friend: “Help me” the command and “get this off” was the instruction.

Kian used statements during play, including: “You can put the top on the bridge”. Kian used statements to give information — “I’ve been to Wet’n’Wild” — and to express opinions — “It’s sooo fun! I like the wave pool.”

Evidence: Checklist of observations

<table>
<thead>
<tr>
<th>Names</th>
<th>asking modelled questions to seek permission, seek assistance, and find out more information</th>
<th>using commands to give simple instructions in collaborative play</th>
<th>using statements based on personal experience to express opinions, give information, answer questions and initiate conversations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kian</td>
<td>☑️</td>
<td>☑️ for help me get this off.</td>
<td>☑️ for You can put the top on the bridge.</td>
</tr>
<tr>
<td>Callum</td>
<td>☑️</td>
<td>☑️ for help me get this off.</td>
<td>☑️ for I like the wave pool.</td>
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Kian spoke using a:
• polite question form modelled by the teacher when seeking permission: “Can I go and get my book, please?”
• command to another child during collage construction: “Help me get this off.” (Referring to collaborative collage construction)
• statement during block play with a group of children: “You can put the top on the bridge.”
• statement and question to respond: “I’ve been to Wet’n’Wild! It’s sooo fun. I like the wave pool. Did you go there?”
**Context:** Investigating the natural world

The class had been growing bean seeds. This project was part of science. The children kept a written diary of the seed growth and the investigation and compiled a class Word Wall of new vocabulary. They photographed their seeds at different times during their growth to document the experience and to create a visual record. The photographs would be used later to compare growth over time.

Tamara talked about her bean seed project to a small group, which included the teacher.

**Analysis of evidence**

By using the technical term "germinates", Tamara has interpreted and used new vocabulary related to the school science context of life and living.

Tamara used familiar vocabulary to describe what happened to the seeds, "fatter and pop".

Tamara used other new vocabulary ("shoots" and "diary") combined with her own everyday language when asking about the photographs and how they may be used.

**Evidence: Transcript**

Tamara: Are we gunna get photos of the shoots for the diary? We have to water the seeds so that they get fatter and pop … what’s that word again … yeah “germinates”.
Viewing and Reading

**Context: Routines and transitions**

The class had been involved in a variety of viewing and reading experiences relating to class learning experiences. The teacher selected some literary and non-fiction texts to support an oral interview with each child. During the interview, the teacher asked the child to select text types to meet particular purposes. The teacher also asked each child to select a text that appealed to them from the class library to talk about their understandings of text purposes. Lucy responded to the teacher’s questions about the text and the purposes for reading while the rest of the children were having their quiet reading time.

**Analysis of evidence**

Lucy has suggested purposes for reading: “cause it’s fun” and “you can find out stuff”.

Lucy selected a non-fiction text about the seashore to find out “about the sea and starfish”.

She identified the literary text as “a scary story” and suggested that people might read it “to have fun … if you like to be scared”.

**Evidence: Transcript**

**Teacher:** What types of books do you like to read?

**Lucy:** Lots.

**Teacher:** Do you have any favourites?

**Lucy:** Yeah, I like the one about the body.

**Teacher:** Why do you like that one?

**Lucy:** You can find out stuff about it.

**Teacher:** Any others?

**Lucy:** Yeah, the one called *Captain Duck*. It’s funny.

**Teacher:** Why do you like to read?

**Lucy:** Because it’s fun.

**Teacher:** Any other reasons?

**Lucy:** You can find stuff out.

**Teacher:** Displays a selection of four books — two literary and two non-literary. Out of these books, if I wanted to find out about some animals at the seashore, which books would I look at?

**Lucy:** Points to an information text about the seashore.

**Teacher:** What kinds of things do you think this book is going to tell me?

**Lucy:** About the sea and starfish.

(continues over)
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<th>Evidence (cont.)</th>
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<tbody>
<tr>
<td><strong>Teacher:</strong> Teacher points to a fiction book — <em>A Dark, Dark Tale</em> (by Ruth Brown). What about this book here?</td>
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<td><strong>Lucy:</strong> Scary stuff or something. Stuff like, about cats and stuff.</td>
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<td><strong>Teacher:</strong> What kind of book is it?</td>
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<td><strong>Lucy:</strong> A scary story.</td>
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<td><strong>Teacher:</strong> Why do you think it will be scary?</td>
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<tr>
<td><strong>Lucy:</strong> It's got a moon and clouds and a castle.</td>
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<tr>
<td><strong>Teacher:</strong> How did you know it would be a story about cats?</td>
</tr>
<tr>
<td><strong>Lucy:</strong> There's a cat on the front.</td>
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<tr>
<td><strong>Teacher:</strong> Why do you think people would like to read this book?</td>
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<tr>
<td><strong>Lucy:</strong> To have fun … if you like to be scared.</td>
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Use text-processing strategies (strategies readers use to decode a text) before, during and after reading, including:

- making connections to personal experiences and subject matter
- predicting from visual features, cover and title
- predicting and confirming ideas during individual or shared reading

Context: Routines and transitions

The class had been involved in a variety of viewing and reading contexts relating to class learning experiences. The teacher chose an unseen predictable text to gather evidence about each child’s text processing strategies.

During this shared reading, the teacher asked questions to determine the range of strategies Lucy would use to make meaning before, during and after they read the text together. While reading together, the teacher paused at appropriate points in the text to allow Lucy to “read on” when she was supported by the repetitive structure of the text and the visual cues.

Analysis of evidence

Lucy has responded to the teacher’s questions by making connections to personal experiences and the subject matter, using the images on the front cover to decide the topic of the story: “cats”, and that it was likely to be a “scary” story.

While looking through the book, Lucy has used pictures to predict particular words that might appear in the text, such as “owls”, “bunnies”, “a forest” and “a castle”. She confirmed her prediction that it was a “scary story” when she interpreted the illustration of sunlight streaming through the window as spiders’ webs instead of sunlight.

Lucy discussed the visual features in the illustration of a shaft of sunlight coming through a window and made meaning by connecting to the predicted topic and prior knowledge.

Lucy used her knowledge of word order in simple sentences within a predictable text, to continue reading when the

Evidence: Transcript of interview and reading

Before reading

Teacher: What about this book here? Teacher points to fiction book — A Dark, Dark Tale (by Ruth Brown). What do you think it will be about?

Lucy: Scary stuff or something. Stuff like, about cats and stuff.

Teacher: What kind of book is it?

Lucy: A scary story.

Teacher: Why did you think it would be a story about cats?

Lucy: There’s a cat at the front.

Teacher: Let’s have a look at this book. What can you tell me about this page?

Lucy: There’s owls and bunnies. A forest, a castle.

Teacher: What’s this here? Teacher points to the illustration of a shaft of sunlight coming through a window.

Lucy: Ohh! Spiders’ webs! There’s the cat.

Teacher: Let’s read it, shall we? I’ll read it with you.

Teacher: A Dark, Dark Tale. Ruth Brown is the author. (continues over)
teacher paused.
After reading, Lucy discussed the predictions she made before and during reading, about the type of story it would be and what might happen.
Lucy confirmed that “there was scary stuff and that, but the end wasn’t scary”.

Evidence (cont.)

| Lucy: | Sub-vocal whispers: A Dark, Dark Tale. |
| Teacher: | Once upon a time there was a dark, dark … Pauses. |
| Lucy: | Once upon a time there was a dark, dark tale. |
| Teacher: | On the moor there was a dark, dark wood. In the woods there was a … Pauses. |
| Lucy: | In the woods there was a dark, dark castle. |
| Teacher: | At the front of the house, there was a dark, dark … Pauses. |

During reading
Teacher: What do you think will happen next?
Lucy: She’s gunna go inside and see scary stuff.

Lucy and the teacher continue reading to the end.

After reading
Teacher: Remember you said she’s going to go inside and see scary things. Did she?
Lucy: Sort of. She went in dark places.
Teacher: Was it a scary story?
Lucy: Nah, it was just scary stuff.
Teacher: What do you mean?
Lucy: Well there was scary stuff and that, but the end wasn’t scary.

Brown, R 1992, A Dark, Dark Tale, Penguin Group, USA.
**Context:** Focused learning and teaching

During shared small-group reading of a predictable text, *Possum Goes to School* (by Melanie Carter); the teacher had asked questions to encourage the children to demonstrate their understanding of parts of the text. The teacher selected a predictable text to introduce and initiate discussion for the class science investigation into habitats.

In a discussion with the teacher after reading the text, Cooper showed his understanding of the text by recalling and retelling information using pictures and known words.

### Analysis of evidence

Cooper has demonstrated his understanding of the text by:
- pointing to the words “Screech, screech” using the visual cue of the italic font and knowledge of print concepts
- pointing out the known word “possum”
- recalling and retelling what happened in the shared text, using the illustration depicting the possum surrounded by cupcakes and messy footprints
- recalling the repetitive text structure — “there’s a possum in the tuckshop”.

### Evidence: Partial transcript of teacher–child discussion

| Teacher: What did the possum do here in the tuckshop? |
| Cooper: He ate the cupcakes. He made a big mess. |
| Teacher: How do you know that? |
| Cooper: Look at the mess. *Points to the picture.* |
| Teacher: What did the children do? |
| Cooper: *Pause.* Nothing. They said, “There’s a possum in the tuckshop”. |
| Teacher: What did the possum say? |
| Cooper: Screech, screech. *Points to the words.* |
| Teacher: Can you show me the word “possum”? |
| Cooper: *Points to the word “possum” on the page.* |
| Teacher: What kind of a possum is this? |
| Cooper: Naughty? |
| Teacher: How do you know that? |
| Cooper: Well, he wrecks all the stuff. I s’pose it’s not his house. He lives in a tree, hey! |

Decoding Words Using:
- Semantic cues, including morphemes (smallest units of meaning), familiar words and phrases, connections to prior knowledge of oral and written language
- Grammatical cues, including familiar word order and language patterns
- Phonic cues, including segmented individual sounds, sound–letter relationships for initial and final sounds and consonant blends, onset and rime (the separate sounds in a syllable or in a one-syllable word) and familiar words within words

Context: Routines and Transitions
The class had collaboratively constructed an alphabet book and housed it in the class library. During relaxation time, the children could choose to read any book from the class library. Benny asked if he could read the alphabet book to the teacher during relaxation time.

Analysis of Evidence
Benny has demonstrated his use of phonic cues to decode words when he read the alphabet book by:
- Accurately naming most of the sound–letter relationships for initial sounds, initial consonants or consonant blends (onset) and identifying them on the page
- Decodes the word represented on the page using phonic cues and visual features

Evidence: Partial Transcript
Teacher: What kind of book is this?
Teacher: What’s this letter called?
Benny: Names the letter: “A”.
Teacher: What sound does it make?
Benny: Makes the appropriate sound: “a”.
Teacher: You read the book for me?
Benny: Names the letter: “B”, bird. Makes the appropriate sound: “b”. This is the same as my name. Continues to read the book through to the end. He identifies most of the letters, only:
- Stopping at “U”, calling it “Y”
- Having difficulty naming “V” by sight
- Having difficulty predicting the picture for “W” using the beginning sound.
VR P viii

Decode words using:
- semantic cues, including morphemes (smallest units of meaning), familiar words and phrases, connections to prior knowledge of oral and written language
- grammatical cues, including familiar word order and language patterns
- phonic cues, including segmented individual sounds, sound–letter relationships for initial and final sounds and consonant blends, onset and rime (the separate sounds in a syllable or in a one-syllable word) and familiar words within words

Context: Routines and transitions

The class had collaboratively constructed a big book about an excursion to the beach. The children had dictated the captions for each photograph for the teacher to scribe. Afterwards, the teacher made the book available in the classroom for children to read. Jess was reading the class book and the teacher asked Jess to read aloud.

Analysis of evidence

Jess has demonstrated how she decodes words as she read the text using:
- phonic cues, initial consonant, to predict the word ‘long’ and to segment the initial sounds in the word ‘listening’
- semantic cues to decode the rest of the word ‘listening’
- grammatical cues to self-correct when the language patterns did not sound correct in the final sentence
- contextual cues from the excursion to the beach to monitor meaning

Evidence: Transcript

Teacher: What is this book about?
Jess: It’s the beach one.
Teacher: Are you in it?
Jess: Yeah. Turns the pages. Reads, pointing to each word.
Jess: Jess is collecting shells.
She has found a long (large) shell.
Jess is (pause, begins to segment the word then says listening) l-i-stening for crabs (animals).
There are no crabs (animals), so Jess is (can) take the shell home.
Jess: That’s not right.
Jess: so Jess can take the shell home.
**VR PiV**

**Show understanding of predictable texts by demonstrating:**

- knowledge of print concepts, including reading from front to back of a book, using left-to-right progression, working from the top to the bottom of the text online
- recalling and retelling some information or key ideas from a shared text
- making simple inferences from visual, print and audio features
- making simple comparisons to other texts and identifying differences

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**Context: Routines and transitions**

The class had been involved in a variety of viewing and reading experiences relating to recent class learning experiences. The teacher selected some literary and non-literary texts to support an interview with each child where they would select text types to meet particular purposes. The teacher also asked them to select a text from the class library to demonstrate their understandings of print concepts.

Lucy and the teacher discussed a literary text called *Captain Duck* (by Jez Alborough) during a quiet reading time.

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**Analysis of evidence**

Lucy demonstrated understanding of print concepts when she:

- orientated the book correctly and read the text from front to back
- pointed to the text and attempted to read from left to right and top to bottom
- demonstrated one-to-one correspondence when she read the title and sentences. She matched some spoken words — “Captain Duck”, “pop, pop” and “duck” — with the printed words on the page.

Lucy is beginning to use cues to make meaning when she says that she knew the word was “duck” because “it’s his name”. She makes meaning by recognising patterns of language, recognising letters, and using initial sounds to predict and decode words (phonic).

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**Evidence: Partial transcript**

**Teacher:** Can you choose one of your favourite books to read with me? What is this book called?

**Lucy:** Sits down and orientates the book correctly on her lap.

**Lucy:** Captain Duck. Points to the title, reading left to right, top to bottom.

**Teacher:** Can you read it to me? I’ll join in when you want me to.

**Lucy:** Nods and opens up to the title page. Points to the title, demonstrating one-to-one correspondence: Captain Duck. Matches some of the spoken words with the printed words: “I’ve got no fuel,” says Duck.

**Teacher:** Can you show me the word “duck”?

**Lucy:** Points to the word “duck”.

**Teacher:** How do you know that says “duck”?

**Lucy:** It’s his name. It starts with “d”. Makes the appropriate sound.

**Text on page one:** Pop, pop, coughs the spluttering truck. “No more fuel left,” quacks Duck.

**Lucy:** Points to the first two words, “Pop, pop” at the left and then, reading from memory, points to the other words in the sentences. She continues to read the rest of the text from front to back using the same behaviours and pointing to some familiar words.

Writing and Creating

**Context:** Real-life situations and Sociodramatic play-based experience

One child had shared their experience of visiting a shop where customers could select materials to make their own teddy bear. This had been the stimulus for a small group of children to create their own teddy bear shop. The teacher encouraged the children to plan (part of the class routine) what they would need and prompted them to write a list of the items they would need to gather for the shop.

Jake independently wrote his plan and listed the items he would need. He labelled his illustrations.

**Evidence:** Work sample

Jake has written to report his ideas about the resources he will need to create a teddy bear shop. He has created lists and labels by drawing pictures and labelling his drawings.
**Context:** Real-life situations

The teacher had been focusing on learning in the area of social and personal development as the class prepared for the arrival of two new children. The teacher asked the children about what a new child might need to know about their school to feel comfortable and welcome when they arrived. The class brainstormed some ideas for a book of “Things you need to know about our school” to send to the new children before their arrival.

Ella independently chose to write some instructions to demonstrate how to use the library. Ella copied the word “library” from the brainstorming chart. She described the page to her class.

**Analysis of evidence**

Ella has written instructions for using the library by putting the steps in order, drawing pictures, and numbering and labelling library equipment, materials and people.

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<tr>
<th>Evidence: Approximation of instructions work sample</th>
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Ella’s oral description:
1. You get your books.
2. Go to the computer.
3. Get them scanned.
4. Talk to Mrs … (the librarian) about your books.
5. Read quietly at the cushions.
### WC P ii

**Write and create short texts to explore, record, respond and report ideas and events**

### Context: Routines and transitions

The Health and Physical Education (HPE) teacher had asked the class about their favourite team sport and players. The class had a discussion in response to the question. Jeffery missed the opportunity to respond during the brief discussion and spontaneously chose to write his response as soon as the class returned to the room after the lesson. Jeffery delivered and read his response to the HPE teacher in the next break.

### Analysis of evidence

Jeffery has written a response to the HPE teacher's question. Jeffery has formed his written response as if he were speaking in an oral response. However, he has used the words “favourite player” as a referent to the question, indicating that he is developing a sense that a written response has to contain some orientating detail for the reader. Jeffery’s writing has spaces between the words and reads from left to right.

### Evidence: Approximation of a written response work sample

The basketball in NBA. Bradke is one of the best players in the world. He is my favourite player. Eddie Fisher.
Write simple sentences (sentences that contain a subject and a verb) with spaces between words

Compose using modelled structures, demonstrating:
- concepts of print, including left-to-right directionality and understanding that words and groups of words make meaning
- understanding of the purpose of visual features
- editing for spelling, capital letters and full stops

Context: Focused learning and teaching

The class had been viewing and reading a range of literary texts across Term 4 as part of their routine of listening and responding to stories and the shared reading of big books. The teacher used these daily teaching opportunities for modelling and scaffolding a variety of written text types while the children were still engaged following the reading. The class often wrote innovations on popular stories to create a shared familiar text for them to read in their class library.

Ella independently chose to write a funny story for her class to “make them laugh”. She built her story in a similar way to others she had heard being read and innovated on. She used a picture or alphabet card to identify and find some sounds and copy some letters.

Ella has written simple sentences which she read to the teacher and then to the class.
Each sentence contains a subject and a verb.
Ella used the most prominent sounds she heard to spell words: “Posim” for “possum”, “wos” for “was”, “lvd” for “lived”, “vere” for “very”.

There are consistent spaces between words.
After writing, Ella reread her writing and edited for:
- spelling by scribbling out sections of words and whole words and adding letters
- full stops by adding additional ones

Evidence: Writing sample

Once there lived a cat. But it was a very bossy cat.
“I want you to clean the floor.”
Possum said, “No!”
“Clean the windows.”
“No!”
“Clean the table.”
“No!”
“Clean the car.”
“No!”
“You’re not nice,” the possum said. “I don’t want to live with you!”
“Well I’m not leaving. I will ring on the phone myself!”
One day a new Mum came to the house. It was nice.
I love you.
**Context:** Real-life situations

The children had been using the collage table to imagine and respond in a variety of contexts. The teacher made a variety of collage materials available to the class, as well as writing paper and pens. Sebastian created a collage construction and independently wrote a message to his family to attach to a gift he had made. He read the message to the teacher.

**Analysis of evidence**

Sebastian has demonstrated his spelling of some high frequency and personally significant words in his written message. Sebastian wrote high frequency words: “from”, “I” and “you”.

The message contains some personally significant family name words: “Mum”, “Dad”, “Hudson”, “Mac” and “I”, “you”, “from”.

**Evidence:** Work sample

<table>
<thead>
<tr>
<th>I hope you have a good year. From Sebastian</th>
<th>Dear Mum, Dad, Hudson, Mac</th>
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Targeted Year 1 Indicators

Viewing and Reading

VR 1 i

**Identify personal, social or learning purposes for viewing and reading literary, non-fiction and multimodal texts**

**Context: Routines and transitions**

The class had participated in a “reading challenge” and kept a record of the texts that they had selected for home reading with a parent. The guidelines for the challenge included a selection of suggested texts. The teacher chose a range of texts that matched some familiar contexts the class had previously explored.

The teacher created a table for the children to record their reading in their homework books. The teacher used the opportunity to gather evidence about the children’s selection of text types and the range of purposes for selecting texts by asking children to describe why they had chosen each book.

The teacher outlined the challenge for parents and caregivers in a newsletter and gave instructions about the kinds of reading support they were able to give their children. Parents and caregivers were asked to scribe for the children on their home-reading records.

**Analysis of evidence**

Mia has selected and read a range of literary and non-fiction texts during the reading challenge.

She chose texts for a range of purposes:

- personal — “It looks fun”, “I like animals”
- social — “It’s got friends in it”
- learning — “It’s about another place”.

**Evidence: Home-reading record**

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Literary/Non-literary text</th>
<th>Why did you choose this book?</th>
<th>Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>My first 123</em></td>
<td>1 10</td>
<td></td>
<td>It looks fun</td>
<td>Mum/Mia</td>
</tr>
<tr>
<td><em>Brown Paper Bear</em></td>
<td>2 10</td>
<td></td>
<td>It looks like a good story</td>
<td></td>
</tr>
<tr>
<td><em>Handa’s Surprise</em></td>
<td>3 10</td>
<td></td>
<td>It’s got friends in it</td>
<td></td>
</tr>
<tr>
<td><em>Possum and Wattle</em></td>
<td>4 10</td>
<td></td>
<td>It’s another place</td>
<td></td>
</tr>
<tr>
<td><em>Original Girl</em></td>
<td>5 10</td>
<td></td>
<td>He’s got friends in it</td>
<td></td>
</tr>
<tr>
<td><em>Mang</em></td>
<td>6 10</td>
<td></td>
<td>He gives his monkeys mangos</td>
<td></td>
</tr>
</tbody>
</table>

Use text-processing strategies before, during and after reading, including:
- predicting and confirming the text type, topic, visual features and structure
- using knowledge of word order in simple sentences
- reading on and re-reading to make meaning

**Context:** Routines and transitions — SOSE

The teacher had planned regular time in the daily program to monitor and gather evidence about individual children’s viewing and reading progress. To monitor children’s progress she used an individual book talk, the reading of a text and asked children to answer a series of oral comprehension questions.

The class had recently been exploring different kinds of celebrations. They had discovered a diverse range of celebrations across different cultural groups and compared how birthdays were celebrated within each of their households.

The teacher chose *Seven More Sleeps* (by Margaret Wild) for its familiar context (celebrations), supportive illustrations, repetitive structure and the range of high-frequency and familiar words that the children had learnt.

**Analysis of evidence**

Chris has used a range of text processing strategies to make meaning from the text *Seven More Sleeps*.

His teacher’s questions, before reading, helped him activate his prior knowledge about the text type and subject. He viewed the text and said it was “a story” about “a party” because “There’s party stuff in it. See, balloons.”

(continues over)

**Evidence:** Partial transcript (before, during and after reading)

*The teacher gives Chris the text and asks him to look through the book before he reads it.*

*Text:*  *Seven More Sleeps* by Margaret Wild.

**Before reading**

*Teacher:* What type of book is this?

*Chris:* A story.

*Teacher:* What do you think this book will be about?

*Chris:* A party!

*Teacher:* How do you know that?

*Chris:* There’s party stuff in it. See, balloons. *Points to page with balloons on it.*

*Teacher:* Who do you think would like to read this? *Pauses.*

*Chris:* Anyone … I s’pose kids ’cause they like parties. *Shows spontaneous reasoning.*

*Teacher:* Let’s read the title.

*Chris:* Seven More Sleeps.

(continues over)
Analysis of evidence (cont.)

Chris made predictions about the text type ("A story"), topic ("A party!") purpose and audience ("I s’pose kids ‘cause they like parties") when he looked through the book at the images and structure.

During reading, he read on to confirm his prediction about the structure of the text. He made further predictions about the text and confirmed these based on information presented during and after reading.

Evidence (cont.)

Teacher: Does that help us to predict what the book will be about?
Chris: Yeah … I count the sleeps for my birthday!
Teacher: So, what do you think the book will be about?
Chris: A kid is counting sleeps ’til his birthday.

During reading
Chris: Seven more sleeps. On Sunday, Mum says, “It’s just seven more sleeps until the birthday party.” “Seven more sleeps!” says Babs the Baby. “Woof, woof, woof!” says Fog the dog. While they wait, they paint the birthday invitations.
Teacher: Was your prediction right when you said it would be about a kid counting sleeps until his birthday?
Chris: Yeah … he’s got heaps of days to go. Begins to turn to other pages reviewing them. Aww it’s the same. They just count the days.

Teacher: Well let’s read it and find out.
Chris: Reads on.

After reading
Teacher: Was it the same all the way through?
Chris: Yeah … sort of. They did different stuff to get ready for the party.
Teacher: Were you surprised at the end?
Chris: Sort of … I thought that it was going to be for the baby.

Note: This teacher used a “pause time” to allow Chris to elaborate on his answer when he was talking about the audience for this text and confirming his predictions after reading.

Show understanding of independently read supportive texts (texts which have logical connections, relate to personal experiences, use natural or first language and are engaging) by:

- using page numbering, tables of contents, headings and titles, navigation buttons, bars and links
- recalling and locating literal information and key ideas
- retelling events in appropriate sequence to summarise
- making inferences from visual, print and audio features

Track pronoun to referent noun where they are located in the same or next sentence

Context: Routines and transitions

The teacher had planned regular time in the daily program to monitor and gather evidence about individual children’s viewing and reading progress. To monitor children’s progress, the teacher used an individual book talk, the reading of a literary text and asked children to answer a series of oral comprehension questions. Drawing on the text *Seven More Sleeps* (by Margaret Wild), the teacher structured the comprehension questions to gather evidence of Chris retelling in sequence and summarising the story (Q 1), locating literal information in the text (Qs 2 and 3) and making inferences from the text and visuals (Qs 4, 5 and 6). The inference with justification question (Q 6) provided the teacher with information about Chris’ critical literacy skills. The teacher asked Chris to match pronoun with referent noun (Q 7).

Analysis of evidence

Chris has recalled literal information stated in the text (Qs 2 and 3).
He has retold events in sequence to summarise the story (Q 1).
Chris has made inferences from visual and print information within the text (Qs 4, 5 and 6).

Evidence: Work sample

The teacher asks the comprehension questions and records Chris’s answers.

*Seven More Sleeps* by Margaret Wild

Comprehension questions:

1. Can you tell me what happened in the book, from the Sunday at the beginning until the birthday party? (Recall sequence of events and summarise)

   We'll they were waiting for the Birthday Party and it was seven more sleeps. So, they got ready every day and did stuff. They counted the sleeps and at the end it was a party for the dog.

2. What were Mum, Bab's and Fog counting sleeps until? (Information directly stated in the text)

   The birthday party.

3. Can you tell me the things that Mum, Bab's and Fog did while they waited for the birthday party? Prompt when necessary. Whatever? (Information directly stated in the text)

   They made decorations and played games and made a cake.

4. How do you think Bab's and Fog feel about the birthday party? Why do you think that? (Inference using visuals)

   Excited. You can see on the faces and they’re counting sleeps.

5. What day was the birthday party? How did you work that out? (Inference)

   Sunday, I said the days from the beginning.

6. Were you surprised that the birthday party was for Fog the dog? Why? (Inference with justification)

   Yeah, I thought it was going to be for the baby. The never been to a dog party.

7. On page 14 when the author says: “They can’t wait for the party to begin,” Why do they? (Teacher may need to re-read the text on that page.) (Pronoun to referent noun)

   The Mum, the baby and the dog.
Context: Routines and transitions

The teacher had planned regular time in the daily program to monitor and gather evidence about individual children’s viewing and reading progress. To monitor children’s progress, the teacher used an individual book talk, the reading of a supportive literary text and asked children to answer a series of oral comprehension questions.

The teacher created a reading running record for the book *Seven More Sleeps* (by Margaret Wild) to record individual children’s reading behaviours, fluency and miscues. She used this record to gather evidence about Max’s reading of high-frequency words and words of personal significance in a familiar context.

Analysis of evidence

Max independently read this supportive text with fluency and demonstrated his use of phrasing by chunking words and groups of words appropriately.

Max has read 35 out of 38 high-frequency sight words correctly and with automaticity in this text.

The “Easy: 96–99%” score indicates that the text was read without difficulty. Max’s knowledge of high-frequency sight words supported the fluency of his reading.

Max read words of personal significance within this familiar “birthday party” context.
<table>
<thead>
<tr>
<th>Page</th>
<th>Evidence (cont.)</th>
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<tbody>
<tr>
<td>13</td>
<td>While they wait, they <strong>make</strong> the cake.</td>
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<tr>
<td>14</td>
<td><strong>That night, Mum and Babs and Fog go to bed</strong> very excited. They can't wait for the party to begin. <strong>And the very next day...</strong></td>
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<tr>
<td>15</td>
<td>It's time for the party!</td>
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<tr>
<td>16</td>
<td>&quot;Happy birthday, Fog the Dog!&quot;</td>
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</tbody>
</table>

**Miscue Analysis:** 17 / 355 97%

- **Easy:** 96-99%
- **Instructional:** 90-95%
- **Difficult:** 86-89%
- **Frustration:** 86-Below%

Context: Routines and transitions

The teacher had planned regular time in the daily program to monitor and gather evidence about individual children’s viewing and reading progress. To monitor children’s progress, the teacher used an individual book talk, the reading of a literary text and asked children to answer a series of oral comprehension questions. The teacher created a reading running record to record individual children’s reading behaviours, fluency and miscues. She used this to keep a running record of Max’s reading of Seven More Sleeps (by Margaret Wild) and to gather evidence of the cueing systems Max used when reading.

Analysis of evidence

Note: This work sample uses- Graphophonic for Phonic cues and Syntactic for Grammar cues

Max has integrated information from the three cueing systems to predict and confirm words when reading.

Max’s miscues indicate that he used graphophonic (phonic) cues to decode the text and semantic cues to maintain meaning when he was trying to decode words and maintain fluency while he was reading.

He used only the initial sounds to predict the words and only self corrected when the meaning of the text was not maintained. Max predicted and confirmed when he self corrected.

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<table>
<thead>
<tr>
<th>PD</th>
<th>Title</th>
<th>Seven More Sleeps</th>
<th>SC</th>
<th>G</th>
<th>BYR</th>
<th>IHR</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>On Sunday, Mum says, “It’s just seven more sleeps until the birthday party.” “Seven more sleeps!” says Babs the Baby. “Woof, woof, woof!” says Fog the Dog. While they wait they paint the birthday invitations.</td>
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<td>2</td>
<td>On Monday, Mum says, “It’s just six more sleeps until the birthday party.” “Six more sleeps!” says Babs the Baby. “Woof, woof, woof!” says Fog the Dog.</td>
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<td>3</td>
<td>While they wait, they make some decorations.</td>
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<tr>
<td>4</td>
<td>On Tuesday, Mum says, “It’s just five more sleeps until the birthday party.” “Five more sleeps!” says Babs the Baby. “Woof, woof, woof!” says Fog the Dog.</td>
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Key: Miscues within the running record are numbered.

Miscue analysis — Max’s miscues occur when he uses:

- graphophonic (phonic) cues to predict words using only the initial sound: “Bob” for “Babs” (1), “why” for “while” (2), “drama” for “dance” (5)
- syntactic cues to predict patterns of language using consistent tense “while they waited (3) they painted” (4) instead of “while they wait they paint”
- graphophonic (phonic) cues to predict words using the initial sound “Tuesday” for “Thursday” (6). Max self corrects this miscue when he realises his prediction is not maintaining the meaning of the text
Max used syntactic (grammar) cues to predict patterns of language (e.g. page 1, “While they waited they painted”) and to maintain meaning within the language structures when he omitted the word “the” on page 11 and he re-read the sentence.

Evidence (cont.)

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<td>Max used syntactic (grammar) cues to predict patterns of language (e.g. page 1, “While they waited they painted”) and to maintain meaning within the language structures when he omitted the word “the” on page 11 and he re-read the sentence.</td>
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Analysis of evidence (cont.)

- semantic cues to maintain meaning. Max predicts the word “dog” for “good” (7). This may have occurred when he viewed the book before reading and noticed the party was for the dog, so the meaning pattern of the words lead to the word “dog” or
- graphophonic (phonic) cues and sees the letters for “dog” contained within “good” but not in the correct order
- graphophonic (phonic) cues and semantic cues when he predicts the word “treats” instead of “things” (8), using the beginning and final sound and the shopping context
- syntactic (grammar) cues to pick up the omission of the word “the” (9) and then self corrects to maintain the meaning
- syntactic (grammar) cues when he inserts the word “could” (10) as he may feel it makes sense in the patterns of the other words around it
- graphophonic (phonic) cues to predict the word “could” (11) and the semantic cues to prompt the re-reading as the word does not make sense
- graphophonic (phonic) cues to predict the word “bed” (12) from the two beginning letters and then semantic cues prompt the attempt to decode phonetically as Max realises it does not make sense.

Wild, M 2007, Seven More Sleeps, Working Title Press, Kingswood, South Australia.
Writing and Creating

**WC 1 ii**

Write and create modelled text types to:
- describe, **recount**, instruct and respond to topic information
- express feelings and ideas

**WC 1 xiii**

Spell:
- high-frequency sight words and familiar words correctly
- consonant–vowel–consonant words
- words containing known base words and word endings

**Context:** Real-life situations — English/SOSE

The class had completed an English and Studies of Society and Environment (SOSE) unit of work, part of which included exploring the traditional literary text types of fairytales. The class explored the historical development and purpose of traditional fairytales and reflected on their own experiences of fairytales. The culminating experience was a fairytale day. Children dressed up and described their character for the class and families who came along.

Later, children wrote a recount of the event in their diaries. The children were reminded of the structure of recounts when they orally reflected on the experience with the teacher. The class were able to refer to a word list of time-sequence words during writing. Lewis wrote this recount independently without assistance.

**Evidence:** Recount work sample

Lewis has written a recount. He has represented the stages of a recount using time-sequence words in simple sentences: “Yesterday”, “first”, “then”, “next”, “after”.

Lewis added a personal description of his role in summation to express his feelings.

Lewis spelt high-frequency sight words and familiar words correctly.

Lewis spelt high-frequency sight words correctly: “I”, “we”, “had”, “got”, “up”, “and”, “was”, “our”, “what”, “as”, “then”, “next”.

Lewis spelt familiar words correctly: “party”, “dresses”, “ogre”, “names”, “fairy” and “tale”.

Lewis has spelt words containing known base words and word endings: “dressed”

**Fairytale Day**

Yesterday we had a party. We got dressed up. First we sang songs. Then we told our names and what we dressed up as. Next we went to our desks. After we had food.

I was a mean ogre. I was scary. I was very scary.
**Context: Investigating — Mathematics**

The class had been exploring different types of mazes in books and on the internet as part of their mathematics investigations. The teacher had modelled writing instructions in many previous learning and teaching experiences and contexts. The class had also collaboratively written instructions together and used them in shared reading. The teacher asked each child to draw their own maze and then write a set of instructions so that others could solve their maze puzzles. The children described the position of an object or location in different ways, the pathways to get to it, and used positional language to follow and give simple directions using turns to change the direction of movement.

Emily independently wrote instructions to help a character find the castle in the middle of her fairytale maze. She used a personal word dictionary and copied the words “Where to go”.

**Analysis of evidence**

Emily has written sequenced instructions for others to follow and complete her maze. The instructions demonstrate the use of short sentences and begin with a verb.

She used directional reference words “turn left”, “walk left” and conjunctions related to sequence “then” and “start”.

**Evidence: Instructions work sample**

<table>
<thead>
<tr>
<th>Where to go</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Start at the main entrance.</td>
</tr>
<tr>
<td>2. Turn left then walk horizontally in till you get to the fountain.</td>
</tr>
<tr>
<td>3. Stop and walk left.</td>
</tr>
<tr>
<td>4. You are at the castle.</td>
</tr>
</tbody>
</table>
**Context:** Focused teaching and learning — English

The class had collaboratively explored simple narratives and their structure in a variety of contexts and activities, such as story maps. The class had planned and written narratives together and used them as shared texts within the classroom. The class negotiated the theme “lost” and the teacher conferenced with some children to clarify their ideas. The teacher asked them to plan a narrative by drawing three sequenced pictures identifying the beginning, middle and end. Angelina wrote a simple narrative independently without assistance. She read it to her teacher after she had edited her work.

**Analysis of evidence**

Angelina has written an imaginative text-narrative.
She has used knowledge of familiar structures to represent the stages with:
- an introduction establishing the time and place within the first sentences
- the first sentence using modelled story language: “One day … ”
- an identified problem: “He forgot to take the path. He noticed he was lost.”
- a clear resolution: “… then he saw the path. He ran towards it.”
- a summary statement at the end: “He did not feel scared anymore”.

Angelina wrote sentences using correct structure. Each sentence contained a subject and a verb, and in some sentences she has built on this structure by adding verbs, adjectives and simple noun groups.

**Evidence: Narrative work sample**

One day Mr Fegfall, he went on a camping holiday. He went on a bush walk. He forgot to take the path. He did not notice until he noticed he was lost! “Help!” He looked around then he saw the path. He ran along it until he got to the camp site. He did not feel scared anymore.

```
One day Mr Fegfall
he went on a camping holiday. He went on a bush walk.
He forgot to take the path. He ran along it.
He was lost! Help.
```

```
Then he saw the path. He ran towards it. He ran along it.
```

```
He did not feel scared anymore.
```

```
He looked around.
```

```
He was lost! Help.
```

```
He did not feel scared anymore.
```
**Context:** Investigation — Scientific enquiry

One child had brought a fundraising toy to school. This provided the stimulus for a class discussion about guide dog puppies. The group discussion had focused on why particular dog breeds are used as guide dogs and what qualities guide dogs would need to assist blind people in their homes.

As a result of this discussion, the class decided to investigate common household pets and compile a class report on their particular characteristics and needs. This information was used to collaboratively create profiles of ideal pet owners to match each pet using a set of negotiated criteria, e.g. amount of time and care needed, cost, and space required.

The first step in this investigation was to gather information. Each child nominated a pet that they would like to research and report to the class on. The class discussed a set of common questions and developed a “question starter” word list to assist children when writing.

Grace independently wrote and read back her questions and statements when she presented her information about cats to the class.

**Analysis of evidence**

Grace has used knowledge of familiar structures of a report by selecting and writing questions using correct structure, including question words (“where” and “what”), subject and verb.

Grace wrote statements about cats. She started each statement by placing the subject first, except in the last sentence where she uses the referent “they”.

Grace joined two simple sentences with the conjunction “but”: “Cats eat cat food but they sometimes eat chicken”.

She used simple noun groups in her writing: “soft fur”, “lots of colours” and “people houses”.

**Evidence:** Writing sample

- **What is a cat?**
  - A cat is a mammal.

- **What does it look like?**
  - A cat has whiskers. Cats have soft fur. A cat has lots of colours on it.

- **Where do they live?**
  - Cats live in people houses.

- **What do they eat?**
  - Cats eat cat food but they sometimes eat chicken.

- **What's interesting?**
  - They like to climb.
**Context:** Focused learning and teaching — English

The class had been collaboratively exploring simple narratives and their structure in a variety of learning and teaching experiences and contexts, such as story maps. The class had planned and written narratives together and used them as shared texts within the classroom.

The class negotiated the theme “lost” and the teacher conferenced with some children to clarify their ideas. The teacher asked them to plan a narrative by drawing three sequenced pictures identifying the beginning, middle and end.

Niki wrote a simple narrative independently without assistance. She read it to her teacher after she had edited her work.

**Analysis of evidence**

Niki has written a simple narrative and selected pronouns to refer to the correct nouns in all of the sentences: “Wally Wombat” (noun) with “his”, “he”, “him” (pronouns).

Niki used the conjunction “and” to join simple sentences.

**Evidence:** Narrative work sample

Lost

One day Wally Wombat was sleeping in his burrow. When he woke up he had lost his scent. He was very sad. So he cried for help. “Help, help.” Batty Bat woke up and came to pull him out. As soon as his nose touched the air he got his scent back. He was happy and said, “Thank you Batty Bat”.

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One child had brought a fundraising toy to school. This provided the stimulus for a class discussion about guide dog puppies. The discussion had focused on why particular dog breeds are used as guide dogs and what kinds of qualities guide dogs would need to assist blind people in their homes.

As a result of this discussion, the class decided to investigate common household pets and compile a class report on their particular characteristics and needs. This information was used to collaboratively create profiles of ideal pet owners to match each pet using a set of negotiated criteria, e.g. amount of time and care needed, cost, space required.

The first step in this investigation was to gather information. Each child nominated a pet that they would like to research and report on for the class. The class discussed a set of common questions and developed a “question starter” word list to assist children when writing.

A small group of children read the text about goldfish as part of the investigation. They discussed how they might present their information about goldfish. Mikayla presented her information as an approximation of a factual description accompanied by a diagram.

Mikayla has written a series of factual statements about the non-literary text “Goldfish” to respond to the class investigation.

Mikayla used simple noun groups in her description: “Fresh water tank”, “gold or red–orange spots”.

Mikayla maintained the topic when writing by repeating the word “fish” in most of her sentences. She used pronoun reference in only one sentence at the end of her description.

The goldfish swims with its tail. The fish needs gills to breathe. Never feed a fish bread. Always give a fish fresh water tank. Some fish have gold or red–orange spots. Some predators eat fish like cats and kookaburras. It starts in an egg then small then normal then big then large.
### Context: Routines and transitions

The class had a Writer’s Corner which could be used during designated times of the day. Here children could go and write in a quiet environment and present their writing to the class at the end of the week. Stimulus materials usually included pictures, photographs, a variety of texts, word lists and other writing samples. The children conferenced with the teacher about their work during writing in the Writer’s Corner. They wrote a variety of text types, including simple narratives, responses, book reviews, messages, and recounts. Modelled collaboratively constructed texts were displayed and made available for the children to use while they were writing. Alex wrote a story about a magic lamp.

### Analysis of evidence

**Use:**
- capital letters, including for proper nouns and full stops
- approximations of placement for question and exclamation marks

**Evidence:**

Alex has mostly used capital letters to begin sentences and used full stops at the end of sentences. Alex approximated the placement of exclamation marks and used capital letters for proper nouns: “Mum” and “Magic Lamp”.

**Evidence: Narrative work sample**

There once was a boy who didn't have Christmas. But one Christmas his Mum told him to go to the garden and try and find a magic lamp. “I wish you told me that,” said the boy, smiling. He found one and made a wish that Christmas would come to him. And it did! When he looked under the Christmas tree he found … presents! He had Christmas after all!
**Context: Focused learning and teaching — Mathematics and SOSE**

The class had planned an excursion to the local shopping centre as the final experience in an integrated unit. The class had been exploring shopping as part of identifying the practices and contributions of people in their communities. At the shops, the children were going to pretend to buy items for a picnic at the beach and use a calculator to add up the cost. The teacher asked the children to write their shopping list so they could check off when they found the items at the shops.

The teacher constructed the shopping list by selecting words from a collaboratively brainstormed list ahead of time to enable her to gather evidence about particular spelling strategies that the children may have been using. The teacher dictated the list, with some contextualising, for the children to write. The teacher did not make Word Walls or prompts available.

Candice completed the dictation and attempted to spell unfamiliar words.

**Evidence: Dictation work sample**

The words on the dictated word list provide an opportunity for Candice to demonstrate the following spelling strategies:

- **cvc words**: sun, hat, bin, pen
- **High-frequency words**: book, ball, toy
- **Short-vowel words**: sun, hat, bin, pen, sand, truck, flag, fish, kite
- **Long-vowel words**: beach, book, boat, meat, tray, toy, cake
- **Consonant digraphs and consonant blends**: chop, fish, ball, flag
- **Common letter clusters**: sun, hat, book, ball, toy, kite, truck, flag, beach, book, boat
- **Making analogies**: book, kite, truck, flag, chop, cake

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**Analysis of evidence**

Candice has written a list and demonstrated the spelling of:

- cvc words correctly: “sun”, “hat”, “bin”, “pen”
- high-frequency words correctly: “book”, “ball”, “toy”.

Candice has spelt unfamiliar words using a variety of strategies. She has identified and correctly used short-vowel sounds, except for the words “truck” and “sand”, where she experienced vowel confusion and identified “a” for “trak” and “u” for “sund”.

Candice spelt words using the long-vowel sounds of “oo”, “oa”, “ay” and “oy”. She has not recalled “ea” or “ee”, as she used a short vowel “e” for “beach” and “meat”.

Candice used common-letter sequences, onset and rime and making analogies to spell other words on the list. She did not recognise the common letter sequence “uck” in the spelling of the word “truck”.

The errors in the words “kite” and “cake” may have occurred when Candice tried to recall an onset and rime pattern or made analogies with similar words and could not remember the order of the letters. She realises that an “e” is needed to make the long vowel. However, she places it in the wrong position.
**Context:** Routines and transitions

The class had a Writer’s Corner which could be used during designated times of the day. Here children could go and write in a quiet environment and present their writing to the class at the end of the week. Stimulus materials usually included pictures, photographs, a variety of texts, word lists and other writing samples. The children conferenced with the teacher about their work during writing in the Writer’s Corner. They wrote a variety of text types including simple narratives, responses, book reviews, messages, and recounts. Modelled collaboratively constructed texts were displayed and made available for the children to use while they were writing.

Flynn wrote a fantasy story around a favourite personal theme.

**Analysis of evidence**

Flynn has attempted to use a variety of spelling strategies to spell unfamiliar words within his writing.

Flynn has demonstrated his phonological knowledge and understanding of sound–symbol relationships in his spelling attempts.

He showed that he is developing knowledge of long-vowel sounds with some success and attempting to apply this when spelling unfamiliar words.

Flynn recognised short-vowel patterns, common letter clusters and morphemes in word families.

Flynn is using his developing knowledge of consonant digraphs and blends.

He is beginning to make analogies between words and using this as a spelling strategy.

**Evidence:** Partial narrative work sample

Flynn has attempted to use a variety of spelling strategies to spell unfamiliar words within his writing.

Flynn has demonstrated his phonological knowledge and understanding of sound–symbol relationships in his spelling attempts.

He showed that he is developing knowledge of long-vowel sounds with some success and attempting to apply this when spelling unfamiliar words.

Flynn recognised short-vowel patterns, common letter clusters and morphemes in word families.

Flynn is using his developing knowledge of consonant digraphs and blends.

He is beginning to make analogies between words and using this as a spelling strategy.

**Overview of the words used and the spelling strategies Flynn demonstrates:**

**Phonological knowledge and sound-symbol relationships:** batil — battle, wiool — while, ov — of, enume — enemy, aliv — alive, arftu — after, wer — were

**Short-vowel patterns:** best, that, had

**Long-vowel patterns:** zooming

**Consonant digraphs and consonant blends:** off, ferst, shoct — shocked, toald — told

**Common letter clusters and morphemes in word families:** robote — robot (ote), endless — endlest (est), cuming, zooming, morning (ing)

**Making analogies:** toald — told (analogie — toad), nowe — know (analogie — now)
### Context: Routines and transitions — Scientific enquiry

The class had been setting up a toy display to engage their thinking before starting a science unit about energy and movement where they would be investigate how toys move.

The teacher asked the children to write a description of their favourite toy to read to the class when they presented their toy. Cooper wrote about his Lego rally car.

### Analysis of evidence

Cooper has written a description of his favourite toy. He selected familiar vocabulary to describe his rally car and why it is his favourite toy: “light”, “silver”, “headlights”, “reflect”, “race car driver” and “rally track”.

Cooper used new vocabulary: “imagine play” to express his feelings about playing with the car.

### Evidence: Description work sample

This is my Lego car. It is a rally racer. It is light to hold. The headlights reflect the light. All the silver stuff does. I got it for my birthday. It was a present. I like to imagine play and be the race car driver on a rally track.