Y E A R 3 R E P O R T — L I T E R A C Y A N D N U M E R A C Y

*(1 of 2)*

**I n f o r m a t i o n f o r p a r e n t s : p a r t o f t h e Ye a r 2 D i a g n o s t i c N e t**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name |  | Class |  | Teacher |  | Semester |  | Year |

***Key*** **ALL -**Your child is exhibiting all of the key indicators of this phase of development **SOME -** Your child is exhibiting some of the key indicators of this phase of development

**N/A –** This phase is not applicable to your child.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading** | Phase A | ***Phase B*** | ***Phase C*** | ***Phase D*** | ***Phase E*** |
| ROLE PLAY READING  Children display reading-like behaviour as they reconstruct stories for themselves. They show a natural interest in books and the language of print. | EXPERIMENTAL READING  Readers use memory of familiar texts to match some spoken words and written words. They realise that print contains a constant message and begin pointing to words. They may comment on pictures, but seldom question written text. | EARLY READING  Readers may read unfamiliar texts slowly and deliberately as they focus on reading exactly what is on the page. Readers are beginning to reflect on their own strategies, e.g. for working out unknown words. They sometimes comment on and question texts. | TRANSITIONAL READING  Readers are beginning to integrate a variety of reading strategies. They are able to adapt their reading to different types of text. With teacher support they will comment on and criticise texts. | INDEPENDENT READING  Reading is purposeful and automatic. Readers are only aware of reading strategies being employed when encountering difficult text or reading for a specific purpose. Readers have greater ability to make connections between what is current knowledge and what is new. They may challenge texts, drawing on evidence from their own experience. |
| Comment: | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Writing** | Phase A | ***Phase B*** | ***Phase C*** | ***Phase D*** | ***Phase E*** |
| ROLE PLAY WRITING  Children are beginning to come to terms with a new aspect of language, that of written symbols. They experiment with marks on paper with the intention of communicating a message or emulating adult writing. | EXPERIMENTAL WRITING  Children are aware that speech can be written down and that written messages remain constant. They understand the left to right organisation of print and experiment with writing letters and words. | EARLY WRITING  Children write about topics which are personally significant. They are beginning to consider audience needs. They have a sense of sentence but may only be able to deal with one or two elements of writing at one time, e.g. spelling but no punctuation. | CONVENTIONAL WRITING  Writers are familiar with most aspects of the writing process and are able to select forms to suit different purposes. Their control of structure, punctuation and spelling may vary according to the complexity of the writing task. | PROFICIENT WRITING  Writers have developed a personal style of writing and are able to manipulate forms of writing to suit their purposes. They have control over spelling and punctuation. They choose from a large vocabulary and their writing is cohesive, coherent and satisfying. |
| Comment: | | | | |

***Key*** **ALL -**Your child is exhibiting all of the key indicators of this phase of development **SOME -** Your child is exhibiting some of the key indicators of this phase of development  
**N/A –** This phase is not applicable to your child.

*(2 of 2)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number** | Phase A | ***Phase B*** | ***Phase C*** | ***Phase D*** | ***Phase E*** |
| EXPLORING THE ENVIRONMENT  In exploring their immediate environment, children are learning from experiences that support early mathematical development as well as other areas of learning and development.  Children are learning about quantity and the shape and size of objects from different perspectives and using different senses. They are investigating the consequences of their actions and performing repeated patterns of actions. They are beginning to use language and simple drawings in their attempts to communicate their thoughts. Much of this development is evident when children are engaged in imaginative play as they express their feelings and act out experiences which are important to them. | EARLY DISCOVERIES IN NUMBER  Children’s learning continues to be closely linked with their immediate environment and everyday situations. In particular, they are learning about size, position, shape, number, colour, texture and taste.  Children are exploring materials around the home, in the community and in nature. They are solving problems of personal interest in a variety of practical contexts and play situations.  Children are counting and comparing small groups of objects. They are identifying numbers of particular relevance to them in their environment. Children are using symbols and everyday language to describe numbers. | BEGINNING NUMBER STUDY  Children have an understanding of number concepts to 10, but their counting skills extend to larger numbers.  Children can compare the size of groups by matching items or by sight if the number is three or less. They demonstrate an understanding of one-to-one correspondence — that is, they are able to physically match and compare objects from two groups.  Children are familiar with the standard ways of recording numbers in digit and word forms. Children demonstrate an understanding of the concept of addition and can record their calculations using digits and the addition sign (+). Children are able to recall most basic addition facts to 10. | EARLY PLACE VALUE  Children are developing an understanding of the concept of place value when applied to two-digit numbers — that is, the relative value of digits in the ‘tens’ and ‘ones’ places. They can read, write, compare and classify numbers to 99. Children can also represent these numbers using a variety of materials, and count to 100.  Children demonstrate an understanding of the concepts of addition and subtraction when solving problems and calculating with numbers to 99. They are able to explain addition and subtraction calculations using mathematical language. Children can recall the basic addition facts to 18 and apply these facts when adding numbers to 99. Children can also recall most subtraction facts to 10. | EARLY OPERATIONS  Children’s understanding of place value now extends to three-digit numbers. They are demonstrating this understanding when they analyse, compare, classify and record numbers to 999. Children are also representing these numbers using structured mathematical materials, and their counting extends to 1 000. They are using mathematical language when describing number relationships and their representations.  Children are able to add and subtract numbers to 999. They can recall basic subtraction facts to 18. Children demonstrate an understanding of the concept and associated language of multiplication and they can also recall some multiplication facts. |
| Comment: | | | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teacher’s signature |  | Date |  | Principal’s signature |  | Date |  | Parent/Guardian’s signature |  | Date |
|  |  |  |  |  |  |



**Copy of QSAlogoBW full size**

|  |  |
| --- | --- |
| School: |  |