# Attadale Literacy Level Targets

80% of students will achieve these READING levels or above when tested in term 1, 2014.

<table>
<thead>
<tr>
<th>These are MINIMUM expectations:</th>
<th>K</th>
<th>PP</th>
<th>YR 1</th>
<th>Yr 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OEA Reading Targets</strong></td>
<td>Oct Reading Level aim: 0.5</td>
<td>Feb Reading Level 0.8</td>
<td>Feb Reading Level 1.75</td>
<td>Feb Reading Level 2.0+</td>
</tr>
</tbody>
</table>
| **OEA Checkpoint Elaboration** | • shows an understanding of the directional sequence of text  
• recognises some letters of the alphabet and awareness of the relationship between sounds and letters  
• correctly reads some familiar words; for example, words in the title of a simple reading test, or labels on objects  
• retells the main ideas in a text; for example, the plot after listening to the reading of a picture story book or watching a video  
• predicts events in a text from looking at the cover and illustrations | • matches print and spoken text in their immediate environment  
• recognises how sounds are represented alphabetically and identify some sound–letter relationships  
• reads aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures  
• reads from left to right with return sweep, and from top to bottom  
• uses the title, illustrations and knowledge of a text topic to predict meaning  
• uses context and information about words, letters, combinations of letters and the sounds associated with them to make meaning  
• uses illustrations to extend meaning | • recognises a wide range of letters and sounds, and blends in words of more than one syllable  
• uses strategies for working out the meaning of unfamiliar words in context; for example sounding out, rereading, using cues from illustrations  
• self corrects and uses punctuation to contribute to meaning when reading aloud; for example, recognition of quotation marks to identify a speaker's words  
• orders retelling of main ideas from a text they have read  
• responds to ideas in short print and electronic literary texts. | • reads independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary  
• matches sounds accurately to a range of letters, letter clusters and patterns  
• works out the meaning of unfamiliar phrases and words in context  
• locates directly stated information  
• retells ideas in sequence using vocabulary and phrases from the text  
• interprets labelled diagrams  
• predicts plausible endings for stories and infers characters' feelings  
• self-corrects when reading aloud and describe strategies used to gain meaning  
• identifies that texts are constructed by authors  
• distinguishes between texts that represent real and imaginary experience |

<table>
<thead>
<tr>
<th>Springboard Book Level</th>
<th>2</th>
<th>7</th>
<th>16</th>
<th>17-23</th>
</tr>
</thead>
</table>
| **Sight Words to Recognise** | 12+  
(ref: DoE- Mary Rohl-100 High Frequency Words) | Any 100 | Know all 100+ | 144 |
80% of students will achieve these WRITING levels or above when tested in term 1, 2014.

<table>
<thead>
<tr>
<th>OEA Writing Targets</th>
<th>K</th>
<th>PP</th>
<th>YR 1</th>
<th>Yr 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Checkpoint Elaboration -Writing-</strong></td>
<td><em>an understanding that their writing can communicate ideas, feelings and information</em></td>
<td><em>the use of letters and some words in the writing of brief texts about topics of personal interest</em></td>
<td><em>emergent writing showing concepts about print, including left to right, top to bottom</em></td>
<td><em>reading back from their own writing at the time of writing</em></td>
</tr>
<tr>
<td><em>approximate use of letters of some letter-sound relationships and common words</em></td>
<td><em>the use of a variety of writing tools, including crayons, pencils and computer software.</em></td>
<td><em>segmenting and blending of letters in words of one or two syllables</em></td>
<td><em>using sentence context, predictable structures and initial letters when attempting to read unfamiliar words</em></td>
<td></td>
</tr>
<tr>
<td><em>self-correction, on recognition that their own reading does not make sense</em></td>
<td><em>including main ideas in retelling what they have read</em></td>
<td><em>predicting what might happen in a story read independently.</em></td>
<td><em>writes short sequenced texts that include some related ideas about familiar topics.</em></td>
<td></td>
</tr>
<tr>
<td><em>links ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place.</em></td>
<td><em>accurately spells frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words.</em></td>
<td><em>uses capital letters, full stops and question marks correctly.</em></td>
<td><em>writes upper- and lower-case letters legibly with consistent size, slope and spacing.</em></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Sight Words to Spell</th>
<th>VC words (eg at, it, in )</th>
<th>First 20 from list 1 &amp; 2</th>
<th>100 +</th>
<th>144</th>
<th>Yr 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Expectations</strong></td>
<td>Own name</td>
<td>2 sentences with noun and verb</td>
<td>1 page persuasive and narrative text Use school editing checklist</td>
<td>1 page well sequenced persuasive text. 1 page narrative</td>
<td>1 page high modality persuasive text with rebuttal and paragraph 1 page narrative</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>L to R</td>
<td>Capital letters</td>
<td>Capital letters, full stops</td>
<td>Capital letters</td>
<td>verb clauses</td>
</tr>
<tr>
<td></td>
<td>Capital letters</td>
<td>Full stops</td>
<td>? and ! marks</td>
<td>Full stops, commas</td>
<td>apostrophes</td>
</tr>
<tr>
<td></td>
<td>Spaces between words</td>
<td></td>
<td></td>
<td>Nouns, prop nouns</td>
<td>paragraphs</td>
</tr>
</tbody>
</table>

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<tr>
<th>Handwriting (incl keyboarding)</th>
<th>pencil grip</th>
<th>pencil grip</th>
<th>pencil grip</th>
<th>spacing</th>
<th>introduction to cursive writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>writes name, letters, numbers with correct starting points</td>
<td>correct letter forms per week</td>
<td>correct letter forms, spacing</td>
<td>letters on lines</td>
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Sight Words to Spell
- VC words (eg at, it, in )
- First 20 from list 1 & 2
- 100 +
- 144
- Yr 3

Writing Expectations
- Own name
- Familiar cvc words eg mum, dad, cat, dog
- 2 sentences with noun and verb
- With sight words form list 1 & 2
- 1 page persuasive and narrative text
- Use school editing checklist
- 1 page well sequenced persuasive text.
- 1 page narrative
- 1 page high modality persuasive text with rebuttal and paragraph
- 1 page narrative

Grammar & Punctuation
- Capital letters
- Full stops
- Spaces between words
- Capital letters, full stops
- ? and ! marks
- Nouns, prop nouns
- Verbs

Handwriting
- pencil grip
- pencil grip
- pencil grip
- spacing
- introduction to cursive writing