LANGUAGE POLICY
**Language Terms**

**Language of Instruction**

The Language of Instruction is the language in which most of the curriculum is taught.

**Additional Language Study**

Additional Language study refers to the languages that the school offers in addition to the language of instruction. Sometimes termed Second Language Study. In Australia this is often referred to as Language other than English (LOTE).

**Mother Tongue**

Mother Tongue refers to the native language of an individual. Whilst this generally describes the language most frequently spoken at home, there may be occasions where more than one language is used comfortably and interchangeably within home and community settings. Mother tongue language at times is referred to Home Language or Heritage Language.

**English as an Additional Language (EAL)**

An EAL student is a student from a language background other than English who is learning English as a second or subsequent language.

**Background**

**National Statement for Languages Education in Australian Schools 2005**

**Learning Languages:**

- Enriches our learning intellectually, educationally and culturally
- Enables our learners to communicate across cultures
- Contributes to social cohesiveness through better communication and understanding
- Further develops the existing linguistic and cultural resources in our community
- Contributes to our strategic, economic and international development
- Enhances employment and career prospects for the individual

**The National Education Statement maintains:**

Education in a global community brings with it an increasing need to focus on developing inter-cultural understanding. This involves the integration of language, culture and learning.

Inter-cultural language learning helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns.

Learners will view the world, not from a single perspective of their own first language and culture, but from multiple perspectives gained through the study of second and subsequent languages and cultures. For learners who study their background or heritage language, it provides a strengthened sense of identity.

Inter-cultural language learning contributes to the overall education of learners, developing in them the capabilities to:

- communicate, interact and negotiate within and across languages and cultures
- understand their own and other's languages, thus extending their range of literacy skills, including skills in English literacy
- understand themselves and others, and to understand and use diverse ways of knowing, being and doing
- further develop their cognitive skills through thinking critically and analytically, solving problems, and making connections in their learning.
Such capabilities assist learners to live and work successfully as linguistically and culturally aware citizens of the world.

**Language Learning - Rationale**

Language learning improves opportunities for education, employment and access to information, in a multicultural, multi faith and multi lingual world. It enhances the ability to communicate effectively in one’s own language.

Language learning develops independence of judgement, thought and action, combined with social responsibility, necessary for the exercise of responsible citizenship.

Language learning protects and develops the Australian heritage of cultural and linguistic diversity, as a source of mutual enrichment and respect. It opens the ‘window of our minds’.

Enthusiasm to communicate is the key to success in developing excellence in language learning. Language learning at Auburn South Primary School encompasses the language of instruction, additional language study and the recognition of the importance and value of mother tongue languages and indigenous languages.

**Purpose**

The purpose of this language policy is to provide the school community with a language curriculum structure that ensures that all students at all levels are:

- properly assisted to develop and refine their proficiency in the school’s primary language of instruction (English) so that they gain full access to the curriculum
- given the exposure necessary for the development of linguistic and cultural competence in a language different from their own and from the school’s primary language of instruction
- supported in the maintenance of their mother-tongue or language of heritage
- encouraged to develop an appreciation of how languages help to shape our understanding of the world and its diversity
- equipped with an understanding of languages as a source of knowledge and knowing
- provided with a life-long ability and interest in, as well as enjoyment of language learning.

**Language of Instruction (English)**

The English domain is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage.

**Language: knowing about the English language**

In the Language strand, students develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language-in-use and language-as-system, so they can reflect on their own speaking and writing and discuss these productively with others.
**Language variation and change**: Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements and technological innovations. They come to understand that these factors, along with new virtual communities and environments, continue to affect the nature and spread of English.

**Language for interaction**: Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities.

**Text structure and organisation**: Students learn how texts are structured to achieve particular purposes; how language is used to create texts that are cohesive and coherent; how texts about more specialised topics contain more complex language patterns and features; and how the author guides the reader/viewer through the text through effective use of resources at the level of the whole text, the paragraph and the sentence.

**Expressing and developing ideas**: Students learn how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups, as well as combinations of sound, image, movement, verbal elements and layout. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes.

**Sound and letter knowledge**: Students develop knowledge about the sounds of English and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to represent spoken words by using combinations of these letters.

**Literature: understanding, appreciating, responding to, analysing and creating literature**

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have potential for enriching the lives of students, expanding the scope of their experience, and because they represent effective and interesting features of form and style. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of human experiences and the capacity for language to deepen those experiences. It builds students' knowledge about how language can be used for aesthetic ends, to create particular emotional, intellectual or philosophical effects. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, texts from Asia, texts from Australia's immigrant cultures and texts of the students' choice.

**Literature and context**: Students learn how ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.

**Responding to literature**: Students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.

**Examining literature**: Students learn how to explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres, and how to discuss the appeal of these genres. They learn how to compare and appraise the ways authors use language and literary techniques and devices to influence readers. They also learn to understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect.

**Creating literature**: Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.

The Literature strand also gives students the opportunity to study the processes by which certain literary works become ‘prized’ and ‘perennial’, the ‘valuing’ process itself, and why it is that most cultures have works they cherish. The approach to learning in this strand is not to present students with an English literary canon that is a static entity, but rather to invite their curiosity about, and develop an increasingly specialised inquiry into, the historical, cultural and aesthetic processes by which works come to be regarded as valued and cherished.

**Literacy: expanding the repertoire of English usage**
The Literacy strand aims to develop students’ ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

Literacy

Texts in context: Students learn that texts from different cultures or historical periods may reveal different patterns in how they go about narrating, informing and persuading.

Interacting with others: Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.

Interpreting, analysing, evaluating: Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical and phonetic knowledge. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from a variety of sources. They explore the ways conventions and structures are used in written, digital, multimedia and cinematic texts to entertain, inform and persuade audiences, and they use their growing knowledge of textual features to explain how texts make an impact on different audiences.

Creating texts: Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. They do so by strategically selecting key aspects of a topic as well as language, visual and audio features. They learn how to edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing. They learn to use a range of software programs including word processing software, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative texts.

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Teaching and Learning of Language of Instruction

The Language of Instruction at Auburn South is English. The implementation is outlined in Appendix 1.

Diagram 1: Literacy Cycle

Diagram 2: Interrelationship between components
Table 1: Explanation of Components of the Literacy Cycle

<table>
<thead>
<tr>
<th>Reading Cycle</th>
<th>Writing Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our aim is to develop competent, motivated and independent readers.</strong></td>
<td><strong>Our aim is for students to see writing as a process not a product.</strong></td>
</tr>
<tr>
<td><strong>Seek</strong></td>
<td><strong>Seed</strong></td>
</tr>
<tr>
<td>Students are scaffolded to seek a variety of texts (good fit, inspiring, relevant, appropriate)</td>
<td>Seeking and recognising inspiration to form a starting point, which opens students to possibilities.</td>
</tr>
<tr>
<td><strong>Read</strong></td>
<td><strong>Plan</strong></td>
</tr>
<tr>
<td>Students are introduced to and supported with a range of reading strategies.</td>
<td>Students are introduced to and develop a range of planning strategies related to their purpose.</td>
</tr>
<tr>
<td><strong>Respond</strong></td>
<td><strong>Draft</strong></td>
</tr>
<tr>
<td>Students are given opportunities to respond to texts in a variety of ways.</td>
<td>Students create, express and experiment with their ideas inspired by prior planning.</td>
</tr>
<tr>
<td><strong>Share</strong></td>
<td><strong>Revise</strong></td>
</tr>
<tr>
<td>Students and are given the opportunity to share, reflect and gain feedback.</td>
<td>Students consider their drafting from the reader's perspective. They are exposed and invited to generate methods to organise, re-structure and manipulate writing based on audience, purpose and revision of prior planning.</td>
</tr>
<tr>
<td><strong>Edit</strong></td>
<td><strong>Publish</strong></td>
</tr>
<tr>
<td>Fine tuning writing focusing on grammar, sentence structure, word choice, punctuation, capitalisation and spelling.</td>
<td>Students are given the opportunity to express themselves through multi-modal publishing.</td>
</tr>
<tr>
<td><strong>Share</strong></td>
<td><strong>Reflect</strong></td>
</tr>
<tr>
<td>Reflection and feedback are offered through sharing, which is ongoing throughout the writing process. Students will have opportunities to celebrate their writing in a variety of ways.</td>
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</tr>
</tbody>
</table>

*The level of support from the teacher will depend on the age and ability of the student. Students will not necessarily follow this cycle from start to end.*
Speaking and Listening (Oral Language)

Formal and Informal
Speaking and listening are used as tools to communicate, relate, gain perspective and construct deeper levels of understanding.

Word Study
Word study is an alternative to traditional spelling instruction. It is based on learning word patterns and strategies rather than memorising unconnected words. The focus is having students **hear** the word, **say** the word, **write** the word and then **read** the word. Students will be assessed using the “Words Their Way” inventory on a regular based and teachers will group students in at least three groups according to the results. The spelling strategies and grammar foci are outlined in Appendix 2.

Additional Language Study (Mandarin)

Purpose
Additional Language study contributes materially to the universal purposes of schooling and to the development of skills in thinking and reflection. It supports the moral, social and economic initiation of young people into the culture and wider civilisation that surrounds them.

Learning an additional language nurtures reflective, deep and creative thinking in specific ways, cultivates culturally distinctive fields of knowledge, and stimulates awareness of intellectual functioning. In unique ways, languages require learners to engage in self-reflection because effective communication in a new language requires the learner to move outside the norms, practices and acquired behaviours of their first language.

Languages infuse the entire curriculum with both taught and incidental insights into how knowledge is organised by different sociocultural communities, and introduce awareness of important distinctions in meaning, sound, and sound patterns, social arrangements, order and sequencing of information, categories and relations. These skills can directly enhance the general intellectual development of young people.

In learning an additional language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of inter-culturally aware citizens; this is of increasing importance at a time of rapid and significant globalisation.

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Criteria for Languages other than English

The selection of a Language study is significant, as a language commencing in the Primary school requires a 7 year commitment. In making commitments to language offerings, the school is establishing community expectations about the nature and the longevity of our program.

Economic and social trends are not always enduring, and a language selection based only on these criteria does not take into account the time needed to develop both expertise in staff and a resource-rich learning environment.

Criteria for considering what additional languages will be offered by the school should also include:

- access to a language through the provision of a range of languages, which address a wide range of learning abilities of the students
- languages offered from within and beyond the Asia Pacific region
- provision for learning in contextual situations e.g. tours, exchanges, school cultural events
- response to school priorities and needs
- acknowledgement of availability of expert staffing and continuity of teacher supply
- access to quality teaching resources, additional funding, local language organisations and international connections
Pedagogy

In recent years, pedagogical practice has shifted to a constructivist approach, focusing on the development of communicative competence. The timing and pace of the transition to an academic focus is crucial in determining the student’s commitment to the study of another language, and in achieving success at a personal level and for external certification requirements.

Given the context of Auburn South Primary School, it is recommended that best practice be determined by the student’s:

- ability to operate with a proportionate degree of functionality in the language according to the years and time of tuition
- retention of the specific language study when moving to secondary school
- personal development i.e. their enjoyment and appreciation of language learning

Implementation

The organisational structure should provide opportunities to allow breadth and choice of language learning.

The additional language currently offered at Auburn South should be reviewed every 5 years. This is currently being reviewed – pedagogy and learning intention.

Prep to Year 6

- a minimum of one additional language will be offered throughout the school. The school Leadership Team and Consultative Committee will determine the additional language chosen in conjunction with School Council
- an indigenous unit of inquiry related to land, language and culture?
- it is acknowledged that a bilingual/dual language or partial immersion program in the PYP years may bring a richer language learning opportunity and that this approach needs to be seriously considered by the school.

Professional Competencies

Language is central to all disciplines of study, and as such all teachers, regardless of their principal teaching focus assumes a responsibility for the teaching of language, incorporating the spoken and written. The ability of the teacher to make a difference in the outcomes of a learning program is well recognised. It should be acknowledged that every teacher at Auburn South Primary School needs to view themselves as a language teacher.

Auburn South teachers of Additional Languages should have the following professional competencies:

- a national and/or international qualification in Language education
- fluency in the additional language and in English
- regular contact with the additional language and the culture/country of the target language
- confidence and willingness to use an additional language only approach as appropriate to Australian educational culture
- competency with learning technologies and a willingness to integrate these into the curriculum
- an understanding of curriculum programs (i.e. PYP and AusVELS) and especially the scope and sequence of outcomes and standards for language learning
- the ability to teach in a differentiated setting
- the ability to integrate cultural activities into the program.
**English as an Additional Language (EAL)**

**Introduction**

As well as developing competence in the linguistic aspects of the English language, EAL learners also become increasingly aware of the culturally diverse practices, values and expectation of Australian society. They develop a fluency in operating within Australian cultural contexts and an identity as a bilingual user of English in Australian society and at school in Australia. This cultural learning becomes increasingly evident in the ways that EAL learners speak and listen in English, read English texts and communicate in written English.

Standards in EAL are organised in three interrelated dimensions:

- Speaking and Listening
- Reading
- Writing

**Speaking and listening**

The Speaking and Listening dimension focuses on EAL students’ development in comprehending spoken English and in using it for communication. This includes using English for social interaction and school-based learning, and in both formal and informal contexts. This dimension focuses on students’ development as they learn the vocabulary and grammar of English, and about the conventions of different spoken genres. It also includes elements of students’ development as they gain increasing control over English phonology, word and sentence stress, rhythm and intonation, and the information conveyed by these systems.

**Reading**

The Reading dimension focuses on the development of reading in English including understanding, interpreting, reflecting upon, responding to and enjoying written and visual texts and reading both silently and aloud.

The development of students’ reading skills in English are outlined in the EAL standards (AusVELS document) from their initial interaction with written texts encountered when first building oral English language skills, to their engagement with a wide range of texts used in mainstream classrooms. In the case of students in the early years of schooling or those older students learning to read and write for the first time, the development of their understanding about reading is also outlined. For these students, the term ‘read’ also includes reading behaviours and strategies such as role-playing reading and reciting texts learnt by heart.

The Reading dimension includes a focus on students’ development as they learn to use semantic, sound-letter and syntactic cues to gain information from texts, and how this ability develops as they learn more English. It also includes the development of a vocabulary for talking about reading and for exploring the concepts and ideas in texts written for different purposes.

**Writing**

The Writing dimension focuses on the development of writing in English. It includes the development of skills for encoding English into its written form, as well as skills for composing, editing and presenting a range of written genres. Writing involves using appropriate language for particular purposes or occasions to represent and reflect on ideas, issues, arguments, events, experience, character, emotion and information. It involves the development of knowledge about writing strategies and conventions and includes writing for print and electronic media and performance.

This dimension outlines the development of students’ writing skills in English from their initial interaction with the writing system with beginning oral English language skills, through their growing understanding of the English sound-
symbol system, and vocabulary and grammar. It also outlines their developing understanding that the kinds of texts they write will be influenced by the purpose for which they are written and the audience they are written for.

Note: Students who have had early reading and writing experiences in character or non-Roman alphabetic scripts will need a specific focus on learning English script and sound-letter relationships and handwriting.

The term ‘texts’ is taken to mean the full range of print and non-print texts including fiction and non-fiction works, newspapers and magazines, illustrations, posters and charts, film and television and the texts associated with information and communication technologies.

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Purpose

The aims of the Auburn South Primary School EAL program are to enable the students to access the curriculum of the school, while at the same time developing broad communication and interaction skills. The EAL program will enable students to:

- use the language effectively as a means of communication within the social, cultural and academic life of the school, and in the wider community
- develop the specific communication skills required within and across subject area
- develop an understanding of the nature of language and the process of language learning
- develop an understanding of intercultural awareness

Student Needs

EAL learners need a well planned and well delivered curriculum that enables them to access, take part and achieve success in all domains of school life.

EAL students need a program that:

- is integrated into the curriculum and planning in order to cater for ongoing language needs
- acts as a resource for teachers and students
- provides a caring, flexible and supportive environment
- includes all teachers in all curriculum areas to ensure that EAL learners learn the specialised language relevant to the specific subject areas
- aims to ensure that lack of competence in the language of instruction does not hinder their cognitive and academic progress
- includes a program of communicative language learning, including the teaching of skills as outlined within the EAL introduction section of this policy
- is flexible to ensure that the needs of the current students are being met

Professional Development

It is essential that all teachers are trained in cultural and linguistic awareness, and in the instructional techniques for working with second language learners. The school needs to offer professional development experiences that make teachers aware of the language acquisition issues that are experienced by EAL learners in mainstream classes.

This type of professional development is essential to ensure the full participation of second language learners in the variety of academic and social programs offered by the school. Teachers also need to appreciate the cultures and differing expectations of EAL learners in their classrooms.

Implementation

It is recommended that the EAL program be implemented in the following ways:

- trained Language Intervention teacher/s will work with the students either in an in-class and/or withdrawal program, depending on the needs of the student/s
- the Language Intervention teacher will also provide support for the primary school teachers
all Language Intervention teachers need to be appropriately trained and classroom teachers will participate in EAL professional development sessions
the EAL program should be embedded into the general curriculum wherever possible
it must be acknowledged that the EAL program will be adapted to cater for the needs of the specific cohort of students
the students should be actively encouraged to continue to develop their first language as this has a critical influence on additional language development

Resources
To create further opportunities for EAL students to become more independent learners it is recommended that:

- EAL resources are purchased for the program
- EAL resources are purchased for mainstream classroom use

**Mother Tongue Support**

Introduction
Maintaining and developing language and literacy skills in the mother tongue:

- facilitates the learning of the second/additional language
- ensures continuous cognitive development
- has the potential to increase inter-cultural awareness and understanding both for the language, literature and culture of their home country
- makes it possible for students to re-adjust to life in their home community and education system should they return to their home country.

Purpose
Mother-tongue programs should aim to develop students’ language and literacy skills in their mother tongue to their full potential in order for them to achieve the benefits outlined above.

Implementation
It is recommended that the school will:

- elevate the profile of mother tongue and ensure that students have the opportunity to continue to develop their full literacy in their mother tongue
- show recognition and celebration of the various mother tongue languages within the school
- acknowledge that mother tongue languages are a beneficial resource for both teachers and students
- make information on mother tongue programs available to parents and teachers

Resources
Libraries/media centres should be encouraged to build up resources of texts in mother tongues of the student population. These texts should not only be literary but should also include all curriculum content matter, as well as grammar books, reference books etc.

The school should make every effort to provide information technology resources that enable all mother tongue students and teachers to access material in their own languages.
Language Intervention

Aim

- To identify and cater for students who require additional support with language learning
- To support teachers in planning programs to meet individual needs within the classroom
- To support parents, staff and students

Implementation

- Throughout the year identified students are assessed using a variety of diagnostic assessments depending on their age.
- The classroom teacher, with support from the language intervention teacher documents an Individual Learning Improvement Plan for each student and a copy is given to the parents and the Literacy Intervention teacher.
- The Language Intervention program is individualised to meet the needs of the students.
- Teaching groups will be as small as possible. The focus is to target students who do not perform in normal classroom programs and to move them forward, with success.
- The program is uninterrupted where possible.
- Students who have like needs maybe grouped together on occasions.
- Students are either withdrawn from their classroom for the program or work within the classroom with the language intervention teacher.
- Discontinuation from the program is based on post-test assessments. Students will be discontinued when they reach the minimum statewide benchmark or above, in the Language Intervention Program.
- The Language Intervention teacher is available for parent interviews and all Student Support Group meetings.
- The Language Intervention teacher will liaise regularly with the school Educational Support Services - Educational Psychologist and Speech Pathologist to support students.
- The Language Intervention teacher will timetable two sessions per week to be available to all staff for support and consultation.
- The Language Intervention teacher will liaise with external professional groups to enable the best outcomes for the student.

Policy Implementation

Successful implementation of a new language policy requires long term strategies to be developed, to ensure that significant change and understanding of the value of learning languages is acknowledged within and beyond the ASPS community.

This Language Policy completes the first phase of further developing language learning at Auburn South Primary School.

It is the intent to now move to the second phase: elevating the role of language learning at Auburn South in line with the DEECD direction of making schools more accountable of language learning with a particular focus on Asia.

Evaluation:

This policy will be reviewed as part of the school’s review cycle or before as appropriate.

Status: Ratified August 2015
Appendix 1 Teaching and Learning of Language of Instruction ~ Implementation

Prep to Year 3*

Outline of the components of an effective language block

<table>
<thead>
<tr>
<th>Teacher directed whole group instruction (no longer than 15mins)</th>
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<tbody>
<tr>
<td>• Focus can be on the development of approaches to learning (ATLs), reading, writing, spelling, grammar or speaking and listening</td>
</tr>
<tr>
<td>• Clear learning intention (WALT) – articulated to the children in clear view that is continuously referred to</td>
</tr>
<tr>
<td>• Success Criteria (WILF) - articulated to the children in clear view that is continuously referred to</td>
</tr>
<tr>
<td>• Methods of teacher directed instruction – explaining, modelling, demonstrating, viewing, guiding, practising, reflecting</td>
</tr>
</tbody>
</table>

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<tr>
<th>Teacher focus (Reading) 30 mins teacher focus sessions (e.g. 2 x 15mins, 1 x 30 mins or individual student meetings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching reading strategies:</td>
</tr>
<tr>
<td>• Guided Reading</td>
</tr>
<tr>
<td>• Shared Reading</td>
</tr>
<tr>
<td>• Individual Conferencing (goal setting)</td>
</tr>
<tr>
<td>• Reading to</td>
</tr>
<tr>
<td>• Reciprocal Reading</td>
</tr>
<tr>
<td>• Literature Circles</td>
</tr>
<tr>
<td>• Language Experience/Oral Language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meaningful independent learning experiences (Independent, pair or small group learning experiences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All tasks need to have the following:</td>
</tr>
<tr>
<td>• WALT and WILF – it is important students are aware of the purpose of learning and what teachers are looking for.</td>
</tr>
<tr>
<td>• Where possible WALT needs to be linked to aspects of inquiry (MTPYPH p.29) or a particular skill or knowledge that the students need to develop throughout the UOI.</td>
</tr>
<tr>
<td>• Decreased emphasis on using skill-drill texts/workbooks to learn language and an increased emphasis on providing relevant student centred experiences</td>
</tr>
</tbody>
</table>

15mins reflection/sharing

2nd Teacher directed whole group instruction (no longer than 10mins)

Focus can be:
• Writing
• Oral Language
• Word Study

Word Study:
Fortnightly spelling and grammar strategy focus

Words their Way inventory used to inform groupings. There should be a minimum of 3 groups. Teacher focus session.

Dictation and marking words:
• Syllables
• Sounds
• Short and long vowels

Constant dictation of the phonograms in ability groupings

Independent use of strategy from whole group instruction (20mins)

10mins reflection/sharing

*Please note that Year 3 is a transition year where the Year 3 teachers will transition students from the Prep – Year 3 model (above) over to the Years 3 – 6 to model (next page).
Year 3* to Year 6

Although this implementation plan has reading, writing, oral language and word study in isolation, each strand is interrelated. It is a transdisciplinary process driven by the unit of inquiry.

Teacher directed whole group instruction (no longer than 15mins)

- Focus can be on the development of approaches to learning (ATLs), reading, writing, word study or speaking and listening
- Methods of teacher directed instruction – explaining, modelling, shared, demonstrating, viewing, guiding, practising, reflecting
- Clear learning intention (WALT) – articulated to the student in clear view that is continuously referred to
- Success Criteria (WILF) - articulated to the student in clear view that is continuously referred to

Key components

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Oral Language</th>
<th>Word Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good fit texts:</td>
<td>Students create a variety of texts, to inform, persuade and entertain.</td>
<td>Informal</td>
<td>Fortnightly spelling and grammar strategy focus</td>
</tr>
<tr>
<td>1) purpose for reading</td>
<td>Students write using a multimodal Writer’s Notebook for extended periods of time developing skills in various stages of the writing process. The notebook will also include evidence of goal development and record of text types.</td>
<td>Class discussions</td>
<td>Words their Way inventory used to inform groupings. There should be a minimum of 3 groups. Teacher focus session.</td>
</tr>
<tr>
<td>2) interesting</td>
<td>Students have individual writing goals based on AusVELS outcomes (reworded in student accessible language). These are set in conjunction with their teacher based on assessment.</td>
<td>Pair Share</td>
<td>Dictation and marking words:</td>
</tr>
<tr>
<td>3) comprehend</td>
<td>Teacher focus sessions will consist of individual or small group conferencing:</td>
<td>Group share</td>
<td>• Syllables</td>
</tr>
<tr>
<td>4) know almost every word</td>
<td>o goal setting</td>
<td>Formal</td>
<td>• Sounds</td>
</tr>
<tr>
<td></td>
<td>o providing feedback</td>
<td>Debates</td>
<td>• Short and long vowels</td>
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<tr>
<td></td>
<td>o explicit teaching</td>
<td>Structured discussions</td>
<td>Constant dictation of the phonograms in ability groupings</td>
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<tr>
<td></td>
<td>o guiding students with providing evidence for goals</td>
<td>Presentations</td>
<td></td>
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<tr>
<td></td>
<td>o targeted teaching</td>
<td>ICT/audio presentations</td>
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<tr>
<td></td>
<td>developing reading strategies (mixed or like abilities same or different texts)</td>
<td>Performances</td>
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</table>

Informal
- Class discussions
- Pair Share
- Group share

Formal
- Debates
- Structured discussions
- Presentations
  - classroom
  - school
  - community
- ICT/audio presentations
- Performances

Teacher focus sessions may include:
- conferencing:
  - goal setting
  - providing feedback
  - explicit teaching
  - guiding students with providing evidence for goals
- targeted teaching developing reading strategies (mixed or like abilities same or different texts)
Appendix 2 Outline of Teacher Focus Sessions

Guided Reading

Definition: Providing scaffold and support to a small group of students, with a similar need, as they read a common text.

Description: Guided Reading is a procedure that enables teachers to support small groups of students who use similar reading strategies and who are able to read texts at a similar level.

Guided Reading enables students to practice strategies that have already been introduced. The teacher guides or directs the readers to sections of the text using the following pattern: set a focus question, predict, read and discuss. Most of the reading is performed silently.

Texts used in Guided Reading sessions can be selected to the readers’ instructional level or focus strategy.

Key Features:
- Small groups of students
- Students are grouped to focus on an identified need.
- Most reading is performed silently.
- The teacher guides the reading.

Shared Reading

Definition: A teacher-managed blend of modelling, choral reading and focused discussion.

Description: Shared Reading is a supportive, interactive reading procedure where all students can see the text being shared. Students observe an appropriate model (usually the teacher) reading the text and are invited to read along.

Shared Reading provides a common starting point and context for a variety of subsequent whole class literacy activities. Whole class shared reading sessions also provide a springboard for working with smaller groups to extend or consolidate reading behaviours or knowledge at different levels.

Texts selected for Shared Reading sessions need to enable the teacher to demonstrate the chosen reading behaviours. Enlarged texts allow the students to see the text and contribute to the oral reading. Texts can be re-used several times; however it is important to sustain the students’ interest and attention when re-visiting the same text.

Key features:
- Sessions are most effective when they are brief (10 – 20 mins).
- All students in the class actively participate.
- The focus is singular or limited in one session.
- The text is visible and accessible to all.
- Differentiated activities follow the shared reading.
- There are multiple readings of the text.

Modelled Reading

Definition: Demonstrating reading behaviours and verbalising the cognitive process involved with those behaviours.

Description: The focus of Modelled Reading is on the explicit planning and demonstration of selected reading behaviours. This regularly includes the demonstration of comprehension and word identification strategies. Students participate by actively listening and watching rather than by contributing, suggesting and pursuing discussion.

Modelled Reading is most effective when used immediately before students are asked to “have-a-go” at using a new reading behaviour. The shared use and practice of new learning by students may not happen immediately and will require many demonstrations.

When using Modelled Reading it is important to choose a text that is most suited to demonstrate the selected reading behaviour. It is also critical to locate a variety of literacy and informational texts, that can be sued to demonstrate the
same behaviour over a series of Modelled Reading sessions. Enlarged texts allow the students to see the text as the teacher reads and thinks aloud.

**Key features:**
- Clear ‘think aloud’ statements are used.
- The focus is singular or limited in a session.
- The same behaviour is modelled many times.
- Sessions are most effective when kept brief (5 – 10mins).

**Language Experience**

**Definition:** To use a shared experience as a basis for jointly creating a text that is then used for further reading.

**Description:** The focus of Language Experience is on involving students in a shared experience. As a result of the shared experience, oral language is generated and a written text is created. This jointly created text, scribed by the teacher, becomes the text for further reading sessions.

Language Experience opportunities can be generated in a range of ways.
- Planned activities inside the classroom, e.g. bringing in an animal or object to observe and discuss, inviting a guest to class, cooking.
- Planned activities outside the classroom, e.g. taking a trip to an interesting location such as the beach, fire station or zoo.
- Unplanned events, e.g. the builder’s arriving at the school, a stormy day.

**Key Features:**
- The student’s oral language forms the basis for creating the written text.
- The Shared Writing procedure can be used to create the text.
- The whole class participates.
- The created text can be used for further reading activities.

**Book Discussion Groups**

**Definition:** Small groups of students who meet to discuss, respond to and reflect on a common text they have chosen to read.

**Description:** The focus of Book Discussion Groups is on a small group of students selecting a text, reading it independently and meeting on a regular basis to discuss it. With certain modifications, Book Discussion Groups are applicable across all year levels and can work equally well with literary and informational texts.

It may be necessary for the teacher to facilitate discussions with younger students, or with students inexperienced or unfamiliar with the procedure. Once students are confident with the Book Discussion Group procedure, several groups within the class may meet simultaneously.

By providing a range of texts to choose from, teachers are able to guide students to select appropriate texts. It is critical that students in each group have an individual copy of the selected text.

**Key Features:**
- Students select their texts.
- Temporary groups are formed based on text choice.
- A pre-determined length of time is allocated for each text, e.g. five to six weeks.
- Groups meet on a regular basis for a pre-determined time span.
- Different groups read different texts.
- Students are responsible for being prepared for each meeting.
- The teacher provides support where needed.
- Actively participate in student-led group discussions.
• Collaborate, set goals and pursue their own questions.
• Appreciate other viewpoints.

**Independent Reading**

**Definition:** The independent application of previously learnt reading strategies to a self-selected text.

Independent Reading may be known as: USSR – Uninterrupted Sustained Silent Reading, SSR – Sustained Silent Reading, DEAR – Drop Everything and Read, DIRT – Daily Independent Reading Time.

**Description:** The focus of Independent Reading is students taking charge of their own reading – they choose their own texts, read silently and take responsibility to work through any challenges presented by the text.

Independent Reading for readers who are unable to accurately read the print is still possible. It could take the form of looking at the pictures and ‘telling the story’.

When using Independent Reading, the responsibility for choosing the text is in the hands of each student. While students are free to choose the texts they prefer, they can be encouraged to select a wide variety of literary and informational texts.

**Key Features:**
• Students select their own text.
• Everyone is involved in reading.
• The session is uninterrupted.

**Appendix 3 Outline of Reading behaviours/skills and compression strategies**

### Reading behaviours/skills

<p>| Concepts about print | For readers, concepts of print are the understanding of how print and text ‘work’; how books and other written words function to create meaning, and it includes an understanding of writing conventions such as punctuation and capitalization as well. |
| Oral language | Oral language involves both speaking and listening, or expressive and receptive language. It is a process whose development requires social interaction. Oral language consists of phonology, grammar, morphology, vocabulary, discourse, and pragmatics (how context contributes to meaning.) The acquisition of these skills often begins at a young age, before students begin focusing on print-based concepts such as sound-symbol correspondence and decoding. |
| Syllabification/sounding out | Readers, who have an awareness of the symbol-sound relationships of language, can use syllabification and sounding out to decode words. They sound out using different letter patterns and divide the word into syllables (separate words) to try and make meaning. Some identify the individual sounds in words and try blending them together (for example, seeing the word “shop”, and identifying the sounds /sh/ /o/ and /p/ and then blending them together to pronounce it). This doesn’t always work however, because often times you need more than just letter-sound knowledge to decode. Decoding involves phonological and phonemic awareness, not just one or the other. For example, for the word “engage”, a student needs to not only have |</p>
<table>
<thead>
<tr>
<th><strong>Phonemic awareness</strong></th>
<th>Knowledge of the letter sound relationships, but also phonological awareness skills such as separating syllables and rhyming words to successfully decode the word.</th>
</tr>
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<tbody>
<tr>
<td><strong>Chunking information</strong></td>
<td>The ability to hear, identify and manipulate individual sounds - in spoken words. Before children learn to read they need to become aware of how the sounds work and that words are made up of speech sounds.</td>
</tr>
<tr>
<td><strong>Contextual clues</strong></td>
<td>When readers encounter difficult texts, they can use the ‘chunking strategy,’ which requires them to break down the text into smaller and manageable parts. Dividing content into smaller parts helps readers to identify key words and ideas, develops students' ability to paraphrase, and makes it easier for students to organize and synthesize information. For example, a paragraph can be chunked into phrases and sentences while a text of several pages can be chunked into paragraphs or sections. Readers may also need to chunk letters and sounds together within a word to make decoding efficient, rapid and accurate.</td>
</tr>
<tr>
<td><strong>Reading on</strong></td>
<td>Readers are able to use the hints and clues of the other words and sentences to make a guess about what a word means. Sometimes this can be easy to do because a definition or a synonym may help to unlock its meaning.</td>
</tr>
<tr>
<td><strong>Self-correcting</strong></td>
<td>When readers come to a word that they are unable to decode, they may decide to read on. In doing so, readers can predict what the word may be by using contextual cues. If meaning is lost at any stage by ‘reading on’ further down the track meanings may be clarified.</td>
</tr>
<tr>
<td><strong>Back-up and re-read</strong></td>
<td>Readers self-correct errors by stopping their reading and monitoring their comprehension. They identify the problem which may be with a word, part, idea, or visualising. Readers take the time to reflect on the strategies they need, whether they be context or word related to make meaning. After visualising and thinking about what has happened they re-read the word and sentence.</td>
</tr>
<tr>
<td><strong>Word knowledge</strong></td>
<td>When meaning is lost, readers go back to the start of the sentence or paragraph and re-read again to understand the meaning of a word, or part of a text. “To reduce the use of inappropriate substitutions for words in the text the child must be taught some additional means of gaining cues and checking his responses.” (Maria Clay 1991)</td>
</tr>
<tr>
<td><strong>Skimming</strong></td>
<td>Readers need to develop their word knowledge, which includes vocabulary and spelling skills, as well as the ability to decode words in print. ‘Knowing words’ involves understanding both the structure and meaning of words at various levels of complexity. As readers mature they apply the concepts of base words, prefixes, and suffixes to their spelling. This knowledge of morphology helps them to deconstruct longer words.</td>
</tr>
<tr>
<td><strong>Scanning</strong></td>
<td>Skimming is the skill of identifying the purpose of the text, identify how the text or chapter is set out, reviewing text organisation</td>
</tr>
<tr>
<td><strong>Scanning</strong></td>
<td>Scanning involves glancing through material to locate specific detail, example scanning a text to look for picture cues to help identify any unknown words</td>
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</tbody>
</table>

**Reading Comprehension Strategies**
| Oral Language | Oral language plays a vital role in forming the correct language conventions in children. In the early years thinking surpasses a child’s reading and writing abilities giving them the skills to organise their thoughts sequentially to share their thinking. Oral language sessions should be conducted in small groups with a visual prompt to discuss and the teacher facilitates the discussions. If you can think it, you can say it, if you can say it, you can write it and if you can write it, you can read it. |
| Predicting | “Predicting is when students use clues such as title, illustrations, blurb, author, and text type or what they have read so far to make smart guesses about what is coming up next in the text.” (Cameron, p.54). |
| Sequencing | Sequencing refers to the identification of the components of a story, such as the beginning, middle, and end, and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Finding meaning in a text depends on the ability to understand and place the details, the sequence of events, within some larger context—the beginning, middle, and end of a story. The ordering of events in a story, along with connecting words such as once upon a time, then, later, afterwards, and in the end, are good examples of textual features, an understanding of which gives the reader a way of integrating the story's individual parts into its larger framework—and thereby understanding the author's purpose. [https://www.teachervision.com/skill-builder/reading-comprehension/48779.html](https://www.teachervision.com/skill-builder/reading-comprehension/48779.html) |
| Check for Understanding | “A comprehension strategy that teaches children to stop frequently and check, or monitor, whether they understand what they are reading. This typically is a quick summary of what they've read, starting with "who" and "what"." [http://www.thedailycafe.com/public/662.cfm](http://www.thedailycafe.com/public/662.cfm) |
| Finding the Main Idea | “When determining the main idea the reader uses text details, in conjunction with their prior knowledge, to think about what the main message of the text might be.” [http://arb.nzcer.org.nz/comprehension/ideas.php](http://arb.nzcer.org.nz/comprehension/ideas.php) |
| Making Connections | “Making connections is when students make links or associations between what they read and their prior knowledge.” (Cameron, p. 80)  

**Text to text** – “A text to text connection is when a student makes a connection to another text they have been exposed to.”  

**Text to self** – “A text to self connection is when a student relates what they read to their own personal experiences.”  

**Text to world** – “A text to world connection is when a student relates what they have read to the wider world.” |
| Inferring | “Inferring is being able to ‘read between the lines’, when the author implies something but doesn’t exactly state it. To infer, we need to use both the clues in the text (context, illustrations, etc.) and our own prior knowledge. By using the text and our own prior knowledge, we can interpret what we think the author is trying to say.” (Cameron, p. 100). |
| Visualising  | “Visualising is when the reader uses their prior knowledge and experiences to create a mental image of what is happening in the text. Visualising is also sometimes called sensory imaging, creating images, pictures in the mind or ‘the movie in your head’. It may be helpful for some students to actually close their eyes and imagine what is being read.” (Cameron, p. 88). |
| Activating Prior Knowledge | Getting knowledge ready is a key activity used by effective readers. When readers begin to read a text, readers ‘bring to their minds’ or remember what they know about related topics.  
Look at the text and decide the specific ideas you want the students to learn by reading it. Select some of the particular ideas you will assume they know already. You can look for:  
- key concepts you might expect some students to know in a elementary way. They may have encountered them in earlier experiences and think about them as imaged.  
- some content words and phrases in the text that you would expect at least some of the students to read, write and understand in some ways.  
some relevant facts that you would expect some students to know and remember, perhaps at an immature level. |
| Questioning | “Readers ask questions about the text and the author’s intentions and seek information to clarify and extend their thinking before, during and after reading.”  
| Cause & Effect | Many times when one event happens it causes something else to happen. The cause is the first event that makes another event happen. The effect is the event or events following the first event that happened. Understanding cause and effect helps us to make connections with why events happen. It helps us to think about what will, or might happen because of something else.  
In life we have to think about the consequences of our actions.  
Understanding cause and effect helps us to make better choices.  
http://www.readinginnovations.com/Comprehension/CauseandEffect.html |
| Summarising and Paraphrasing | “Telling what’s important” – “Reader’s identify key elements and condense important information into their own words during and after reading to solidify meaning.”  
http://reading.ecb.org/teacher/summarizing/index.html |
| Interpreting Figurative Language | Similes, metaphors, and idioms are types of figurative language. Authors use figurative language to help readers create pictures in their mind. When a reader understands the meaning of a simile, a metaphor, or an idiom, they are interpreting figurative language. |
| Synthesising | Synthesising is when students combine their own prior knowledge with new ideas or information to create new complete thoughts, ideas, opinions or perspectives. This is the highest and most complex form of comprehension. (Cameron, p. 144). |
| Compare & Contrast | Compare is to think about how two things are alike. Contrast is to think about how two |
Understanding similarities and differences helps us to connect ideas together. We can learn about something new by using compare and contrast with something we know more about. Being able compare and contrast helps us to make a better decision when choosing between two things.

http://www.readinginnovations.com/Comprehension/CompareandContrast.html

<table>
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<tr>
<th>Evaluating</th>
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</table>
| Readers judge, justify, and/or defend understandings to determine importance based on stated criteria.  
Student definition: Make judgments about what I read and explain why. |

References:
Department of Education Western Australia (2013) First Steps Reading Resource Book.
Appendix 4 Word Study – Spelling Strategies and Grammar Foci

**Phonogram**

A **phonogram** is a single unit of sound. A **multiple phonogram** is two or more letters together making one sound.

The phonograms teach students when and why to use a particular sound in a word for spelling. A phonogram has a consistent reason for its position. The phonograms teach students that each symbol can be read as different sounds. e.g. ãt, ñape, ñast, walk, ñâs

**Spelling**

When spelling, words are broken into syllables. This way every sound (phonogram) in every syllable is heard. e.g. Wed-nes-day, sa-id, fri-ends, stom-ach

**Reading**

When reading, words are read as we say them. e.g. Wensday, sed, stumac, friends

The letter “i” has two sounds “I” and “ sc”. The letter “I” cannot end an English word and the letter “y” takes its place. “y” may say “I” or “sc”. “y” is considered a vowel.

The letters “t”, “js”, “v” and “u” cannot end English words. e.g. ñåt, ñåt, ñåd, ñåd

Words that end in “t” are derived from other languages. e.g. macaroni - Italian

ski - Norwegian

hi - is short for hello

The letter “q” has two sounds. When reading the letter “q”, try the “sc”. If it doesn’t make sense try the “second sound” “sc”.

The letter “q” is always followed by a “u”.

This rule helps with spelling as every time we write the letter “q”, “u” follows. There are over 220 words starting with “qu” and over 2000 containing the “qu” combination.

The phonogram “qu” has 2 sounds, “kw” and “k”.

“kw” e.g. queen, quiz, quick, quin

“k” e.g. antique is pronounced using the 2nd sound

This rule helps with reading as “qu” has 2 sounds. If the first sound “kw” does not make sense try the second sound “K”.

“c” has 2 sounds “k” and “s”.

“s” can be referred to as its “second” or “soft sound”.

When “c” is followed by “e”, “i” or “y” it says “s”. To have the “c” sound when followed by an “e”, “i” or “y” use “k” e.g. kit, kettle.

This rule helps with reading over 5,000 words. Every time the “c” is followed by “e”, “i” or “y” it will say “s”.
The letter "g" has two sounds: "g" and "j".

- "g" may say its second sound when followed by the letters "e", "i", or "y".
- "j" can be referred to as its "second" or "soft sound".

This rule helps with spelling. When "g" is followed by an "e", "i" or "y" we try the "g" sound, if it doesn't make sense, we try the "j" sound.

This rule helps with reading over 3,000 words. Every time the "g" is followed by an "e", "i" or "y" we try the "g" sound, if it doesn't make sense, we try the "j" sound.

A "closed syllable" is when one vowel is followed by only one consonant.

In a "closed syllable" the vowel will always say its "first" or "short" sound.

* e.g. bad, set, big, cot, cut

**Exception:** put

This helps with spelling as a "closed syllable" will always say its "first" sound.

This helps when reading a "closed syllable", as the vowel will always say its "first" sound.

This rule helps with spelling as it helps to know which phonogram to use.

The vowels "a", "e", "o" and "u" usually say their "second sound", "name" or "long sound" at the end of a syllable. This can be referred to as an "open syllable".

* e.g. na-vy, me, re-play, o-pen, mu-sic (a hyphen indicates a syllable break)

This rule helps with reading as we know how to pronounce the vowel sound when it is at the end of a syllable.

"I" and "i" will say either their "first" or "second" sound. Try the first sound; if it does not make sense try the second one.

**"The Silent Final e"** makes the vowel say its "second", "name" or "long" sound.

This can also be referred to as the first job for the "Silent Final e Syllable".

This rule helps to spell 1,000's of words. It teaches how to use the "silent final e" to make the vowel say its "second", "name" or "long" sound.

This rule helps with reading 1,000's of words. It tells us when the vowel will say its "second" sound.

* e.g. tale, these, bike, poke, cute

**"The Silent Final e"** is needed as "v" and "u" cannot end English words.

This can also be referred to as the second job for the "Silent Final e Syllable".

This rule helps to spell over 300 words. A "silent final e" is needed at the end of words ending in "v" and "u".

* e.g. love, true

This helps to read the word.
The Silent Final e is making the “c” & “g” say their “second” sound.
e.g. chance/chant change/change
(without e) (without e)
This can also be referred to as the third job for the “Silent Final e syllable”.
The letter “J” can not end English words. Every time there is a “J” sound at the end of a word “dye” or “que” are used.
When spelling, this rule teaches us to use “dye” after a vowel saying its first “sound” and “que” after a vowel saying its “second” sound.

“Silent Final e” is needed as there must be a vowel in every syllable.
This can also be referred to as the fourth job of the “silent final e” syllable.

Note: teaching point
It helps with spelling 1000’s of words with the endings “ble”, “cle”, “dle”, “fle”, “gle”, “ple”, “sle”, “tle”, “zle”
It helps with reading as it lets us know how to pronounce the word. e.g. lit-tle not lit!

“The Silent Final e” changes two sounds.
It makes a vowel say its “second” sound and makes “c” & “g” say their “second” sound.
This can also be referred to as the fifth job of the “Silent final e syllable”.
This rule helps to spell over 300 words. It teaches how to use the “silent final e” to make the vowel say its “second”, “name” or “long” sound and the “c”, “g” say their “second” soft sound.
This rule helps with reading over 300 words. It tells us when a vowel will say its “second” sound and when the “c”, “g” will say their “second” sound.

This helps us with spelling, when we teach the list of words that do not have a reason for having a “silent final e” at the end.

Note: Words ending in “se”

“The Silent Final e” after the “s”, shows that the “s” is not being added as a suffix to make the word plural. e.g. house, mouse
This enables the eye to distinguish between lapse and laps.

Note: Words ending in “se” following two vowels

“The Silent Final e” after the “s”, shows that the “s” is not being added as a suffix to make the word plural. e.g. please, noise, raise
A syllable (chunk), is part of a word that contains a single vowel sound and is said as one unit.

**Rules for dividing syllables.**

- Every syllable must have a vowel. e.g. cat
- A single syllable word is never divided. e.g. sink
- A multiple phonogram is two or more letters together making one sound.
  Never split a multiple phonogram. e.g. matter (th/er are multiple phonograms)
- Two vowels not touching means there must be two syllables. e.g. present
- A compound word is a word made up of two smaller words.
  A compound word is divided between the words which make that compound word. e.g. sun-set
- When a word has a prefix or a suffix they are usually divided between the base word and the prefix or suffix, or
  e.g. re-play (added to start of word) or ing (added to end of a word)
  When "ed" sounds like its second and third sounds it does not form a syllable. e.g. fixed, helped, dragged
- When two or more consonants come between two words the word is usually divided between the first two
  consonants. e.g. tur-ble

![syl-la-bles](image)

When the letter "a" is followed by 2 consonants it may say "ar".
This is the third sound "a" makes.

*Exceptions*: If a word ends in a "ch" or "sh" the phonogram "ar" is needed.

*Exceptions*: When reading "a" as "or" before "ll" or "lk".

*Exceptions*: When "ll" is not at the end of a word. e.g. tal-ly, val-ley
The phonogram "ay" is used at the end of a word to say "a".

- e.g. stay, may, say, play

"ay" never goes at the end of an English word.

- If "a" is at the end of a word it makes the sound "a".

- e.g. extra

"ay" is used at the end of a syllable to say "a".

This rule helps with our spellings as it teaches us to use "ay" at the end of a word.

- Note: When spelling "eight" or "eye" it is seldom used. e.g. reign, weigh, sleigh

"ay" is used in only a few more words, e.g. they, obey, grey, survey.

This helps with reading as it teaches us to read "8" as "8" at the end of a word.

---

Ö will usually say "ö" when it is followed by the letters "m", "n", "th" and "v".

- (m, n, not always consistent)

- e.g. some, come, money, mother, love

This helps with spelling, as it teaches us to use the letter "ö" when followed by "m", "n", "th", "v" to say "ö".

This helps with reading words such as come, money, mother and love as it teaches that "ö" may say "ö" when followed by "m", "n", "th" or "v".

Exception: e.g. moth

---

There are five sounds of "er".

- "er"; "ir"; "er"; "er"; "ear" and "wor".

- When writing words of more than one syllable that end in the "er" sound, the phonogram "er" is used.

- e.g. runner, further, number, better

- The phonogram "er" is used for spelling words related to families.

- e.g. mother, father, sister, brother

- The phonogram "er" is used for spelling numbers.

- e.g. first, third, thirteen, thirty

- The phonogram "er" is used for spelling the days of the week.

- e.g. Thursday, Saturday

This helps to know when to read these phonograms as "er".

---

The phonogram "or" may say "er" when it is followed "w".

- This helps with reading.

- e.g. work, worm, word

This helps with spelling. It tells us to use "or" after a "w" to say "wer".

Exception: When an "r" follows "wor" e.g. worry, wor no longer says "wer"

---

The phonogram "ear" will say "er" at the start or middle of a syllable.

- e.g. earn, learn, earnest

If it is at the end of a word it says "air".

- e.g. bear, pear

This rule helps with spelling words with the "ear" sound. It will say "er" at the start or middle of a syllable.
At the end of a syllable following a short vowel sound the phonogram “ck” is used to say “k”.

- e.g. back, peck, tick, sock, luck

**Exceptions:** Use “c” after “i” or before a “t”

- e.g. pic-nic, tract-or

At the end of a syllable following a short vowel sound the phonogram “ck” is used to say “k”.

When spelling this rule teaches us to use “dge” after a vowel saying its “first sound” and “ge” after a vowel saying its “second sound”.

- The letter “j” cannot end an English word. We use “dge” to say “j” after single vowel at the end of a word.

- e.g. badge, edge, brudge, lodge, fudge

- e.g. page, stage

**Exceptions:** bud-get, bad-ger

The phonogram “tch” is used at the end of a syllable after a single “short” vowel.

- e.g. match, fetch, stitch, blotch, clitch

“ch” not “tch” is used after a consonant or two vowels.

- e.g. reach, march, harsh, marsh

“All”, “ff”, “ss” and “z” are often doubled following a single vowel at the end of a syllable.

This rule helps with the spelling over 3800 words ending in “ss”, over 400 words that end in “ll”, over 240 that end in “ff”, and over 15 words that end in “zz”.

- e.g. “ll” - fall, will, well. **Exceptions:** nil

- e.g. “ff” - off, puff, stiff, staff. **Exceptions:** if, chef

- e.g. “ss” - miss, mass, toss, glass. **Exceptions:** yes, bus, us, this, was, is

- e.g. “zz” - buzz, jazz, fizz
### 111 rule

If a word has **one syllable, one vowel** and **one consonant following the vowel** and does not end in “w”, “x” or “y”, we double the final consonant, before adding an ending beginning with a vowel.

<table>
<thead>
<tr>
<th>ing</th>
<th>ice</th>
<th>ous</th>
<th>er</th>
<th>ish</th>
<th>ence</th>
<th>ed</th>
<th>ent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ant</td>
<td>y</td>
<td>able</td>
<td>anc</td>
<td>al</td>
<td>ency</td>
<td>ably</td>
<td>list</td>
</tr>
</tbody>
</table>

### The drop-E rule

Words ending with a “silent final e” (come, hope) are written without the “e” when adding a suffix ending that begins with a vowel. e.g. come, home

Remove the “e” when adding an ending beginning with a vowel.

<table>
<thead>
<tr>
<th>Silent Final E (S.F.E) + vowel ending</th>
</tr>
</thead>
</table>

### ie cei ay exceptions

After “c” we use “ei” (receive). If we say “ä”, we use “ei” (vein).

In the list of exceptions, we use **ei**.

**Exceptions:** neither, foreign, sovereign, seized, counterfeit, forfeited, leisure, either, weird, protein, heifer

In all other words, the phonogram “ie” is used.

When choosing between “ie” and “ei” to say “ee”, always use “ei” after “c”.

“ie” only says its second sound “igh” at the end of a word.

**e.g.** piece “e”

pie “igh”

We read “i” before “e” except after “c”, unless it says “ay” or is on the list of exceptions.

### shin moshion wish suffix (ship)

“sh” may only be used at the beginning of a base word, the end of a syllable or as part of a word ending with the suffix “ship”. Otherwise the phonograms “ti”, “ci”, or “si” are used.

**e.g.** shell, shop, fish, dish, friend-ship

We read “ti”, “ci” or “si” as “sh” in the middle of a word.
The phonogram “ow” is used:
- at the end of a syllable e.g. cow
- before an l e.g. owl
- before an “n” which is on its own e.g. crown
“ou” is used everywhere else. e.g. round

This helps to spell 3,662 words that containing “ow” or “ou”.

This helps to read 3,662 words that containing “ow” or “ou”.

Exception: noun, foul and crowd

We can only use the phonogram “igh” at the end of a syllable or before a “t” to say “i”.
e.g. thigh, sigh, right, fight

We can only use the phonogram “eigh” at the end of a syllable or before a “t” to say “a”.
e.g. weigh, weight, sleigh, eight

We can only use the phonogram “igh” at the end of a syllable or before a “t” to say “i”.
We can only use the phonogram “eigh” at the end of a syllable or before a “t” to say “a”.

Words that end in “ed” are past tense verbs.
This helps with comprehension.
“ed” has three sounds “ed”, “d” and “t”.
- “ed” after “d” or “t” (said as a syllable).
  e.g. acted, added
- “d” after b, g, l, m, n, r, v, y, z.
  e.g. climbed, hanged, filled, farmed, leaned, differed, loved, played and buzzed
- “t” when followed by a p, ch, k, sh, s, t, f, x.
  e.g. asked, choked, reached, fished, promised

When the phonograms “o-e”, “oa”, “ou” are followed by an “r”, it makes the phonogram say “or”.
e.g. story, explore, ear, pier

This helps with spelling. It teaches that if an “r” follows “o-e”, “oa” or “ou” it changes the sound to “or”.
This helps with reading. It teaches that the sounds “o-e”, “oa”, and “ou” will be read as “or” when followed by “r”.
### Grammar

<table>
<thead>
<tr>
<th>Describers</th>
<th>Processes</th>
<th>Circumstance</th>
<th>Determiners</th>
<th>Participants</th>
<th>Participants</th>
<th>Participants</th>
<th>Cohesions</th>
<th>Circumstance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjectives</strong></td>
<td><strong>Verbs</strong></td>
<td><strong>Articles</strong></td>
<td><strong>Adverbs</strong></td>
<td><strong>Nouns</strong></td>
<td><strong>Proper Nouns</strong></td>
<td><strong>Pronouns</strong></td>
<td><strong>Conjunctions</strong></td>
<td><strong>Prepositions</strong></td>
</tr>
<tr>
<td>Describes a noun</td>
<td>action (mental, material, relational, verbal)</td>
<td>indicate a noun is coming</td>
<td>describes verbs</td>
<td>person</td>
<td>always has a capital letter</td>
<td>takes the place of a noun</td>
<td>to conjunct, means to join</td>
<td>Links words in a sentence</td>
</tr>
<tr>
<td>Which? determiners</td>
<td>helping</td>
<td>definite</td>
<td>When? – time</td>
<td>place</td>
<td>masculine – feminine</td>
<td>singular</td>
<td>joining words</td>
<td>Shows relationship</td>
</tr>
<tr>
<td>What kind? classifiers/describers</td>
<td>linking</td>
<td>the</td>
<td>How? – manner</td>
<td>animal</td>
<td>feminine</td>
<td>plural</td>
<td></td>
<td>Gives the position of the noun</td>
</tr>
<tr>
<td>How much? numeratives</td>
<td>I will… (base)</td>
<td>indefinite</td>
<td>Where? – place</td>
<td>thing</td>
<td>abstract/concrete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yesterday</td>
<td>an</td>
<td>What extent?</td>
<td>The_____ plural</td>
<td>8 strategies for plural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I… (ed)</td>
<td>a</td>
<td>ly end of the word</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Participant:** who  
**Process:** what  
**Circumstance:** when, where, how
Appendix 5 Outline of PM Benchmark Reading Assessment

Purpose
- Provide staff with a common language
- Assess different aspects of students’ reading
- Ascertain the student:
  - is improving in reading
  - is reading fluently
  - is using a range of strategies
- Provides students with immediate feedback

Implementation
- Summatively and formatively
- Identify areas of need
- To set reading goals
- Group and regroup student for instruction
- Track reading progress
- To inform teaching

Frequency
- The students in Prep to Year 3 are assessed at least once a term. Students that have not benchmarked should be assessed monthly**
- For students in Years 4 who are reading below a level 30 PM Benchmark the reader require running records once a term.

** Please note: At the beginning of the year the Literacy Intervention teacher will inform teachers of students that did not benchmark in the previous year or students that are at risk.

Procedures
Sit at a table or desk in a quiet space with the student. Put the student at ease. Explain what is going to happen and why.
Introduce the text by reading the title and the orientation to the student. Do not expand upon the content of the book during this introduction

Step 1: Retelling
1. Prepare the student for the retelling. Say:
   First, I would like you to read this book to yourself. Remember to look carefully at the pictures. Then I will ask you to tell me as much as you can about the story/text.
   
   If the student asks for assistance while reading the book say:
   This is a time for you to read yourself.
   
2. When the student has completed the reading, have them close the book and place it on the table in front of them. Say:
   Tell me as much as you can, in your own words, about what you have just read.
   
   Remain as a neutral observer, only giving prompts if required. Tick the relevant boxes on the retelling section of the Student Record.
**Step 2: Reading Record**
1. Point to the cover of the book. Say:

   *Now, I would like you to read the book to me.*

2. Record accurate reading and miscues on the Student Record

**Step 3: Comprehension**
1. Prepare the student for the oral comprehension questions. Say:

   *Now, I am going to ask you some questions about this book.*

2. Ask each question. If the student answers questions exactly as provided, tick next to the question. Any alternative response, whether deemed correct or otherwise, please record exactly what the student said.

**Step 4: Analysis**
1. Identify the student's errors and self-corrections. Use the reading level table to calculate the student's accuracy and self-correction rates.

2. Analyse information from the reading record, retelling indicators and comprehension questions.

3. Use this information to identify recommendations.

4. Provide the student with verbal feedback – at least one area they did well and where to next.

**PM Reading Level Table**

<table>
<thead>
<tr>
<th>Error Rate</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 : 100</td>
<td>99%</td>
</tr>
<tr>
<td>1 : 50</td>
<td>98%</td>
</tr>
<tr>
<td>1 : 35</td>
<td>97%</td>
</tr>
<tr>
<td>1 : 25</td>
<td>96%</td>
</tr>
<tr>
<td>1 : 20</td>
<td>95%</td>
</tr>
<tr>
<td>1 : 17</td>
<td>94%</td>
</tr>
<tr>
<td>1 : 14</td>
<td>93%</td>
</tr>
<tr>
<td>1 : 12.5</td>
<td>92%</td>
</tr>
<tr>
<td>1 : 11.75</td>
<td>91%</td>
</tr>
<tr>
<td>1 : 10</td>
<td>90%</td>
</tr>
<tr>
<td>1 : 9</td>
<td>89%</td>
</tr>
<tr>
<td>1 : 8</td>
<td>87.5%</td>
</tr>
<tr>
<td>1 : 7</td>
<td>85.5%</td>
</tr>
<tr>
<td>1 : 6</td>
<td>83%</td>
</tr>
<tr>
<td>1 : 5</td>
<td>80%</td>
</tr>
</tbody>
</table>
**Calculate Error Rate and Accuracy**
Divide the number of running words read by the number of errors, for example:
\[
140 \text{ (R.W.)} \div 4 \text{ (E)} = 35. \text{ Error rate is } 1 : 35 = 97\% \text{ accuracy.}
\]

**Calculate Self-Correction Rate**
Add the errors of the self-corrections together, for example:
\[
6 \text{ (E)} + 3 \text{ (S.C.)} = 9.
\]
Divide the sum by the number of self-corrections, for example:
\[
9 \div 3 = 3. \text{ Self-correction rate is } 1 : 3
\]

**Recording and interpretation of results and required documentation**
- The following needs to be recorded on the reading assessment sheet:
  - Oral retell
  - Percentage accuracy
  - Percentage comprehension questions correct
  - Reading behaviours students have used and/or need to use
  - Comment on fluency
  - Any alternative response to comprehension questions, whether deemed correct or otherwise, please record exactly what the student said.
  - What the student did well
  - Where to next for the student
- All reading assessment sheets (for the year) will be kept in a plastic pocket and stored in the student’s file. (Plastic pockets will start in Prep and continue with the child)
- The record of book level graph will be filled in for each running record that you do and this will be in the stored at the front of the plastic pocket.
- The teacher can decide if they would like to use the school’s reading assessment sheet or the one provided with the PM Benchmark kit.

**An example has been provided**

**At least once a month at collaboratively planning meetings, time will be set aside to discuss the PM Benchmark Reading Assessment and levels that students are working at.**
## PM Reading Assessment Levels correlated to AusVELS - Semester 1

<table>
<thead>
<tr>
<th>Year</th>
<th>D ~ 12 mnths below 0</th>
<th>Low C ~ 6mnths below 0</th>
<th>C ~ At level 0.5</th>
<th>B ~ 6 mnths ahead F</th>
<th>A ~ 12 mnths ahead F.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Level 0</td>
<td>Level 1</td>
<td>Levels 2 ~ 5</td>
<td>Levels 6 ~ 8</td>
<td>Levels 9 ~ 14</td>
</tr>
<tr>
<td></td>
<td>Reads at the above level</td>
<td>Reads effectively between the above levels</td>
<td>Reads effectively between the above levels</td>
<td>Reads effectively between the above levels</td>
<td>Reads effectively between the above levels</td>
</tr>
<tr>
<td>Year 1</td>
<td>D ~ 12 mnths below 0.5</td>
<td>Low C ~ 6mnths below F</td>
<td>C ~ At level F.5</td>
<td>B ~ 6 mnths ahead 1.0</td>
<td>A ~ 12 mnths ahead 1.5</td>
</tr>
<tr>
<td></td>
<td>Levels 1 ~ 5</td>
<td>Level 6 ~ 8</td>
<td>Level 9 ~ 14</td>
<td>Level 15 ~ 16</td>
<td>Level 17 ~ 19</td>
</tr>
<tr>
<td></td>
<td>Reads at the above level</td>
<td>Reads at the above level</td>
<td>Reads effectively with fluency and comprehension between the above levels</td>
<td>Reads effectively with fluency and comprehension between the above levels</td>
<td>Reads independently with fluency, expression and comprehension between the above levels</td>
</tr>
<tr>
<td>Year 2</td>
<td>D ~ 12 mnths below 1.0</td>
<td>Low C ~ 6mnths below 1.5</td>
<td>C ~ At level 2.5</td>
<td>B ~ 6 mnths ahead 3.0</td>
<td>A ~ 12 mnths ahead 3.5</td>
</tr>
<tr>
<td></td>
<td>Levels 1 ~ 14</td>
<td>Levels 15 ~ 16</td>
<td>Levels 17 ~ 19</td>
<td>Levels 20 ~ 21</td>
<td>Levels 22 ~ 23</td>
</tr>
<tr>
<td></td>
<td>Reads at the above level</td>
<td>Reads effectively with fluency and comprehension between the above levels</td>
<td>Reads independently with fluency, expression and comprehension between the above levels</td>
<td>Reads independently with fluency, expression and comprehension between the above levels</td>
<td>Reads independently with fluency, expression and comprehension between the above levels</td>
</tr>
<tr>
<td>Year 3</td>
<td>D ~ 12 mnths below 2.0</td>
<td>Low C ~ 6mnths below 2.5</td>
<td>C ~ At level 3.5</td>
<td>B ~ 6 mnths ahead 4.0</td>
<td>A ~ 12 mnths ahead 4.5</td>
</tr>
<tr>
<td></td>
<td>Levels 1 ~ 19</td>
<td>Levels 20 ~ 21</td>
<td>Levels 22 ~ 23</td>
<td>Levels 24 ~ 26</td>
<td>Levels 27 ~ 28</td>
</tr>
<tr>
<td></td>
<td>Reads at the above level</td>
<td>Reads effectively with fluency and comprehension between the above levels</td>
<td>Reads independently with fluency, expression and comprehension between the above levels</td>
<td>Reads independently with fluency, expression and comprehension between the above levels</td>
<td>Reads independently with fluency, expression and comprehension between the above levels</td>
</tr>
<tr>
<td>Year 4</td>
<td>D ~ 12 mnths below 3.0</td>
<td>Low C ~ 6mnths below 3.5</td>
<td>C ~ At level 4.0</td>
<td>B ~ 6 mnths ahead 4.5</td>
<td>A ~ 12 mnths ahead 4.5</td>
</tr>
<tr>
<td></td>
<td>Levels 1 ~ 23</td>
<td>Levels 24 ~ 26</td>
<td>Levels 27 ~ 28</td>
<td>Levels 27 ~ 30</td>
<td>Level 30 +</td>
</tr>
<tr>
<td></td>
<td>Reads effectively with fluency and comprehension between the above levels</td>
<td>Reads independently with fluency, expression and comprehension between the above levels</td>
<td>Reads independently with fluency, expression and comprehension between the above levels</td>
<td>Independently reads and comprehends an extensive range of texts for a variety of purposes</td>
<td>Reads an increasingly complex range of texts for a variety of purposes</td>
</tr>
</tbody>
</table>

Please remember to take into consideration student’s comprehension ability. Students must be able to demonstrate all comprehension areas. When reporting on students a variety of assessments should be used to confirm progression points.
### PM Reading Assessment Levels correlated to AusVELS ~ Semester 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Level</th>
<th>Levels</th>
<th>Progression Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Level 1</td>
<td>Levels 2 – 5</td>
<td>D ~ 12 mnths below 0, Low C ~ 6 mnths below 0.5, C ~ At level F, B ~ 6 mnths ahead F.5, A ~ 12 mnths ahead 1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reads at the above level, Reads at the above levels, Reads effectively between the above levels, Reads effectively between the above levels, Reads effectively with fluency and comprehension between the above levels</td>
</tr>
<tr>
<td>Year 1</td>
<td>Levels 1 – 8</td>
<td>Level 9 – 14</td>
<td>D ~ 12 mnths below F, Low C ~ 6 mnths below F.5, C ~ At level 1.0, B ~ 6 mnths ahead 1.5, A ~ 12 mnths ahead 2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reads at the above levels, Reads at the above levels, Reads effectively between the above levels, Reads effectively between the above levels, Reads independently with fluency and comprehension between the above levels</td>
</tr>
<tr>
<td>Year 2</td>
<td>Levels 1 – 16</td>
<td>Levels 17 – 19</td>
<td>D ~ 12 mnths below 1.0, Low C ~ 6 mnths below 1.5, C ~ At level 2.0, B ~ 6 mnths ahead 2.5, A ~ 12 mnths ahead 3.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reads at the above levels, Reads at the above levels, Reads effectively with fluency and comprehension between the above levels, Reads effectively with fluency and comprehension between the above levels, Reads independently with fluency, expression and comprehension between the above levels</td>
</tr>
<tr>
<td>Year 3</td>
<td>Levels 1 – 21</td>
<td>Levels 22 – 23</td>
<td>D ~ 12 mnths below 2.0, Low C ~ 6 mnths below 2.5, C ~ At level 3.0, B ~ 6 mnths ahead 3.5, A ~ 12 mnths ahead 4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reads at the above levels, Reads with fluency and comprehension between the above levels, Reads independently with fluency, expression and comprehension between the above levels, Reads independently with fluency, expression and comprehension between the above levels, Reads independently with fluency, expression and comprehension between the above levels</td>
</tr>
<tr>
<td>Year 4</td>
<td>Levels 1 – 26</td>
<td>Levels 27 – 28</td>
<td>D ~ 12 mnths below 3.0, Low C ~ 6 mnths below 3.5, C ~ At level 4.0, B ~ 6 mnths ahead 4.5, A ~ 12 mnths ahead 5.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reads with fluency and comprehension between the above levels, Reads independently with fluency, expression and comprehension between the above levels, Reads independently with fluency, expression and comprehension between the above levels, Independently reads and comprehends an extensive range of texts for a variety of purposes, Reads an increasingly complex range of texts for a variety of purposes</td>
</tr>
</tbody>
</table>

Please remember to take into consideration student's comprehension ability. Students must be able to demonstrate all comprehension areas. When reporting on students a variety of assessments should be used to confirm progression points.