

Each table contains the progression points and standards related to the **Reading Dimension** and the Indicators of Progress for the focus on Letter and Letter Name. This focus is not found beyond level 1.25.

### Progressing towards Level 1.25

#### *Progression Point 0.5*

At 0.5, the work of a student progressing towards the standard at Level 1 demonstrates, for example:

- understanding of the directional sequence of text
- recognition of some letters of the alphabet and awareness of the relationship between sounds and letters
- correct reading of some familiar words; for example, words in the title of a simple reading text, or labels on objects in the classroom
- retelling of the main ideas in a text; for example, the plot after listening to the reading of a picture story book or watching a video
- predictions about events in a text from looking at the cover and illustrations.

#### *Indicators of Progress*

Students recognise the most common letters and categorise letters based on their shape.

Students identify the letters seen in previous visual memory activities.

Students name the most common letters.

Students represent some sounds (that is, phonemes) by letters (or graphemes).

#### *Standard 1.0*

**Students match print and spoken text in their immediate environment. They recognise how sounds are represented alphabetically and identify some sound-letter relationships. They read aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures. They read from left to right with return sweep, and from top to bottom. They use title, illustrations and knowledge of a text topic to predict meaning. They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.**

*Indicators of Progress*

Students categorise both lower and upper case letters based on their shape.

Students discriminate between similar letters (for example, *b* and *d*; *r*, *n* and *m*; *v*, *x*, *w* and *y*) by sorting them into categories.

Students identify the letters seen in previous visual memory activities.

Students name the most common letters and recall the characteristic sound for most of the letters; they recognise how sounds are represented alphabetically and identify some sound–letter relationships.

***Progression Point 1.25***

At 1.25, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- naming of all uppercase and lowercase letters in the alphabet
- identification of common sounds for letters
- independent reading of simple print and electronic texts with moderate accuracy and fluency
- accurate reading of high-frequency words
- retelling of what they have read using the text as a prompt
- prediction of what a text will be about, using textual features and some known words
- understanding of differences between real and imaginative texts.

*Indicators of Progress*

Students recognise and say the most common sounds, and name all the letters of the alphabet.