

Each table contains the progression points and standards related to the **Reading Dimension** and the Indicators of Progress for the focus on Phonological Knowledge. This focus is not found beyond level 3.0.

**Progressing towards Level 1**

***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 imitate spoken sounds that have two or three sound patterns and retain briefly a string of two or three sounds.  Students suggest rhyming words.  Students blend two sounds.		
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***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 repeat a spoken sound pattern of three or four sounds.

Students suggest words that begin with a particular sound for a given context.

Students blend two sounds automatically.

Students blend an onset and a rime into a word, for example ‘*sl*’ and ‘*ip*’ into ‘*slip*’.

Students segment spoken one-syllable words of up to four sounds into onset and rime, for example, ‘*went*’ into ‘*w*’ and ‘*ent*’.

Students identify the first sound in spoken words and select words that begin with a particular sound, for example, *Which word begins with ‘s’?* or *And what sound do you hear at the start of dog?*

## Progressing towards Level 2

### *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 blend three sounds automatically into a word, and blend four or five sounds with an investment of attention.

Students segment one-syllable words of up to six sounds into onset and rime.

Students segment one-syllable words of up to three sounds into individual sounds.

### *Progression Point 1.5*

At 1.5, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- segmentation and blending of letters in words of one or two syllables
- use of sentence context, predictable structures and initial letters when attempting to read unfamiliar words
- accurate and independent reading of print and electronic texts with high-frequency words
- self-correction, on recognition that their own reading does not make sense
- inclusion of main ideas in retelling what they have read

- prediction of what might happen next in a story read independently.

*Indicators of Progress*

Students segment one-syllable spoken words of up to four sounds into separate sounds.

Students blend strings of up to four sounds automatically into words, and strings of up to five sounds into words by investing attention.

Students delete the first sound from one-syllable spoken words.

## Progressing towards Level 2

### *Progression Point 1.75*

At 1.75, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- recognition of a wide range of letters and sounds, and blends in words of more than one syllable
- use of strategies for working out the meaning of unfamiliar words in context; for example, sounding out, rereading, using cues from illustrations
- self-correction, and use of punctuation to contribute to meaning when reading aloud; for example, recognition of quotation marks to identify a speaker’s words
- ordered retelling of main ideas from a text they have read
- response to ideas in short print and electronic literary texts.

#### *Indicators of Progress*

Students segment these words into separate sounds.	Students blend strings of up to six sounds into words.	Students delete the first or last sound from a spoken word.
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### *Standard 2.0*

**At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.**

#### *Indicators of Progress*

Students manipulate sound patterns in one-syllable spoken words in more complex ways. For example, they delete, insert and substitute sounds in spoken words.

Students synthesise two spoken syllables into a known word by blending and *de-stressing* the vowel in one of the syllables. For example, they hear ‘*sec*’ and ‘*ret*’ and blend into ‘*secret*’.

Students analyse the sound patterns in two-syllable words. For example: (1) they hear two two-syllable words that differ in one sound and say that sound, such as, ‘*graded*’ and ‘*traded*’; and (2) hear a two-syllable word and substitute one of the sounds, for example, they hear ‘*refuse*’ and replace the ‘*r*’ by a ‘*d*’ or the ‘*s*’ by a ‘*t*’ and say the word formed in each case.

## Progressing towards Level 3

### *Progression Point 2.25*

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- use of strategies for working out meanings of unfamiliar words and phrases in context of texts read independently; for example, suggestions of synonyms for familiar words
- understanding of author’s purpose for writing a text; for example, to narrate, to inform, and of how well the text achieved its purpose
- understanding of and responses to texts with several short paragraphs in print and electronic forms
- comprehension of ideas in informative and imaginative texts
- prediction of likely events and inferences about the consequence of actions represented in texts.

#### *Indicators of Progress*

Students synthesise three spoken syllables into a known word by blending and destressing the vowel in one of the syllables, for example, ‘dis’, ‘a’ and ‘point’.

Students identify the sound patterns shared by two- and three-syllable spoken words, for example, they hear ‘protect’ and ‘proceed’ and say ‘pro’; or hear ‘action’ and ‘station’ and say ‘tion’.

### *Progression Point 2.5*

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- use of strategies for reading texts with unfamiliar vocabulary and/or textual features such as captions for illustrations
- understanding of main ideas in a range of informative and imaginative texts
- recognition of connections between events in narrative texts

- comparison of information presented in different texts about the same topic
- discussion of events and characters’ actions in imaginative texts in the light of their own experience.

*Indicators of Progress*

Students segment spoken words of two and three syllables into phonemes and identify the sounds around the unstressed vowel in a two-syllable word, for example, *Which sound comes after the unstressed vowel in ‘remain’ or ‘pocket’?*

Students add syllables to one- and two-syllable words, e.g., hear ‘*stay*’ or ‘*act*’ and add ‘*tion*’ to each and say the word.

## Progressing towards Level 3

### *Progression Point 2.75*

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- use of their own knowledge of language structures and features in reading texts that present new and unfamiliar ideas and information
- reading of and responses to imaginative and informative texts, organised in a range of ways such as texts structured in short chapters, or linked sections of electronic texts
- note-taking and recording of key information from a range of texts
- recognition of how authors choose language to describe characters and events; for example, short sentences to build up to a climax, descriptive words to set a scene
- inferences about characters’ motivations and intentions in imaginative texts.

#### *Indicators of Progress*

Students manipulate sound patterns; they segment spoken words of two and three syllables into phonemes, and in particular, can identify the sounds around the unstressed vowel in three-syllable words and automatise this for these words.

Students add syllables to two- and three-syllable words, for example, add ‘dis’ to ‘appearance’ or ‘ed’ to ‘expect’.

### *Standard 3.0*

**At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative text about plot and setting and about characters’ qualities, motives and actions. They infer meaning from material presented in informative texts. They identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes. They use several strategies to locate, select and record key information from texts.**

*Indicators of Progress*

Students automatise the phonological knowledge covered in levels 2 to 2.75.		
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