

Each table contains the progression points and standards related to the **Reading Dimension** and the Indicators of Progress for the focus on Self Management and Direction. This focus is not found beyond level 1.

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

<p>Students continue to focus their attention on a section of text until they have finished reading it aloud (possibly with someone else).</p>	<p>Students show an interest and a preparedness in predicting words based on the meaning of a sentence they are reading.</p> <p>Students show they are beginning to use their attention strategically, for example, to look at illustrations and then at words.</p>	<p>Students show in their behaviour an interest in wanting to know what might happen next in a text they are reading (for example, wanting to turn a page to see what will happen next).</p>
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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 continue to focus their attention on a section of text until they have finished reading it aloud (possibly with someone else).

Students show an interest and a preparedness in predicting words based on the meaning and structure of a sentence they are reading.

Students show they are beginning to use text and word level information sources independently.

Students show they are beginning to use their attention strategically, for example, to look at illustrations and then at words.

Students show in their behaviour an interest in wanting to know what might happen next in a text they are reading. For example, wanting to turn a page to see what will happen next.