Students are working towards…

- Opening front cover
- Turning pages appropriately
- Understanding that left page comes before right
- Understanding that we read print from left to right
- Matching spoken word to printed word (one-to-one correspondence)
- Locating familiar words and use them to check own reading
- Using the meaning of the text
- Using language patterns (syntax)
- Predicting the story line and some vocabulary

LITERACY CONTINUUM – READING TEXTS (CLUSTER 1)

- Reads one or two words in environmental print/texts
- Holds a book the right way up
- Points to words using one-to-one correspondence when 'reading'
- Reads some high frequency words correctly in simple, predictable texts, eg I, my

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 1)

- Responds to stories read aloud/viewed by connecting information and events to personal experiences
- Retells some events in familiar stories

LITERACY CONTINUUM – CONCEPT ABOUT PRINT (CLUSTER 2)

- Indicates left to right
- Understands that print conveys meaning
- Reads storybook beginning at the front and finishing at the back of the book

Students are working towards…

- Opening front cover
- Turning pages appropriately
- Understanding that left page comes before right
- Understanding that we read print from left to right
- Matching spoken word to printed word (one-to-one correspondence)
- Locating familiar words and use them to check own reading
- Using the meaning of the text
- Using language patterns (syntax)
- Predicting the storyline and some vocabulary

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LITERACY CONTINUUM – CONCEPT ABOUT PRINT (CLUSTER 3)

- Reads left page before right

- Can recognise own name
- Can hold book correctly
- Can recognise front and back cover
- Can understand that reading is made from writing
- Can understand that print conveys meaning
- Can differentiate between text and illustrations
- Can name some letters (capitals and lower case)
- Can talk about stories and use pictures to support and locate title

LITERACY CONTINUUM – READING TEXTS (CLUSTER 1)

- Recognises own name
- Spends time looking at books and other print material
- Tells a story based on pictures or names pictures

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 1)

- Retells some events in familiar stories

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 2)

- Gives a sequenced retell of a story when prompted
- Recalls some details from illustrations in a story book
- Predicts a plausible next event in a story
- Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion
- Talks about information in factual texts

LITERACY CONTINUUM – CONCEPT ABOUT PRINT (CLUSTER 1)

- Identifies writing in a picture or poster
- Knows how to handle books, eg turns pages, looks at detail in pictures
- Shows awareness that print and images are different in print and on screen

LITERACY CONTINUUM – CONCEPT ABOUT PRINT (CLUSTER 3)

- Identifies a capital letter
- Identifies the first letter in a word

LITERACY CONTINUUM – CONCEPT ABOUT PRINT (CLUSTER 4)

- Identifies a number of capital letters

- Can locate and recall title
- Has secure control of one-to-one meaning
- Can use known words to check and confirm reading
- Is beginning to read more rhythmically or use phrasing while maintaining track of print
- Can repeat words, phrases or sentences to check, confirm or modify own reading
- Predicts from meaning, syntax and print to solve new words
- Can recognise familiar words in simple text
- Can recognise print structure of a word, individual letters and the space between words
- Can say how they feel about stories and poems

LITERACY CONTINUUM, READING TEXTS (CLUSTER 2)

- Begins to read with fluency and rhythm when text and image placement are consistent

LITERACY CONTINUUM, READING TEXTS (CLUSTER 3)

- Reads one or more sentences correctly in a simple book
- Uses context and emerging grammatical knowledge to predict meaning in texts and supplement decoding attempts
- Reads words using known letter/sound relationships
- Reads a number of 'easy' texts with an increasing number of high frequency words and illustrations that provide high support

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 3)

- Begins to understand inferred meaning
- Recalls many details from illustrations in a story book
- Builds meaning in factual texts by using illustrations

LITERACY CONTINUUM – CONCEPT ABOUT PRINT (CLUSTER 3)

- Understands that words and the spaces between words contribute to meaning

- Can locate and recall title
- Has secure control of one-to-one meaning
- Can use known words to check and confirm reading
- Is beginning to read more rhythmically or use phrasing while maintaining track of print
- Can repeat words, phrases or sentences to check, confirm or modify own reading
- Predicts from meaning, syntax and print to solve new words
- Can recognise familiar words in simple text
- Can recognise print structure of a word, individual letters and the space between words
- Can say how they feel about stories and poems

LITERACY CONTINUUM – READING TEXTS (CLUSTER 4)

- Reads all or most of a more challenging story book
- Maintains fluency when reading texts with varied and irregular text and image placement
- Pauses or hesitates when meaning is disrupted when reading
- Reads aloud with increasingly appropriate pitch, intonation and fluency

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 4)

- Interprets meaning by answering an inferential question correctly
- Response to overall meaning in literacy and factual texts by talking about the central themes
- Constructs meaning from texts by making connections between print, illustrations and diagrams
- Analyses and evaluates a character's actions or events in a story through discussion
- Builds understandings of a topic by identifying key facts in texts in print and on screen

LITERACY CONTINUUM – CONCEPT ABOUT PRINT (CLUSTER 4)

- Identifies a number of capital letters
- Uses capital letters for names
- Identifies a sentence
- Understands that words are read the same way each time

- Follows print with eyes only, finger-pointing only at points of difficulty
- Take more note of punctuation to support the use of grammar and oral language rhythms
- Cross-check all sources of information more quickly while reading
- Note familiar words and letter clusters and use these to get to unknown words, eg look-took
- Search for information in print to predict, confirm or attempt new words while reading
- Notice relationships between one text and another
- Predict in more detail

LITERACY CONTINUUM - READING TEXTS (CLUSTER 5)

- Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts
- Recognises when meaning is disrupted and attempts to self-correct when reading
- Reads fluently and accurately with attention to punctuation

LITERACY CONTINUUM - COMPREHENSION (CLUSTER 4)

- Pauses or hesitates when meaning is disrupted when reading

LITERACY CONTINUUM - CONCEPT ABOUT PRINT (CLUSTER 5)

- Understands that punctuation and capital letters support meaning

- Can move through text attending to meaning, print and sentence structure flexibly
- Can self-correct more rapidly on the run
- Can re-read to enhance phrasing and clarify precise meaning
- Can solve new words using print information along with attention to meaning
- Uses analogy with known vocabulary to solve new words
- Manages a greater variety of text genre
- Discusses content of the text in a manner which indicates precise understanding

LITERACY CONTINUUM – READING TEXTS (CLUSTER 5)

- Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts
- Recognises when meaning is disrupted and attempts to self-corrects when reading
- Reads fluently and accurately with attention to punctuation
- Reads texts with varied sentence patterns and several lines of text per page

LITERACY CONTINUUM – READING TEXTS (CLUSTER 6)

- Understands that pathways for reading literary and factual, print and screen texts can be navigated in different ways
- Self-corrects when meaning is disrupted, eg by pausing, repeated words and phrases, re-reading and reading on
- Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 5)

- Responds to questions about a character's actions, qualities, characteristics by expressing an opinion about the character
- Interprets information in factual texts, eg using contents page and screen icons to locate specific information

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 6)

- Retells and responds to incidents from a story book or film with attention to plot elements such a setting, character, conflict and resolution
- Analyses and evaluates a character's actions/motives in a story

- Can read aloud with developing confidence
- Can make simple deductions with help and prompts from the teacher
- Reads fluently with attention to punctuation
- Solves new words using print detail while attending to meaning and syntax
- Tracks visually additional lines of print without difficulty
- Manages effectively a growing variety of texts
- Discusses and interpret character and plot more fully

LITERACY CONTINUUM – READING TEXTS (CLUSTER 5)

- Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts
- Reads fluently and accurately with attention to punctuation
- Reads texts with varied sentence patterns and several lines of text per page

LITERACY CONTINUUM – READING TEXTS (CLUSTER 6)

- Self-corrects when meaning is disrupted, eg by pausing, repeating words and phrases, re-reading and reading on
- Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 5)

- Responds to questions about a character's actions, qualities, characteristics by expression an opinion about the character
- Builds understandings by interpreting and discussing inferred meanings

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 6)

- Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution
- Analyses and evaluates a character's actions/motives in a story

- May begin reading without relying on illustrations
- Reads longer phrases and more complex sentences
- Attends to a range of punctuation
- Cross-checks information from meaning, syntax and print on the run
- Searches for and use familiar syllables within words to read longer words
- Infers meaning from the texts with familiar structures

LITERACY CONTINUUM – READING TEXTS (CLUSTER 7)

- Automatically integrates a range of information, eg meaning, grammar and letter/sound relationships to read in a phrased and fluent way
- Knows that literary, factual and screen texts need to be 'read' in different ways
- Responds to punctuation and adjusts expression to enhance meaning when reading aloud

LITERACY CONTINUUM – READING TEXTS (CLUSTER 8)

- Independently monitors own reading by using a variety of self-correction strategies to maintain meaning

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 7)

- Responds to texts by referring to prior experiences
- Response to and analyses a text by discussing a point of view presented in the text
- Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 8)

- Refers to prior knowledge and experiences to build understanding of a text
- Builds understandings of a text by using knowledge of text organisation and features, eg referring to headings and sub-headings to locate information

- Extracts meaning from the text while reading with less dependence on illustrations
- Approaches different genres with increasing flexibility
- Uses punctuation and text layout to read with a greater range of expression
- Sustains reading through longer sentence structures and paragraphs
- Attempts a higher ratio of more complex words

LITERACY CONTINUUM – READING TEXTS (CLUSTER 8)

- Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions

LITERACY CONTINUUM - COMPREHENSION (CLUSTER 7)

- Analyses and evaluates how visual images support print to create meaning in texts

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 8)

- Justifies predictions about sections of a text
- Draws conclusions by using clues in a text
- Identifies more than one perspective or point of view when represented in texts
- Articulates the main idea and provides a synthesised retell that captures key events in texts
- Creates mental images to capture ideas in text

- Looks through a variety of texts with growing independence to predict content, layout and story development
- Reads silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solves most unfamiliar words on the run
- Adapts to fiction, non-fiction or poetic language with growing flexibility
- Identifies literacy effects used by writers
- Confidently and consciously uses reading to extend speaking and writing vocabulary and syntax

LITERACY CONTINUUM – READING TEXTS (CLUSTER 8)

- Independently monitors own reading by using a variety of self-correction strategies to maintain meaning

LITERACY CONTINUUM – READING TEXTS (CLUSTER 9)

- Uses visual representations, eg photographs, tables, charts to enhance meaning when reading factual texts
- Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 8)

- Refers to prior knowledge and experiences to build understanding of a text
- Justifies predictions about sections of a text
- Builds understanding of a text by using knowledge of text organisation and features, eg referring to headings and sub-headings to locate information
- Draws conclusions by using clues in a text
- Identifies more than one perspective or point of view when represented in texts
- Articulates the main idea and provides a synthesised retell that captures key events in texts
- Creates mental images to capture ideas in texts

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 9)

- Builds understanding about the meaning of a text by actively seeking information from different parts of a text
- Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text
- Analyses a text by discussing visual, aural and written techniques used in the text
- Builds understanding about the meaning of a text by identifying and discussing text organisation and features, eg cohesive links

- Can read aloud confidently, using expression and intonation
- Can comment on the ways in which the book is written or presented
- Can suggest extensions or alternatives to plot
- Can identify and discuss main characters
- Can use knowledge of the alphabet to locate information in dictionaries, indexes etc
- Reads silently most of the time
- Sustains interest in longer text, returning to it easily after a break
- Uses text more fully as a reference and as a model
- Searches for and finds information in texts more flexibly
- Notices the spelling of unfamiliar words and relate to know word
- Shows increased awareness of vocabulary and precise meaning
- Expresses reasoned opinions about what is read
- Offers and discusses interpretations of text

LITERACY CONTINUUM – READING TEXTS (CLUSTER 9)

- Demonstrates an awareness of how to use skimming/scanning and text features such as sub-headings to locate specific information

LITERACY CONTINUUM – COMPREHENSION (CLUSTER 9)

- Builds understanding during reading by discussing possible consequences of actions and events
- Interprets text by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events
- Shows an awareness through discussion, that texts can present different perspectives