

READING


After 1 year at school	Level: 13 Green
<u>What we assess</u> The ability to: <ul style="list-style-type: none">• Understand and be able to talk about the stories they read• Read with fluency which will sound very smooth• Begin to use expression and read to punctuation i.e they will pause after full stops• Using a range of strategies to read unknown words.<ul style="list-style-type: none">- Using groups of letters they know to check or work out some new words e.g <u>cake</u> sounds like <u>make</u>.- Reading ahead to see what would make sense- Looking at pictures to see what would make sense• Recognise and use 100 commonly-used words (high frequency).• Begin to talk about what might happen next – predicting.	<u>How we assess it</u> <ul style="list-style-type: none">• Regular monitoring in small reading groups• Running Records: A Running Record is when a teacher assesses a child's reading individually. The teacher notes the types of errors made and how accurately they read at that level. (Is it too easy or too hard?) Teachers also look closely to see if children notice their errors and if they can correct those errors themselves.• 6 Year Net (Observation Survey). This assessment happens when the student turns six years old. The student completes the assessment one-on-one with the teacher who is assessing him/her and is asked to complete specific tasks to do with:<ul style="list-style-type: none">- identifying letters- understanding print concepts, For example, reading from left to right and top to bottom, identifying punctuation “”, “?”, and how these affect reading, what the differences are between letters and words, and making connections between the text and illustrations- reading text, recognising words- writing vocabulary (students are asked to write as many words as they can in 10 minutes), and hearing and recording sounds in words in the correct order.

But sometimes Skipper wanted to be an inside dog.



He wanted to eat the scraps that fell from Sophie's high chair. "No!" said Mum. She pointed to the door. "Outside, Skipper!"

WRITING

After 1 year at school	Level: 1 early (Curriculum Level 1)
<p><u>What we assess</u></p> <p>The ability to:</p> <ul style="list-style-type: none"> • Hold pencil correctly. • Segment words, e.g. w/ent. • Hear and record most of the 42 of the sounds of English. • Use many known words when writing, (which they know from their reading). • Plan for writing by drawing a picture. • Hold idea in head long enough to attempt a simple sentence. • Begin to use some full stops and capital letters with assistance. • Re-read and talk about what they have written. <p><i>Example of a Level 1 early piece of writing:</i></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">  <p>The image shows a child's handwritten text with a drawing of a person at the top. The text is written in a simple, segmented style. There are several annotations in red ink: 'brown' above 'bAn', 'with' above 'with me', 'with boogie board' above 'bogbo', 'Sometimes' above 'Sm Tms', and 'teasing' above 'TeSing'. The text is: 'Mi Gran has bAn heR and Gran come in The pleoel weTh me And my t bogbo Sm Tms she RinG me and She Says vr iS a shep on the lon buT She is TeSing.'</p> </div> <p>Mi Gran has bAn heR and Gran come in The pleoel weTh me And my t bogbo Sm Tms she RinG me and She Says vr iS a shep on the lon buT She is TeSing.</p> <p>[My Gran has brown hair and Gran comes in the pool with me. And my boogie board. Sometimes she rings me and she says there is a sheep on the lawn but she is teasing.]</p>	<p><u>How we assess it</u></p> <ul style="list-style-type: none"> • Regular monitoring – daily writing. • Syndicate and school wide moderation of a piece of writing which is compared against examples of levelled writing. • Surface features of a piece of writing which include, spelling, punctuation and grammar. • Deeper features of a piece of writing which include, vocabulary, language (able to use interesting words, similes and metaphors etc.), sentences (simple, compound, and a variety of beginnings and lengths), content and ideas, (what has been included to make the writing interesting), and organisation (beginning, middle and end). • Overall Teacher Judgement based on daily writing and writing samples.

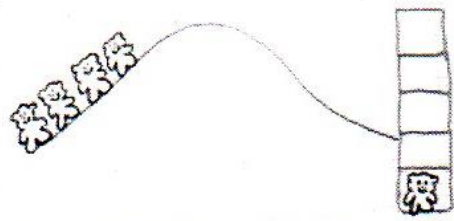
SPELLING

After 1 year at school		Level
<p><u>What we assess</u></p> <p>The ability to</p> <ul style="list-style-type: none"> • Aurally segment words into syllables (win-dow, ham-bur-ger) and one syllable words into phonemes (b/a/n/d, sh/i/p) • Recognise and be able to write most of the 42 sounds of English in at least one way (s, t, ch, ow, k, f) • Recognise that there can be different ways to write the same sound (phone/father, keep/cat) • Apply letter-sound relationships to write words they want to use 	<p><u>How we assess it</u></p> <p>Letter/Sound Assessment Some sounds can be written in many different ways. This test assesses whether or not children can hear and record sounds in words in at least one way</p> <p>Pseudo Test This test highlights the sounds children are unable to write when they try to write unfamiliar words. The words in this test are ‘made-up’ words so that children can not use their visual memory (what the word ‘looks like’). They need to use their knowledge of spelling patterns (consonants, short vowels, long vowels, initial blends – br, tr, fl, digraph patterns – sh, ch, ng, ow, oy)</p> <p>Speedy Spelling Children write down as many words as they can, quickly, in 10 minutes. This is an assessment of how many words children can spell correctly in 10 minutes.</p>	<p>37-42/42 sounds</p> <p>65-75/90 sounds</p> <p>37-49 words</p>

MATHEMATICS

<p>After 1 year at school <i>If your child is meeting the Mathematics Standard after one year at school they will be working at early curriculum level 1, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.</i></p> <p><i>They are likely to be counting from 1 using their fingers or objects to solve problems. They may be starting to count in their heads and beginning to recognise number patterns like $3+2=5$.</i></p>	<p><u>Level:</u> Curriculum Level 1 (Early) <u>Numeracy Project Stage:</u> Stage 2 moving into Stage 3 Counting All</p>
<p><u>What we assess</u></p> <p>The ability to...</p> <ul style="list-style-type: none">• Solve mathematics problems up to 10, then up to 20• Count forwards and backwards with the numbers up to 20, then up to 100, and know the number before and the number after any given number• Explore patterns, shapes and measurement• Organise and share objects• Talk about where they are, how they got there and where they are going – “I am in front of the tree”, “I am behind you”• Find out interesting facts by asking and answering questions (e.g. how many chairs are there in the classroom?)• Basic facts knowledge - know the relationship patterns to 5, and begin to learn some of the relationship patterns to 10, including doubles to 10. e.g. $4+4=8$ $8-4=4$ $5+2=7$ $7-2=5$ $9+1=10$ $10-1=9$ <p><i>During your child’s first year at school 60-80 percent of mathematics teaching time will focus on number learning.</i></p>	<p><u>How we assess it</u></p> <ul style="list-style-type: none">• Regular monitoring in small maths groups• Junior Assessment of Mathematics (JAM). This is a new numeracy project assessment that was introduced at the beginning of 2012. It has a series of mathematical activities and questions that your child is asked, to show their thinking and how they are working out their answers. It looks at both their mathematical knowledge and their use of mathematical strategies.• Overall Teacher Judgment (OTJ) based on what they have seen in the classroom, talking about learning with children and results from testing.

The teacher worked with a small group. She drew a picture in the class modelling book and asked: "What can you tell me about this picture?"

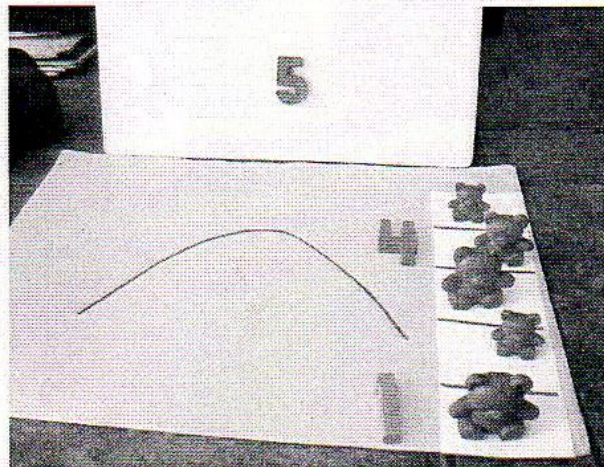


There is 1 teddy on the blanket.
There is room for 1, 2, 3, 4 more teddies.

Dion counted the empty spaces with his finger.



Dion used magnetic numbers, a fives frame, and toy bears to make a model of the story.



They come over the hill... and fill it up. Now there are 1, 2, 3, 4, 5 teddies.

Dion counted by ones to identify the total number of bears.

Discussion

This task provides some of the evidence needed to show that Dion is achieving at early curriculum level 1 and the year 1 standard in Number. He can describe the solution with words, numbers, and a picture made from materials and has demonstrated that he is able to apply a counting-all strategy to solve an addition problem. This suggests that he is working at the Counting from One on Materials stage of the Number Framework.