

READING

After 6 months at school	Level: 6 yellow
<u>What we assess</u> The ability to: <ul style="list-style-type: none">• Read from left to right• One-to-one match words read to words on page• Text should make sense• Self-correct some errors• Recognise and use 50 commonly-used words (high frequency).• Understand and be able to talk about the stories they read• Use 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>, <u>black</u> sounds like <u>blue</u>.- Reading ahead to see what would make sense- Looking at pictures to see what would make sense	<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.



“I am going to school today,”
said Sam.

“You are a big girl, Sam,”
said Mum,
“and you can go to school.”

WRITING

After 6 months at school

What we assess

The ability to:

- Hold pencil correctly.
- Segment words, e.g. w/ent.
- Hear and record at least 21/42 of the sounds of English.
- Apply this knowledge to attempt unknown words.
- Plan for writing by drawing a picture.
- Hold idea in head long enough to attempt a simple sentence.
- Re-read what they have written.

Example of a Level 1b piece of writing:



I fl off my Bic ontothe coct I n l. c d.
Lc I had myhlm on.

[I fell off my bike onto the concrete.
I nearly cried. Lucky I had my helmet on.]

How we assess it

- 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.
- National Standards:
 - descriptors (a list of things that should be included in writing at this level).
 - illustrations (examples of writing showing what is expected at this level).

SPELLING

After 6 months 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 in phonemes (b/a/n/d, sh/i/p) • Recognise and be able to write about 20 sounds • Begin to apply letter-sound relationships to record dominant sounds in unknown words 	<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>21-26/42 sounds</p> <p>21-30/90 sounds</p> <p>15-25 words</p>

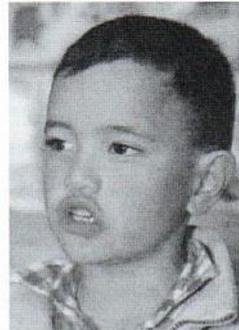
MATHEMATICS

<p>After 6 months at school</p>	<p><u>Level:</u> Curriculum Level 1 (Early) <u>Numeracy Project Stage:</u> Stage 1 moving into Stage 2 Counting All</p>
<p><u>What we assess</u></p> <p>The ability to...</p> <ul style="list-style-type: none"> Count one to one – counting all from 1 to 10 Read numerals and say the number that comes before and after up to 10 Start to read teen numbers e.g. sixteen (16) Recognise number patterns to 5 then 10 on fingers, tens frames, dice Basic facts knowledge - begin to learn some of the relationship patterns to 5 (add/subtract 0, add/subtract 1) e.g. $5+0=5$ $5-0=5$ $3+1=4$ $4-1=3$ 	<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.

What the Work Shows

The task: The teacher set the problem: "If you see 5 kiwi and 2 kākāpō in the bush, how many birds will that be altogether?" She asked the students to explain how they got their answer.

I counted 5 fingers, and then I counted 2 fingers, and then I put them together and counted them all, and there were 7.



Rawiri's work shows that he is able to:

- solve simple addition problems;
- use his fingers to count a set of objects.



1, 2, 3, 4, 5 ... 6, 7.

Grace's work shows that she is able to:

- solve simple addition problems;
- mentally form and count sets of objects.