

Stairway to Reading Success

Skilled Reading
(accurate, fluent and with comprehension)
Prepared for Academic Success



Links to Australian Curriculum English

- FOUNDATION
- YEAR 1
- YEAR 2
- YEAR 3

Understands that reading and spelling are reversible processes - blending to read and segmenting to spell

Language-Rich Environment

0-2's	Concepts of Print		Alphabetic Knowledge...phonological awareness...synthetic phonics				Vocabulary	Comprehension	0-2's		
3-4's	Becomes aware that print has meaning and that we can write speech down. <small>LA 1431</small>	Understands that in order to "read" books we turn the pages, one at a time.	Begins to notice and recognise letters in own name and the environment as well as common logos and symbols. <small>LA 1432</small>	Takes notice of the sounds in words -shows awareness of rhyme and alliteration, distinguishes between different sounds in the environment	Hears the rhythm of language - nursery rhymes etc - explores & experiments with sounds and words	Is able to remember and name common objects in the environment and words for actions & emotions	Is able to take information from stories read aloud and make connections with personal experiences. <small>LY 1650</small>	3-4's			
Kindergarten	Recognises that text, in books, is read from left to right and top to bottom <small>LA 1433</small>	Begins to develop an awareness of alphabetic order through songs, rhyme and games.	Recognises and names at least ten letters of the alphabet	Knows that words are made up of speech sounds (phonemes) and can hear the beginning sound in words	Recognises that different words are made up of different sounds	Includes new words in speech and uses them to create more complex sentences	Begins to develop inferential skills and answers open-ended questions about stories such as Why? How? What? When? <small>LY 1650</small>	Kindergarten			
Pre-primary	Understands key concepts (author, title, illustrator, chapters etc) related to books <small>LA 1433</small>	Recognises and names all upper and lowercase letters <small>LA 1440</small>	Knows sound-letter relationships for most letters of the alphabet <small>LA 1758</small>	Identifies words with same beginning sounds	Knows that we use letters (graphemes) to write down the sounds in words	Fluency	Uses newly acquired vocabulary in conversation <small>LA 1437</small>	Makes predictions about stories <small>LY 1650</small>	Answers questions about stories read aloud <small>LY 1650</small>	Pre-primary	
Pre-primary	Reads & spells simple CVC words using consonants & short vowels <small>LA 1758</small>	Develops the understanding that words have a correct spelling	Can provide a grapheme for most of the 44 phonemes of English	Identifies syllables in spoken words <small>LA 1439</small>	Spells more complex words using phonetically plausible attempts <small>LA 1758</small>		Can read high-frequency words (first 50 to 60) with automaticity <small>LA 1778</small>	Improves fluency through repeated oral reading of decodable text <small>LY 1649</small>	Understands that words have antonyms and synonyms <small>LA 1464</small>	Can understand simple written instructions <small>LY 1582</small> <small>LT 1584</small>	Pre-primary
Yr1	Knows most common consonant blends and digraphs <small>LA 1458</small>	Develops the understanding that words have a correct spelling	Knows 'r' and 'l' affected vowel sounds ('ar', 'er', 'or' 'all' etc) <small>LA 1459</small>	Begins to learn spelling rules eg. silent 'e' rule, doubling etc <small>LA 1474</small>	Changes sounds by adding, deleting, or substituting phonemes <small>LA 1457</small>	Orally blends and segments phonemes	Creates meaning while reading <small>LY 1659</small>	Can read high-frequency words (first 300) with automaticity <small>LA 1778</small>	Understands the difference between fact and opinion and can explain simple cause and effect <small>LY 1678</small>	Summarises stories: recalls details and main ideas, sequences events, identifies characters <small>LY 1670</small>	Yr1
Yr2	Knows all single sound vowel digraphs ('ai', 'oi', 'ew' etc) <small>LA 1458</small>		Reads multi-syllabic words		Recognises phonic irregularities & less common phoneme-grapheme relationships <small>LA 1474</small>	Continues to decode accurately with increasing speed <small>LY 1659</small>	Uses context clues to assist with establishing meaning and learning new words <small>LY 1669</small>	Develops an understanding of word structure including the use of base words, prefixes and suffixes <small>LA 1455</small>	Isolates confusing sections of text and asks appropriate questions to clarify <small>LY 1680</small>	Yr2	
Yr3	Knows silent letters (eg. ,knife) and some common Greek & Latin spelling - /j/ = ph; /k/ = ch <small>LA 1474</small>		Learns more complex spelling rules & patterns <small>LA 1485</small>		Knows Anglo-Saxon compounding patterns (rain/coat)	Reads age-appropriate material fluently (approx 70 words per minute) <small>LY 1679</small>	Continues to extend vocabulary through regular reading, oral language and through explicit direct instruction <small>LY 1792</small>	Understands the difference between fact and opinion and can explain simple cause and effect <small>LY 1678</small>	Isolates confusing sections of text and asks appropriate questions to clarify <small>LY 1680</small>	Yr3	

The best start to reading is an environment in which children are read to, songs and rhymes are sung, and lots of conversation takes place.