



Spencer Park Primary School Reading Policy (2014)

OUR BELIEFS ABOUT READING

LEARNING

We believe that effective reading instruction is based on five critical components:

- Language awareness:
 - phonological
 - phonemic
 - orthographic, morphological
 - etymological
- Phonics
- Fluency
- Vocabulary
- Comprehension

We also believe that students learn to read best when:

- Reading is modelled to them consistently.
- They are immersed in a print rich environment.
- They are in a positive environment where their reading is encouraged.
- They have a supportive environment.
- They are given the opportunity to practice reading in a variety of situations for a variety of purposes.
- They are taught to read in a non-threatening environment.
- They see that reading is valued.

INSTRUCTION

We believe that reading instruction needs to include:

- Explicit, sequential and intentional teaching of phonological awareness and synthetic phonics.
- Following the Gradual Release Model: I do, We do, You do.
- Sight word recognition and vocabulary development
- Explicit and intentional teaching of comprehension strategies.
- Guided Reading strategy that includes these key elements:
 - Students in small instructional (90-94% accuracy) groups according to needs.
 - A range of levelled texts and children matched via use of running records (PM Assess).
 - A planned, explicit lesson that includes pre-reading discussion, silent reading of text, explicit teaching of skills, directed questions at different levels and sharing of what has been learned using levelled texts.
 - Evaluation/Assessment/Observation of what students can do.
 - Sharing what has been learned.
 - Rest of class engaged in independent literacy activities.
- Modelling of skills.
- Reading that has purpose connected to real life.
- A structured approach to the teaching of skills.
- Developmentally appropriate approaches.
- Sensitivity to cultural issues.
- Clear relevance to students.
- Encouragement of home reading practice.

ASSESSMENT

(General)

We believe that reading assessment needs to include summative and formative assessments that are measured against set school targets and benchmarks (See Literacy Policy Appendices for this information)

- One to one assessment – where fine grain information can be gained about the individual.
- Standardized testing – from which comparison to age appropriate benchmarks can be made.

- Anecdotal observations – teacher judgments made when behaviour is observed.
- A variety of profiles – as outlined in assessment plans to aid continuity and progress on achieving benchmarks.
- Work samples – common assessment tasks or samples that demonstrate student progress toward targets.
- Self-reflection – students can self assess against common criteria set for a task possibly using rubrics or checklists.
- Peer appraisal – students assess peers against common criteria set for a task possibly using rubrics or checklists.
- Formal testing – teacher created or sample formats to assess student learning.
- Informal testing – at point of need by classroom teacher.
- Diagnostic assessment – formative assessment that drives teaching and learning.

ASSESSMENT

(Specific)

The following assessments are to be carried out each year:

- NAPLAN - annually
- PM Assess – conducted according to the timeline documented in Appendix 8
- Sight Words – Magic (100 – 900), semesterly
- Phonemic Awareness/Phonics Knowledge
- Neale Analysis for SAER students with Documented Plans for learning difficulties – annually
- A-Z Reading Fluency Assessments
- On Entry Testing

REPORTING

We believe that reporting on reading needs to include some/all of the following:

- Formal reports – mandated system template.
- Case Conferences – minuted meetings of stakeholders.
- Informal interviews – non minuted discussion of student progress and achievement record or discussion noted by teacher.
- Work displays – performances, exhibitions, open night, class displays, and assemblies.
- Communication books – regular communication between home and school that gives fine grain information about student progress and achievement.

RESOURCES

- WA Curriculum
- Spencer Park PS Literacy Scope and Sequence
S:\AdminShared\E5422S01-Spencer Park PS\All Staff\Curriculum\Literacy\Literacy Scope and Sequence
- Literacy Block Format (see Literacy Policy)
- CARS and STARS
- SRA Reading Boxes
- Reading A – Z
- Jolly Phonics
- Reading Room – levelled reading books (1-30)
- Guided reading packs of levelled books and activities
- Sight Words – Magic 900 (See attached Appendix)
- Library resources for non-levelled reading materials, picture books and non-fiction resources
- Text format posters in all rooms
- Reading strategies to support skill development in guided reading (See attached Appendix)
- First Steps Reading Resource Book & Map of Development

ESSENTIAL PROFESSIONAL LEARNING

Modules		
Module	Phase of Schooling	Available From
Guided Reading	All teaching Staff	In school
First Steps Reading		In school
Information Process		In school
Identification of SAER in Reading		In school
PM Benchmark Reading Assessment	1-7 Teachers	In School
Diana Rigg – Phonemic Awareness	K-1 Teachers	External Diana Rigg PD
K-3 Classroom Literacy Assessment	K-3 Teachers	WAPPA
4-7 Classroom Literacy Assessment	4-7 Teachers	WAPPA

READING STRATEGIES TO SUPPORT SKILL DEVELOPMENT IN GUIDED READING

Adjusting reading rate	Speeding up or slowing down reading depending on the purpose and/or text difficulty
Chunking	Identifying unknown words by breaking words into larger units than phonemes and then attaching sounds to the units
Comparing	Thinking about similarities and differences between what is known and what is portrayed in the texts
Connecting	Making links between what is read and other texts, to oneself, or to personal knowledge about the world
Consulting a reference	Unlocking word meaning using a variety of sources
Creating images	Using all five senses to create images before, during and after reading
Determining importance	Making decisions about what is important in a text and what is not
Inferring	Combining what is read in the text with the reader's own ideas to create their unique interpretation of the text
Predicting	Using prior knowledge to anticipate what is going to occur in a text before or during reading
Reading on	Continuing to read when encountering difficulties or unknown words
Re-reading	Going back over parts of or whole texts to clarify meaning or to assist with word identification
Scanning	Glancing quickly through material to locate specific information
Self-questioning	Generating one's own questions before, during and after reading
Skimming	Quickly glancing through a text to get a general impression or overview of the content
Sounding out	Saying the sound represented by individual letters or letter combinations, blending them together and arriving at a pronunciation
Summarising/paraphrasing	Condensing information to the most important ideas
Synthesising	Combining new information with existing knowledge to form an original idea or interpretation
Using analogy	Transferring what is known about familiar words to help identify unfamiliar words

CARS AND STARS COMPREHENSION SKILLS

Finding Main Idea
Recalling Facts and Details
Understanding Sequence
Recognizing Cause and Effect
Making Predictions
Finding Word Meaning in Context
Drawing Conclusions/Making Inferences
Comparing and Contrasting (Series B-H)
Distinguishing Fact from Opinion (Series B-H)
Identifying Author's Purpose (Series B-H)
Interpreting Figurative Language (Series B-H)
Summarising (Series D-H)

READING & SPELLING SIGHT WORDS - MAGIC 100

TARGETS

By end Kindy – 80% of student at/above GOLD list

By end PP – 80% of students at/above RED list

By end Yr1 – 80% of students at/above VIOLET list

Gold

a	I	it	the
and	in	of	to
be	is	that	was

Blue

an	do	if	my	or
by	go	me	no	up

Red

all	but	he	on	they
are	for	her	one	we
as	had	his	said	with
at	have	not	so	you

Green

big	has	off	see
can	him	old	she
did	new	our	two
get	now	out	who

Orange

back	from	made	this
been	into	much	well
came	just	over	went
down	like	them	when

Indigo

call	make	some	what
come	must	then	will
here	only	were	your

Violet

about	could	little	more	right	there	where
before	first	look	other	their	want	which

READING & SPELLING SIGHT WORDS - MAGIC 200

TARGETS

By end Y2 – 80% of students at/above LEMON list

Pink

after	eat	good	play	sing
am	five	help	ran	sit
boy	fly	home	read	think
day	girl	jump	saw	us

Purple

again	far	kind	own	these
ask	find	left	room	too
best	give	man	say	walk
bring	how	mother	step	wish

Aqua

always	fast	keep	people	thing
away	four	let	round	tree
bird	going	many	school	water
dog	hand	night	take	work

Lime

another	father	know	put	three
bad	found	live	run	under
black	got	may	should	white
don't	head	once	tell	would

Lemon

any	fell	last	red	time
because	gave	long	sat	very
blue	green	morning	soon	why
every	house	open	than	year

READING & SPELLING SIGHT WORDS - MAGIC 300

TARGETS

By end Y3 – 80% of students at/above GARNET list (Magic 400 list)

Pearl

black	eight	minute	red	ten
blue	green	month	second	week
brown	hour	nine	seven	white
dark	light	orange	six	yellow

Ruby

baby	dad	feet	leg	parent
body	eye	friend	love	person
brother	face	heart	men	sister
children	family	kids	mum	women

Sapphire

book	front	line	picture	start
class	hold	list	sentence	story
draw	learn	page	sound	study
end	letter	paper	spell	word

Jade

air	fire	hot	rain	star
cold	flower	land	sea	sun
earth	ground	moon	sky	wind
field	grow	plant	space	world

Amber

autumn	doll	music	season	together
ball	fun	party	song	toy
beautiful	game	race	spring	watch
bike	happy	ride	summer	winter

READING & SPELLING SIGHT WORDS - MAGIC 400

TARGETS

By end Y3 – 80% of students at/above GARNET list

Ruby

years	any	cold	dad	mum
new	playing	presents	tell	trees
white	along	best	couldn't	ever
hot	I'm	nice	pool	road

Rose

walked	walking	children	days	family
gold	light	coming	friends	looked
run	sister	also	being	brown
dark	fast	left	outside	ten

Scarlet

that's	animals	been	feet	ground
help	Australia	its	make	six
sleep	sometimes	wish	how	baby
great	inside	men	party	Saturday

Crimson

say	always	asked	decided	few
land	Mr	myself	red	than
watch	arrived	better	different	happened
lived	lunch	most	near	opened

Garnet

should	woke	year	city	even
gave	hair	holidays	hospital	hour
lovely	minutes	open	pink	ship
slay	under	ago	dead	died

READING & SPELLING SIGHT WORDS - MAGIC 500 - GREEN LEVEL

TARGETS

By end Y4 – 80% of students at/above NAVY list (Magic 600 list)

Emerald

favourite	felt	getting	give	hard
ice	might	rocks	snow	strange
swim	thought	till	tried	until
want	week	weeks	air	birds

Olive

boat	caught	country	eat	eyes
face	high	hit	lady	let
life	looking	lots	nothing	own
second	seen	upon	wasn't	won

Peacock

full	everybody	game	goes	behind
oh	lightning	race	money	picked
ride	right	set	seven	soccer
stop	stopped	planet	summer	Sunday

Mint

bird	comes	dogs	earth	eight
enough	find	hear	finished	kind
park	purple	side	mountains	splash
stayed	uncle	across	alive	against

Teal

boys	castle	everything	flowers	flying
food	grass	hundred	moon	rabbit
ready	round	running	slowly	Sydney
teacher	top	television	used	wait

READING & SPELLING SIGHT WORDS - MAGIC 600 – BLUE LEVEL

TARGETS

By end Y4 – 80% of students at/above NAVY list

Turquoise

wanted	asleep	nearly	noises	live
cost	broke	breakfast	named	dropped
pollution	sound	tired	street	hobby
hours	king	huge	cars	catch

Cobalt

colour	each	everyone	front	gone
ghost	head	having	I'd	keep
hole	knew	bush	leave	warm
leaves	brought	twenty	yes	call

Sapphire

young	bring	colours	egg	cats
eating	finally	everywhere	makes	liked
noise	past	picnic	quiet	played
really	same	yesterday	wonder	sand

Topaz

rainbow	quite	rest	sat	rock
scared	zoo	seemed	weather	sisters
sick	window	yours	bag	write
bad	child	book	dream	far

Navy

hurt	I'll	church	born	kept
lamp	killed	riding	legs	milk
sunny	thank	wall	start	winter
soft	towards	story	there's	turned

READING & SPELLING SIGHT WORDS - MAGIC 700 – YELLOW LEVEL

TARGETS

By end Y5 – 80% of students at/above MAGENTA list (Magic 800 list)

Buttercup

animal	twelve	bath	real	sits
space	early	shark	doing	watched
bedroom	drink	stop	case	began
foot	show	books	excited	grey

Amber

ocean	anything	may	babies	pretty
together	someone	kill	deep	use
read	likes	orange	pictures	Sir
fishing	Easter	became	shop	team

Canary

wear	angels	done	sudden	bear
goal	birthday	bottom	shopping	late
balls	girl	fly	work	feel
stairs	eggs	class	fresh	reach

Mustard

holiday	writing	middle	voice	please
jump	allowed	leg	giant	try
believe	station	Santa	helped	train
taken	witch	sincerely	making	cousin

Gold

wonderful	body	letter	rocket	a lot
England	must	fifteen	barbecue	jumped
quickly	beauty	werewolf	yellow	alone
creature	area	match	feel	these

READING & SPELLING SIGHT WORDS - MAGIC 800 – PURPLE LEVEL

TARGETS

By end Y5 – 80% of students at/above MAGENTA list (Magic 800 list)

Lavender

box	hands	sitting	mouth	packed
I've	nine	idea	faster	learn
sing	hoe	kicked	landed	minute
witches	magician	feeling	gate	looks

Amethyst

buy	part	miles	candle	daddy
clear	sit	evil	Australian	smoke
pushed	barn	months	remember	dance
fall	cream	puppy	music	forest

Mauve

funny	tent	dinosaurs	fight	ate
clothes	blew	chasing	Canberra	cup
both	miss	places	lights	arm
reached	storm	heart	Melbourne	bit

Lilac

classroom	die	talking	bright	sweet
dancing	trip	climbed	wide	farm
football	such	Christ	dressed	games
dollars	close	wood	blanket	turn

Magenta

cut	magic	death	free	instead
lions	clouds	knows	island	working
mind	lonely	town	guinea	hand
America	cry	watching	darkness	drive

READING & SPELLING SIGHT WORDS - MAGIC 900 - PINK LEVEL

TARGETS

By end Y6 – 80% of students at/above WATERMELON list

Fuscia

misses	floor	pony	blowing	cruel
jet	dinner	those	finish	hold
bought	wings	howling	north	dirty
ask	sure	ones	bigger	army

Cranberry

number	fed	trouble	answer	large
mud	hide	fighting	nineteen	he's
hate	person	glad	flowing	doll
does	times	brothers	pup	art

Salmon

waves	bell	policeman	cook	awake
upstairs	steps	without	truck	couple
especially	fear	parents	dress	terrible
aces	age	orphanage	can't	buggies



























Flamingo

gun	axe	frightened	circus	slept
feed	roof	claws	lives	farmer
mad	wet	driver	palace	machine
lucky	ships	closer	you're	eleven


Watermelon

entrance	radio	paper	cents	nature
moment	pair	enormous	married	rather
raining	paint	plant	monkeys	others
river	safe	another	nobody	picture

LEARNING A-Z CORRELATION CHART

Learning A-Z Correlation Chart							
Learning A-Z	Ages	Grade	Fountas & Pinnell	Reading Recovery	DRA	PM Readers	Lexile
 A	4-6	K	A	1	A-1	Starters 1	BR-70
 B	4-6	K	B	2	2	Starters 2	BR-70
 C	4-6	K	C	3-4	3-4	3-4 red	BR-70
 D	4-7	1	D	5-6	6	5-6 red/yellow	80-450
 E	6-7	1	E	7-8	8	7-8 yellow	80-450
 F	6-7	1	F	9-10	10	9-10 blue	80-450
 G	6-7	1	G	11-12	12	11-12 blue/green	80-450
 H	6-7	1	H	13-14	14	13-14 green	80-450
 I	6-7	1	I	15-16	16	15-16 orange	80-450
 J	6-8	1	J	17	18	17 turquoise	451-500
 K	7-8	2	J	17	18	18 turquoise	451-550
 L	7-8	2	K	18	20	19-20 purple	501-550
 M	7-8	2	L	19	24	21 gold	551-600
 N	7-8	2	M	20	28	22 gold	551-650
 O	7-8	2	M	20	28	22 gold	601-650
 P	7-8	2	M	28	28	22 gold	601-650
 Q	7-9	3	N	30	30	23 silver	651-690
 R	8-9	3	N	30	30	23 silver	651-730
 S	8-9	3	O	34	34	24 silver	691-770
 T	8-9	3	P	38	38	25 emerald	731-770
 U	8-11	4	Q	40	40	26 emerald	771-800
 V	9-11	4	Q	40	40	26 emerald	771-830
 W	9-11	4	S	40	40	27 ruby	801-860
 X	9-11	5	S	40	40	28 sapphire	831-860
 Y	9-11	5	T	40	40	29 sapphire	861-890
 Z	9-11	5	U-V	N/A	50	30 sapphire	891-980

This correlation chart illustrates how Learning A-Z levels approximately correlate to other leveling systems commonly found in leveled reading materials. Learning A-Z uses objective (quantitative) and subjective (qualitative) Leveling Criteria to measure text complexity.



Name _____

Word Count: 80

Kim's Flowers

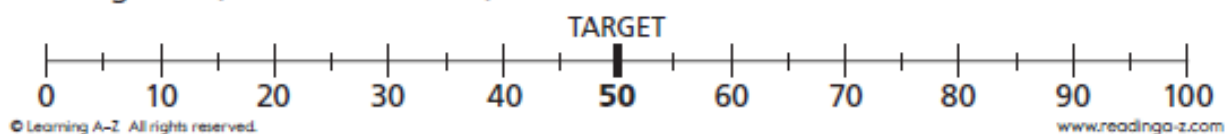
Kim went to pick flowers for Mom.	7
She walked into the field where the flowers grew.	16
She picked blue and red flowers.	22
She picked orange flowers, too.	27
She gave the flowers to Mom.	33
Mom smiled.	35
"Thank you so much," Mom said.	41
She put the flowers in some water and set them	51
on the table.	54
People asked, "Where did you get the pretty	62
flowers?"	63
"Kim picked them," Mom said.	68

Number of Errors

1	2	3	4	5	6

Accuracy (%):

Reading Rate (Words Per Minute):



Reading A-Z

LEVEL **J**

Fluency Passage—Fiction

Bye, Buddy

Name _____

Word Count: 90

Bye, Buddy

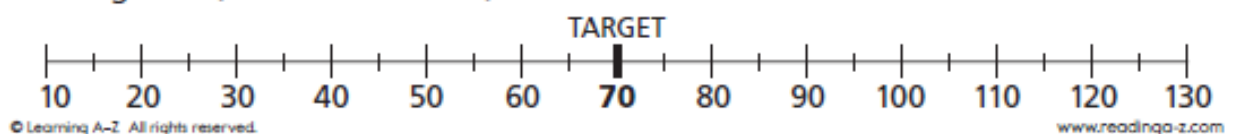
Rich found a baby crow under a tree.	8
The bird had fallen out of its nest.	16
Rich took it home and fed it.	23
He even taught it to talk.	29
It said, "Hey, buddy," when Rich came home.	37
It said, "Bye, buddy," when he left.	44
One day, Rich's mom came to talk with him.	53
"It's time to set the crow free," she said.	62
Rich took the crow outside.	67
He cried a little, but he let it go.	76
The crow flew away with a group of other crows.	86
"Bye, buddy," said Rich.	90

Number of Errors

1	2	3	4	5	6

Accuracy (%):

Reading Rate (Words Per Minute):



Name _____

Word Count: 102

The Clumsy Bees

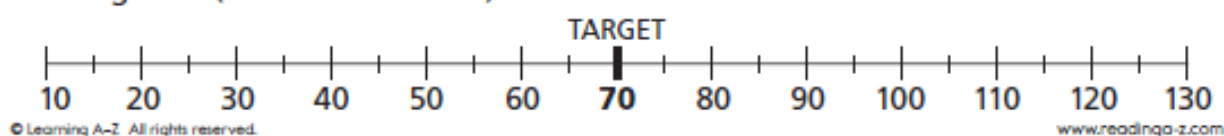
Long ago, the bumblebees built the very first hive. But	10
the bees were quite clumsy. They bumped into each	19
other in the dark tunnels and crashed into the hive.	29
One of them even stung the queen by mistake.	38
“From now on, every bee must wear bright yellow,”	47
said the queen, rubbing her side. “That way, we can see	57
each other.”	60
“But if we’re all yellow, we’ll get lost inside yellow	70
dandelions,” said a bumblebee.	74
“I suppose that’s true. But if we add black stripes, we’ll	85
show up everywhere,” said the queen.	91
From then on, all bumblebees have been yellow with	100
black stripes.	102

Number of Errors

1	2	3	4	5	6

Accuracy (%):

Reading Rate (Words Per Minute):



Name _____

Word Count: 112

The Great Candy Caper

"I'm tired of being eaten," said the lollipop. "Children's	9
mouths are sticky."	12
"They won't stop licking me," said the rock candy.	21
"There must be more to life than this," said a chocolate bunny.	33
"Let's run away!" the lollipop said to the whole candy store.	44
A cheer went up from the other pieces of candy.	54
The gummy worms crawled out of their bags. The chocolates	64
rolled off their shelf. Gumdrops bounced across the floor.	73
The jelly beans jumped out of their bowl.	81
A gummy worm climbed up and unlocked the door.	90
Every piece of candy ran away. They made a new home	101
under the stairs behind a bakery. They lived happily ever	111
after.	112

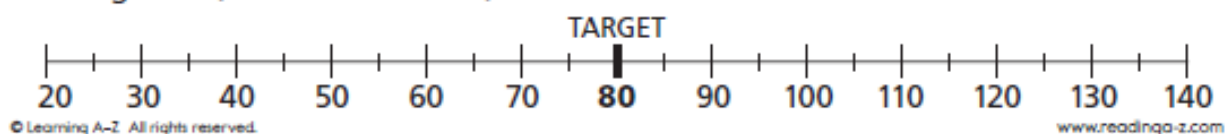
Number of Errors

1	2	3	4	5	6

Accuracy (%):

--

Reading Rate (Words Per Minute):



Name _____

Word Count: 171

The Shopping Cart Mystery

The kids were up to their hips in water, cleaning up the 12
trash that clogged the river. Most of the garbage was stuff 23
they expected—cans, plastic bags, tires—but they also found 33
something they couldn't explain: shopping carts. 39

"Here's another one," Stuart yelled. 44

"There seem to be more on the left-hand side," Tara 54
shouted. There weren't any grocery stores for miles, and they 64
couldn't imagine why anyone would push a cart so far just 75
to dump it in the river. "We should follow the shopping carts 87
and see where they're coming from." 93

As they went upstream, they found even more, until they 103
saw a giant pile of carts towering to the top of the riverbank. 116
The kids peeked over the bank into the large parking lot of 128
a thrift store. Just then, a gust of wind began to blow a cart, 142
faster and faster, toward the riverbank. 148

Reading A-Z

LEVEL **R**

Fluency Passage—Fiction

The Shopping Cart Mystery

Name _____

Word Count: 171

“Incoming!” cried Tara, and the kids splashed away as the 158
cart toppled onto the pile. 163
“I suppose we’ve solved our mystery,” said Stuart. 171

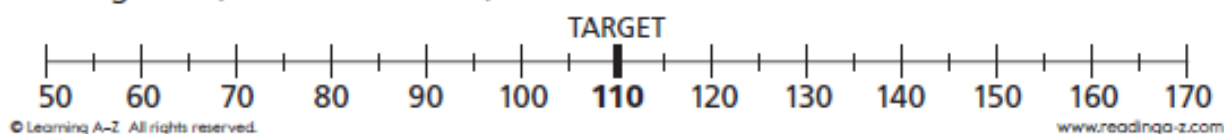
Page 2 of 2

Number of Errors

1	2	3	4	5	6

Accuracy (%):

Reading Rate (Words Per Minute):



Name _____

Word Count: 249

Letitia and the Best Bike

Letitia thought she had the best bike in the entire school.	11
It had purple, pink, and blue glittery swirls and white tires.	22
Letitia could do jumps and tricks on her bike better than	33
anyone else.	35
One afternoon, Letitia came out of school to find her	45
bike lock lying broken in the dirt. The bike was gone.	56
Immediately, she ran to find Julio, the smartest kid in	66
school and her best friend.	71
Julio followed Letitia to the scene of the crime. “Well, it’s	82
clear that the thief wasn’t strong enough to cut through the	93
lock in one stroke. Maybe a kid.”	100
He examined the ground around the bike rack. “The thief	110
rode the bike away—you can tell because the footprints	120
stop. So it must be someone close to your size.”	130
Julio gasped. “The thief rode it on only one wheel. It must	142
be someone who can do wheelies!” Suddenly, they spotted	151

Page 1 of 2

Reading A-Z

LEVEL 

Fluency Passage–Fiction

Letitia and the Best Bike

Name _____

Word Count: 249

none other but Chet Wilson doing a wheelie on Letitia's bike.	162
Chet was the only person who could do wheelies as well	173
as Letitia.	175
"Chet!" Letitia shouted, and Chet froze, dropping the bike.	184
"Why would you take my bike?"	190
Chet looked embarrassed. "Well, you were so good at tricks,	200
and I didn't want you to get better than me, so I took your	214
bike. I wanted to see if your bike is what makes you so good.	228
Now I know it's not the bike; sorry I broke the lock."	240
Letitia said, "Chet, don't you know practice makes perfect?"	249

Name _____

Word Count: 250

Every Little Part

Amanda lay on her back in the driveway, staring into 10
the gears of Chris’s motorcycle. Chris was mostly silent, 19
nodding at the toolbox and muttering the size of the 29
wrench or screwdriver he wanted. He would wait patiently 38
for Amanda to read the stamp on each tool until she found 50
the right one. Every once in a while, he would burst out 62
with what seemed like an enormous speech. 69

“Gears control how fast and how powerful it goes. Low 79
gear is slow and strong. High gear is fast, but not powerful.” 91

Amanda’s mom sometimes complained that Chris spent 98
more time with his motorcycle than he did with Amanda, 108
his new stepdaughter. But Amanda didn’t mind. She also 117
didn’t mind that Chris’s hands had grease on them or that 128
there were always parts lying around. In fact, she loved 138
watching the way every little piece fit together just so. Each 149
part did its own job. Each worked with all the others. Each 161
one was important, and without it, the bike wouldn’t run. 171

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Reading A-Z

LEVEL **Z**

Fluency Passage—Fiction

Every Little Part

Name _____

Word Count: 250

She especially loved when Chris put everything together, 179
cleaned up, and then started the bike with a tremendous 189
roar. 190

Years later, when Amanda was a surgeon, she often 199
thought about Chris and his bike. He had taught her to be 211
patient and careful with moving parts, whether they were 220
the parts of a motorcycle or a human body. And when 231
she saw her patients sitting up and feeling well again, she 242
couldn't help imagining the roar of a motorcycle. 250

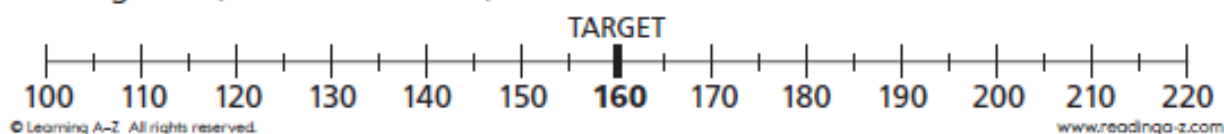
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Number of Errors

1	2	3	4	5	6

Accuracy (%):

Reading Rate (Words Per Minute):



READING INSTRUCTION GUIDELINES

ASSESSMENT

Term One

Use Fountas and Pinnell, "Where to Start Word Test for Reading Recovery Levels," (Appendix 9) and Gold Profile card information to benchmark students achieving at an A, B or C grade for reading. Students achieving a D or E grade for reading are to be benchmarked using the PM Benchmark assessment.

Please refer to the Reading A-Z Correlation Chart (Appendix 6) to match Fountas and Pinnell levels to PM Benchmark levels.

Term Two

PM Benchmark assesses those children who are achieving a D or E grade for reading **only**.

Term Three

PM Benchmark **all** students for end of term Annual Report data collection.

Term Four

Use Fountas and Pinnell assessment for students achieving at an A, B or C grade for reading. Students achieving a D or E grade for reading are to be benchmarked using the PM Benchmark assessment. **Results are to be recorded on Gold Profile cards.**

Please refer to the Reading A-Z Correlation Chart (Appendix 6) to match Fountas and Pinnell levels to PM Benchmark levels.

READING TARGETS

Children reading at the following targets for their year level would be expected to be achieving at an A, B or C grade for reading.

Reading	K	PP	1	2	3	4	5	6
Read High Frequency Words at 100% accuracy Magic Words	E Magic 100 Red B Magic 100 Gold	E Magic 100 B Magic 100 Red S Magic 100 Gold	E Magic 200 B Magic 100 S Magic 100 Red	E Magic 400 B Magic 200 S Magic 100	E Magic 600 B Magic 400 S Magic 200	E Magic 800 B Magic 600 S Magic 400	E Magic 900 B Magic 800 S Magic 600	B Magic 900
P-Y4 PM Benchmarks Instructional Level Y5-7 A-Z Levelled Reading Assessments S-Z		E PM 15 B PM 10 S PM 5	E PM 20 B PM 15 S PM 10	E PM 25 B PM 20 S PM 15	E PM 30 B PM 25 S PM 20	30+	30+	30+

Students are expected to be increasing a minimum of one to two levels per term, with an increase of five levels per year. Students who have not met this progress need to be flagged as being at risk.

D OR E GRADE STUDENTS

- SAER students with Documented Plans for learning difficulties are to be PM Benchmarked every term.
- New students are to be tested using the Fountas and Pinnell assessment to get started. If tested below the previous year level's expected target level, the student is to be PM Benchmarked.
- Best practice suggests professional judgement is to be used during guided reading sessions to move students up/back a level/s.

HOW GUIDED READING AND CARS AND STARS FIT INTO THE SPPS LITERACY BLOCK

- CARS and STARS is year level reading not instructional level and covers only comprehension strategies.
- CARS and STARS does provide us with a whole school common language to drive Guided Reading and writing lessons. Guided Reading sessions should include the taught STARS strategies and skills.
- STARS strategies are to be taught one week, a guided reading session is to take place in the following week. A sample timeline follows:

WEEK ONE				
	Mon	Tue	Wed	Thur
Whole Class	STARS lesson 1 & 2	STARS lesson 3 & 4	STARS lesson 5	STARS lesson 6

Note, lesson 1, 2, 3 and 4 delivered at year level while lesson 5 and 6 delivered at a differentiated level.

WEEK TWO				
	Mon	Tue	Wed	Thur
Grp 1	GR	GR Activity	SRA	Raz-Kids
Grp 2	Raz-Kids	GR	GR Activity	SRA
Grp 3	SRA	Raz-Kids	GR	GR Activity
Grp 4	GR Activity	SRA	Raz-Kids	GR

Semper Tenta - Always Strive

WHERE TO START WORD TEST FOR READING RECOVERY LEVELS - FOUNTAS & PINNELL

DESCRIPTION

This test is used to place students into their Reading Recovery levels. Students read a levelled word list. YOU CAN USE THIS TEST FOR A, B, OR C READING GRADE STUDENTS.

For students with learning difficulties and D or E reading grade students, assess using the PM Benchmark Assessment Kit.

YOU NEED

- Where-to-Start Chart to determine the level at which to start Benchmark assessment
- Where-to-Start Word List
- Where-to-Start Word Test- Individual Record form

HOW TO USE IT

- Ask the student to read the list for the level below his/her year level. (eg year three should begin with the Level 2 List, year four with the Level 3 list, year five with the Level 4 list, etc)
- Say: "I want you to read some words. When you come to a hard word, try it. If you cannot read it, go on to the next word. I'll be making notes while you read. Start here."
- Place a card under the first word in the appropriate word list. Have the student move the card down the list as he reads. If the students spend too much time on a word (more than 5 seconds), say "Read the next one."
- As the student reads, score and record word reading on a copy of the list:

RECORDING AND SCORING

1. Check each word read accurately, including correct guesses, self-corrected readings and accepted local variations in pronunciation.
2. Record incorrect attempts in the space to the right of each word. If the word is not attempted, leave the space blank.
3. Score as errors words that the student
 - cannot read
 - substitutes with another word or other sounds
 - says several different ways and is uncertain of the correct pronunciation
 - reads incompletely (bush instead of bushel) or adds sounds to (performs instead of perform).
4. Do not prompt, coach or ask students to repeat a word (unless you could not hear it).
5. Record the number of words read accurately at the bottom of each list.
6. If the child reads 16 to 20 words on a list correctly, then go to the next level. If a child reads less than 16 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

WHERE TO START CHART

Number Correct	Begin	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
0-5	1	1	7-8	15-16	20	23-24	27	29	30
6-10	1	2	9-10	17	20	23-24	27	29	31
11-15	1	3-4	11-12	18	22	26	28	30	31
16-20	2	5-6	13-14	19	22	26	28	30	31

WHERE TO START WORD TEST – INDIVIDUAL RECORD

NAME: _____ DATE: _____

BEGINNING		LEVEL 1		LEVEL 2	
me		jump		want	
I		here		friend	
can		little		puppy	
to		went		basket	
my		has		could	
we		girl		dark	
in		will		down	
like		have		road	
it		ball		plant	
up		make		away	
mum		play		morning	
the		was		three	
and		bike		cool	
he		with		drop	
look		they		grass	
is		this		when	
see		bed		first	
come		feet		train	
get		one		queen	
at		said		scream	
	/20		/20		/20

WHERE TO START WORD TEST – INDIVIDUAL RECORD

NAME: _____ DATE: _____

LEVEL 3		LEVEL 4		LEVEL 5	
plate		silence		speechless	
year		serious		slumber	
noise		nature		courage	
under		station		region	
twisted		graceful		appearance	
giant		heavy		gracious	
knives		against		honourable	
what		excuse		ambition	
around		traffic		expression	
because		reward		protective	
forest		plastic		cushion	
once		ocean		population	
scramble		perform		needle	
again		delicious		marriage	
careful		pebble		obedient	
breakfast		understood		baggage	
batter		destiny		justice	
suddenly		future		lately	
badge		anger		bushel	
village		honey		lunar	
	/20		/20		/20

WHERE TO START WORD TEST – INDIVIDUAL RECORD

NAME: _____ DATE: _____

LEVEL 6		LEVEL 7		LEVEL 8	
liquid		continuously		boutique	
reduction		environmental		meddle	
prosperity		exhausted		supplement	
accustom		pensive		whimsical	
medicine		society		grotesque	
nourishment		approximate		nonchalant	
combination		customary		contemptuous	
wreckage		reminiscence		antique	
rebellion		malicious		miniature	
responsible		intricate		simultaneous	
profitable		contemporary		exuberant	
patient		acknowledge		permissive	
tremendous		malignant		inducement	
patriotic		cubic		exhibition	
compliments		attentively		articulate	
spectacular		standardise		subtle	
abundant		architecture		granular	
hostility		industrious		succumb	
imaginary		counterfeit		poignant	
yearning		recession		rambunctious	
	/20		/20		/20

BEGINNING WORD LIST

me	mum
I	the
can	and
to	he
my	look
we	is
in	see
like	come
it	get
up	at

LEVEL 1 WORD LIST

jump	play
here	was
little	bike
went	with
has	they
girl	this
will	bed
have	feet
ball	one
make	said

LEVEL 2 WORD LIST

want	morning
friend	three
puppy	cool
basket	drop
could	grass
dark	when
down	first
road	train
plant	queen
away	scream

LEVEL 3 WORD LIST

plate	forest
year	once
noise	scramble
under	again
twisted	careful
giant	breakfast
knives	batter
what	suddenly
around	badge
because	village

LEVEL 4 WORD LIST

silence	plastic
serious	ocean
nature	perform
station	delicious
graceful	pebble
heavy	understood
against	destiny
excuse	future
traffic	anger
reward	honey

LEVEL 5 WORD LIST

speechless	cushion
slumber	population
courage	needle
region	marriage
appearance	obedient
gracious	baggage
honourable	justice
ambition	lately
expression	bushel
protective	lunar

LEVEL 6 WORD LIST

liquid	profitable
reduction	patient
prosperity	tremendous
accustom	patriotic
medicine	compliments
nourishment	spectacular
combination	abundant
wreckage	hostility
rebellion	imaginary
responsible	yearning

LEVEL 7 WORD LIST

continuously	contemporary
environmental	acknowledge
exhausted	malignant
pensive	cubic
society	attentively
approximate	standardise
customary	architecture
reminiscence	industrious
malicious	counterfeit
intricate	recession

LEVEL 8 WORD LIST

boutique	exuberant
meddle	permissive
supplement	inducement
whimsical	exhibition
grotesque	articulate
nonchalant	subtle
contemptuous	granular
antique	succumb
miniature	poignant
simultaneous	rambunctious