

# Observation record

## Year 1 English: My playmate

Name:		Comment
Knowledge and understanding	<p><b>Reading and viewing:</b> Uses a variety of strategies to make meaning from the print and visuals within the text and integrates graphophonic, semantic and syntactic cues to decode and maintain fluency when reading.</p> <p><b>Writing and designing:</b> Identifies the topic and purpose for writing when planning and organising. Uses correct grammar and punctuation.</p>	<p><i>e.g. Tara relies on graphophonic cues to decode unfamiliar words. Her self corrections were made when the text did not match the visuals. She did not self correct for meaning or recognise syntactic patterns.</i></p>
Interpreting texts	<p>Recalls and locates information directly stated in the text, retelling events in appropriate sequence to summarise, and drawing simple inferences from visual and print information contained in the text (Section 3).</p>	<p><i>e.g. Tara retold the story in sequence. She had difficulty drawing inferences.</i></p>
Constructing texts	<p>Writes a simple imaginative recount about their playmate using accurate recounting structures (Section 4).</p>	<p><i>e.g. Tara used drawings to plan the sequence for her recount. She included who, when and where in her plan. Tara wrote four simple sentences. Each one contained time sequence words. She used capital letters at the beginning of each sentence but did not use any full stops.</i></p>

# Literacy Indicators class checklist

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### By the end of Year 1

RV 1 ii	Read and view a small range of print and electronic text types including recounts, narratives, simple poems, instructions, descriptions, simple information reports, and personal letters and emails.																					
RV 1 iii	Use a range of active comprehension strategies to make meaning from texts including: <ul style="list-style-type: none"><li>activating prior knowledge about the subject matter and text type</li><li>making predictions about the text type, topic, purpose and audience by looking at title, images and structure</li><li>sub-vocalising, sometimes reading on, re-reading</li><li>predicting and confirming based on information presented in the text, using knowledge of word order in simple sentences.</li></ul>																					
RV 1 iv	Show understanding of independently read supportive texts by: <ul style="list-style-type: none"><li>recalling and locating information directly stated in the text</li><li>retelling events in appropriate sequence to summarise</li><li>drawing simple inferences from visual and print information contained in the text.</li></ul>																					
RV 1 vi	Independently read and understand to maintain fluency: <ul style="list-style-type: none"><li>a range of high-frequency and function words with automaticity</li><li>words of personal significance in different contexts.</li></ul>																					

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### By the end of Year 1

RV 1 vii	Decode words and build fluency using prior knowledge about text type and topic to predict and confirm words, and use: <ul style="list-style-type: none"><li>graphophonic cues including blended and segmented individual sounds in words, sound–letter relationships for initial, final and medial sounds, onset and rime, and words within words</li><li>semantic cues including familiar words and phrases, sentences and visuals, drawing on prior knowledge of oral and written language</li><li>syntactic cues including word order, language patterns and punctuation.</li></ul>																					
RV 1 ix	Match spoken words with written words when reading.																					

### Section 3: Reading and Viewing — Making meaning

<b>RV 1 iv</b>	Show understanding of independently read supportive texts by: <ul style="list-style-type: none"> <li>recalling and locating information directly stated in the text</li> <li>retelling events in appropriate sequence to summarise</li> <li>drawing simple inferences from visual and print information contained in the text.</li> </ul>																				
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### Section 4: Written imaginative recount

<b>WD 1 ii</b>	Write text types to describe, recount, instruct and respond.																					
<b>WD 1 iii</b>	Plan and organise writing through activities, including drawings and conversations.																					

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By the end of Year 1																						
WD 1 iv	Identify and approximate stages of a small range of modelled text types.																					
WD 1 vii	Join simple sentences using conjunctions “and” and “but”.																					
WD 1 viii	Use one or two simple noun groups.																					
WD 1 xi	Use capital letters to begin sentences and full stops at the end of sentences, and experiment with question and exclamation marks, and capital letters for proper nouns.																					
WD 1 xiii	Attempt to spell unfamiliar words using phonological knowledge, sound–symbol relationships, short vowels and simple long-vowel patterns by listening for rhyming patterns, looking for common letter sequences and onset and rime, and making analogies between words that look similar.																					
WD 1 xv	Select vocabulary that describes people, characters, events, places and things.																					

Comments