Learning Readiness Report

Student name:
Student code: **AWW0001**
Student class: **ABLES**
School code: **9999**
Assessment: **English, Reading and Writing**
Period: **Round 2 2014**
Date: **11 August, 2014**

Pathway	Level	Pathway

Pathway (left)

The student uses a range of strategies to confirm or modify understanding of text. S/he interprets the main ideas and purpose of texts, and is working towards ordering ideas in written work.

The student matches print and spoken text in the environment, and recognises how sounds are represented alphabetically. In writing, the student uses conventional letters, groups of letters, and simple punctuation such as full stops and capital letters.

The student recognises the difference between text and pictures, and may sort, match, or identify letters and numbers. The student may recognise very familiar words by sight, and link these to basic needs and wants.

The student is exploring objects within a familiar environment, and may show interest in photographs of familiar objects/people.

Pathway (right)
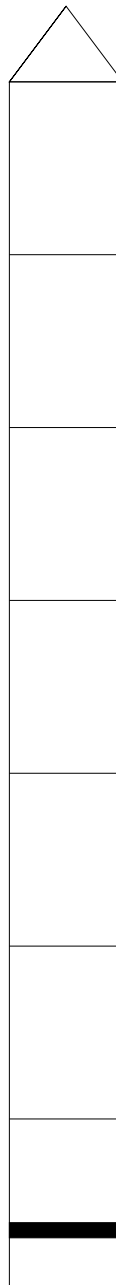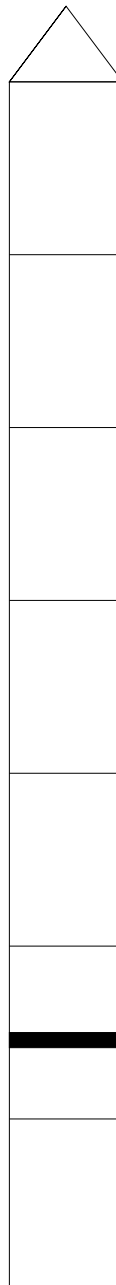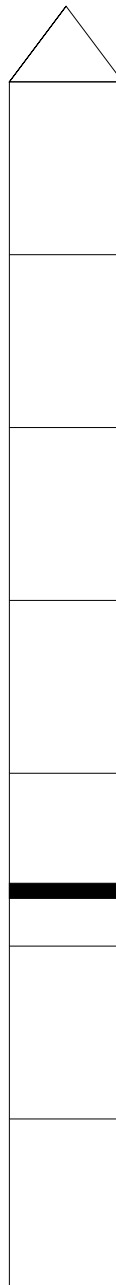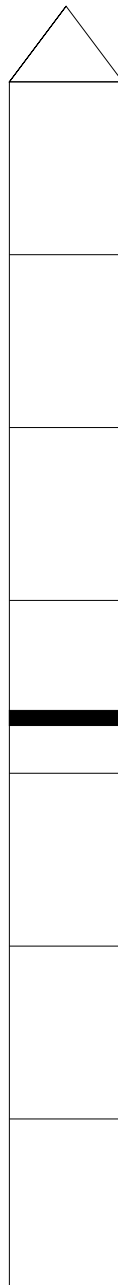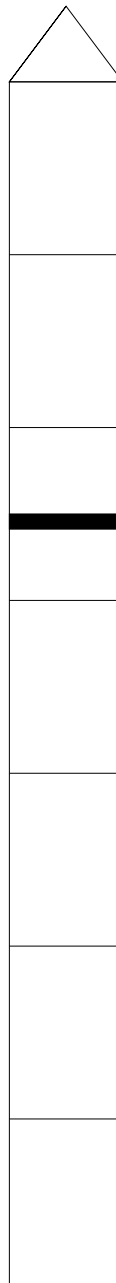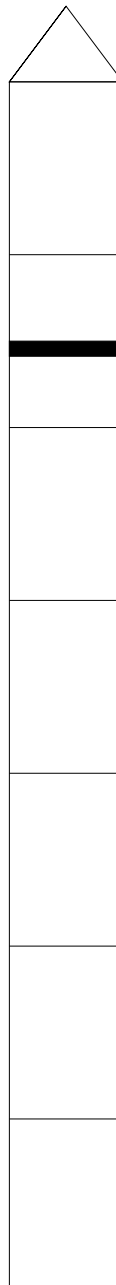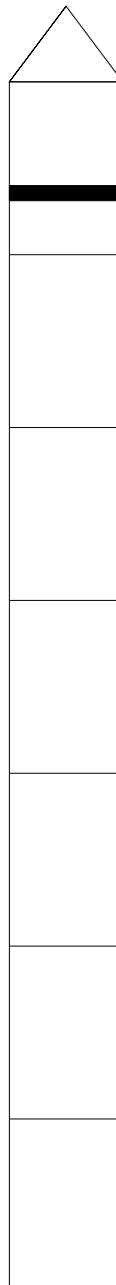
The student reads and responds to short texts with familiar ideas and a small amount of unfamiliar vocabulary. The student makes use of known spelling patterns to attempt the spelling of unfamiliar words.

The student names some letters of the alphabet and identifies their common sounds. S/he recognises the connection between print and the spoken word, and reads some familiar words and signage using partial cues and illustrations.

The student is learning to identify objects, pictures, shapes and sounds, and may role-play reading, scribble freely, or recognise own name in print.

▬▬▬▬   The student is estimated to be at this location

English, Reading and Writing

Towards Foundation Level AusVELS

Level A

Students may experience a variety of texts for enjoyment and to extend their experiences of the world around them. They listen to, experience and view spoken, written, visual and multimodal texts, with the primary purpose of engaging, entertaining and informing. They experience shared reading, viewing and storytelling using a range of literary texts, and respond to the entertaining nature of literature.

The range of literary texts comprises Australian literature, including the oral narrative traditions and contemporary literature of Aboriginal and Torres Strait Islander peoples, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and enable students to become readers include predictable texts, stories, visual displays and information, social interactions and experiences. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest.

Students create a range of texts coactively. They begin to develop their functional motor skills required for written communication. Students develop their core strength and shoulder stability. They coactively use different materials for drawing and develop their gripping skills.

To set specific learning goals for students working at this level, refer to the Reading and Viewing and Writing content descriptions and their elaborations at AusVELS English Level A and, where considered appropriate to extend students' personal learning programs, at Level B. These can be viewed at http://ausvels.vcaa.vic.edu.au/English/Curriculum/F-10.

English, Reading and Writing

Towards Foundation Level AusVELS

Level A

- Maintain a communication diary/visual diary/chat book to share information with the student's family/carers. Encourage family members to record information about the student's likes, dislikes, and activities at home to build a strong link between the student's experiences at home and school.

- Start with direct, explicit teaching of new skills or behaviours. Clearly model the required skill or behaviour, and/or provide opportunities for your student to observe other students perform the skill or behaviour. Work co-actively with the student and provide repeated opportunities for practice and repetition.

- Immerse students in language. Provide a language-rich environment.

- Use specific, consistent language or other forms of communication. Establish a shared and common set of key words, signs, and/or symbols across all curriculum areas and specialist programs to reduce possible confusion and frustration for the student. Share this information with the student's family/carers to build a clear link between home and school.

- Coactively use multi-sensory activities (e.g., using clay, shaving cream, bubblewrap, sand, dough, painting, movement to music) to support development of the student's fine and gross motor skills. Encourage the student to make choices between materials and activities.

- Use music, songs, and/or games to draw the student's attention to beat, rhythm, sounds, and sound patterns in language.

- Use ICT resources to engage the student's interest, including talking books, ipads, interactive programs and applications, and interactive whiteboards. Some students may require assistive or augmentative technologies to support their use of ICT resources, as advised by specialist therapy staff or support services.

- Provide opportunities for the student to make choices (e.g., between own photo and the photo of another person, between two objects, or between own name and the name of another) and to match or differentiate between familiar or everyday objects/photographs/pictures.

- Use personalised materials and books in daily individual teaching and/or reading sessions with the student (e.g., materials compiled from photographs of objects that are familiar to the student, photographs of the student engaged in favourite activities, photographs of people the student knows and likes, textures and materials for the student to explore).

- Teach and encourage your student to exchange photographs, pictures, or picture symbols to communicate needs and desires. Symbols or photographs should be chosen for their age-relevance and attractiveness to the student. Symbols or photographs should be used consistently at home and school.

- Incorporate a range of pre-writing activities, perhaps using vertical and flat surfaces, into the student's program.

- Draw on information from the student's sensory profile and advice from an occupational therapist and speech therapist and other support professionals or disability-specific organisations when devising a tailored program of activities for the student.

English, Reading and Writing

Additional Comments

Learning Readiness Report

Student name:
Student code: **BUI0001**
Student class: **ABLES**
School code: **9999**
Assessment: **English, Reading and Writing**
Period: **Round 2 2014**
Date: **11 August, 2014**

Pathway	Level	Pathway

The student uses a range of strategies to confirm or modify understanding of text. S/he interprets the main ideas and purpose of texts, and is working towards ordering ideas in written work.

The student reads and responds to short texts with familiar ideas and a small amount of unfamiliar vocabulary. The student makes use of known spelling patterns to attempt the spelling of unfamiliar words.

The student matches print and spoken text in the environment, and recognises how sounds are represented alphabetically. In writing, the student uses conventional letters, groups of letters, and simple punctuation such as full stops and capital letters.

The student names some letters of the alphabet and identifies their common sounds. S/he recognises the connection between print and the spoken word, and reads some familiar words and signage using partial cues and illustrations.

The student recognises the difference between text and pictures, and may sort, match, or identify letters and numbers. The student may recognise very familiar words by sight, and link these to basic needs and wants.

The student is learning to identify objects, pictures, shapes and sounds, and may role-play reading, scribble freely, or recognise own name in print.

The student is exploring objects within a familiar environment, and may show interest in photographs of familiar objects/people.

� The student is estimated to be at this location

English, Reading and Writing

Towards Foundation Level AusVELS
Level B

Students engage with a variety of texts for enjoyment. They listen to and role-play reading, and view spoken, written and multimodal texts whose primary purpose is to entertain, as well as some texts that are designed to inform. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts comprises Australian literature, including the oral narrative traditions and the contemporary literature of Aboriginal and Torres Strait Islander peoples, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students as beginning readers include texts that develop early reading behaviours and extend their understanding of written texts. These text involve high-interest, predictable texts with familiar and significant events and clear illustrations that strongly support the text and informative texts, including jointly constructed texts with audio support, that present ideas about familiar topics using captions or simple sentences, known vocabulary, symbols and illustrations that strongly support the print text. Students develop some simple understandings of how books work and are supported to listen and respond to familiar rhymes and stories. They role-play reading and are in the process of learning to recognise their name in print, using visual cues. Students are learning to identify pictures, shapes and sounds.

Students coactively create texts in structured activities. They develop their fine motor skills through the use and manipulation of objects. They engage in role-play writing, labelling images or drawings and begin to trace over patterns. Students encounter information technology in the writing process.

To set specific learning goals for students working at this level, refer to the Reading and Viewing and Writing content descriptions and their elaborations at AusVELS English Level B and, where considered appropriate to extend students' personal learning programs, at Level C. These can be viewed at http://ausvels.vcaa.vic.edu.au/English/Curriculum/F-10.

English, Reading and Writing

Towards Foundation Level AusVELS
Level B

- Immerse students in language. Provide a language- and print-rich environment in the school and classroom. For example, attach labels to objects in the classroom and label all of the student's personal items with his/her name in large print. Actively draw the student's attention to environmental print.

- Start with explicit teaching and modeling of new skills or activities. Clearly model the required skill, behaviour, or activity, and/or provide opportunities for your student to observe other students perform the skill, behaviour, or activity. Work co-actively or cooperatively with the student to perform the new skill, behaviour, or activity.

- Provide repeated opportunities for practising a new skill, behaviour, or activity, starting with structured and supported situations, and gradually reducing support over time.

- Use your student's interests and preferences to guide choices of materials, media, and topics or themes for learning activities. Observe your student, note the activities or themes the student responds to with interest, and draw on these to motivate their participation. Make learning activities personally relevant and rewarding. Build connections between learning activities and their application in the student's daily life.

- Use a combination of cues to support your student's understanding (e.g., photographs, pictures, words, signing, augmentative communication systems or picture symbol systems).

- Use a visual timetable or daily schedule for school activities.

- Maintain a communication diary to share information with the student's family/carers.

- Use ICT resources to engage the student's interest, including talking books, ipads, laptops, interactive computer programs and applications, and interactive whiteboards.

- Engage the student in daily shared reading sessions. Incorporate individual and small group reading sessions into the student's weekly schedule.

- Encourage the student to participate in activities that require drawing on paper and computer screen (e.g., ipad, IWB).

- Use fine motor skill activities to build strength (e.g., threading, using tongs, squeeze balls, and building blocks).

- Play sorting, matching, and memory games (e.g., matching objects to pictures, pictures to pictures, textures to textures, sounds to sounds). Use age- and interest-relevant materials, pictures, and objects in these games and activities.

- Use insert puzzles and blocks or building materials to improve the student's fine motor coordination and teach recognition of shapes.

- Engage the student in shared or coactive writing and drawing activities. This could include the use of thick writing tools (textas, crayons and finger crayons, chalk) or adapted and assistive materials such as pencil grips and writing boards to suit the specific needs of your student. It may be useful to draw on the advice of an occupational therapist to select appropriate assistive materials for your student.

English, Reading and Writing

Additional Comments

Learning Readiness Report

Student name:
Student code: **MOU0003**
Student class: **ABLES**
School code: **9999**
Assessment: **English, Reading and Writing**
Period: **Round 2 2014**
Date: **11 August, 2014**

| Pathway	Level	Pathway

The student uses a range of strategies to confirm or modify understanding of text. S/he interprets the main ideas and purpose of texts, and is working towards ordering ideas in written work.

The student reads and responds to short texts with familiar ideas and a small amount of unfamiliar vocabulary. The student makes use of known spelling patterns to attempt the spelling of unfamiliar words.

The student matches print and spoken text in the environment, and recognises how sounds are represented alphabetically. In writing, the student uses conventional letters, groups of letters, and simple punctuation such as full stops and capital letters.

The student names some letters of the alphabet and identifies their common sounds. S/he recognises the connection between print and the spoken word, and reads some familiar words and signage using partial cues and illustrations.

The student recognises the difference between text and pictures, and may sort, match, or identify letters and numbers. The student may recognise very familiar words by sight, and link these to basic needs and wants.

The student is learning to identify objects, pictures, shapes and sounds, and may role-play reading, scribble freely, or recognise own name in print.

The student is exploring objects within a familiar environment, and may show interest in photographs of familiar objects/people.

▬▬▬ The student is estimated to be at this location

English, Reading and Writing

Towards Foundation Level AusVELS
Level C

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts that are designed to inform. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts comprises Australian literature, including the oral narrative traditions and contemporary literature of Aboriginal and Torres Strait Islander peoples, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that engage, support and extend students to develop early reading behaviours and extend their understanding of written texts include high-interest, predictable texts with familiar events, recognisable characters and clear illustrations that strongly support the text, and informative texts, including texts jointly constructed with audio support, that present ideas about familiar topics using captions or simple sentences, known vocabulary, symbols and illustrations to strongly support the text.

Students create a range of texts, including pictorial representations, adding writing such as scribble to label or comment on drawings and imitating writing words and sentences.

To set specific learning goals for students working at this level, refer to the Reading and Viewing and Writing content descriptions and their elaborations at AusVELS English Level C and, where considered appropriate to extend students' personal learning programs, at Level D. These can be viewed at http://ausvels.vcaa.vic.edu.au/English/Curriculum/F-10.

English, Reading and Writing

Towards Foundation Level AusVELS
Level C

- Use your student's interests and preferences to guide choices of materials, media, and topics or themes for learning activities. Observe and talk with your student, note the activities or themes the student responds to with interest, and draw on these to motivate their participation. Make learning activities personally relevant and rewarding. Build connections between learning activities and their application in the student's daily life.

- Engage the student in daily shared reading sessions. Incorporate individual and small group reading sessions into the student's weekly schedule.

- Use ICT resources to engage the student's interest, including talking books, ipads, laptops, interactive programs and applications, and interactive whiteboards.

- Use a visual timetable or schedule combined with simple one- or two-word labels for school activities.

- Provide opportunities for the student to draw and trace over letters, numbers, shapes, and patterns.

- Provide graded support for dexterity (e.g., dotted fonts, activities that include cutting, drawing).

- Play sorting, matching, and memory games (e.g., matching objects or pictures of objects to letters of the alphabet or simple words, matching letters to letters and numbers to numbers). Ensure materials are age-relevant and draw on the student's interests.

- Teach letter and number recognition using songs, videos, alphabet books/stamps/magnetic letters/posters and pictures, again making sure that materials are age- and interest-relevant

- Provide a language- and print-rich environment in the school and classroom. Actively draw the student's attention to environmental print (e.g., signs, street names, labels, timetables, schedules, calendars, lists, websites).

- Check the student's comprehension by reading a story or other materials of interest to the student, and then asking questions and prompting responses.

- Use sequencing activities, such as jumbling photographs or words from a short sentence for the student to place in order.

- Explicitly teach the student a sight-reading repertoire of functional words that are personally meaningful and useful in everyday life.

- Use multi-sensory activities to reinforce letter and number recognition and formation (e.g., making letters and numbers from clay or dough, tracing over sandpaper forms of letters and numbers) and recognition of functional words.

- Use laminated words and sentence strips in games and to label objects and activities, with particular emphasis on words that are personally meaningful and relevant for the student.

- Scribe your student's narration of a story or personal experience onto paper or computer. Read the text back with the student. If appropriate, ask the student to illustrate the text with drawings or by selecting from a bank of images.

English, Reading and Writing

Additional Comments

Learning Readiness Report

Student name:
Student code: **PAV0001**
Student class: **ABLES**
School code: **9999**
Assessment: **English, Reading and Writing**
Period: **Round 2 2014**
Date: **11 August, 2014**

| Pathway	Level	Pathway

The student uses a range of strategies to confirm or modify understanding of text. S/he interprets the main ideas and purpose of texts, and is working towards ordering ideas in written work.

The student reads and responds to short texts with familiar ideas and a small amount of unfamiliar vocabulary. The student makes use of known spelling patterns to attempt the spelling of unfamiliar words.

The student matches print and spoken text in the environment, and recognises how sounds are represented alphabetically. In writing, the student uses conventional letters, groups of letters, and simple punctuation such as full stops and capital letters.

The student names some letters of the alphabet and identifies their common sounds. S/he recognises the connection between print and the spoken word, and reads some familiar words and signage using partial cues and illustrations.

The student recognises the difference between text and pictures, and may sort, match, or identify letters and numbers. The student may recognise very familiar words by sight, and link these to basic needs and wants.

The student is learning to identify objects, pictures, shapes and sounds, and may role-play reading, scribble freely, or recognise own name in print.

The student is exploring objects within a familiar environment, and may show interest in photographs of familiar objects/people.

▬▬▬ The student is estimated to be at this location

English, Reading and Writing

Towards Foundation Level AusVELS

Level D

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts comprises Australian literature, including the oral narrative traditions and contemporary literature of Aboriginal and Torres Strait Islander peoples, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that engage, support and extend students as beginning readers to develop early reading behaviours and extend their understanding of written texts include high-interest, predictable texts with familiar events, recognisable characters, simple sequences of events and clear illustrations that strongly support the text, and informative texts that present ideas about familiar topics using simple sentences, known vocabulary and illustrations to strongly support the text.

Students create texts that record their experience and knowledge using a range of tools including computer, pictures and pencils.

To set specific learning goals for students working at this level, refer to the Reading and Viewing and Writing content descriptions and their elaborations at AusVELS English Level D and, where considered appropriate to extend students' personal learning programs, at Foundation Level. These can be viewed at http://ausvels.vcaa.vic.edu.au/English/Curriculum/F-10.

English, Reading and Writing

Towards Foundation Level AusVELS
Level D

- Use your student's interests and preferences to guide choices of materials, media, and topics or themes for learning activities. Observe and talk with your student, note the activities or themes the student responds to with interest. Make learning activities personally relevant and rewarding. Build connections between learning activities and their application in the student's daily life.

- Provide a wide range of age- and interest-relevant reading materials (e.g., magazines, comics, story books, recipes, non-fiction materials, posters, blogs). Model and support the use of reading and writing for practical everyday purposes of personal interest or benefit for the student (e.g., shopping lists, following directions and instructions, recipes, emails and blogs).

- Engage the student in daily shared and guided reading of stories and other materials that are of personal interest to the student.

- Engage the student in shared and guided writing activities.

- Use multi sensory cues to support the student's attempts to read words (e.g., concrete aids, photographs, pictures, picture symbols) and to prompt and support the student's attempts to express ideas and recount experiences.

- Use ICT resources to engage the student's interest, including talking books, ipads, laptops, interactive programs and applications, and interactive whiteboards.

- Reinforce letter and number recognition using alphabet dictionaries, alphabet and number games, flash cards, matching games and activities, stamps, songs, interactive programs and applications, websites, and books.

- Check student comprehension by reading stories or other materials of interest to the student and then asking questions and prompting the student to re-tell the information just heard.

- Provide graded support for dexterity (e.g., dotted fonts, cutting, drawing activities).

- Support your student's understanding of text by engaging the class in dramatisation and role plays of shared texts, or using audio books, videos, or other visual material related to the text to explore themes, plot, and characters.

- Introduce the concept and use of upper and lower case letters.

- Use simple cloze (cut and paste) activities to encourage use of strategies (e.g., predicting a word based on context or the meaning of surrounding words) to decode word meaning.

- Use sequencing activities that encourage students to order three or four pictures to create a story or re-tell an event. Encourage your student to sequence familiar words to form short sentences.

- Use laminated words or vocabulary cards, social scripts, sentence strips, and sentence starters to support the student's attempts to express ideas, in games, and to label objects and activities. For some students, classroom displays of commonly used words can be useful to foster a growing vocabulary of known words.

English, Reading and Writing

Additional Comments

Learning Readiness Report

Student name:
Student code: **PEA0003**
Student class: **ABLES**
School code: **9999**
Assessment: **English, Reading and Writing**
Period: **Round 2 2014**
Date: **11 August, 2014**

| Pathway	Level	Pathway

The student uses a range of strategies to confirm or modify understanding of text. S/he interprets the main ideas and purpose of texts, and is working towards ordering ideas in written work.

The student reads and responds to short texts with familiar ideas and a small amount of unfamiliar vocabulary. The student makes use of known spelling patterns to attempt the spelling of unfamiliar words.

The student matches print and spoken text in the environment, and recognises how sounds are represented alphabetically. In writing, the student uses conventional letters, groups of letters, and simple punctuation such as full stops and capital letters.

The student names some letters of the alphabet and identifies their common sounds. S/he recognises the connection between print and the spoken word, and reads some familiar words and signage using partial cues and illustrations.

The student recognises the difference between text and pictures, and may sort, match, or identify letters and numbers. The student may recognise very familiar words by sight, and link these to basic needs and wants.

The student is learning to identify objects, pictures, shapes and sounds, and may role-play reading, scribble freely, or recognise own name in print.

The student is exploring objects within a familiar environment, and may show interest in photographs of familiar objects/people.

▬▬▬▬ The student is estimated to be at this location

English, Reading and Writing

AusVELS Foundation Level

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts comprises Australian literature, including the oral narrative traditions and contemporary literature of Aboriginal and Torres Strait Islander peoples, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

To set specific learning goals for students working at this level, refer to the Reading and Viewing and Writing content descriptions and their elaborations at AusVELS English Foundation Level and, where considered appropriate to extend students' personal learning programs, at Level 1. These can be viewed at http://ausvels.vcaa.vic.edu.au/English/Curriculum/F-10.

English, Reading and Writing

AusVELS Foundation Level

- Use your student's interests, strengths, and preferences to guide choices of materials, media, and topics or themes for learning activities. Make learning activities personally relevant and rewarding. Build connections between learning activities and their application in the student's daily life. Model and encourage the use of reading and writing for practical everyday purposes of personal value and interest (e.g., shopping lists, following directions and instructions, recipes, internet research, playing games).

- Engage the student in daily shared and guided reading of stories and other materials that are of personal interest to the student. Encourage your student to select materials for shared and guided reading.

- Introduce a range of text genres that are age-relevant and matched to the student's interests and strengths, including poetry, fiction, non fiction, magazines, comics, instructions, recipes, websites, blogs, maps, or directions. Encourage the student to identify and select materials and genres that are of personal interest and relevance.

- Check the student's comprehension by reading stories or other materials and then asking questions and prompting the student to re-tell the story/information just heard.

- Engage the student in shared and guided writing activities that are of personal interest and relevance for the student. Provide models, scaffolding, sentence starters, and shared drafting and editing to support the student's attempts to express ideas or recount experiences in writing.

- Use ICT resources to engage the student's interest, including interactive computer programs and applications, ipads, laptops/netbooks, websites, and interactive whiteboards.

- Use a range of tracing and handwriting activities. For some students, it can be helpful to use dotted thirds paper and dotted font paper for handwriting practice.

- Provide jumbled words for the student to rearrange into sentences.

- Encourage the student to make and use word banks, word lists, or personalised dictionaries for personal reference.

- Engage the student in activities designed to promote phonological awareness. These may include onset and rime activities, such as encouraging the student to change the initial letter in known words to generate new words, or games/activities based on syllable substitution or deletion, rhyme oddity tasks, awareness of alliteration or generation of spoonerisms. Use age-appropriate activities and materials that could include music, songs, rhymes, chants, and poems. Play a range of age-appropriate games that match letter sounds to a picture or object (e.g., 'I Spy', 'Bingo').

- Explicitly teach basic grammar and text conventions, including use of basic punctuation, rules of text presentation, and spelling patterns that are common in English.

- Explicitly teach spelling techniques (e.g., 'look, cover, write and check' technique, recognition of spelling regularities and 'sounding out' techniques, mnemonic techniques to recall unusual or irregular spelling patterns).

- Use laminated words or vocabulary cards, social scripts, sentence strips, and sentence starters to support the student's attempts to express ideas in writing.

English, Reading and Writing

Additional Comments

Learning Readiness Report

Student name:
Student code: **SCO0001**
Student class: **ABLES**
School code: **9999**
Assessment: **English, Reading and Writing**
Period: **Round 2 2014**
Date: **11 August, 2014**

| Pathway	Level	Pathway

The student uses a range of strategies to confirm or modify understanding of text. S/he interprets the main ideas and purpose of texts, and is working towards ordering ideas in written work.

The student reads and responds to short texts with familiar ideas and a small amount of unfamiliar vocabulary. The student makes use of known spelling patterns to attempt the spelling of unfamiliar words.

The student matches print and spoken text in the environment, and recognises how sounds are represented alphabetically. In writing, the student uses conventional letters, groups of letters, and simple punctuation such as full stops and capital letters.

The student names some letters of the alphabet and identifies their common sounds. S/he recognises the connection between print and the spoken word, and reads some familiar words and signage using partial cues and illustrations.

The student recognises the difference between text and pictures, and may sort, match, or identify letters and numbers. The student may recognise very familiar words by sight, and link these to basic needs and wants.

The student is learning to identify objects, pictures, shapes and sounds, and may role-play reading, scribble freely, or recognise own name in print.

The student is exploring objects within a familiar environment, and may show interest in photographs of familiar objects/people.

▬▬▬▬   The student is estimated to be at this location

English, Reading and Writing

AusVELS Levels 1 and 2

Students listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

Texts that support and extend Level 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text. Students may create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

Literary texts that support and extend Level 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text. Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

To set specific learning goals for students working at Level 1, refer to the Reading and Viewing and Writing content descriptions and their elaborations at AusVELS English Level 1 and, where considered appropriate to extend students' personal learning programs, at Level 2. For students who are working at Level 2, refer to the Reading and Viewing and Writing content descriptions and elaborations at AusVELS English Level 2 and, where considered appropriate, at Level 3. These can be viewed at http://ausvels.vcaa.vic.edu.au/English/Curriculum/F-10.

English, Reading and Writing

AusVELS Levels 1 and 2

- Use your student's interests, strengths, and preferences to guide choices of materials, media, and topics or themes for learning activities. Make learning activities personally relevant and rewarding. Build connections between learning activities and their application in the student's daily life. Model and encourage the use of reading and writing for practical everyday purposes of personal value and interest (e.g., shopping lists, following directions and instructions, recipes, internet research, crosswords and other word games).

- Engage the student in daily small group and shared reading activities drawing on material of personal interest and relevance for the student, and accompanied by question and answer sessions to check the student's comprehension.

- Engage the student in guided and supported writing activities (e.g., provide topic headings or topic sentences for the student to complete a short piece of writing, support writing with vocabulary resources).

- Use shared editing of the student's work by student and teacher as an opportunity to scaffold teaching of new skills and to reinforce previous learning. Ask your student to read back own work and verbalise his/her meaning.

- Scaffold writing tasks by 'brainstorming' individually or with class or small group, and provide prompts to support your student's completion of a piece of writing.

- Explicitly teach grammar and text conventions, including punctuation and presentation of written work.

- Encourage the student's exploration of a range of text genres, which could include poetry, fiction, non fiction, magazines, comics, instructions, recipes, internet sites, blogs, maps, and directions.

- Explicitly teach spelling techniques (e.g., 'look, cover, write and check' technique, recognition of spelling regularities-such as letter blends or common and less common letter combinations - with increasing fluency and automatisation, phonics or 'sounding out' techniques, mnemonic techniques to recall unusual or irregular spelling patterns).

- Encourage the student to make and use word banks, word lists, or dictionaries for personal reference.

- Use ICT resources to engage the student's interest, including interactive computer programs and applications, ipads, laptops/netbooks, websites, and interactive whiteboards. A range of interactive computer programs can be used to support the student's writing and presentation skills. Use ICT technology to encourage your student's confidence and capacity to express ideas and experiences. For example, ask the student to illustrate and/or narrate a personal experience that can then, with support and scaffolding, be scribed or converted to text. Encourage your student to explore and experiment with a range of different ways to present information using ICT programs.

- Provide opportunities for the student to present written work to the class or to take part in group presentations and to observe presentations by other students.

- Encourage the student to use thinking and planning tools that combine written and visual presentation of information (e.g., task cards, timetables, personal schedules, graphic organisers, mind maps).

- Use word cards and sentence strips or sentence starters as cues in learning activities and games.

English, Reading and Writing

Additional Comments

Learning Readiness Report

Student name:
Student code: **SLA0003**
Student class: **ABLES**
School code: **9999**
Assessment: **English, Reading and Writing**
Period: **Round 2 2014**
Date: **11 August, 2014**

| Pathway	Level	Pathway
The student uses a range of strategies to confirm or modify understanding of text. S/he interprets the main ideas and purpose of texts, and is working towards ordering ideas in written work.		
		The student reads and responds to short texts with familiar ideas and a small amount of unfamiliar vocabulary. The student makes use of known spelling patterns to attempt the spelling of unfamiliar words.
The student matches print and spoken text in the environment, and recognises how sounds are represented alphabetically. In writing, the student uses conventional letters, groups of letters, and simple punctuation such as full stops and capital letters.		
		The student names some letters of the alphabet and identifies their common sounds. S/he recognises the connection between print and the spoken word, and reads some familiar words and signage using partial cues and illustrations.
The student recognises the difference between text and pictures, and may sort, match, or identify letters and numbers. The student may recognise very familiar words by sight, and link these to basic needs and wants.		
		The student is learning to identify objects, pictures, shapes and sounds, and may role-play reading, scribble freely, or recognise own name in print.
The student is exploring objects within a familiar environment, and may show interest in photographs of familiar objects/people.		

▬▬▬ The student is estimated to be at this location

English, Reading and Writing

AusVELS Levels 3 and 4

Students listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

To set specific learning goals for students working at Level 3, refer to the Reading and Viewing and Writing content descriptions and their elaborations at AusVELS English Level 3 and, where considered appropriate to extend students' personal learning programs, at Level 4. For students who are working at Level 4, refer to the Reading and Viewing and Writing content descriptions and elaborations at AusVELS English Level 4 and, where considered appropriate, at Level 5. These can be viewed at http://ausvels.vcaa.vic.edu.au/English/Curriculum/F-10.

English, Reading and Writing

AusVELS Levels 3 and 4

- Use your student's interests, strengths, and preferences to guide choices of materials, media, and topics or themes for learning activities. Make learning activities personally relevant and rewarding. Promote the student's use of reading and writing skills in authentic and personally meaningful contexts (e.g., shopping lists, following directions and instructions, recipes, internet research, emails and blogs, crosswords and other word games). Provide opportunities for the student to research and write on topics of personal interest.

- Explicitly teach spelling techniques (e.g., 'look, cover, write and check' technique, recognition of spelling regularities- such as common and less common letter combinations - with increasing fluency and automatisation, phonics techniques, mnemonic techniques to recall unusual or irregular spelling patterns). Teach the use of spelling and dictionary ICT tools to check spelling/meaning of words and extend vocabulary.

- Encourage the student's exploration of a range of text genres, which could include poetry, fiction, non fiction, magazines, comics, instructions, recipes, internet sites, blogs, maps, and directions. Introduce texts of increasing challenge and complexity as your student's confidence and competence grows.

- Use ICT resources to engage the student's interest, including interactive computer programs and applications, ipads, laptops/netbooks, websites, and interactive whiteboards. A range of interactive computer programs can be used to support the student's writing and presentation skills. Encourage your student to explore and experiment with different media and programs for the presentation of information and ideas.

- Engage the student in supported writing activities (e.g., provide topic headings or topic sentences for the student to complete a piece of writing).

- Use shared editing of the student's work by student and teacher as an opportunity to scaffold teaching of new skills and to reinforce previous learning. Scaffold writing tasks by 'brainstorming' individually or with class or small group.

- Provide opportunities for the student to present written work to the class or to take part in group presentations and to observe presentations by other students.

- Encourage the student to use thinking and planning tools that combine written and visual presentation of information (e.g., task cards, timetables, personal schedules, graphic organisers, mind maps).

- Support your student's understanding of text by engaging the class in discussions of shared texts, and by using audio books, videos, or other visual material related to the text to explore themes, plot, and characters.

- Place emphasis on the use of strategies for reading comprehension (e.g., 'read on and read back', prompt the student's use of other information in a piece of writing to comprehend the meaning and intent of text).

English, Reading and Writing

Additional Comments