

# APS Site Improvement Plan – Success Criteria

## Goal 1 - Improving student achievement in reading R-3

*When we implement an intentional planning process to explicitly teach Oral Language, Phonological Awareness and Phonics, we will improve student achievement in Reading R-3*

**Reception:**

**When we listen to students read and confer with them about their reading, they will be able to:**

- Orally blend two or three phonemes together to make a one-syllable word (*a-sh, s-u-n, b-i-n, sh-i-p*)
- Identify the number of phonemes that make up a spoken one-syllable word comprised of less than four phonemes
- Blend phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts
- Read taught high-frequency words in a decodable text and in the environment (the, to, I, no, go)
- Retell key details of texts using taught vocabulary

**Year 1:**

**When we listen to students read and confer with them about their reading, they will be able to:**

- Orally blend four phonemes together to make a one-syllable spoken word (s-t-o-p, stop)
- Identify the number of phonemes that make up a given word
- read words with taught phoneme-grapheme correspondences & common taught suffixes (see scope & sequence), and applies when reading decodable text
- read an increasing number of taught high-frequency words in decodable texts and different contexts
- discuss the content and features of texts using taught vocabulary

**Year 2:**

**When we listen to students read and confer with them about their reading, they will be able to:**

- use advanced phoneme awareness to manipulate phonemes in words
- read words with taught phoneme-grapheme correspondences & common taught suffixes (see scope & sequence), and applies when reading decodable text
- read high-frequency words within a continuous text accurately and without hesitation
- recount or describe sequenced ideas or information from texts read and age appropriate texts using taught vocabulary

**Year 3:**

**When we listen to students read and confer with them about their reading, they will be able to:**

- use advanced phoneme awareness to manipulate phonemes in words
- read less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and applies when reading continuous texts
- read multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (in-, ex-, dis-, -ful, -able, -ly)
- read high-frequency words within a continuous text accurately and without hesitation
- use morphological knowledge to explain words (help (base) + less (suffix) = helpless)
- Use taught vocabulary to discuss texts they have read & literate texts read by the teacher

## Goal 2 - Improving student achievement in reading 4-7

*When we implement an intentional planning process to explicitly teach Vocabulary and Comprehension, we will improve student achievement in Reading Yr4-7*

**Year 4:**

**When we listen to students read and confer with them about their reading, they will be able to:**

- Decode and interpret unfamiliar words using knowledge of phonics, syllables, morphology and word origin
- monitor reading for meaning
- Accurately retell a text including most relevant details using taught vocabulary
- Use taught vocabulary to discuss texts they have read & literate texts read by the teacher
- Use comprehension strategies to build literal and inferred meaning to expand content knowledge

**Year 5:**

**When we listen to students read and confer with them about their reading, they will be able to:**

- Decode and interpret unfamiliar words using knowledge of phonics, syllables, morphology and word origin
- monitor reading for meaning
- Accurately retell a text including most relevant details using taught vocabulary
- Use taught vocabulary to discuss texts they have read & literate texts read by the teacher
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

**Year 6:**

**When we listen to students read and confer with them about their reading, they will be able to:**

- Decode and interpret unfamiliar words using knowledge of phonics, syllables, morphology and word origin
- monitor reading for meaning
- accurately retell a text including most relevant details using taught vocabulary
- Use taught vocabulary to discuss texts they have read & literate texts read by the teacher
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

**Year 7:**

**When we listen to students read and confer with them about their reading, they will be able to:**

- Decode and interpret unfamiliar words using knowledge of phonics, syllables, morphology and word origin
- monitor reading for meaning
- Accurately retell a text including most relevant details using taught vocabulary
- Use taught vocabulary to discuss texts they have read & literate texts read by the teacher
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources

Adapted from Literacy Learning Progressions and Australian Curriculum - English