



Reading awareness check: Connecting with the Literacy Learning Progressions

An observational [check list](#) has been developed for families to get a sense of how their Year 1 child is progressing in terms of learning to read. It lists some of the skills families might see Year 1 children doing at home.

This resource provides you as a teacher with a list of the observable skills and the most appropriate connections with the [Literacy Learning Progressions](#). It provides the structure underpinning that list so that you can make connections with classroom learning activities and teaching strategies.

Reading awareness check	Links to Literacy Learning Progressions
My child can read familiar words quickly and fluently.	PKW2 - reads aloud some familiar words and identifies them in environmental print (classroom labels, shop names, street signs)
My child can recognise beginning sounds of words like 'tuh' for toast if I ask them.	PhA2 - listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme
My child can change sounds in a given word to create a rhyming word (mat, cat, fat).	PKW3 - blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts
My child can both break up the sounds and write short words such as c-a-t and h-a-t.	PKW3 - orally segments and writes CVC words (c-a-t, h-a-t)
My child sounds out words when they are reading.	PHA3 - orally segments words of two or three phonemes into separate phonemes (c-a-t, s-u-n, k-i-ck)
When reading a word, my child knows how to blend sounds to make short words such as a-sh, s-u-n, b-i-n, sh-i-p.	PHA3 - orally blends two or three phonemes together to make a one-syllable word
My child can read the reader (reading book) that comes home from school with minimal support (or none).	FIY3 - reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrase UnT5 - reads and views simple texts independently (see Text complexity)
When helping my child sound out a word on one page of a book, they are able to recognise that same word on the following pages and read it.	PKW3 - reads taught high-frequency words in a decodable text and in the environment



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My child likes learning to read new words. I see this when we are reading together and through play activities where he/she experiments with words and sounds.	UnT3 - asks questions to find out meaning of unfamiliar words, knows and can use words in discussions that have been encountered in simple texts
My child can recognise the end sounds of words like 'ss' in mess if I ask them.	ACELA1822 - Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words (Australian Curriculum for English)
My child can answer simple questions to show that they understand what they are reading.	UnT4 - makes relevant comments or asks relevant questions to demonstrate understanding of the text
My child understands that some sounds are made by combining 2 or more letters and they can identify when they might be used at the start or end of a word (for example: chat, lick, sing, shin, hiss, thin, fizz).	PKW5 - reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-i-p, r-i-ch, l-o-ck) and applies this when reading decodable texts
My child can read the reader (reading book) that comes home from school with expression, pausing at commas and at full stops.	FIY4 - reads aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation uses effective intonation, stress
My child knows that there are different ways of saying each vowel (a,e,i,o,u) and usually selects the correct sound when reading words in the reader (reading book).	PKW5 - says short and long vowel sounds for letters a, e, i, o, u
My child can correct themselves when reading aloud and retain the meaning of what he/she is reading.	UnT5 - pauses when meaning breaks down and attempts to self-correct
My child recognises that different letters and letter combinations in their home reader can make the same sound (for example the /s/ sound in 'sat', 'cent', 'scene'.)	PKW5 - gives examples of how a phoneme can be represented by more than one letter or letter combination (c, ck)
My child can read the reader (reading book) that comes home from school with appreciation for the story line and 'voice' of the story.	FIY5 - reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression
My child can make predictions about what might happen next within a story. They understand what the story is about and why the characters act the way they do.	UnT6 - draws inferences and explains using background knowledge or text features (infers character's feelings from actions)