



**\*\*This checklist is to be used as a guide only**

## KINDERGARTEN

<u>Literacy</u>	<u>Yes/No</u> ✓ x
Can sing the alphabet and point to the corresponding letters	
Makes up simple rhymes	
Can clap out syllables in a word	
Can identify the first <u>sound</u> ( <i>not letter</i> ) in a word. eg, shoe starts with 'sh' sound	
Can orally blend words of 3 sounds. eg, you say the <u>sounds</u> 'c-a-t' and your child puts these together and says 'cat'.	
Can read simple, common words eg, 'dad, mum, it, own name'	
<u>Language</u>	
Sentences should mostly be grammatically correct	
Able to recount past experiences using connected thoughts and sentences	
Listens to long stories and tells these back to others (sometimes confuses fact and fantasy)	
Uses simple conjunctions to link ideas eg, 'and & because'	
Can answer all wh- questions (eg, who, what, where, when, why)	
Can categorise words into themes eg, transport, clothing, food etc.	
Can understand long instructions eg, put the book on the shelf next to the photograph.	
Understands and can name basic opposites eg, hot/cold & big/small	
<u>Speech/Articulation</u>	
Able to say all sounds except 'th' as in ' <u>thumb</u> '	
*There are many common articulation disorders such as lisps (tongue comes through the teeth for s/z) and /r/ (red) going to /w/ (wed). These errors are NOT age appropriate by the time your child starts school and should be treated because of the impact it can have on literacy development	
<u>Social Skills</u>	
Can take turns in a game	
Makes eye-contact all the time when speaking to others	
May need some prompts to listen in a group situation	
Can work independently for brief periods	
Can converse with peers and adults	
Wants to play with others	



# YEAR 1

<u>Literacy</u>	<u>Yes/No</u> ✓ x
Can read all single sounds accurately and efficiently (1 sound per/sec)	
Can write the letters for all single sounds and some diagraphs ('th, sh, ch')	
Can identify all sounds within a short word (eg, 'spot' -> 's-p-o-t')	
Can orally blend words of 4 sounds. eg, you say the <u>sounds</u> 'g-r-ee-n' and your child puts these together and says 'green'.	
Can read simple text and write simple sentences	
<b><u>Oral Language</u></b>	
Sentences are all grammatically correct including: regular past tense (eg, 'walked, looked') and plurals (eg, 'books, dogs')	
Able to recount past experiences using connected thoughts and sentences	
Listens to long stories and tells these back to others with good sequence	
Can explain 'how' and 'why'	
Can categorise words into more complex themes eg, feelings, temperature, shape etc.	
Can understand long instructions eg, 'put the red book on the shelf, under the big sign, before you sit down'	
Understands and can name opposites eg, day/night & light/heavy	
Uses more complex conjunctions to link ideas eg, 'but, before, after'	
<b><u>Written Language</u></b>	
Can independently write a recount about an event that he/she has experienced	
Can write a simple narrative if assisted by an adult	
<b><u>Speech/Articulation</u></b>	
Able to say all sounds clearly and accurately without exception	
<b><u>Social Skills</u></b>	
Can follow the rules of a playground game	
Makes eye-contact all the time when speaking to others	
Should be able to listen in a group situation	
Can work independently as required	
Does not lose things when going to and from school	



## YEAR 2

<u>Literacy</u>	<u>Yes/No</u> ✓ x
Can read all single sounds and most diagraphs accurately and efficiently (1 sound per/sec)	
Can write the letters for most sounds	
Can identify all sounds within a word (eg, 'blister' -> 'b-l-i-s-t-er') and spell unfamiliar words that are written phonetically	
Has no difficulty sounding out unfamiliar words when reading	
Can read and understand longer texts	
<b><u>Oral Language</u></b>	
Able to formulate more complex sentences using: -conjunctions (if, that, unless), -irregular past tense ('went, had, flew), -irregular plurals ('mice, children') -future tense ('will go')	
Able to tell stories using a clear introduction, problem and conclusion. With good character reference and specific names of places.	
Vocabulary continues to expand and become more flexible: Can use words of similar meaning and understands relationship between words (synonyms, antonyms, categories)	
Can use simple arguments as to why something is true/false/good/bad	
Understands most instructions/explanations	
<b><u>Written Language</u></b>	
Can independently write a narrative, recount and procedural text	
Can write an information report if assisted with researching and planning stage	
<b><u>Speech/Articulation</u></b>	
Able to say all sounds clearly and accurately without exception	
Able to clearly present information reports and news to the class.	
<b><u>Social Skills</u></b>	
Initiates conversation appropriately and about topics of common interest	
Can problem solve issues that arise in the playground	
Begins to think from the perspective of others	