



FLYING START TO LITERACY: ON-GOING ASSESSMENT CHECKLIST
EARLY READING STAGE: LEVELS E-F (7-10)

STUDENT NAME: _____

Titles	Possible reading strategies	Observed behaviours	Is beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
EARLY READING STAGE: LEVEL E (7)						
Insects	Using knowledge of different text types, e.g. a puzzle book.	Does the student recognize the pattern in the book? Can they use the question-and-answer pattern and predict what may happen on different pages?				
Where Are the Grapes?	Drawing inferences – carrying meaning from one page to the next.	Does the student carry their inferences from one page to the next?				
Squid	Reading a report and using an index.	Can the student use an index to find information in the book?				
Big Squid and Little Squid	Using punctuation to support reading.	Does the student’s voice change when reading a question?				
The Plum Tree	Checking pictures and labels to support reading.	Does the student refer to the pictures and labels while reading?				
My Tree	Using letter cues to decode the text.	Does the student use letter cues to make sense of the book?				
EARLY READING STAGE: LEVEL E (8)						
When the Sun Comes Up	Using letter cues – does it look right?	Does the student match what is being read with the word in the book?				
When the Sun Is Going Down	Using letter cues – scanning the word for the final letter.	Does the student use all the letters in the word?				
Where Can We Play?	Using punctuation whilst reading.	Does the student notice punctuation marks? Do they identify and show through their reading that they understand the meaning of an exclamation mark?				
Our Spot	Self-monitoring when an error is made.	Does the student reread the sentence and correct it when an error is made?				
Looking After Your Frogs	Understanding how procedural texts work.	Can the student read and understand the instructions in the book?				
Frog's New Pond	Using syntax to support reading – does it sound right?	Does the student know the type of word that would fit?				

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EARLY READING STAGE: LEVEL F (9)						
Bat Rescue	Reading a text written in the first person.	Does the student know who is telling the story?				
Sally and the Bats	Using visual cues independently.	Does the student use the visual information without prompting?				
Teach Me How	Self-extending – being able to discover new things independently.	Does the student notice patterns in words?				
Little Cub	Using meaning cues independently.	Does the student make sense when they read?				
The Jump Rope Team	Understanding the use of tense to support reading.	Does the use the correct tense when reading?				
The Fun Run	Using visual cues to support reading.	Does the student pay attention to the letters in unfamiliar words?				
EARLY READING STAGE: LEVEL F (10)						
Animals That Need Mud	Reading labels to get information.	Did the student read the labels to make sense of the information?				
Mud, Mud, Mud!	Using structure to support reading for meaning.	Did the student make sure the reading sounded right?				
Keeping Safe	Using semantic cues to decode the text.	Does the student think about the information as they read?				
Looking for Lunch	Using semantic cues to reread and self-correct.	Does the student reread to make sense of the story? Are they able to check the meaning of the sentence?				
Big Ships Need Tugboats	Reading diagrams to add meaning	Does the student look at the diagrams?				
The Tugboat Team	Self-monitoring when reading.	Can the student self- monitor while reading?				