NZ Primary Curriculum Tick Chart Checkpoints – xxxxxxx School, 2023. Term 1 2 3 4

*Intention of this form: to be filled in/highlighted/ticked off as checkpoints to give baseline data for assessment reporting & Analysis of Variance reporting for end of year data.*

Name: Class Year: \_\_\_\_ Official Year: \_\_\_\_ Age: \_\_\_\_ Boy / Girl Ethnicity: \_\_\_\_\_\_\_\_\_

Currently working at: Maths: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_ Spelling: List\_\_\_\_\_

Weaknesses: Strengths:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| New CM Phases | **Phase 1** | | | | | | | | | **Phase 2** | | | | | | | | | | **Phase 3** | | | | |
| *Old Cm Levels* | *Early Level 1* | *Early Level 1* | | | *At Level 1* | | | *Early Level 2* | | *At Level 2* | | | | *Early Level 3* | | | *At Level 3* | | | *Early Level 4* | | | *At Level 4* | |
| **Year/Class in** at school at this point in time. | **Year**  **0** | **Year**  **1** | | | **Year**  **2** | | | **Year**  **3** | | **Year**  **4** | | | | **Year**  **5** | | | **Year**  **6** | | | **Year**  **7** | | | **Year**  **8** | |
| **Maths** | Stages 0/1 | Stages 2/3 | | | Stage 4 | | | Early Stage 5 | | Stage 5 | | | | Early Stage 6 | | | Stage 6 | | | Early Stage 7 | | | Stage 7 | |
| Phase/Stage child is currently working at |  |  | | |  | | |  | |  | | | |  | | |  | | |  | | |  | |
| **Reading** | 4-5 years | 5-7 years | | | | | | 7-9 years 7-9 years | | | | | | 9-11 years | | | | | | 11-12+ years | | | | |
| Colour Wheel  Books | Colour Wheel  Books | | | | | | Junior Journals | | L2 School Journals | | | | L3  Journals  **This data shows where the child is achieving at/ what they have achieved to date, at this moment in time.** | | | | | | L4  Journals | | | | |
| Early Level 1  Magenta  L1-2 | (Magenta)-Red-Yellow-Blue-Green-Orange  Levels (1/2) 3-16 | | | | | | Turquoise-Purple-Gold-Silver  Levels 17-24 | | | Turquoise-Purple-Gold-Silver  Levels 17-24 | | | Emerald-Ruby  Levels 25-27 | | | | | | Ruby-Sapphire  Levels 28-30 | | | | |
| Rdg level/Phase child is currently working |  |  | | | | | |  | | |  | | |  | | | | | |  | | | | |
| **Writing** | 1B (1i) | 1B (1ii) | | | 1P (1iii) | | | 2B / 2P | | 2P / 2A | | | |  | | |  | | |  | | |  | |
| B-P-A System  B=Beginning, P=Proficient  A=Advanced | Pre Level 1 | 1B | | | 1P | | 1A | 2B | | 2P | | | 2A | 3B | | | 3P | | 3A | 4B | 4P | | 4A | |
| Stage/Phase child is currently working at |  |  | | |  | |  |  | |  | | |  |  | | |  | |  |  |  | |  | |
| **Writing Progressions**  B – M – E  Beginning -Middle-End | Pre Writing | Level 1B | Level 1M | | | Level 1E | | Level 2B | Level 2M | | | Level 2E | | Level 3B | Level 3M | | | Level 3E | | Level  4B | | Level 4M | | Level  4E |
| Stage/Phase child is currently working at |  |  |  | | |  | |  |  | | |  | |  |  | | |  | |  | | | | |
| **Spelling** – Essential Lists | Sounds / Blends / Letters | List 1 | | List 2 | | | | List 3 | List 4 | | | List 5 | | List 6 | | List 7 | | | | Commonly Misspelt Words | | | | |
| Dictionary Skills used: | | | | | | Dictionary Skills used: | | | | | | Dictionary Skills used: | | | | |
| **Spelling Ages** | <5 yrs: | 5-6 yrs: | | | | | | 7-8 yrs: 7-8 yrs: | | | | | | 9-10 yrs: | | | | | | 11+ yrs: | | | | |

**Phase 1 (P1) – Years 0-3 – English/Literacy – Teacher Overview/Checklist – Term:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  |  | |  | |  | |  |
| *Knowledge Areas*  *-Spoken grammar*  *-Print awareness*  *-Phonemic awareness*  *-Letter knowledge*  *-Word knowledge*  *-Understanding requests*  *-Oral vocabulary*  *-Oral interactions*  *-Oral retelling*  *-Monitoring reading accuracy*  *-Reading for meaning*  *-Composing written texts*  *-Monitoring and reviewing own writing*  *-Personal connections to texts* |  | |  |  | |  | |  | |  |
| *Were Māori components included?* |  | |  |  | |  | |  | |  |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | | | Managing self | | Relating to Others | | Participating and Contributing | |
| *Notes* |  | |  |  | |  | |  | |  |

**P1 Progress Steps (During the First 6 months)** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | ✓ | Child’s name (if used as a progress chart): |
| Spoken grammar | • communicate using simple sentences with regular plurals and simple pronouns |  |  |
| Print awareness | • recognise and apply important features of print, including directionality, the concepts of ‘letter’ and ‘word’, and the one-to-one match between written and spoken words |  |  |
| Phonemic awareness | • orally blend phonemes into single-syllable words and segment spoken, single-syllable words into phonemes |  |  |
| Letter knowledge | • identify most upper- and lower-case letters by their name and sound  • form many letters correctly |  |  |
|  |  |
| Word knowledge | • use phoneme–grapheme knowledge to decode and spell words with simple consonant and vowel patterns (e.g., consonant–vowel–consonant) |  |  |
| Understanding requests | • respond to oral requests that require focusing on key relevant information (e.g., the key content in a picture, photo, video, or story) |  |  |
| Oral vocabulary | • use everyday words, including adjectives and prepositions |  |  |
| Oral interactions | • use speech that can be understood by others in everyday interactions, such as asking and answering simple questions and expressing feelings |  |  |
| Oral retelling | • retell some key points from a story |  |  |
| Monitoring reading accuracy | • notice and react when their oral reading doesn’t match the written text |  |  |
| Reading for meaning | • seek meaning from text, and react when they lose track of the meaning |  |  |
| Composing written texts | • generate ideas using oral language2 or visual modes, recording the results in writing |  |  |
| Monitoring and reviewing own writing |  |  |  |
| Personal connections to texts | • make connections between experiences in stories they read or listen to and their own lives. |  |  |

**P1 Progress Steps (During the 1st Year)** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Progress Steps | ✓ | Child’s name (if used as a progress chart): |
| Spoken grammar | • communicate in sentences with correct word order and basic connectives |  |  |
| Print awareness |  |  |  |
| Phonemic awareness |  |  |  |
| Letter knowledge | • identify all upper- and lower-case letters by their name and sound  • form most upper- and lower-case letters and numerals correctly |  |  |
|  |  |
| Word knowledge | • use phoneme–grapheme and morphological knowledge to decode and spell words containing consonant digraphs or clusters of consonants |  |  |
| Understanding requests | • respond to oral requests that require reordering of information and content |  |  |
| Oral vocabulary | • use precise, descriptive words including those from topics of interest or stories |  |  |
| Oral interactions | • contribute to discussions (e.g., by offering information and asking questions to clarify meaning) |  |  |
| Oral retelling | • retell stories using a logical structure (e.g., a beginning, middle, and end) |  |  |
| Monitoring reading accuracy | • notice when their reading doesn’t match the written text and attempt to self-correct |  |  |
| Reading for meaning | • use appropriate phrasing when reading familiar texts out loud  • seek meaning from text, and take action to re-establish meaning when they lose track of it |  |  |
|  |  |
| Composing written texts | • generate ideas and record them in writing, using complete simple sentences with capital letters and full stops |  |  |
| Monitoring and reviewing own writing | • read back what they have written, and make revisions to clarify meaning following feedback |  |  |
| Personal connections to texts | • make connections between messages in stories they read or listen to and their own lives. |  |  |

**P1 Progress Steps (During the 2nd Year)** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Progress Steps | ✓ | Child’s name (if used as a progress chart): |
| Spoken grammar | • communicate in sentences of varying length and complexity using irregular plurals, complex pronouns, and correct verb tenses |  | *.* |
| Print awareness |  |  |  |
| Phonemic awareness |  |  |  |
| Letter knowledge | • form all upper- and lower-case letters and numerals correctly and automatically |  |  |
| Word knowledge | • use phoneme-grapheme and morphological knowledge to decode and spell unfamiliar words and those with complex vowel patterns, and to work out word meanings  • read and spell most familiar words accurately and automatically without overt sounding out |  |  |
|  |  |
| Understanding requests | • respond to oral requests that require reasoning or understanding abstract concepts (e.g., via predicting, explaining, problem solving, making inferences) |  |  |
| Oral vocabulary | • use words to express abstract concepts and use specialist vocabulary from learning areas |  |  |
| Oral interactions | • maintain relationships and collaborate, including supporting and encouraging others’ contributions,  negotiating roles, and resolving misunderstandings |  |  |
| Oral retelling | • retell stories in structured and coherent ways, focusing on relevant details |  |  |
| Monitoring reading accuracy |  |  |  |
| Reading for meaning | • use appropriate intonation and phrasing when reading out loud  • look for both literal and implied meaning, and take action to re-establish meaning or to get to a deeper meaning |  |  |
|  |  |
| Composing written texts | • generate ideas and record them in writing, using complete simple and compound sentences with  capital letters and full stops |  |  |
| Monitoring and reviewing own writing | • check their writing for accuracy and whether it has achieved its purpose, and revise it based on feedback |  |  |
| Personal connections to texts | • make connections between themes in stories they read or listen to and their own lives. |  |  |

**P1 Progress Outcomes – By the End of Year 3a** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | I know how to: | ✓ | Child’s name (if used as a progress chart): |
| Comprehending and creating texts | • use my decoding strategies with oral, written, visual, and multimodal texts to make meaning (e.g., by drawing on my knowledge of how sounds and words work to decode words accurately and automatically) |  |  |
| • use meaning-making strategies such as drawing from the context and morphology to work out what words mean in written and oral texts |  |  |
| • read familiar written texts out loud accurately, fluently, and, drawing on my oral language, with appropriate intonation and phrasing |  |  |
| • self-monitor and use a variety of strategies when meaning is lost (at sentence, paragraph, or whole text level) across a range of modes |  |  |
| • draw on my oral language and knowledge of how words work to spell familiar words accurately and attempt to spell unknown words in written texts |  |  |
| • encode meaning in texts across all modes using knowledge of appropriate codes and conventions (e.g., choice of colour, tone, and pace) |  |  |
| • create texts that make sense and that vary in their structure, length, and beginnings |  |  |
| • use a process to compose written, oral, and multimodal texts with features and structures of language appropriate for my audience and purpose. |  |  |

**P1 Progress Outcomes – By the End of Year 3b** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| Critical analysis | • form and share opinions and interpretations of texts based on evidence from them and my  Experiences |  |  |
| • listen to other people’s opinions and interpretations of texts |  |  |
| • discuss how people, places, things, and ideas are included or excluded in a text |  |  |
| • notice how text creators use language and modes to influence my understanding |  |  |
| • discuss how the results of my critical analysis influence my feelings, thoughts, and actions. |  |  |
| Reading for pleasure | • read for pleasure every day, including texts that I have chosen myself |  |  |
| • enjoy sharing the texts I choose with others; many of these are read to me, and some I look at or read myself. |  |  |
| Connecting through story telling | • draw on my imagination and what is familiar to me to craft and share oral, written, visual, and multimodal texts as a way of making sense of my world |  |  |
| • enrich my storytelling by selecting from written language, oral language, the visual mode, or a combination of these, and a variety of text forms |  |  |
| • share stories with others, treating those that are shared with me with respect |  |  |
| • use the responses of others to enrich and revise my storytelling |  |  |
| • work with others to compose rich texts. |  |  |

**Phase 2 (P2) – Years 4-6 – English/Literacy – Teacher Overview/Checklist – Term:**

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| *Knowledge Areas*  *-Spoken grammar*  *-Print awareness*  *-Phonemic awareness*  *-Letter knowledge*  *-Word knowledge*  *-Understanding requests*  *-Oral vocabulary*  *-Oral interactions*  *-Oral retelling*  *-Monitoring reading accuracy*  *-Reading for meaning*  *-Composing written texts*  *-Monitoring and reviewing own writing*  *-Personal connections to texts* |  | |  |  | |  | |  | |  |
| *Were Māori components included?* |  | |  |  | |  | |  | |  |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | | | Managing self | | Relating to Others | | Participating and Contributing | |
| *Notes* |  | |  |  | |  | |  | |  |

**P2 Progress Outcomes – By the End of Year 6a** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | I know how to: | ✓ | Child’s name (if used as a progress chart): |
| Comprehending and creating texts | • use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts |  |  |
| • evaluate and integrate ideas and information across a small range of texts |  |  |
| • use a range of encoding and composing strategies to create written texts with a variety of sentence structures, text structures, and forms of punctuation (e.g., for dialogue) |  |  |
| • recognise how meaning is expressed in different modes and select modes to express my meaning |  |  |
| • use a variety of planning and revising activities for creating accurate, clear texts in a range of modes |  |  |
| • transcribe ideas fluently in written texts, with sufficient accuracy to convey meaning |  |  |
| • use writing as a tool to think about, record, and communicate experiences, ideas, and information. |  |  |
| Critical analysis  Reading for pleasure | • discuss different interpretations of a text and justify a position using my personal knowledge, evidence from the text, and knowledge of similar texts |  |  |
| • share interpretations to compare how people’s different knowledge and experiences influence the meaning they make from texts |  |  |
| • consider the effects of how people, places, objects, and ideas are represented in and across texts |  |  |
| • identify how my thinking has changed or solidified as a result of my critical analysis. |  |  |

**P2 Progress Outcomes – By the End of Year 6b** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| Reading for pleasure | • regularly read for pleasure, selecting texts based on my preferences and interests |  |  |
| • participate in reading communities where we listen, read, and make text recommendations. |  |  |
| Connecting through story telling | • use a creative process to craft stories in multiple ways using written language, oral language, the visual mode, or a combination of these |  |  |
| • draw upon my background, my home language, and stories of my whānau to enrich my storytelling and express my personal voice |  |  |
| • make deliberate choices about the modes, text types, and structures I use |  |  |
| • use my passion for story to craft stories for unfamiliar audiences |  |  |
| • improve the quality of my stories based on the responses of my audience |  |  |
| • create stories in collaboration with others, respecting their contributions. |  |  |

**Phase 3 (P3) – Years 7-8 – English/Literacy – Teacher Overview/Checklist – Term:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  |  | |  | |  | |  |
| *Knowledge Areas*  *-Spoken grammar*  *-Print awareness*  *-Phonemic awareness*  *-Letter knowledge*  *-Word knowledge*  *-Understanding requests*  *-Oral vocabulary*  *-Oral interactions*  *-Oral retelling*  *-Monitoring reading accuracy*  *-Reading for meaning*  *-Composing written texts*  *-Monitoring and reviewing own writing*  *-Personal connections to texts* |  | |  |  | |  | |  | |  |
| *Were Māori components included?* |  | |  |  | |  | |  | |  |
| *Key Competencies*  *✓* | Thinking | Language, Symbols & Text | | | Managing self | | Relating to Others | | Participating and Contributing | |
| *Notes* |  | |  |  | |  | |  | |  |

**P3 Progress Outcomes – By the End of Year 8a** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | I know how to: | ✓ | Child’s name (if used as a progress chart): |
| Comprehending and creating texts | • combine a range of strategies to decode and comprehend texts, using prior knowledge and  information in the text to interpret abstract ideas, complex plots, and sophisticated themes |  |  |
| • build meaning by comparing, evaluating, and synthesising ideas within and across texts |  |  |
| • combine a range of encoding strategies to compose texts, often including carefully selected detail or comment that supports or elaborates on the main points |  |  |
| • use the codes and conventions of different modes and text types for effect in the texts I compose. |  |  |
| Critical analysis  Reading for pleasure | • structure an interpretation of a text by drawing on different perspectives, evidence from the text, and my experiences and knowledge of literature |  |  |
| • conduct multiple readings to identify the world-view presented in a text and to consider the text’s possible impact on individuals or groups of people |  |  |
| • recognise patterns in how people, places, objects, and ideas are included, excluded, or represented across multiple texts |  |  |
| • discuss how the use of particular language and modes in a text encourages particular ways of making meaning |  |  |
| • advocate for ways to reconstruct a text as a result of my critical analysis. |  |  |

**P3 Progress Outcomes – By the End of Year 8b** Is this used as a Class Checklist: or as a Child’s Progress Chart:

|  |  |  |  |
| --- | --- | --- | --- |
| Reading for pleasure | • regularly read for pleasure, sometimes selecting texts based on my own preferences and interests, and sometimes exploring new authors and texts outside my comfort zone |  |  |
| • participate in reading communities, discussing different kinds of texts, listening to others’ viewpoints, and making informed text recommendations for them. |  |  |
| Connecting through story telling | • use a creative process to experiment and innovate, making decisions that extend or elevate my ideas and personal voice |  |  |
| • deliberately combine written language, oral language, and other modes (e.g., gestural or visual modes) to add layers to my storytelling |  |  |
| • anticipate the reaction of my audience and evaluate my effectiveness in relation to my purpose |  |  |
| • create stories in collaboration with others, supporting their contributions with considered responses. |  |  |

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