



FLYING START TO LITERACY: ON-GOING ASSESSMENT CHECKLIST

STUDENT NAME:.....

EARLY READING STAGE: LEVELS 7–10

Title	Reading strategy	Observed behaviours of student	Beginning to use the strategy	Sometimes uses the strategy	Often uses the strategy	Has mastered the strategy
EARLY READING STAGE: LEVEL 7						
Insects	Understanding needed to read a puzzle book	Can the student use the question-and-answer pattern?				
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	Does the student use letter cues to make sense of the book?				
EARLY READING STAGE: LEVEL 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?	Reading punctuation marks	Does the student notice punctuation marks?				
Our Spot	Self-monitoring when an error is made.	Does the student re-read the sentence and correct it when an error is made?				
Looking After Your Frogs	Understanding how procedural texts work	Does the student know to read instructions?				
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 9						
Bat Rescue	Using visual cues independently	Does the student use the visual information without prompting?				
Sally and the Bats	Reading a text written in the first person	Does the student know who is telling the story?				
Teach Me How	Using meaning cues independently	Does the student make sense when they read?				
Little Cub	Self-extending – being able to discover new things independently	Does the student notice patterns in words?				
The Skipping 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 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 syntax to support reading for meaning	Did the student make sure the reading sounded right?				
Keeping Safe	Using semantic cues to decode	Does the student think about the information as they read?				
Looking for Lunch	Using semantic cues to re-read and correct	Does the student re-read to make sense of the story?				
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?				