

Key Learning Areas	Assessment period	Topics and/or Concepts	The achievement grade includes assessment from the following tasks:
Reading  Writing  Speaking and Listening	<b>REPORT 1</b> Weeks 1-7 Wednesday, March 14  PT Interviews – Tuesday, March 20	Recount – Me and my family Diary writing Participate in classroom discussions Attentive listening Revise CAFÉ strategies and develop individual reading goals THRASS spelling – revise (Years 1-4) Persuasive text (Years 3-4)	<ul style="list-style-type: none"> <li>• PM Benchmark</li> <li>• Cold/warm Assessment (Big Write)</li> <li>• Reading strategy group levels</li> <li>• Fountas and Pinnell reading assessment</li> <li>• English Online (Foundation)</li> <li>• Running records</li> <li>• Writing Portfolio</li> <li>• Auditory processing (Foundation)</li> <li>• Phonological awareness (Foundation)</li> <li>• Oxford/SA spelling test</li> <li>• Sight word recognition</li> <li>• Observation survey (Years F-1)</li> <li>• Listening tasks</li> </ul>
	<b>REPORT 2</b> Term 1, week 8 – term 2, week 5 Wednesday, May 16	Persuasive text (Years 3-4) Recount/diary writing Information reports Participate in classroom discussions Attentive listening Big Write and VCOP CAFÉ strategies and individual reading goals THRASS	<ul style="list-style-type: none"> <li>• Running records</li> <li>• Sight word recognition</li> <li>• Writing portfolios</li> <li>• Phonological awareness (Foundation)</li> <li>• Ondemand reading</li> </ul>

	<p><b><u>REPORT 3</u></b>  Term 2, weeks 6-11  Wednesday, June  27</p>	<p>Narrative  Recount/diary writing  Information reports  Participate in classroom  discussions  Attentive listening  Big Write and VCOP  CAFÉ strategies and  individual reading goals  THRASS</p>	<ul style="list-style-type: none"> <li>• Bigwrite Cold Assessment – persuasive text</li> <li>• Sight word recognition</li> <li>• Writing portfolios</li> <li>• Running records</li> <li>• Phonological awareness (Foundation)</li> <li>• Observation survey</li> <li>• Oxford/SA spelling test</li> </ul>
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For Student Progress Report teachers will make an “on-balance’ judgement about each students’ achievement in this subject. They will draw on VELs assessment standards, classroom observation, student’s contribution to work in class, as well as from a range of assessment tasks outlined in this assessment guide.