

Concepts about Print

Print maps the spoken word

Recognition of letters, words, sentences

Words are made up of sounds

We can use letters to write sounds. We can write sounds with one or more letters

We can write the same sound in different ways – sound the same but look different

We can pronounce the same letter or pattern in different ways – look the same but sound different

Handwriting

Fine motor skills, visual memory, spatial awareness (p, b, d, q)

Motor memory for letter formation

Rapid letter recognition and letter naming

Phonemic Awareness

Hear Syllables (up to 4 syllable words)

Definition: Being able to hear the beat/rhythm in words and clap the number of syllables

Recognise Rhyme

Definition: Being able to match words that rhyme with each other and identify words that don't rhyme

Produce Rhyme

Definition: Being able to say other words that rhyme with a target word

Identify and match phonemes

Definition: Being able to hear similar sounds in words – at the beginning, end and in the middle of words. Being able to identify a word that starts with a target sound – which word starts with a /t/ - shoe or top? Put your hand up when you hear a word that has a /t/ sound. Where can you hear the sound?

Blend sounds (Reading)

Definition: Being able to put together a string of sounds to pronounce the word they make – /d/ /o/ /g/ sounds like dog.

Segment Sounds

Definition: Being able to break words into their separate sounds (up to 4 sounds).

For example, hearing three sounds in *fog* and *ship* and four sounds in *frog* and *drag*.

Manipulate sounds (delete, add, substitute)

Definition: Being able to manipulate sounds to make new words

Say the word made by taking off one sound – say *man* without the /m/ (an).

Make a new word by adding a sound - say *an* with a /t/ on the end -*ant*, *lay* with a p at the

beginning - *play*.

Swap a sound in a word to make a new word – swap the p in *pay* for a d - *day*

Phonics/Code Knowledge

Record all sounds of English one way

Record dominant sounds in words – might be initial, final or medial

Record initial and final sounds

Record initial, medial (consonants and vowels) and final sounds

Work with 2 sound words, 3 sounds words, 4 sound words – 1 sound/1 letter initially

Print Conventions

Spacing between words

Capital letters – beginning of sentence, names

Full stops

Punctuation - ?, !, “ ...”

High Frequency Word knowledge

Recognition for reading

Retrieval for spelling

Speed and Accuracy – automaticity

Purpose of writing – genres

Recount

Description

Narrative

Procedure – lists, labels etc.

SENTENCE STRUCTURES

Simple Sentence

Contains a subject and a verb and expresses a complete thought.

I play the piano every day.

There can be a compound subject (more than one) in a simple sentence

Mum and *I play* the piano every day

There can be a compound verb in a simple sentence.

I am going to visit my grandmother.

Compound Sentence

A compound sentence contains two independent clauses (separate ideas) that are joined by a coordinator, usually with a comma preceding the coordinator.

The coordinator is usually one of these words: **for, and, nor, but, or, yet, so** (Spells FANBOYS)

My dog is very small. He has a loud bark.

My dog is very small, **but** he has a loud bark.

My dog is very small, **and** he has a loud bark.

My dog is very small, **yet** he has a loud bark.

A coordinator joins the two separate but related ideas.

Complex Sentence

A complex sentence has an independent clause followed by a dependent clause.

The clauses are joined by a subordinator – usually **because, since, after, although, when** or a relative pronoun such as **that, which, who**.

A subordinator links the independent clause and the dependent clause.

After the earthquake hit, there was a massive clean-up needed.

I am worried about going on the tramp **because** I have never been into the bush before.

Because I have never been into the bush before, I am worried about going on the tramp.

Although nobody would ever guess, I am afraid of the dark.

If the subordinator is at the start of the sentence, use a comma between the clauses.

If the subordinator is between the clauses, don't use a comma.

Based on information from www.eslbee.com/sentences.htm

Checklist for assessing beginning writing skills

Language:

Vocabulary used

Logical sequence

Sentence Structure – simple, compound, complex

Correct use of parts of speech – pronouns in particular

Handwriting

Letter formation

Legibility

Spelling skills

High frequency words - accuracy

Content words – variety used and spelling strategy used

Phonemic awareness skills

Check words not spelled correctly

All sounds recorded?

One-syllable or multi-syllabic words?

Phonics knowledge

Sounds recorded as they could be

Evidence of diverse knowledge of code – recording same sound in different ways

Print Conventions

Punctuation – capital letters, full stops, ?, !, ""

Spacing between words