

Curriculum link	Links between the Literacy Learning Progressions & other resources Reading progressions - <b>Reading after six months at school</b>	Assessment tools & practices	Links to ELP An Observation Survey – Marie Clay	Links to other project resources	
<b>English and cross curriculum including key competencies</b>	In order to engage with these texts students build on their earlier expertise. As they read, students demonstrate that they:	How will the teachers know? Teacher's close observations of students' reading and writing of real text.	Chapter 2 is essential reading. [module in 'Explaining the ELP Handbook'] and Chapter 5		
	1. expect a text to make sense and understand that they read the text rather than the illustrations;	Running Record	P.59 ELP	Lit Leaders Module – Workshop 3. Running Record Video and Book. Year 1 Guided Reading Video	<b>Rich Texts</b>
	2. have many concepts about print under control, including one-to-one matching, directionality, and some simple punctuation;	CAPS	Chapter 5 & 7 An Obs Survey P.33 ELP P.40 An Obs Survey		
	3. know that sounds combine to form words and that sounds are represented by letters;	Word Text Writing Vocab Hearing and Recording Sounds		Sounds Sense	
	4. use their developing phonemic awareness to orally blend some phonemes in simple words that have two to three phonemes;	Hearing and Recording Sounds			
	5. attend to initial letters and common inflections (e.g., -s, -ed, -ing) as they read.	) Running Records			
	6. process text using interrelated sources of information (semantic, syntactic, and visual and grapho-phonetic);	) ) Running Records	ELP p.30		
	7. decode simple, regular words by using word-solving strategies, e.g., by using their knowledge of letter-sound relationships and by making analogies to known rimes;	) Running Records )		Spell-Write Essential Lists	
	8. use sentence structure and context to supplement information from partial decoding attempts;	) ) Running Records			
	9. confirm word predictions by cross-checking (e.g., by checking sentence patterns, illustrations, or the meaning of text already read);	) Running Records )			
	10. recognize approximately twenty-five high-frequency words automatically, both in and out of context;	) Running Records + word reading ) test			

	11. use comprehension strategies, including making connections to prior knowledge, to understand and respond to aspects of texts such as characters in fiction texts or simple facts in information texts;	) Running Records ) )			
	12. self-monitor, at times, by recognizing when they've lost meaning and using some simple fix-up strategies (such as checking with the picture or rereading the line);	) Running Records )			
	13. clearly understand a text (e.g., through conversation, drawing, and retelling).	) Running Records + Tell Me			