



READING SCIENCE REPORTING WORKSHOP

READING SCIENCE IN SCHOOLS | Reporting Rubric Semester 2

NOVEMBER 2019

PURPOSE

On the 2nd of November 2019, a group of 23 teachers and speech pathologists (representing 12 different schools) attended the Reading Science Reporting Workshop, with the purpose of aligning the *Western Australian Curriculum* to evidence-based and objective reporting criteria, using the 'five keys to reading': phonological awareness, phonics, fluency, vocabulary and comprehension. The workshop was established through the Facebook community 'Reading Science in Schools'- an initiative by Natalie Campbell and Stephanie Le Lievre. Participants engaged in moderation discussions using a wide range of classroom data.

The Reading Reporting Rubric provides a list of behaviours that could describe reading at each year level, based on information collated from reading research, the *WA Curriculum* and the *Australian Curriculum, Assessment and Reporting Authority (ACARA)*. Fluency rates (Words Correct Per Minute) are based on the [Research To Practice publication by The Department of Education and Children's Services \(South Australia\)](#). The Reading Reporting Rubric is not designed to be used as a checklist for each grade, instead it's purpose is to inform reporting decisions for Pre-Primary to Year 1 and assist with grade moderation.

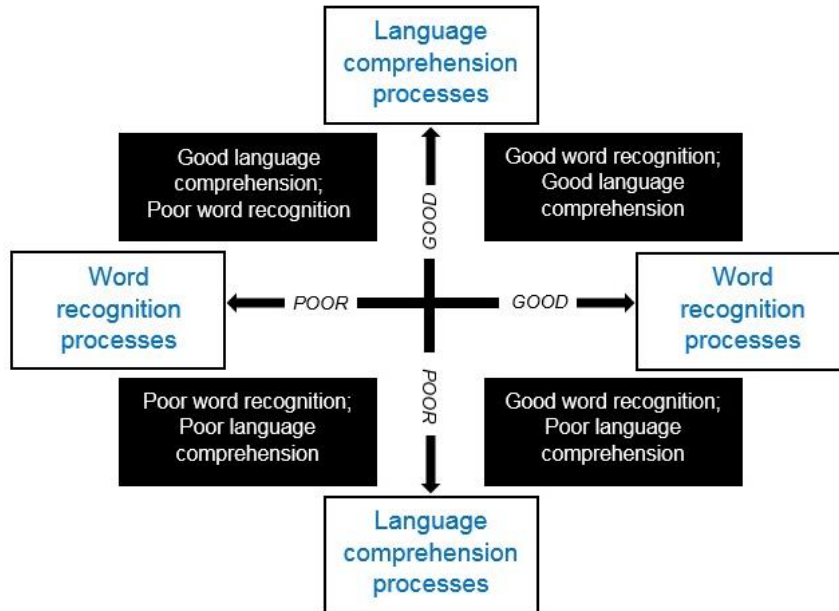
CONTRIBUTORS

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THE SIMPLE VIEW OF READING

The Simple View of Reading (SVR) is a representation of what the reading process entails, supported by an extensive body of research. The SVR explains that learning to read requires two key elements – correctly identifying words (decoding) and understanding their meaning (comprehension).

$$R \text{ (reading comprehension)} = D \text{ (decoding)} \times C \text{ (spoken language comprehension)}$$



Reading research shows that there are five essential skills for reading and that a high quality literacy program should include all five components. These five components need to be explicitly taught in addition to providing a strong foundation in oral language ([Five from Five](#)).

1. **Phonemic Awareness:** The ability to identify and manipulate the distinct individual sounds in spoken words.
2. **Phonics:** The ability to decode words using knowledge of letter-sound relationships.
3. **Fluency:** Reading with speed and accuracy. 'Oral reading fluency' refers to reading text passages aloud.
4. **Vocabulary:** Knowing the meaning of a wide variety of words and the structure of written language. Tier Two vocabulary
5. **Comprehension:** Understanding the meaning and intent of the text.

Pre-Primary

Sem 2 Grade	Phonemic Awareness: Focus on oral manipulation	Phonics: Spelling/Code Knowledge	Fluency: Word and/or Text Level Reading	Comprehension: Listening / Reading	Vocabulary: Tier 2
A	<p>Can add, delete and substitute sounds initial, medial final position in CVC words with accuracy and speed.</p> <p>Can blend and segment CVCC and CCVC words with accuracy (e.g. help, blush).</p>	<p>Can write all single graphs and most taught digraphs with fluency.</p> <p>Recognises some vowel digraphs.</p> <p>Represents all sounds in CVCC/CCVC words.</p> <p>Spells multi syllabic words representing most sounds.</p> <p>Consistently uses correct spellings in HF words.</p> <p>Learns and applies new code, e.g. digraphs with ease.</p> <p>May self-teach new code through text exposure.</p>	<p>30-40+ WPM (CVC level text)</p> <p>CVC words read with automaticity.</p> <p>Sounds out or reads CVC nonwords with ease.</p> <p>Can decode or read CVCC and CCVC words and nonwords accurately.</p> <p>Large bank of known HF words >50.</p> <p>Sounds out a word and retains it to read it again on subsequent pages.</p> <p>Self corrects/reads.</p> <p>Can decode simple multisyllabic words.</p> <p>Reading at sentence level with ease.</p> <p>LLLL 6+ Dandelions 10+ with developing fluency and able to read Dandelions 16+ decoding longer words.</p>	<p>Uses background knowledge to predict and makes inferences with ease.</p> <p>Re tells stories with detail.</p> <p>Can compare and contrast with detail and justification.</p> <p>Asks questions to enable clarification.</p> <p>Responds to texts explaining connections and links texts to personal experiences.</p> <p>Retells stories including many events using connectives/adjectives/detailed vocab.</p> <p>Can form oral sentences with conjunctions e.g. using but, because, so.</p>	<p>Uses a variety of adjectives (to build detail and precision) to describe, retell, and summarize.</p> <p>Uses extended vocabulary and context specific words.</p> <p>Learns tier 2 vocab with ease and uses new vocabulary appropriately.</p> <p>Secure knowledge of syntax and chooses the correct vocabulary often.</p> <p>Enquires about word meanings.</p>
B	<p>Can add, delete and substitute initial sounds and some sounds in medial and final position</p> <p>Can blend and segment CVCC and CCVC words with accuracy (e.g. help, blush).</p>	<p>Can represent (write, use letter tiles or type) all single sounds and some taught digraphs.</p> <p>Learns new code, e.g. digraphs with ease.</p> <p>Represents CVC words with consonant digraphs correctly, (e.g. fish chop thin).</p> <p>Represents CVCC/CCVC words correctly.</p>	<p>20-30 WPM (CVC level text)</p> <p>Can read some CVC words with automaticity.</p> <p>Sounds out and blends CVC words quickly, may sub- vocalise sounding out.</p> <p>Decodes CVCC and CCVC words and non-words successfully.</p> <p>Reading at sentence level with some fluency.</p> <p>Learns HF words in line with structured synthetic phonics program.</p> <p>Dandelions 8 and 9 (CVCC/CCVC)</p> <p>Dandelions 11-15 (incl digraphs if taught)</p> <p>LLLL 4, 4+, 5</p>	<p>Can compare and contrast with some detail and evidence.</p> <p>Makes inferences and draws conclusions. Can justify own thinking/ideas.</p> <p>Can predict, infer and summarize.</p> <p>Links texts to their personal experiences.</p> <p>Retells stories including more than 2 events.</p> <p>Describes connections between texts and their personal experience.</p>	<p>Uses a variety of simple and more interesting adjectives, verbs, adverbs.</p> <p>Learns tier 2 vocabulary.</p> <p>Uses some content specific vocabulary.</p>

<p>C</p>	<p>Can add, delete or substitute initial sounds in CVC words.</p> <p>Can substitute some medial, final sounds in CVC words.</p> <p>Can blend and segment CVC words.</p>	<p>Can recognise most single initial code sounds.</p> <p>Represents simple CVC words correctly e.g. mat, bag, pig.</p>	<p>10-20 WPM (CVC level text)</p> <p>Sounds out some VC and many CVC words</p> <p>Reading at word level with effort.</p> <p>May not retain sounded out CVC words and sound out again on following pages.</p> <p>Learns HF words in line with structured synthetic phonics program with practice.</p> <p>Dandelions 5-7 LLL 2-3</p>	<p>Retells stories/texts recalling 1-2 events.</p> <p>Retells with short/simple sentences.</p> <p>Makes simple inferences.</p> <p>Can compare and contrast with simple language.</p> <p>Makes simple predictions and express opinions with simple justification.</p> <p>Makes simple connections between texts and their own experiences.</p>	<p>Uses simple adjectives/adverbs (big, red, nice, fast, good).</p> <p>Uses simple connectives (and, then).</p> <p>Uses familiar vocabulary.</p>
<p>D</p>	<p>Unable to swap initial sounds in CVC words.</p> <p>Unable to blend and segment CVC words.</p>	<p>Includes some sounds in spelling of CVC words.</p> <p>Can recognise some single initial code sounds.</p>	<p>Can blend and segment CVC words with some support.</p> <p>Recognises and represents some single sounds.</p> <p>Reading at word level with substantial effort, needing support.</p> <p>Learns some HF words in line with structured synthetic phonics program.</p>	<p>Needs prompts to recall information and/or make inferences.</p> <p>Recalls an event from texts with familiar topics.</p>	<p>Uses nonspecific vocabulary e.g. thing, stuff.</p>

Year One

Sem 2 Grade	Phonemic Awareness: Focus on oral manipulation	Phonics: Spelling/Code Knowledge	Fluency: Word and/or Text Level Reading	Comprehension: Listening / Reading	Vocabulary: Tier 2
A	<p>Can add, delete and substitute initial, any medial, final sounds in CVC, CVCC, CCVC, CCCVCC words with accuracy and speed.</p> <p>Can blend and segment four/five/six sounds words with accuracy.</p>	<p>Can read and spell CVCC, CCVC words and multisyllabic words using a range of vowel digraphs mostly accurately.</p> <p>Uses suffixes like -ed -ing with accuracy. Chooses alternate spellings with accuracy.</p>	<p>WPM 100+</p> <p>Blending of extended code is automatic.</p> <p>Use of intonation in response to punctuation and to enhance meaning.</p> <p>Reads accurately with fluency and expression.</p>	<p>Can locate specific information in written texts.</p> <p>Uses background knowledge to make inferences.</p> <p>Makes connections from text to build on own current knowledge.</p> <p>Seeks clarification with well-structured questions.</p>	<p>Can use context knowledge to work out the meaning of unknown words.</p> <p>Uses a wide range of vocabulary to express ideas.</p> <p>Can use well-chosen vocab to add detail and interest.</p>
B	<p>Can add and swap some initial, medial, final sounds in CVCC, CCVC, CCVCC, CCCVCC words.</p> <p>May have difficulty deleting adjacent consonants at beginning and end of words in CCVC, CCVC, CCCVCC words.</p> <p>Is able to delete, add, swap initial, medial, final sounds in CVC words.</p> <p>Can blend and segment four/five/six sounds words with accuracy.</p>	<p>Experiments with using a range of vowel digraphs to represent phonemes.</p> <p>Attempts to spell common derivational suffixes such as -ed -ing but may still represent phonetically e.g. jump</p>	<p>WPM 80-90</p> <p>May sound out words that are multisyllabic, unfamiliar or contain less frequently used code.</p> <p>Reasonable speed and reading rate are maintained even if some words are sounded out.</p>	<p>Uses background knowledge to predict and makes inferences with ease.</p> <p>Can predict and infer.</p> <p>Retells stories with details.</p> <p>Can compare and contrast with detail and justification.</p> <p>Asks questions to enable clarification.</p> <p>Responds to texts explaining connections and links texts to personal experiences.</p> <p>Retells stories including many events using connectives/adjectives/detailed vocabulary.</p>	<p>Uses a variety of adjectives (to build detail and precision) to describe, retell, and summarize. Learns tier 2 vocab with ease and uses new vocabulary appropriately.</p> <p>Speaks with grammatically correct sentences.</p> <p>Enquires about word meanings.</p>
C	<p>Able to delete, swap and add sounds into and from CVC words.</p> <p>Can blend and segment CCVC, CVCC sound words with accuracy.</p> <p>Needs assistance to be able to manipulate adjacent consonants in CCVC/CCVC words.</p>	<p>Can read and spell CVCC, CCVC words containing consonant digraphs and taught vowel digraphs.</p> <p>Can read one and two syllable words containing initial code, consonant digraphs and taught vowel digraphs.</p> <p>Can read common derivational suffixes such as -ed and -ing.</p>	<p>40-60WPM</p> <p>Can read CVC words and nonwords with automaticity.</p> <p>Can read CVC nonwords.</p> <p>Can decode or read CVCC, CCVC words and nonwords successfully.</p> <p>Large bank of known HF words 100+</p> <p>Sounds out a word and retains it to read it again on subsequent pages.</p> <p>Self corrects/rereads</p> <p>Can decode simple multisyllabic words.</p> <p>Reading at sentence level with ease.</p>	<p>Recounts/describes sequenced ideas from simple texts they have read or listened to.</p> <p>Demonstrates understanding by making personal connections.</p> <p>Can make inferences by interpreting familiar texts and texts with predictable structure.</p>	<p>Uses a variety of simple and more interesting adjectives, verbs, adverbs.</p> <p>Learns tier 2 vocab.</p> <p>Uses some content specific vocabulary.</p>

			Uses punctuation cues and some intonation and expression.		
			LLL 6+ Dandelion 11+		
D	<p>Can sound swap initial sounds and some medial, final sounds in CVC words.</p> <p>Orally blends and segments CVC words.</p> <p>May be able to blend and segment CVCC, CCVC words but unable to manipulate phonemes within these words.</p>	<p>Can read and spell CVC words with some taught consonant and vowel digraphs.</p> <p>Can read CCVC and CVCC words with single sounds (basic code).</p>	<p>Reads decodable text word by word. WPM 30 or less</p> <p>Reads initial code sounding out many words.</p> <p>Sounds out multisyllabic words with effort.</p>	<p>Answers literal questions about a text they have read.</p>	<p>Uses simple adjectives and simple connectors.</p> <p>Uses simple adjectives/adverbs (big, red, nice, fast, good).</p> <p>Uses simple connectives (and, then).</p> <p>May use immature grammar/syntax.</p> <p>Uses familiar vocabulary.</p>

[LLL: Little Learners Love Literacy](#)

[Dandelion: Dandelion Readers Phonic Books](#)