



**Kindy**  
**Achievement Standards**  
**LITERACY**

**BY THE END OF KINDY, I SHOULD BE ABLE TO...**

**READING AND VIEWING**

- use books appropriately: turn pages, hold book right way, identify cover and title
- understand that print is constant and moves left to right, top to bottom, and that printed words have meaning
- identify simple punctuation such as full stops, question marks and exclamation marks
- know that words are separated by spaces and that sentences are made up of words, words are made up of sounds and sounds are represented by letters
- recognise the letters s,a,t,p,i,n and c,h,r,m,d,e and other letters such as those in their name
- know that letters are different from numbers
- recognise familiar written symbols in context such as road signs and their name.
- display reading and writing like behaviours in play such as 'write' a message to a friend or 'read' a menu in the café play area.
- retell a simple story and identify key ideas
- engage in discussions about narrative and informational texts.
- make connections to texts and the experiences they've had themselves.
- explore the language presented in fiction and nonfiction texts
- explore and join in with common language patterns in texts i.e. repetitive language
- predict what happens next in a simple text and say why
- join in with narratives and rhymes in stories, songs, nursery rhymes
- recognise simple literary features such as setting and characters in a narrative.

**SPELLING AND WRITING**

- use items such as pencils, scissors and paintbrushes coordination.
- copy simple patterns
- use images, marks and approximations of letters and words to make meaning.
- hear and clap syllables in words
- hear and identify the beginning sounds in words
- explore onset and rime in simple CVC words (consonant, vowel, consonant words i.e. c-at, d-og, h-it)
- identify rhyme in words i.e. c-at h-at, d-og l-og, h-it p-it
- explore letter- sound relationships s,a,t,p,i,n & c,h,r,m,d,e s=sssss, t=tuh...
- express ideas and feelings in a variety of ways such as drawing, painting and music
- view simple printed, visual and multimedia texts

**SPEAKING AND LISTENING**

- initiate interactions and conversations with peers, teachers and other adults.
- maintain conversations with others in different situations
- act upon simple instructions and statements
- listen to others effectively
- use turn taking in conversations
- show initiative by asking questions, negotiating and sharing
- describe what they hear, see, touch, feel and taste and share their own ideas.
- use speech that can be understood by others
- use simple sentences when speaking
- adjust voice appropriate to situation i.e. whisper at quiet time and talk loudly when talking to the whole class
- use simple non-verbal ways of communicating i.e. wave hello, fingers on lips to signal quiet
- increase vocabulary by exploring the meanings of new words and talk about language.
- build an understanding that people can speak different languages and use their home language at school
- express ideas and feelings in a variety of ways such as drawing, painting and music
- listen to simple printed, visual and multimedia texts and music