



**Pre-Primary**  
**Achievement Standards**  
**LITERACY**

**BY THE END OF PRE-PRIMARY, I SHOULD BE ABLE TO...**

**READING AND VIEWING**

- use predicting and questioning strategies before during and after reading
- read short, decodable and predictable texts with familiar vocabulary and supportive images
- recognise letters of alphabet (both upper and lowercase)
- know and use common sounds represented by most letters
- read high-frequency words (Foundation stage PLD sight words – please see classroom teacher if you would like a list of these words)
- blend sounds orally to read consonant vowel consonant words (eg cat, man)
- recognise some different types of texts and their familiar characteristics
- recall one or two events from texts with familiar topics
- identify simple punctuation such as full stops, question marks and exclamation marks
- identify connections between texts and personal experiences
- respond to short texts by stating their thoughts and feelings about the characters and events
- respond to texts by; identifying favourite stories, authors and illustrators
- repeat the rhythms and sound patterns in stories, rhymes and poems
- have an instructional reading level of 3

**SPELLING AND WRITING**

- experiment with capital letters and full stops
- able to name alphabet letters and sounds and write them in upper and lower case
- use words, phrases and images to share ideas
- use a variety of presentation methods (written, drawing, speaking) that reflect their own experiences.
- know how to write some high-frequency (is, it, if, at) and other familiar words (mum, dad, dog, cat).
- write consonant-vowel-consonant words by representing sounds with the appropriate letters (cat, man, pot).
- participate in shared editing of student's own texts for meaning, spelling, capital letters and full stops

**SPEAKING AND LISTENING**

- listen and identify rhymes, letter patterns and sounds in words
- understand that language can be used to explore ways of expressing needs/likes and dislikes
- create short simple oral texts, using familiar vocabulary
- give short presentations to peers and known adults
- retell events and share personal interests and experiences
- communicate clearly in informal and classroom settings
- listens to others when speaking and respond to others in familiar environments

**SERVICE**

**RESPECT**

**KINDNESS**

**LEARNING**