

# Literacy expectations for Pre-Primary

By the end of **Pre-Primary**, most students should be able to:

## Phonological awareness

- Recognise and generate rhyming words (sit, hit, pit, lit)
- Clap out syllables in words (fan/tas/tic)
- Tap out the individual phonemes (sounds) in words with two fingers (pat = p/ a/ t/)
- Identify the initial, middle and final phonemes (sounds) in words
- Orally blend individual phonemes in three letter words to make a word (sh- i- p= ship)
- Segment words into individual phonemes orally (Robot talk the word 'fan' = f/ a/ n/)
- Manipulate sounds in single syllable words with magnetic letters (change pat to fat)

## Phonic knowledge

- Recognise and name all lower- and upper-case letters
- Provide a sound that each alphabet letter represents
- Spell CVC (Consonant Vowel Consonant) words (hop, yet, tin)
- Sound out/blend sounds to read CVC words (point and drag)
- Recognise some high frequency/tricky words automatically (I, me, he, the)

## Reading and Concepts of Print

- Read decodable texts, practicing phrasing and fluency and monitoring that it makes sense
- Make predictions about a text prior to reading
- Discuss characters feelings, settings, problems in texts read
- Use comprehension strategies to discuss texts listened to or read independently
- Understand concepts about print and screen such as starting from left to right
- Understand that we move from the top to the bottom, of a page or screen
- Understand that books have a title page at the front and blurb on the back

## Sentences, Grammar and Vocabulary

- Understand that sentences are key units for expressing ideas
- Recognise that texts are made up of words that make meaning
- Understand that capital letters are used for names
- Understand that capital letters and full stops are used at the start and end of a sentence

## Literature

- Respond to texts and identify favourite stories, authors and illustrators
- Share feelings and thoughts about the events and characters in texts
- Identify events and characters from a text and retell events orally and through performance
- Innovate on familiar texts through play

## Speaking and listening

- Listen to and respond to others and texts, in structured and informal situations
- Use appropriate voice levels, articulation, body language, gestures and eye contact when others speak
- Deliver short oral presentations to peers

## Writing and creating texts

- Create short written texts that explores, record and reports ideas to write a sentence
- Participate in shared editing of writing including spelling, capital letters and full stops
- Produce some upper- and lower-case letters using learned letter formations
- Create digital texts using software such as 'Word'