

Reporting on English – Early Stage 1 examples

These examples illustrate some optional ways schools may structure reporting on English for Early Stage 1. Schools plan their English curriculum carefully, and for each reporting period, report only on those syllabus outcomes that have been intentionally taught and assessed.

The department does not prescribe a set format for reporting. Schools can decide on their own format by working in partnership with parents, carers and the school community, ensuring it is tailored to meet their unique context and the specific needs of their students.

These examples will be updated as needed, in response to new guidelines from [NSW Education Standards Authority \(NESA\)](#) and any changes made to the policy [Curriculum planning and programming, assessing and reporting to parents K-12](#).

Early Stage 1 – Example 1

English – Achievement grade: Meeting expectations

Focus area	Working towards expected level	Meeting expectations	Above expectations
Oral language and communication		✓	
Vocabulary		✓	
Phonological awareness		✓	
Print conventions			✓
Phonic knowledge		✓	
Reading fluency		✓	
Reading comprehension	✓		
Creating written texts		✓	
Spelling		✓	
Handwriting		✓	
Understanding and responding to literature	✓		

Sam confidently participates in group discussions. He takes turns and uses his rich vocabulary to ask clarifying questions. Sam accurately reads simple texts using his letter-sound knowledge. He also recognises both lowercase and uppercase letters and can tell the difference between punctuation marks, words and numbers in texts. Sam effectively uses punctuation and expression when reading aloud. He is working on remembering and discussing the order of events in a story and sharing his thoughts about what he reads. When writing, he constructs simple sentences with capital letters, full stops and commonly used words that he spells correctly. Sam uses an appropriate pencil grasp and forms letters using the correct starting point and direction.

Early Stage 1 – Example 2

English – Achievement grade: Meeting expectations

Focus area	Working towards expected level	Meeting expectations	Above expectations
Vocabulary Understands and effectively uses vocabulary in familiar contexts		✓	
Phonological awareness Identifies, blends and segments sounds in spoken words to read and create texts		✓	
Phonic knowledge Uses letter patterns and combinations when reading and creating texts		✓	
Reading fluency Reads texts aloud with automaticity	✓		
Reading comprehension Comprehends independently read texts using word, sentence and background knowledge	✓		
Creating written texts Creates written texts that includes related ideas and simple sentences		✓	
Understanding and responding to literature Understands and responds to literature read to them		✓	

Lacy is an enthusiastic learner in English and has shown growth in all focus areas this semester. She uses her knowledge of sound and letter patterns to read and create texts.

Future directions for Lacy include:

- using visual cues and asking questions to clarify meaning in a text
- using personal pronouns correctly in writing
- drawing on her background knowledge to discuss and compare characters.