

# Reporting on English – Stage 1 examples

These examples illustrate some optional ways schools may structure reporting on English for 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](#).

## Stage 1 – Example 1

English – Achievement grade: C

Focus area	A	B	C	D	E
Oral language and communication		✓			
Vocabulary			✓		
Phonic knowledge			✓		
Reading fluency				✓	
Reading comprehension				✓	
Creating written texts			✓		
Spelling			✓		
Handwriting			✓		
Understanding and responding to literature				✓	

Brandon confidently and consistently participates in both whole class and small group discussions. He reads decodable texts with increasing fluency and is developing the confidence to read aloud. With support, Brandon can orally recount a text using newly taught vocabulary. For further improvement in reading fluency, he is encouraged to read aloud daily. Brandon spells words with familiar letter patterns and is learning to use correct letter combinations when spelling new words. Recently, he produced an accurate written description about ants and independently published this on a digital platform.

## Stage 1 – Example 2

English – Achievement grade: D

Focus area	E	D	C	B	A
<b>Oral language and communication</b> Effectively communicates and elaborates on ideas in social and learning environments			✓		
<b>Vocabulary</b> Understands and effectively uses vocabulary to extend ideas		✓			
<b>Phonic knowledge</b> Uses complex letter patterns and combinations when reading and creating texts			✓		
<b>Reading comprehension</b> Comprehends independently read texts by monitoring meaning and activating background, word and sentence knowledge		✓			
<b>Creating written texts</b> Plans, creates and revises texts written for different purposes		✓			
<b>Spelling</b> Applies a range of spelling strategies when writing in a variety of contexts		✓			
<b>Understanding and responding to literature</b> Understands and responds to literature by creating texts using appropriate language choices and features		✓			

Lannie's strengths in English include:

- applying grapheme–phoneme knowledge to read one- and two-syllable words
- following extended instructions

Lannie's learning goals in English include:

- understanding that the same word can have different meanings
- writing compound sentences using correct punctuation.