



Department of
Education



Association of Independent Schools of Western Australia



On-entry Assessment Program

Handbook for principals, teachers and test administrators

AISWA and CEWA Version

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Section A: General Information

Background

The On-entry Assessment Program was introduced in Western Australian public schools in 2011, under the State Government initiative, to assess the foundation literacy and numeracy skills of all pre-primary students. The speaking and listening, reading, writing, and numeracy assessments are mandated for pre-primary students as part of a comprehensive strategy to improve literacy and numeracy standards in Western Australian public schools. CEWA and AISWA schools also participate in the assessment program.

Purpose

On-entry is an assessment for learning, with the primary purposes being to:

- provide teachers information about the skills and understandings of each student in their class
- inform the planning and delivery of targeted and intentional learning programs, reflective of each child's needs and capabilities
- identify students who may require early intervention.

Additional assessments are available for Year 1 and 2 students, to enable schools to:

- monitor their students' progress over time
- evaluate the effectiveness of their teaching and learning programs
- compare their student's performances to students in similar schools
- set evidence-based targets for students in Years 1 and 2.

New reports in 2026

In 2026, two new reports are available to support the planning and delivery of evidence-based teaching and learning reflective of the WA curriculum.

Report 6. WA Curriculum – Planning report: Generate student groups linked to the new WA curriculum content descriptions – English and Mathematics (Module 1).

Report 7. Individual Student Profile: Displays individual achievement linked to the WA curriculum content descriptions - English and Mathematics (Module 1).

Note: The [What now?](#)- teaching resources for English and Mathematics are available in the resources section, to support planning linked to the new reports.

Assessment Content

The skills and understandings assessed represent a wide range of literacy and numeracy skills and understandings reflective of the Western Australian Curriculum and considered essential to progress through school.

As On-entry is a formative assessment, and includes content linked to the curriculum of the year ahead, students are not expected to answer all questions correctly. Overview of the tasks and skills assessed in each module are available in [APPENDIX A.2](#) on page 14 of this handbook.

Assessment Periods

Term One

The On-entry assessment is a point in time assessment available at set assessment period. Schools are advised of the assessment period dates via the On-entry Assessment home page.

The Module 1 assessments for Pre-primary students are in Term 1 from Weeks 3-6. One additional week is provided to upload and finalise data. Years 1 and 2 students can be assessed using Modules 2, 3 and 4 during the same period.

Term Four

The option to re-assess (using same module as Term 1) selected students is available in Weeks 1–4. This may suit a small number of students who have made limited progress throughout the year. Instead of reassessing in Term 4, teachers can use the option to assign alternate modules available for Years 1 and 2 in Term 1. Advice on module selection is available on [page 10](#) of this handbook.

Access to the online system

To access the [On-entry assessment system](#), teachers and principals require a login. A principal or deputy principal can request a login by emailing their sector administrators:

- [AISWA schools](#)
- [CEWA schools](#)

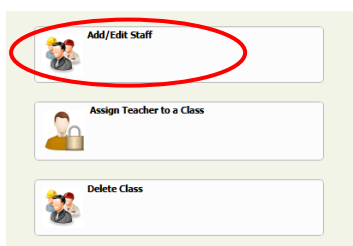
A school principal or deputy principal can then assign a staff member a teacher or a school administrator access to assess students or to manage the process at a school. Additionally, school administrators can reactivate already finalised assessments.

To assign a teacher access to the On-entry assessment

1. Click on *Staff* on the top menu.



2. Click on *Add/Edit Staff*



3. Click on *Add*



4. Enter the information required including the role e.g., teacher, school administrator and save.
5. Click *Email* to email the user their log in details, including their P number and password. The user will receive the following email.

You have been given access to the OnEntry Assessment system for private schools.

You can access the application here : <https://apps.det.wa.edu.au/oeaps>

Using the following login details

User Id: P0013397

Password: Password1

To edit, delete or reset password for a teacher or school administrator, select key/pen/bin icons



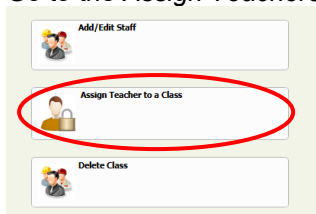
When a teacher is added to a school, a class must be linked to be enable the classroom teacher to assess or access reports for their students. Unwanted classes may be deleted here.

Link a teacher to a class

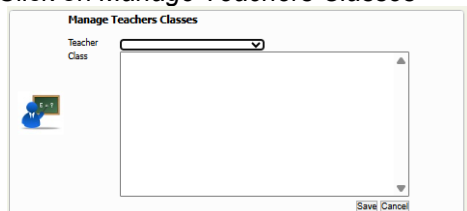
The principal is required to link each teacher to their correct class.

To link a class:

1. Go to the *Assign Teachers to a class*



2. Click on *Manage Teachers Classes*



3. Select a teacher from the drop-down menu.
4. Select their correct class from the drop-down menu.
5. Click *Save*.

Terms of use agreement

The On-entry assessment is a secure assessment. To ensure the integrity of the assessment and validity of student results, all users must read and accept the terms of use before using the assessment.

When logging in for the first time each year, users will be prompted to agree to abide by the terms of use.

Terms of use include:

- storage and access to materials and resources
- confidentiality of data
- disposal of assessment materials

Modules available

Pre-primary

Module 1- Speaking and listening, reading, writing and numeracy assessments are appropriate for Pre-primary students.

Year 1 and Year 2

Module 2- Speaking and listening, reading, writing and numeracy assessments are appropriate for Year 1 students.

Module 3 and 4 - Speaking and listening, reading, writing and numeracy assessments are appropriate for Year 2 students

Except for Pre-primary students (mandatory module 1) teachers can assign alternate modules as appropriate to the child's skills for Year 1 and 2 students.

Responsibilities of the principal

Principals (or their delegate) must ensure:

1. Familiarity with the purpose of the program, the assessment procedures, and the reports available
2. Parents/care givers of students completing the assessment program are informed
3. All student data is current, and teachers can access their class
4. All relevant staff are aware of their roles and responsibilities
5. Teachers deliver the assessments consistently and in accordance with the procedures outlined in this handbook
6. Assessment materials are stored securely when not in use
7. All student information and data are kept confidential and only shared with the child's parent/care giver and relevant school staff
8. Exemptions are discussed with the student's parent/care giver and that an exemption form is signed by all relevant parties
9. *Terms of Use*, found on the home page of the application, are understood, and agreed to by all users at the school.

A *Checklist for principals* can be found in [APPENDIX B.1](#) page 36.

Responsibilities of the teacher (or proxy)

Teachers must ensure:

1. Familiarity with the purpose of the program, the assessment procedures, and the reports.
2. Parents/caregivers of students completing the assessment program are informed.
3. Assessments are administered consistently, online instructions are not adjusted, and all procedures outlined in this handbook are followed.
4. The content of the assessments is not disclosed to any party, at any time, except for the purpose of assessing students.
5. That no physical resources are copied or transcribed in any form, except for the purposes of entering student responses into the online application.
6. Exemptions and withdrawals are discussed with parents/caregivers and an exemption form completed, signed and recorded in the online system.
7. All student information/data is kept confidential and only shared with the child's parents/caregivers and relevant school staff.
8. Resources are stored securely at the completion of the assessment.
9. *Terms of Use*, found on the home page of the application, are understood, and agreed to.

A *Checklist for teachers* can be found in [APPENDIX B.1](#) on page 37.

Adjustment for students with Disability

Students should be provided with the opportunity to participate in, and complete, the On-entry assessments in an equitable manner. For some students the impact of disability may be a barrier to accessing the assessments to demonstrate their knowledge, understanding and skills.

Schools should provide the same fair and reasonable access adjustments for students with disability, that are provided at school daily. When providing adjustments, the purpose, rigor and integrity of the assessments, and the protocols for administration, should be maintained. As these are untimed assessments, examples may include alternative formats (braille, tactile graphics, large print format or electronic formats) or other adjustments such as rest breaks, use of computer or assistive technology, use of magnification aids, modifications to the environment (furniture, lighting, tilt boards), oral or sign support.

Suggested modifications for Numeracy Module 1, for students with vision impairment, are available in the ['Administration instructions and record sheets'](#).

Exemptions/Withdrawals for Pre-primary students

Exemption

Whilst all Pre-primary students should be given the opportunity to participate in the On-entry Assessment Program, it is acknowledged that an exemption may be appropriate for:

- a student has been diagnosed with a significant cognitive impairment or has a significant intellectual disability such that he/she cannot perform in an assessment situation
- students with very limited English for whom assessment is not appropriate

The decision to exempt a student should be made at the school level following consultation between the principal, the teacher and the parent/care giver.

Withdrawal (sickness and absence)

- a student is capable of being assessed but has a temporary disability, disorder or sickness and cannot complete the assessment
- a student is capable of being assessed but was not available during the assessment period.

Approval process

The decision to exempt a student should be made after consultation with the principal, teacher and the parent/care giver. Once a decision is made, an [Exemption/Withdrawal Form](#) must be completed and signed by the principal and parent/care giver and kept on file at the school.

Professional learning

Professional Learning opportunities are available to all teachers and school leaders throughout the year. These sessions include:

- Administering the assessments consistently to ensure reliability and validity of results.
- Interpreting the reports and using On-entry data to inform class and school planning.
- Assessing student's writing in the early years.

Dates and venues can be found on the [home page](#) of the online system. Registration is through PLIS.

Support

For all enquiries regarding the On-entry Assessment Program, please contact your relevant sector.

AISWA schools

Debbie Bolton: DBolton@ais.wa.edu.au (9441 1669)

general enquiries (including resource requests): jdickinson@ais.wa.edu.au

CEWA schools

Wendy Manners: Wendy.Manners@cewa.edu.au (6380 5146)

general enquiries (including resource requests): early-years@cewa.edu.au

Section B: Prepare for the assessments

This section provides information to prepare for the On-entry assessment at a school. To ensure the assessment program runs smoothly, it is recommended that teachers, test administrators and principals read the information before the commencement of the assessment period.

Preview the assessments

Teachers completing the assessments must preview the assessments and check their class lists before the commencement of the assessment period. This will ensure the familiarity of the content and navigation, identify and prepare resources required, and support module selection.

To preview the assessments in the [On-entry assessment system](#):

- click on the 'Preview' tab on the top of the screen
- select the module and task
- use the arrows at the bottom of the screen to navigate through the tasks

Assessment resources

All resources required to administer the assessments are listed in the [APPENDIX B.2](#) on page 41 of this handbook. Information regarding the construction of specific resources is also included. Teachers and test administrators must ensure that they have all the resources required before the assessment period commences.

Most resources required to conduct the assessments are provided in the resource kits; however, some resources need to be provided by the school. Teachers can also download [literacy and numeracy resources](#) required for the assessments.

New kits and replacement resources can be ordered by completing an online [Resource request form](#). All resources exclusive to the assessment program must be stored securely at the end of the assessment period and must not be used for any other purpose or at any time outside of the assessment period.

Adjusted assessment resources

Teachers can request adjusted resources to assess students with hearing loss or vision impairment. Requests with the format required can be emailed to the respective sector administrators.

Inform parents about their child's participation

It is recommended that parents/care givers are informed about the On-entry Assessment Program at the beginning of the year. The template letters below can be used to inform parents:

- [Term 1 Pre-primary student participation letter](#)
- [Term 1 Year 1 student participation letter](#)
- [Term 1 Year 2 student participation letter](#)

Letters are available in Word format, to enable schools to include their school logo or any additional information. [Interpreting and translation services](#) can be accessed for non-English speaking parents if required.

A one page [parent overview PowerPoint](#) slide is available for parent information sessions. This can be adapted to suit the needs of the school and the audience.

Uploading class lists in the On-entry assessment system

The On-entry assessment system imports student information from census after the census day. For schools where census data is not available, principals and teachers are required to manually edit existing student information or upload a spreadsheet with student information.

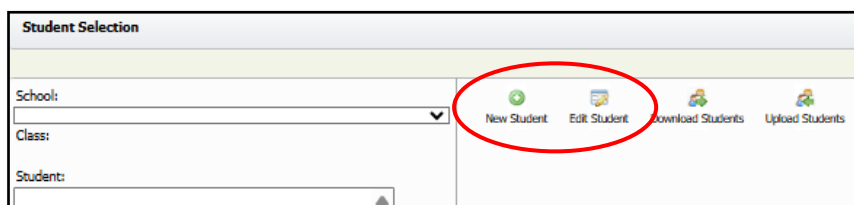
Manually uploading class lists

To add or edit individual student details, follow the steps below.

1. Click *Add/Edit Students*



The screenshot shows a form titled "Assign assessments". It has two dropdown menus: "School:" and "Class:". Below the "Class:" dropdown, the text "PP" is visible. At the bottom of the form, there are two buttons: "Add / Edit Students" (circled in red) and "Assess Students".

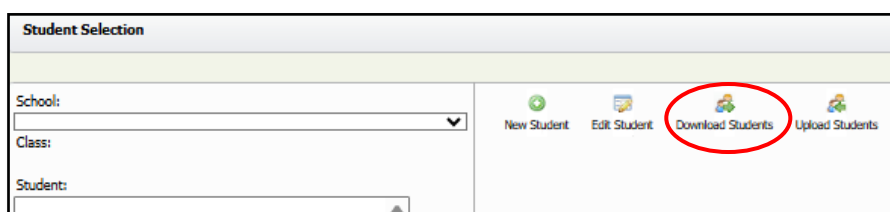


The screenshot shows a form titled "Student Selection". It has three dropdown menus: "School:", "Class:", and "Student:". To the right of these dropdowns, there are four buttons: "New Student", "Edit Student", "Download Students", and "Upload Students". The first three buttons are circled in red.

2. Enter all required details

3. Click *Save*.

4. Click *Download students* to generate a current spreadsheet of all students who have previously completed On-entry assessments. These details can be edited (for example, class name or year level). Failure to edit information already in the system will result in multiple records for the child, assessments from multiple records for the same child cannot be linked. If a school has not previously participated in the program, a blank spreadsheet will be downloaded. The system requires the year level to contain three characters, i.e., PPR, Y01, Y02.



The screenshot shows the same "Student Selection" form as before. The "Download Students" button is circled in red.

5. Save the file onto the desktop.

6. Click *Upload Students – Choose file*. The system only recognises the spreadsheet downloaded by the system.



The screenshot shows a dialog box titled "Upload Students". It has a "Choose file" button (circled in red) and an "Upload" button (circled in red). There is also a "Cancel" button.

1. Double click on the saved spreadsheet and click *Upload*. Students will now appear in their class as detailed in the spreadsheet.

Assign assessment modules

Module 1 is automatically assigned to Pre-primary students. This cannot be changed.

Years 1 and 2 teachers will need to assign modules for their students before starting the assessments. Modules can be assigned before the assessment period commences. For most students, the regular module is appropriate, i.e., Module 2 for Year 1 and Module 3 for Year 2. For very low and very high ability students the module below or above the regular module may be more appropriate.

Year 2 students who scored **above 600 in Module 2 Reading** previously will be prompted to assign Module 4 for Reading and Speaking and Listening assessments at the start of Year 2, ensuring that progress measures are valid. These students will appear in red text on the *Assign* page, Module 3 can still be assigned if the teacher considers that Module 4 is not appropriate.

Click *Assign* - *Assign assessments*

Home Website Preview Assign **Assess** Admin Staff Reports Logout

Assess students

School:
You must select a school before you can select a class

Class:
You must select a class before you can view your students

Student:
Filter the list down to single student

Student	Category	Module	Action
Assign Assessments			

Remove incorrectly assigned modules

If an incorrect module is assigned to a student and assessment is commenced or, an assessment is commenced for a student who is exempted, an email request can be sent to your relevant sector administrators.

Include details such as, Name, Class and Assessment Module to be removed. Once the assessment is removed teachers can re assign the required module or exempt/withdraw a student.

Section C: Administer the On-entry assessments

This section contains information about administering the On-entry assessment at a school. To ensure the assessment program runs smoothly it is recommended that teachers, test administrators and principals read the information before the commencement of the assessment period.

Deliver the On-entry assessment tasks

All tasks need to be conducted **one-on-one** with each student. Whilst some tasks may be conducted one-on-one during the daily teaching program, other tasks that require more focus such as reading a book may be conducted in a quiet area away from other students. To ensure validity of results, it is important that tasks are administered in the same way for all classes within the school in the same week if possible. Writing may be administered as a whole class or group. Decisions as to how each task is administered should be made at the school level.

Administration instructions and record sheets are available for teachers who prefer to record responses on a hardcopy. These are available in a word format for all [Literacy and Numeracy](#) assessments. Students' names can be entered on record sheets before printing out. Responses must be uploaded to the online system before the assessment period ends.

Reading and speaking and listening module 3 and 4 assessments

If Reading and Speaking and Listening Module 3 and 4 assessments are assigned to a student, the speaking and listening items, which are part of the story retell will appear in the reading assessment. Teachers are required to complete the reading assessment before speaking and listening assessment to avoid confusion about finalising assessments.

Adjust the delivery of assessments to students with special education needs

Students with special needs may require adjustment in the mode of delivery. Adjustments used to deliver instructions regularly for these students can be used during the delivery of the On-entry assessment tasks such as:

- using large print or braille for students with vision impairment
- using AUSLAN interpreter

Mark students' writing

In order to ensure accurate and consistent marking of students' writing assessment, an [On-entry assessment writing marking guide](#) is available to support Pre-primary, Year 1 and Year 2 teachers to assess writing. On-entry assessment [additional exemplars of pre-primary writing](#) are also available to specifically support Pre-primary teachers to assess beginning writers.

Re-activate a completed assessment

If an assessment is finalised and the teacher needs to make changes or has entered data on a wrong student, the deputy principal, principal, or a school administrator can reactivate an assessment so that the teacher can edit the responses.

To reactivate an assessment: the school administrator or principal must log in, click on the student, and if the assessment is finalised a reactivate will appear in place of finalised/continue.

Section D: Access On-entry assessment reports

This section contains information about the reports and data available in the On-entry assessment system. Teachers can access a wide range of individual and class reports to identify students' skills and understandings and to compare students in their class. School administrators and principals can access cohort reports to compare cohorts and view historical reports.

Generate current and previous reports

All information in the On-entry system is current, reports are reflective of students' current classes and year levels. Reports can be generated at any time for students currently at the school. Details of the reports available and how to interpret them can be accessed in the [On-entry Guide to reporting](#).

The reports are designed to:

- inform the planning and delivery of targeted programs, reflective of individual students' skills and understandings
- identify, early in the school year, students who may require intervention or extension
- inform whole-school planning; and
- inform the review of programs, priorities or initiatives.

Generate current reports:

1. click on 'Reports'
2. select report type from the dropdown box
3. select the report format, for example, PDF, Excel or Graph
4. select current class or cohort, period and module
5. select 'Run report'

Generate previous reports:

1. follow steps 1 to 3 above
2. select, period and module
3. select 'Run report'

Inform parents about their child's performance

The decision to inform parents about their child's performance must be made by the school principal and participating teachers.

It is recommended that results are discussed through face-to-face parent-teacher meetings. The following reports may be used to support these conversations:

1. Individual Student Profile report – From 2026, this Module 1 report is available to teachers to inform targeted teaching, including IEP and GEP planning. This report is for teacher use only and is not intended to be shared with parents and carers.
2. Parent Summary report – is available following completion of the assessments, should schools choose to provide parents and carers a snapshot of skills and understandings their child demonstrated during the assessment.

Alternatively, if schools decide not to use the Parent Summary report, a copy of the suggested activities to support their child's learning at home may be provided to parents.

Parent/care giver interviews are recommended for students who require additional support, including EAL/D students. [Interpreting and translation services](#) are also available for additional support.

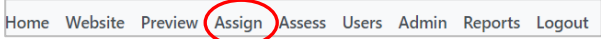
Interpreting and translation services can also work with culturally and linguistically diverse languages, Aboriginal Australian languages and Australian sign language (AUSLAN).

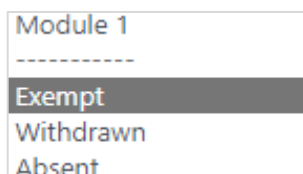
APPENDIX A

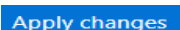
A.1: Record exemption, withdrawal, and absence in the online system

On-entry Module 1 assessments are mandatory for pre-primary students, as such are already assigned to all pre-primary students. Pre-primary students with approved exemption/withdrawal, should be recorded in the online system. Students absent during the assessment period should also be recorded in the system. Failure to record approved exemption/withdrawal and absence will result in assessment status for the school as 'not started' or 'incomplete'. Year 1 and Year 2 students are not required to record exemptions as the assessments are optional.

To record an exemption/withdrawal or absence:

1. Go to *Assign* page 
2. Select the student/s who need the exemption, withdrawal or absence recorded.
3. Select the appropriate assessment status from the drop-down menus for each assessment



4. Click *Apply Changes*  (located below the class name).

Once an assessment has been started and the student later identified as exempted or withdrawn, or was not available to complete the assessment, email school support with details including school, name and class to change the status.

AISWA schools

Debbie Bolton: DBolton@ais.wa.edu.au (9441 1669)

general enquiries (including resource requests): jdickinson@ais.wa.edu.au

CEWA schools

Wendy Manners: Wendy.Manners@cewa.edu.au (6380 5146)

general enquiries (including resource requests): early-years@cewa.edu.au

A.2: Module 1-4 links to the Western Australian Curriculum

WA CURRICULUM ENGLISH – PRE PRIMARY		
Sub-strand	Content Description	On-entry Assessment Skills assessed
LANGUAGE		
Language for interacting with others	WAPELAI1 Explore how language is used differently at home, in school and in communities depending on the relationships between people	SPL Task 1 (Oral language) <i>Criteria 1: Participation and Engagement</i> <i>Criteria 2: Voice</i>
	WAPELAI2 Explore different ways of using language to express opinions, likes and dislikes	SPL Task 1 (Oral language) <i>Criteria 1: Participation and Engagement</i> <i>Criteria 4: Vocabulary</i>
Text structure, organisation and features	WAPELAT1 Understand that texts can take many forms, such as signs, books and digital texts	Not assessed in the on-entry assessment
	WAPELAT2 Recognise that some language in written texts is unlike everyday spoken language	Not assessed in the on-entry assessment
	WAPELAT3 Explore conventions of print and screen, including how books and simple digital texts are usually organised	Reading Task 3 (Cupcakes) <i>Question 1: "Can you show me the front of the book?"</i> <i>Question 2: "Can you show me where it says Cup Cakes?"</i> <i>Question 3: "Now, can you trace around a (word, letter)?"</i> <i>Question 4: "Can you show me where the story begins?"</i> <i>Question 5: "Show me where to begin reading"</i> <i>Question 6: "Show me which way to read on this page."</i> <i>Question 7: Matches written words to spoken words</i>
Language for expressing and developing ideas	WAPELALA1 Recognise that sentences are key units for expressing ideas	SPL Task 1 (Oral language) <i>Criteria 3: Coherence</i> Writing (Clever Max) <i>Criteria 6: Sentence Structure</i>
	WAPELALA2 Recognise that sentences are made up of groups of words that work together in particular ways to make meaning	Not assessed in the on-entry assessment
	WAPELALA3 Explore the contribution of images and words to meaning in stories and informative texts	Reading Task 4 (Clever Max) <i>Question 6: "Why are the leaves important in the story?"</i> <i>Question 7: "Why does Max look so happy here?"</i> <i>Question 8: "Why did Max wait?"</i>
	WAPELALA4 Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school	SPL Task 1(Oral language) <i>Criteria 4: Vocabulary</i> Writing (Clever Max) <i>Criteria 5: Listening</i>
	WAPELALA5 Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end	Writing (Clever Max) <i>Criteria 7: Sentence Punctuation</i> <i>Criteria 8: Other Punctuation</i>

Phonic and word knowledge	WAPELAP1 Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	SPL Task 2 (Initial and Final Sounds) <i>Question 1: "Which word starts with the same sound?"</i> <i>Question 2: "What sound is at the end?"</i> Reading Task 1 (Rhyming words) <i>Question 1: "Do these words rhyme?"</i> <i>Question 2: "Tell me another word that rhymes with..."</i>
	WAPELAP2 Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness)	Not assessed in the on-entry assessment
	WAPELAP3 Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents	Reading Task 2 (Letter Recognition) <i>Question 1 (upper case):</i> <i>"Can you tell me the name of this letter?"</i> <i>"Do you know what sound it makes?"</i> <i>Question 2 (lower case):</i> <i>"Can you tell me the name of this letter?"</i> <i>"Do you know what sound it makes?"</i>
	WAPELAP4 Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	Writing (Clever Max) <i>Criteria 9: Spelling</i>
	WAPELAP5 Use knowledge of letters and sounds to spell words	Writing (Clever Max) <i>Criteria 4: Text Structure</i> <i>Criteria 9: Spelling</i>
	WAPELAP6 Read and write some high-frequency words and other familiar words	Writing (Clever Max) <i>Criteria 1: Writes own name</i> <i>Criteria 9: Spelling</i>
	WAPELAP7 Explore how words are units of meaning and can be made of more than one meaningful part	Not assessed in the on-entry assessment

LITERATURE		
Literature and contexts	WAPELICO1 Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	Not assessed in the on-entry assessment
Engaging with and responding to literature	WAPELIEN1 Respond to stories and share feelings and thoughts about their settings, events and characters	Reading Task 4 (Clever Max) Question 3: <i>"What did Max really like doing?"</i> Question 4: <i>"How is Max feeling here? Why?"</i> Question 5: <i>"What is happening here?"</i>
Examining literature	WAPELIEX1 Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings	Not assessed in the on-entry assessment
	WAPELIEX2 Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs	Not assessed in the on-entry assessment
Creating literature	WAPELICR1 Retell and adapt literary texts through play and performance	Reading Task 4 (Clever Max) Question 2: <i>"I would like you to tell me what happened in the story."</i>

LITERACY		
Texts in context	WAPELYT1 Identify some familiar texts, such as stories and informative texts, and their purpose	Reading Task 3 (Cupcakes) <i>Question 10: "What do you think this tells us?" (recipe)</i>
Interacting with others	WAPELYI1 Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice including volume levels	SPL Task 1 (Oral language) <i>Criteria 1: Participation and Engagement</i> <i>Criteria 2: Voice</i> <i>Criteria 3: Coherence</i> <i>Criteria 4: Vocabulary</i> <i>Criteria 5: Listening</i>
Analysing, interpreting, and evaluating	WAPELYA1 Identify some differences between imaginative and informative texts	Not assessed in the on-entry assessment
	WAPELYA2 Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge	Reading Task 3 (Cupcakes) <i>Question 8: Reading accuracy (allow self-correcting)</i> <i>Question 11: "Can you read me anything on this page?"</i>
	WAPELYA3 Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to understand and discuss texts listened to, viewed or read	Reading Task 3 (Cupcakes) <i>Question 9: "What happened at the end of the story?"</i> Reading Task 4 (Clever Max) <i>Question 1: "What do you think this story will be about?"</i> <i>Question 2: "tell me what happened in the story."</i> <i>Question 3: "What did Max really like doing?"</i> <i>Question 6: "Why are the leaves important?"</i> <i>Question 7: "Why does Max look so happy here?"</i> <i>Question 8: "Why did Max wait?"</i>
Creating texts	WAPELYC1 Create written and multimodal texts for a range of purposes	Writing (Clever Max) <i>Criteria 4: Text Structure</i>
	WAPELYC2 Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features such as appropriate voice modulation	Not assessed in the on-entry assessment
	WAPELYC3 Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality	Writing (Clever Max) <i>Criteria 1: Writes own name</i> <i>Criteria 2: Purpose and Audience</i> <i>Criteria 3: Print Organisation</i> <i>Criteria 4: Text Structure</i>
	WAPELYC4 Explore the use of digital tools to create or add to a visual or spoken text	Not assessed in the on-entry assessment

WA CURRICULUM MATHEMATICS – PRE PRIMARY		
Sub-strand	Content Description	On-entry Assessment skills assessed
NUMBER AND ALGEBRA		
Understanding number	WAPMNAUN1 Say, read, write and order numbers up to 20, from any starting point. Count collections up to 20	Task 1: Number and Quantity <i>Question 2: "What number is on the card?"</i> <i>Question 3: "Which dot card matches the number on my card?"</i> Task 2: Number Sequence <i>Question 1: "Start from 1 and keep counting until I tell you to stop"</i> <i>Question 2: "What number comes straight after 7/18/39?"</i> <i>Question 3: "What number comes before 3/16/30?"</i> <i>Question 4: "... count backwards starting from 10"</i> Task 3: Principals of Counting <i>Question 1: "Who has more teddies?"</i> <i>Question 2: "So how many teddies are there?"</i> <i>Question 3: "How many teddies are there now?"</i> <i>Question 4: "Count teddies starting at the yellow one"</i> <i>Question 5: "Give me 17 teddies"</i> <i>Question 6: "Please get enough biscuits to give to all the teddies"</i> Task 5: Pattern, Position and Shape <i>Question 2: "I would like you to point to the 3rd teddy"</i> <i>Question 3: "I would like you to point to the 5th teddy"</i>
	WAPMNAUN2 Subitise, partition and compare small collections	Task 1: Number and Quantity <i>Question 1: "Tell me how many dots you see"</i> Task 4: Number Partitioning <i>Question 1: "I would like you to show me 6 fingers" - 3ways.</i> <i>Question 2&3: "How many teddies are hiding under my container?" (1)(3)</i>
	WAPMNAUN3 Explore grouping and sharing of small collections	Not assessed in the on-entry assessment
Patterns and relationships	WAPMNAP1 Copy and continue repeating patterns in everyday environments using a range of materials, sounds and movement	Task 5: Pattern, Position and Shape <i>Question 1: "I would like you to use your teddies to make a pattern the same as mine. Now I would like you to use more teddies to make your pattern go further"</i>
Financial mathematics	WAPMNAF1 Explore making purchases using coins, notes and debit cards	Not assessed in the on-entry assessment
Modelling with number	WAPMNAM1 Explore and represent familiar real-world situations involving adding, removing, grouping or sharing small collections using role-play or concrete materials	Not assessed in the on-entry assessment

MEASUREMENT AND GEOMETRY		
Two-dimensional space and structures	WAPMMGTW1 Sort, name and represent familiar two-dimensional shapes and recognise them within the environment	Task 5: Pattern, Position and Shape <i>Question 4: "Show me a circle/square/triangle/rectangle/oval"</i>
	WAPMMGTW2 Explore and directly compare the length of everyday items to say which is longer and explain reasoning	Task 6: Measurement <i>Question 1: "Which of these is longer – the pop stick or the string?"</i> <i>Question 2: "Which of these objects is the tallest?"</i>
	WAPMMGTW3 Show and describe position and movement in familiar locations	Task 5: Pattern, Position and Shape <i>Questions 2: "I would like you to point to the 3rd/5th teddy"</i> <i>Question 3: "Put the teddy in/on/near/under the box"</i>
Three-dimensional space and structures	WAPMMGTH1 Explore familiar three-dimensional objects in the environment	Not assessed in the on-entry assessment
	WAPMMGTH2 Explore capacity and directly compare containers to say which holds more and explain reasoning	Not assessed in the on-entry assessment
Non-spatial measurement	WAPMMGN1 Explore mass and directly compare everyday items by hefting	Task 6: Measurement <i>Question 3: "Which of these objects is the lightest?"</i> <i>Question 4: "Place these objects in order from heaviest to lightest"</i>
	WAPMMGN2 Sequence days of the week and times of the day, making connections to routines, and compare duration of familiar events using everyday language	Task 6: Measurement <i>Question 5: "What day will it be tomorrow"</i> <i>Question 6: "What day was it yesterday"</i>
PROBABILITY AND STATISTICS		
Probability	WAPMPSP1 Identify and describe familiar events using the everyday language of chance	Not assessed in the on-entry assessment
Statistics	WAPMPSS1 Collect, group and compare data using objects and images to answer questions	Not assessed in the on-entry assessment

WA CURRICULUM ENGLISH – YEAR 1		
Sub-strand	Content Description	On-entry Assessment Skills assessed
LANGUAGE		
Language for interacting with others	WA1ELAI1 Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands	SPL Module 2: Task 1 Oral language <i>Criteria 1: Participation and Engagement</i> <i>Criteria 2: Voice</i>
	WA1ELAI2 Explore language to provide reasons for likes, dislikes and preferences	SPL Module 2: Task 1 Oral language <i>Criteria 1: Participation and Engagement</i> <i>Criteria 4: Vocabulary</i>
Text structure, organisation and features	WA1ELAT1 Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	Not assessed in the on-entry assessment
	WA1ELAT2 Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs	Not assessed in the on-entry assessment
	WA1ELAT3 Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images	Writing Module 2: Task 1 The Lunch Boxes <i>Criteria 1: Writes own name</i> <i>Criteria 2: Purpose and Audience</i> <i>Criteria 3: Print Organisation</i>
Language for expressing and developing ideas	WA1ELALA1 Understand that a simple sentence consists of a single independent clause representing a single idea or event	SPL Module 2: Task 1 Oral language <i>Criteria 3: Coherence</i> Writing Module 2: Task 1 The Lunch Boxes <i>Criteria 6: Sentence Structure</i>
	WA1ELALA2 Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), and details, such as when, where and how (adverbs)	SPL Module 2: Task 1 Oral language <i>Criteria 3: Coherence</i> Writing Module 2: Task 1 The Lunch Boxes <i>Criteria 6: Sentence Structure</i>
	WA1ELALA3 Compare how images in different types of texts contribute to meaning	Not assessed in the on-entry assessment
	WA1ELALA4 Recognise the vocabulary in everyday contexts as well as learning are topics	SPL Module 2: Task 1 Oral language <i>Criteria 4: Vocabulary</i> Writing Module 2: Task 1 The Lunch Boxes <i>Criteria 5: Vocabulary</i>
	WA1ELALA5 Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns	Writing Module 2: Task 1 The Lunch Boxes <i>Criteria 7: Sentence Punctuation</i> <i>Criteria 8: Other Punctuation</i> Reading Module 2: Task 4 The Beach Ball <i>Question 11:</i> <i>1. What is this called? What do we do here? (full stop)</i> <i>2. What is this called? What is it for? (Question mark)</i> <i>3. What are these called? (Quotation marks)</i>

Phonic and word knowledge	WA1ELAP1 Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness)	Reading Module 2: Task 1 Rhyming words <i>Question 1: "What rhymes with (pin; sun; ball)?"</i> <i>Question 2: "Tell me another word that rhymes with (set/get; king/ting; door/four)"</i> SPL Module 2: Task 2 Words and sounds <i>Question 1</i> <i>"Tell me the sounds you hear in the word (sun; dog; sheep; train)"</i>
	WA1ELAP2 Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness)	SPL Module 2: Task 2 Words and sounds <i>Question 2</i> <i>"Say the word ___. Say it again but this time don't say /___/. What word is left?"</i>
	WA1ELAP3 Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words	Reading Module 2: Task 3 'ick' words <i>Question 1: "What is this word (kick; pick; stick; thick; sickly; sickness)?"</i>
	WA1ELAP4 Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound	Reading Module 2: Task 2 Letter Recognition <i>Question 1 (upper case):</i> <i>"Can you tell me the name of this letter?"</i> <i>"Do you know what sound it makes?"</i> <i>Question 2 (lower case):</i> <i>"Can you tell me the name of this letter?"</i> <i>"Do you know what sound it makes?"</i>
	WA1ELAP5 Spell one- and two-syllable words with common letter patterns	Writing Module 2: Task 1 The Lunch Boxes <i>Criteria 4: Text Structure</i> <i>Criteria 9: Spelling</i>
	WA1ELAP6 Read and write and increasing number of high-frequency words	Writing Module 2: Task 1 The Lunch Boxes <i>Criteria 9: Spelling</i>
	WA1ELAP7 Recognise and know how to use grammatical morphemes to create word families	Not assessed in the on-entry assessment

LITERATURE		
Literature and contexts	WA1ELICO1 Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	Not assessed in the on-entry assessment
Engaging with and responding to literature	WA1ELIEN1 Discuss literary texts and share responses by making connections with children's own experiences	Reading Module 2: Task 5 The Lunch Boxes <i>Question 2: "What is mum going to do with the things she is packing?"</i> <i>Question 3: "How did mum get the fish?"</i> <i>Question 4: "Why does Yanni say, Do you want some more?"</i> <i>Question 5: "What do these bubbles mean?"</i> <i>Question 6: "Zach and his mum are playing a guessing game. What did Zach guess today?"</i> <i>Question 7: "Zach is going into his school. Why are the cats following Zach?"</i> <i>Question 8: "Why does mum look surprised?"</i>
Examining literature	WA1ELIEX1 Discuss plot, character and setting in stories	Reading Module 2: Task 4 The Beach Ball <i>Question 1: "What do you think the book will be about?"</i> Reading Module 2: Task 5 The Lunch Boxes <i>Question 1: "Now I want you to retell the story in your own words."</i> <i>Question 2: "What is mum going to do with the things she is packing?"</i>
	WA1ELIEX2 Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme	Not assessed in the on-entry assessment
Creating literature	WA1ELICR1 Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools	Reading Module 2: Task 5 The Lunch Boxes <i>Question 1: "Now I want you to retell the story in your own words."</i> <i>Question 2: "What is mum going to do with the things she is packing?"</i>

LITERACY		
Texts in context	WA1ELYT1 Discuss different texts and identify some features that indicate their purposes	Reading Module 2: Task 4 The Beach Ball <i>Question 9: "What do you think this tells us?" (checklist)</i>
Interacting with others	WA1ELYI1 Use interaction skills, including turn taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	SPL Module 2: Task 1 Oral language <i>Criteria 1: Participation and Engagement</i> <i>Criteria 2: Voice</i> <i>Criteria 3: Coherence</i> <i>Criteria 4: Vocabulary</i> <i>Criteria 5: Listening</i>
Analysing, interpreting, and evaluating	WA1ELYA1 Describe some similarities and differences between imaginative, informative and persuasive texts	Not assessed in the on-entry assessment
	WA1ELYA2 Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge	Reading Module 2: Task 4 The Beach Ball <i>Question 2: "I'd like you to read the title of the book to me."</i> <i>Question 3: "Now read the rest of the book to me."</i> <i>Question 4: Running Record</i> <i>Question 10: "Can you read this page to me?"</i>
	WA1ELYA3 Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures	Reading Module 2: Task 4 The Beach Ball <i>Question 1: "What do you think this book will be about?"</i> <i>Question 5: "How did the ball get in the water?"</i> <i>Question 6: "Why didn't Dad get the ball for the children?"</i> <i>Question 7: "What did the children do after their ball went in the water?"</i> <i>Question 8: "At the end of the story, a man gave the ball back to the children. How did the man get the ball?"</i>
Creating texts	WA1ELYC1 Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words	Writing Module 2: Task 1 The Lunch Boxes <i>Criteria 4: Text Structure</i>
	WA1ELYC2 Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace	SPL Module 2: Task 1 Oral language <i>Criteria 1: Participation and Engagement</i> <i>Criteria 2: Voice</i>
	WA1ELYC3 Write words using unjoined lower- and upper-case letters	Writing Module 2: Task 1 The Lunch Boxes <i>Criteria 1: Writes own name</i> <i>Criteria 2: Purpose and Audience</i> <i>Criteria 4: Text Structure</i>
	WA1ELYC4 Explore features of familiar digital tools to create or add to texts	Not assessed in the on-entry assessment

WA CURRICULUM MATHEMATICS – YEAR 1

Sub-strand	Content Description	On-entry Assessment skills assessed
NUMBER AND ALGEBRA		
Understanding number	WA1MNAUN1 Say, read, write and order numbers to 120 and recognise the repetition of the 0–9 sequence of digits. Skip count collections by twos, fives and tens from zero	Task 1: Number Recognition and Sequence Question 1: “What number is on the card?” Question 2: “I’m going to start counting. ... 81, 82, 83, 84...” Question 3: “What number comes after (18, 39, 89)” Question 4: “What number comes before (16, 30, 80)?” Question 5: “I would like you to count backwards starting from 20” Question 6: “I’m going to start counting by (10’s, 2’s, 5’s)” Task 2: Principals of Counting Question 1: “How many teddies are there now?” Question 2: “Count teddies starting at the yellow one” Question 3: “I would like you to give me 17 teddies” Question 4: “Please get just enough biscuits to give to teddies” Task 5: Number Problems Question 1: “Count these counters by twos to see how many altogether”
	WA1MNAUN2 Explore different ways to represent and partition collections up to 100, including in groups of 10, using concrete materials	Task 3: Number Partitioning Question 1: “I would like you to show me 6 fingers”- 3 ways Question 5: “Which one of these cards shows 43 pencils?”
	WA1MNAUN3 Explore partitions of numbers with small collections using part-part-whole relationships	Task 3: Number Partitioning Question 2: “How many teddies are hiding under my container?” (1) Question 3: “How many teddies are hiding under my container?” (3) Question 4: “How many teddies are hiding under my container?” (6)
	WA1MNAUN4 Explore different ways to equally group or share collections	Task 5: Number Problems Question 5: “I have 20 lollies and there are 5 people. How many lollies do I need to give each person so that each person has the same number of lollies?” Question 6: “A farmer has 9 apples and each tree has 3 apples on it. How many apples are there altogether?”
	WA1MNAUN5 Explore and create a half by dividing a physical whole into two equal parts or a collection into two equal quantities, using the language of sharing and grouping	Task 6: Money, Fractions and Pattern Question 3: “Which one of these shapes shows one half coloured in?”
Patterns and relationships	WA1MNAP1 Continue and create repeating patterns. Explore and label repeating patterns to show how many of each element is in a repeat unit (core)	Task 6: Money, Fractions and Pattern Question 4: “I would like you to use the shape cards to continue the pattern.” Question 5: “I want you to find the pattern strip that has the same pattern as the strip in front of you.”

Calculating with number	WA1MNAC1 Manipulate collections to add and subtract quantities to 20 and beyond, exploring a range of strategies	Task 4: Number Partitioning Question 1: "I will (put 2 more teddies in; take 1 teddy out; put 2 more teddies in; take 2 teddies out; put 3 more teddies in; take 2 teddies out). How many teddies are in the container now?" Question 2: "I would like you to add these numbers together for me. You can add them in any order" (1, 3, 9; 4, 6, 7) Task 5: Number Problems Question 2: "If I have 5 cakes and I buy another 3 cakes, how many cakes do I have altogether?" Question 3: "There are 6 birds in a tree. Some of them flew away and now there are only 4 left. How many flew away?" Question 4: "I have 9 rabbits and I want to give each rabbit one carrot but I only have 7 carrots. How many more carrots do I need so that each rabbit gets one?"
Financial mathematics	WA1MNAF1 Explore different payment formats and identify Australian coins and notes, according to their value	Task 6: Money, Fractions and Pattern Question 1: "I would like you to tell me the names of these coins." Question 2: "I would like you to put these coins in order from the lowest value to the highest value."
Modelling with number	WA1MNAM1 Represent quantities and actions in real-world situations involving adding, taking away, sharing or equal groupings using role-play, concrete materials, drawings or numbers. Describe the meaning of the representations and answers in context	Not assessed in the on-entry assessment
MEASUREMENT AND GEOMETRY		
Two-dimensional space and structures	WA1MMGTW1 Name and classify familiar two-dimensional shapes based on sides and vertices using informal language	Task 7: Measurement and Shape Question 5: "Which cards have the same shape as the pentagonal prism?"
	WA1MMGTW2 Directly and indirectly compare lengths, including by counting uniform informal units	Task 7: Measurement and Shape Question 1: "Which of these is longer – the popstick or the string?" Question 2: "Which line is longer?"
	WA1MMGTW3 Give and follow directions within familiar locations	Not assessed in the on-entry assessment
Three-dimensional space and structures	WA1MMGTH1 Recognise, sort and name familiar three-dimensional objects and identify the two-dimensional shapes that comprise them	Not assessed in the on-entry assessment

	WA1MMGTH2 Directly and indirectly compare the capacities of a pair of containers	Not assessed in the on-entry assessment
Non-spatial measurement	WA1MMGN1 Directly compare the masses of two objects by hefting and using balance scales	Not assessed in the on-entry assessment
	WA1MMGN2 Read the time on digital clocks and make connections to routines. Explore and describe duration informally in years, months, weeks, days, hours, minutes and seconds	Task 7: Measurement and Shape <i>Question 3: "I am going to set a time on the clock and I want you to tell me what time is showing."</i> <i>Question 4: "I would like you to show me (8.00; 1.30)"</i>
PROBABILITY AND STATISTICS		
Probability	WA1MPSP1 Describe and reason about the likelihood of familiar events occurring, using the everyday language of chance	Not assessed in the on-entry assessment
Statistics	WA1MPSS1 Answer simple questions of interest by collecting and comparing categorical data to record frequencies	Not assessed in the on-entry assessment

WA CURRICULUM ENGLISH – YEAR 2		
Sub-strand	Content Description	On-entry Assessment skills assessed
LANGUAGE		
Language for interacting with others	WA2ELAI1 Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions	SPL Module 3 & 4: Task 1 Oral language <i>Criteria 1: Participation and Engagement</i> <i>Criteria 2: Voice</i>
	WA2ELAI2 Explore how language can be used for appreciating texts and providing reasons for preferences	Not assessed in the on-entry assessment
Text structure, organisation and features	WA2ELAT1 Explore how texts across learning areas are organised differently and use language features depending on purposes	Not assessed in the on-entry assessment
	WA2ELAT2 Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred	Not assessed in the on-entry assessment
	WA2ELAT3 Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop-down menus or links	Writing Module 3: Task 1 Tap Dancing Star Writing Module 4: Task 1 The Golden Carambola Tree <i>Criteria 1: Writes own name</i> <i>Criteria 2: Purpose and Audience</i> <i>Criteria 3: Print Organisation</i>
Language for expressing and developing ideas	WA2ELALA1 Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction	Writing Module 3: Task 1 Tap Dancing Star Writing Module 4: Task 1 The Golden Carambola Tree <i>Criteria 6: Sentence Structure</i>
	WA2ELALA2 Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups	SPL Module 3 & 4: Task 1 Oral language <i>Criteria 3: Coherence</i> Writing Module 3: Task 1 Tap Dancing Star Writing Module 4: Task 1 The Golden Carambola Tree <i>Criteria 6: Sentence Structure</i>
	WA2ELALA3 Understand that images add to or multiply the meanings of a text	Not assessed in the on-entry assessment
	WA2ELALA4 Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context	SPL Module 3 & 4: Task 1 Oral language <i>Criteria 4: Vocabulary</i> Writing Module 3: Task 1 Tap Dancing Star Writing Module 4: Task 1 The Golden Carambola Tree <i>Criteria 5: Vocabulary</i>
	WA2ELALA5 Recognise that capital letters are used in titles and commas are used to separate items in lists	Writing Module 3: Task 1 Tap Dancing Star Writing Module 4: Task 1 The Golden Carambola Tree <i>Criteria 7: Sentence Punctuation</i> <i>Criteria 8: Other Punctuation</i>

Phonic and word knowledge	WA2ELAP1 Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words	SPL Module 3 & 4: Task 2 Words and Sounds <i>Question 1: Initial sounds “Say the word (sun; bite; car). Say it again but instead of saying (s; b; c) say (f; k; j)”</i> <i>Question 2: Final sounds “Say the word (hop; big; track). Say it again but instead of saying (p; g; ck) say (t, n, p)”</i> <i>Question 3: Medial sounds “Say the word (let; bag; stall). Say it again but instead of saying (e; a; t) say (o; u; m)”</i>
	WA2ELAP2 Use phoneme-grapheme (sound-letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables	Not assessed in the on-entry assessment
	WA2ELAP3 Understand that a sound can be represented by various letter combinations	Not assessed in the on-entry assessment
	WA2ELAP4 Use phoneme-grapheme (sound-letter) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters, when reading and writing words of one or more syllables, including compound words	Reading Module 3: Task 1 Blending Sounds <i>Question 1: “What is this word? (pepper; pedal; punnet; practical; pentagon)”</i>
	WA2ELAP5 Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words	Writing Module 3: Task 1 Tap Dancing Star Writing Module 4: Task 1 The Golden Carambola Tree <i>Criteria 9: Spelling</i>
	WA2ELAP6 Build morphemic word families using knowledge of prefixes and suffixes	Not assessed in the on-entry assessment

LITERATURE		
Literature and contexts	WA2ELICO1 Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators	Not assessed in the on-entry assessment
Engaging with and responding to literature	WA2ELIEN1 Identify features of literary texts, such as character, events and settings, and give reasons for personal preferences	Reading Module 3: Task 2 Blackie's Holiday <i>Question 1: "What does the writing under the picture tell us?"</i> Reading Module 3: Task 3 Tap Dancing Star <i>Question 1: "Now I want you to retell me the story in your own words."</i> Reading Module 4: Task 2 The Golden Carambola Tree <i>Question 1: "Now I want you to retell me the story in your own words."</i>
Examining literature	WA2ELIEX1 Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways	Reading Module 4: Task 2 The Golden Carambola Tree <i>Question 6: "What did the brothers do after their father died?"</i> <i>Question 7: "What do these pictures show you?"</i> <i>Question 8: "What agreement did the younger brother and the phoenix make?"</i> <i>Question 9: "How did the younger brother behave when he saw the gold?"</i>
	WA2ELIEX2 Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes and songs	Not assessed in the on-entry assessment
Creating literature	WA2ELICR1 Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools	Not assessed in the on-entry assessment

LITERACY		
Texts in context	WA2ELYT1 Identify how similar topics and information are presented in different types of texts	Not assessed in the on-entry assessment
Interacting with others	WA2ELYI1 Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions	SPL Module 3 & 4: Task 1 Oral language <i>Criteria 1: Participation and Engagement</i> <i>Criteria 2: Voice</i> <i>Criteria 3: Coherence</i> <i>Criteria 4: Vocabulary</i> <i>Criteria 5: Listening</i> SPL Module 3: Task 3 Tap Dancing Star retell SPL Module 4: Task 2 The Golden Carambola Tree retell <i>Question 3: Oral sentence structure</i> <i>Question 4: Tone and pace</i> <i>Question 5: Sequencing</i>
Analysing, interpreting, and evaluating	WA2ELYA1 Identify the purpose and audience of imaginative, informative and persuasive texts	Not assessed in the on-entry assessment
	WA2ELYA2 Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies	Reading Module 3: Task 2 Blackie's Holiday <i>Question 2: "Now I'd like you to read the rest of the book to me."</i> <i>Question 3: Running Record</i> Reading Module 4: Task 1 Tiger and the Wind <i>Question 1: "Now I'd like you to read the rest of the book to me."</i> <i>Question 2: Running Record</i>

	<p>WA2ELYA3 Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes</p>	<p>Reading Module 3: Task 2 Blackie's Holiday <i>Question 4: "Why did Blackie have a holiday?"</i> <i>Question 5: "Tell me two things Kate did that showed she likes Blackie."</i> <i>Question 6: "Kate's family don't have a pet of their own. Show me the page where it tells us that."</i> <i>Question 7: "Did Blackie like staying with Kate? How do you know?"</i> <i>Question 8: "Why did Mum drop the washing?"</i> <i>Question 9: "Why did Dad open the kitchen window?"</i> <i>Question 10: "Why did Uncle Jim come home early?"</i> Reading Module 3: Task 3 Tap Dancing Star <i>Question 6: "What does that mean?"</i> <i>Question 7: "What is happening in these pictures?"</i> <i>Question 8: "What does that mean? (Li Ling was in heaven)"</i> <i>Question 9: "Why are there four different pictures on these two pages?"</i> <i>Question 10: "What is happening on these two pages?"</i> <i>Question 11: "What was the disaster?"</i> <i>Question 12: "How did Susie solve Li Ling's problem?"</i> <i>Question 13: "What makes you say that?"</i> Reading Module 4: Task 1 Tiger and the Wind <i>Question 3: "Why didn't the animals have enough food?"</i> <i>Question 4: "Rabbit had a clever plan. Why did the animals need Rabbit's plan?"</i> <i>Question 5: "Why did all the animals make a big racket?"</i> <i>Question 6: "Why did Tiger want Rabbit to tie him to the tree?"</i> <i>Question 7: "Rabbit and Tiger argued for a long time. Why didn't Rabbit tie Tiger up straight away?"</i> <i>Question 8: "How did Tiger and Rabbit behave differently in the story?"</i> <i>Question 9: "What makes you say that?"</i> <i>Question 10: "What lesson is this trying to teach us?"</i> Reading Module 4: Task 2 The Golden Carambola Tree <i>Question 10: "How is the older brother feeling here? Why is he feeling like that?"</i> <i>Question 11: "What does this tell you about the older brother?"</i> <i>Question 12: "Why did this happen?"</i> <i>Question 13: "Why did the author end the story with the older brother falling into the sea?"</i></p>
Creating texts	<p>WA2ELYC1 Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words</p>	<p>Writing Module 3: Task 1 Tap Dancing Star Writing Module 4: Task 1 The Golden Carambola Tree Criteria 4: Text Structure</p>

	<p>WA2ELYC2 Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace</p>	<p>SPL Module 3 & 4: Task 1 Oral language <i>Criteria 1: Participation and Engagement</i> <i>Criteria 2: Voice</i></p> <p>SPL Module 3: Task 3 Tap Dancing Star retell SPL Module 4: Task 2 The Golden Carambola Tree retell <i>Question 2: “Now I want you to retell the story in your own words.”</i> <i>Question 3: Oral sentence structure</i> <i>Question 4: Tone and pace</i> <i>Question 5: Sequencing</i></p>
	<p>WA2ELYC3 Write words legibly and with growing fluency using unjoined lower- and upper-case letters</p>	<p>Writing Module 3: Task 1 Tap Dancing Star Writing Module 4: Task 1 The Golden Carambola Tree <i>Criteria 1: Writes own name</i> <i>Criteria 2: Purpose and Audience</i> <i>Criteria 4: Text Structure</i></p>
	<p>WA2ELYC4 Use features of digital tools to create or add to texts</p>	<p>Not assessed in the on-entry assessment</p>

WA CURRICULUM MATHEMATICS – YEAR 2

Sub-strand	Content Description	On-entry Assessment skills assessed
NUMBER AND ALGEBRA		
Understanding number	WA2MNAUN1 Read, write and order numbers to at least 1020, including on a number line. Recognise the repetition of the 0–99 sequence of digits and the role of zero. Skip count forwards and backwards by twos, threes, fives and tens from any starting point	Task 1: Number Recognition and Sequence Question 1: "What number is on the card?" Question 2: "I'm going to start counting. When I stop, I want you to keep going. 81, 82, 83, 84..." "This time I'm going to start counting from a different number. When I stop I want you to keep going (194...)" Question 3: "I would like you to count backwards from 54" Question 4: "I would like you to place these number cards in a line from the lowest number to the highest number." Question 5: "I'm going to start counting by (10's, 2's, 5's, 3's). When I stop counting I would like you to keep going."
	WA2MNAUN2 Explore different ways to represent and partition two- and three-digit numbers, including in groups of 10 and 10 groups of 10 to make 100, using concrete materials, numbers and symbols	Task 2: Number Problems Question 1: "How many of the teddies are hiding under my container?" (5) Question 2: "How many of the teddies are hiding under my container now?" (11) Question 3: "Which one of these cards shows 43 pencils?"
	WA2MNAUN3 Explore the relationship between addition and subtraction with small collections using part-part-whole knowledge, numbers and symbols	Task 2: Number Problems Question 4: "Which one of these number sentences shows one way to work out the total number of spots?"
	WA2MNAUN4 Recall addition and subtraction facts to 10	Not assessed in the on-entry assessment
	WA2MNAUN5 Explore multiplication and division using repeated addition, equal grouping and arrays	Task 2: Number Problems Question 6: "I have 20 lollies and there are 5 people. How many lollies do I need to give each person so that each person has the same number of lollies?" Question 7: "A farmer has 9 apples and each tree has 3 apples on it. How many apples are there altogether?"
	WA2MNAUN6 Recognise, describe and create halves, quarters and eighths by repeatedly halving a physical whole or a collection	Task 4: Fractions, Money and Patterns Question 1: "Which shape shows (one half, one third, one quarter, one eighth)?"
Understanding equalities	WA2MNAUE1 Use the equality symbol to indicate the same value in number sentences involving addition and subtraction	Not assessed in the on-entry assessment
Patterns and relationships	WA2MNAP1 Recognise and continue increasing or decreasing additive patterns with collections and numbers, and identify missing elements in a pattern	Task 4: Fractions, Money and Patterns Question 4: "How many buttons will she need for the next box?" Question 5: "What number is missing? Can you describe the pattern?"

Calculating with number	WA2MNAC1 Add and subtract one- and two-digit numbers, using a range of strategies	Task 3: Addition – mental strategies <i>Question 1: “I would like you to add these numbers together for me. You can add them in any order” (1, 3, 9; 4, 6, 7)</i> <i>Question 2: “I would like you to add these numbers together for me. You can add them in any order” (2, 5, 8, 10; 6, 8, 12, 14)</i>
Financial mathematics	WA2MNAF1 Explore and describe the relationship between dollars (\$) and cents (c) and their value in the contexts of spending, saving and donating	Task 4: Fractions, Money and Patterns <i>Question 2: “I would like you to put these coins in order from the lowest value to the highest value.”</i> <i>Question 3: “how much money is here altogether?”</i>
Modelling with number	WA2MNAM1 Identify and represent real-world situations involving addition, subtraction, simple multiplication or division using objects or diagrams labelled with numbers and symbols that match the actions in the situation. Interpret the meaning of answers in context	Task 2: Number Problems <i>Question 5: “What is the difference in their ages?”</i>
MEASUREMENT AND GEOMETRY		
Two-dimensional space and structures	WA2MMGTW1 Identify and draw two-dimensional shapes and describe their similarities and differences using formal spatial language	Task 5: Measurement, Shape and Location <i>Question 6: “Show me the cards that have the same shapes as the pentagonal prism. Show me how many of each shape you would need to make a pentagonal prism.”</i>
	WA2MMGTW2 Estimate, measure and compare lengths by choosing appropriate uniform informal units and placing end to end without gaps or overlaps	Task 5: Measurement, Shape and Location <i>Question 1: “Which line is longer? Now which line is longer?”</i>
	WA2MMGTW3 Explore and directly compare the areas of two shapes by superimposing one over the other	Not assessed in the on-entry assessment
	WA2MMGTW4 Explore quarter-, half- and full turns in everyday situations	Not assessed in the on-entry assessment
	WA2MMGTW5 Locate positions and pathways on simple maps of familiar locations	Task 5: Measurement, Shape and Location <i>Question 7: “What is the first building Tom passes on his right – the library, the bakery, the bank or the church?”</i>
Three-dimensional space and structures	WA2MMGTH1 Manipulate, visualise and name familiar three-dimensional objects, informally describe features and connect to common uses	Not assessed in the on-entry assessment

	WA2MMGTH2 Estimate, measure and compare the capacities of different containers using uniform informal units	Not assessed in the on-entry assessment
Non-spatial measurement	WA2MMGN1 Estimate and compare masses of objects using balance scales and uniform informal units	Not assessed in the on-entry assessment
	WA2MMGN2 Tell time to the hour, half- and quarter-hour on analog and digital clocks. Identify the date and determine the duration between two events in days using a calendar	Task 5: Measurement, Shape and Location <i>Question 2: "I am going to set a time on the clock and I want you to tell me what time is showing." (3.00; 10.30; 7.15)</i> <i>Question 3: "I would like you to show me..." (8.00; 1.30; 4.45)</i> <i>Question 4: "I would like you to say the months of the year in order, starting with January."</i> <i>Question 5:</i> <i>"a) How many days are in July?</i> <i>b) What day is the 18th July?</i> <i>c) What is the date of the first Saturday in July?</i> <i>d) What day is the 1st of August going to be?</i> <i>e) What day was the 30th of June"</i>
PROBABILITY AND STATISTICS		
Probability	WA2MPSP1 Classify familiar events involving chance as being 'possible' or 'impossible' and using the everyday language of chance to compare the likelihood of them happening	Not assessed in the on-entry assessment
Statistics	WA2MPSS1 Describe and interpret real-life data represented in lists, tables and one-to-one block and picture graphs	Not assessed in the on-entry assessment
	WA2MPSS2 Choose and answer questions of interest by collecting and comparing categorical data. Display data using lists, tables and one-to-one block and picture graphs	Not assessed in the on-entry assessment

APPENDIX B

B.1: Checklists for principals and teachers

CHECKLIST FOR PRINCIPALS		
	TASK	✓
BEFORE	Read the <i>Handbook for principals, teachers and administrators</i> , understand and accept the terms of use of the assessment.	
	Ensure that all Compass/DAM data is up to date and teachers can access their classes.	
	Ensure parents/care givers of participating students are informed of the assessment program.	
	Liaise with the classroom teacher and parents/care givers of students who require exemptions.	
	Ensure that exemption/withdrawal forms are completed, signed and entered in the online system. Signed forms must be kept on file at the school	
	Ensure teachers have all required resources.	
	Determine ways teachers will be supported, e.g. teacher relief, to facilitate preparation and administration of assessments.	
	Collaborate with participating teachers to ensure that the assessment tasks are conducted in the same way and around the same time across the school (this will contribute to valid comparisons).	
DURING	Download the <i>Assessment Status</i> report on a regular basis to view the progress of the assessment program.	
	Provide teachers with ongoing support to ensure they can administer the tasks within the assessment period.	
	Ensure that teachers are administering the tasks correctly and consistently.	
AFTER	Ensure that teachers have uploaded their data to the online assessment system.	
	Ensure that teachers have destroyed all Record sheets and Administration instructions.	
	Download the Guide to Reporting to familiarise with the reports and to guide teachers to use the information for classroom and school planning and delivery.	
	Plan time with teachers to generate and analyse assessment results in reports, and how data will inform classroom planning.	
	Ensure that all physical resources have been stored securely for the next assessment period.	

CHECKLIST FOR TEACHERS		
	TASK	✓
BEFORE	Read the <i>Handbook for principals, teachers and administrators</i> , understand and accept the terms of use of the assessment.	
	Access the <i>Preview</i> section of the online application to familiarise yourself with the assessments.	
	Ensure parents/care givers of participating students are informed of the assessment program.	
	Identify students who require adjustments for disability or exemptions.	
	Liaise with the principal and parents/care givers to complete exemptions process for pre-primary students and enter the exemptions online.	
	Assign assessments for participating Year 1 and Year 2 students.	
	Ensure that you have all required resources readily available including resources that require assembling and those provided by the school.	
	Collaborate with the principal and all participating teachers to ensure that the assessment tasks are conducted in the same way and around the same time across the school (this will contribute to valid comparisons).	
	If using paper copies, download the required <i>Record sheets</i> and <i>Task instructions</i> . These are in word format so that names can be entered before printing.	
	Ensure that you have access to a quiet area for the tasks to be conducted away from the group.	
DURING	Ensure that each child feels comfortable and confident during the assessment.	
	Ensure that the students you are assessing are not distracted by others in the class.	
	Ensure that the tasks are administered correctly and consistently with other teachers.	
	Ensure the instruction for the questions are not altered or adjusted during delivery.	
	Ensure students' writing is marked using the Writing Marking Guide	
	Ensure that students' responses are recorded accurately.	
AFTER	If using paper copies, upload all responses recorded on the <i>Record sheets</i> to the online assessment system.	
	Destroy all <i>Record sheets</i> and <i>Administration instructions</i> .	
	Download the Guide to Reporting and familiarise yourself with the reports and how they can be utilised in the classroom/school.	
	Ensure that all physical resources have been stored securely for the next assessment period.	

B.2: Resources for Modules 1-4

Module 1 - resources (by assessment, task and question)

SPEAKING AND LISTENING				
Task	Resource/s	Question/s	Source	Quantity
Initial and final sounds	initial sounds picture card	1	resource kit	1
	blank paper		class/school	1
READING				
Task	Resource/s	Question/s	Source	Quantity
Letter Recognition	letter recognition card	Q1&2	resource kit	1
	blank paper		class/school	1
Cupcakes	<i>Cup Cakes</i> reading book	Q1—11	resource kit	1
Clever Max	<i>Clever Max</i> reading book	Q1—8	resource kit	1
WRITING				
Task	Resource/s	Question/s	Source	Quantity
Clever Max writing	<i>Clever Max</i> reading book	C1—9	resource kit	1
	a blank piece of paper per student		class/school	1 per student
	writing/drawing equipment		class/school	
	On-entry Writing Marking Guide		website	1
NUMERACY				
Task	Resource/s	Question/s	Source	Quantity
Number and Quantity	dot cards -random dots only	Q1&3	resource kit	1 set (11)
	number cards	Q2&3	resource kit	1 set (11)
Principles of Counting	coloured plastic teddies (same size)	Q1—6	class/school	approx. 25
	Counters (same colour if possible)	Q6	class/school	container
Number partitioning	coloured plastic teddies	Q2&3	class/school	container
	opaque container			1
Pattern, Position and Shape	coloured plastic teddies	Q1—3	class/school	container
	container with lid	Q3	class/school	1
	'train' shape card	Q4	resource kit	1
Measurement	pop stick	Q1	class/school	1
	string – 1cm longer than pop stick			
	3D containers (see below for details)	Q2—4	resource kit	1 set (3)
	A3 sheet (circle on left-hand side)	Q4	website	1

* Before sealing the 3D containers, insert a zip-lock bag of rice with the following weights:

'cereal box' – 200 g 'milk carton' – 100 g 'treasure chest' - empty

Module 2 - resources (by assessment, task and question)

READING				
Task	Resource/s	Question/s	Source	Quantity
Letter Recognition	letter recognition card (double sided – upper and lower case)	Q1 & 2	resource kit	1
	blank paper		class/school	1
‘ick’ words	'ick' words card	Q1	resource kit	1
The Beach Ball	<i>The Beach Ball</i> reading book	Q1—11	resource kit	1
	The Beach Ball running record sheet	Q3&4	website	1 per student
The Lunch Boxes	<i>The Lunch Boxes</i> reading book	Q1—8	resource kit	1
WRITING				
Task	Resource/s	Question/s	Source	Quantity
The Lunch Boxes writing	<i>The Lunch Boxes</i> reading book	C1—9	resource kit	1
	writing paper		class/school	
	writing/drawing equipment		class/school	
	On-entry Writing marking guide		website	1
NUMERACY				
Task	Resource/s	Question/s	Source	Quantity
Number recognition	number cards (12,40,21,78,18,109)	Q1	resource kit	1 set (6)
Principles of Counting	coloured plastic teddies	Q1—4	class/school	container
	counters	Q4	class/school	container
Number partitioning	coloured plastic teddies	Q2—4	class/school	container
	opaque container, e.g., ice-cream		class/school	1
	place value cards (pencils)	Q5	resource kit	1 set (6)
Addition and subtraction – mental strategies	coloured plastic teddies	Q1	class/school	container
	container with lid		class/school	1
	number cards (1, 3, 4, 6, 7, 9)	Q2	resource kit	1 set (6)
Number problems	counters	Q1	class/school	container
	counters, ruler, pencils, paper	Q2—6	class/school	assorted
Money, Fractions and Pattern	plastic Australian coins	Q1&2	class/school	1 set
	fractions/lines card (A4 double sided)	Q3	resource kit	1
	pattern strips (2 A3 require cutting)	Q4&5	resource kit	1 set (6)
	2D shape cards (1 A3 require cutting)	Q4	resource kit	1 set (24)
Measurement and Shape	pop stick	Q1	class/school	1
	string – 1cm longer than pop stick			
	fractions/lines card (A4 double sided)	Q2—4	resource kit	1
	2 cm blocks (preferably not unifix)	Q2	class/school	container
	clock (teaching style)	Q3&4	class/school	1
	3D prism (requires construction)	Q5	resource kit	1
	2D shape cards			1 set (24)

Module 3 - resources (by assessment, task and question)

SPEAKING AND LISTENING				
Task	Resource/s	Question/s	Source	Quantity
story retell	<i>Tap Dancing Star</i> reading book	Q2—5	resource kit	1
READING				
Task	Resource/s	Question/s	Source	Quantity
Blending sounds	‘p’ words card	Q1	resource kit	1
Blackie’s Holiday	<i>Blackie’s Holiday</i> reading book	Q1—10	resource kit	1
	Blackie’s Holiday running record sheet	Q2&3	website	1 per child
Tap Dancing Star	<i>Tap Dancing Star</i> reading book	Q1—13	resource kit	1
WRITING				
Task	Resource/s	Question/s	Source	Quantity
Tap Dancing Star writing	<i>Tap Dancing Star</i> reading book	C1—9	resource kit	1
	writing paper		class/school	
	writing/drawing equipment		class/school	
	On-entry Writing marking guide		website	1
NUMERACY				
Task	Resource/s	Question/s	Source	Quantity
Number	number cards	Q1&4	resource kit	1 set (7)
Number problems	coloured plastic teddies	Q1&2	class/school	Approx. 20
	opaque container			1
	place value cards (pencils)	Q3	resource kit	1 set (5)
	‘ladybird’ card	Q4	resource kit	1
	‘Jim is 91...’ card	Q5	resource kit	1
	counters, ruler, pencils, paper	Q6&7	class/school	assorted
Addition - mental strategies	number cards (1-14)	Q1&2	resource kit	1 set (6)
Fractions, Money, and Pattern	fractions card	Q1	resource kit	1
	plastic Australian coins	Q2&3	class/school	1 set
	‘buttons’ pattern card	Q4	resource kit	1
	‘missing number’ pattern card	Q5	resource kit	1
Measurement, Shape and Location	two lines/map card (A4 double sided)	Q1	resource kit	1
	1 cm & 2 cm blocks (not unifix)		class/school	container
	clock (teaching style)	Q2&3	class/school	1
	‘July’ calendar card	Q5	resource kit	1
	3d prism (requires construction)	Q6	resource kit	1
	2D shape cards (requires cutting)			1 set (24)
	A4 map card	Q7	resource kit	1

Module 4 - resources (by assessment, task and question)

SPEAKING AND LISTENING				
Task	Resource/s	Question/s	Source	Quantity
The Golden Carambola Tree retell	<i>The Golden Carambola Tree</i> reading book	Q2—5	resource kit	1
READING				
Task	Resource/s	Question/s	Source	Quantity
Tiger and the Big Wind	<i>Tiger and the Big Wind</i> reading book	Q1—10	resource kit	1
	Tiger and the Big Wind running record sheet	Q1&2	website	1 per student
The Golden Carambola Tree	<i>The Golden Carambola Tree</i> reading book	Q1—13	resource kit	1
WRITING				
Task	Resource/s	Question/s	Source	Quantity
The Golden Carambola Tree writing	<i>The Golden Carambola Tree</i> reading book	C1—9	resource kit	1
	writing paper		class/school	
	writing equipment		class/school	
	On-entry Writing marking guide		website	1