

## Learning Story Assessment

**Child / children:** Elle, Jamie, Mishka    **Date:** 10 March 2008    **Observer:** Cathie Zelas

**Learning context:** English: level 1

Listening, Reading and Writing (strand); language features (substrand); Students will recognise and begin to understand how language features are used for effect within and across texts (AO): shows some knowledge of text conventions (indicator)

**Intended learning:**

The children will reinforce their emerging reading skills through choosing an independent reading activity off the reading choice board.

**Learning activity:**

Independent reading activities.

**Observations:**

Each day during reading time the children have time to practise their literacy skills by choosing an independent activity from our reading choice board. Today when they had finished their reading lesson with me, Elle, Jamie and Mishka chose to play a reading game stepping on foot steps with high frequency words on them and reading each word. They pretended the mat was a river and the words were stepping stones to get across it. The three children took turns to go across. They helped each other to read the words.



**Review: What learning happened here?**

**Key competencies:**

Jamie, Elle and Mishka are becoming familiar with class routines at reading time and are able to make a sensible choice of activity (managing self). They were able to work cooperatively together and take turns (relating to others).

**Learning areas:**

The children are developing some emergent reading skills. They are able to recognise and read some high frequency words.

**Next steps: Where to next with this learner?**

A: scaffold

B: celebrate and consolidate

C: increase complexity

Celebrate and consolidate: Share this learning story with the class as an example of making good independent choices at reading time.

Increase complexity: Encourage the children to add in more high frequency words.