

THE YEAR 2 DIAGNOSTIC NET

Information for parents

A Queensland Government Initiative
Supporting Literacy and
Numeracy Development
in the Early Years
of Schooling



Why was the Year 2 Diagnostic Net introduced?

It is important to ensure that all children achieve the highest possible standards of literacy and numeracy.

It is now widely acknowledged that a crucial aspect of improving literacy and numeracy standards is the early identification of children who may require additional support in these areas.

The Year 2 Diagnostic Net is a process of monitoring and reporting on children's development in aspects of literacy and numeracy.

- using specially designed assessment tasks to confirm their assessment;
- providing learning support for children;
- reporting to parents about their child's development in aspects of literacy and numeracy.

How is your child's literacy and numeracy development monitored?

To monitor your child's progress in Years 1, 2 and 3, teachers use commonly agreed milestones, or *key indicators*, of learning and development in aspects of literacy and numeracy. These indicators of development provide teachers with a common framework for observing your child's literacy and numeracy development in the early childhood years.

The indicators are grouped into *phases* of development. The way the indicators are grouped reflects the general patterns of learning that are typical in young children.

What does the Year 2 Diagnostic Net involve?

The Year 2 Diagnostic Net involves teachers of children in Years 1, 2 and 3 in:

- carefully monitoring each child's learning and development in aspects of literacy and numeracy;

Example — Phase B of Writing Developmental Continuum

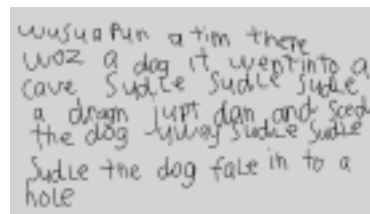
Phase A	Phase B	Phase C	Phase D	Phase E	Phase F
<i>Role Play Writing</i>	<i>Experimental Writing</i>	<i>Early Writing</i>	<i>Conventional Writing</i>	<i>Proficient Writing</i>	<i>Advanced Writing</i>

Experimental Writing

Children operating in this phase are aware that speech can be written down and that written messages remain constant. They understand the left-to-right organisation of print and experiment with writing letters and words.

The key indicators for this particular phase include:

- reading back own writing;
- attempting familiar forms of writing — e.g. lists, letters, stories, messages;
- writing using simplified structures of oral language — see sample at right;
- using writing to convey meaning;
- realising that print contains a message that does not change;
- writing from left to right and from top to bottom;
- demonstrating one-to-one correspondence between the written and the spoken word;
- relying heavily on the most obvious sounds of a word when writing — e.g. 'hd' for 'heard'.



Once upon a time there was a dog. It went into a cave. Suddenly, suddenly, suddenly, a dragon jumped down and scared the dog away. Suddenly, suddenly, suddenly, the dog fell into a hole.

The complete set of phases for a focus area is referred to by teachers as a *developmental continuum*. Examples of indicators in Writing and Number are included in this leaflet.

How do teachers confirm their observations about your child's literacy and numeracy skills?

To assist teachers in identifying those children who may benefit from additional support, some specially designed assessment tasks will be administered by teachers of Year 2 children. These tasks will be completed individually with those children who have been experiencing difficulty in some aspect of literacy or numeracy.

The results of these assessment tasks enable teachers to confirm their judgments about children's progress. This assessment process is called *validation*.

It is optional for teachers to use this process more widely to confirm their assessment of children's progress.

How do teachers use this information to support children's learning?

In response to information about children's development, teachers make adjustments to learning programs. Some children will receive additional support that takes into account their particular learning needs.

This support may range from being involved in a modified learning program in the classroom to receiving individual tutoring.

Support is provided by classroom teachers, key teachers and trained tutors.


How do schools report to parents?

As part of the Year 2 Diagnostic Net, a standard written report will be sent to the parents of children in Years 1, 2 and 3. This report tells you the phase in which your child is operating and provides a brief description

Example — Phase C of Number Developmental Continuum

Phase A	Phase B	Phase C	Phase D	Phase E	Phase F
Exploring the Environment	Early Discoveries in Number	Beginning Number Study	Early Place Value	Early Operations	Extended Place Value

Teacher's instruction:
Write the number 10, write its name and draw a picture to show 10.

Child's response:
Name: nina
10
Ten


Beginning Number Study

Children operating in this phase are becoming familiar with the standard way of recording numbers in digit and word forms. They can compare the size of groups by matching items or by sight if the number of items is three or less. Children demonstrate an understanding of the concept of addition and are able to recall particular addition facts to 10.

The key indicators for this phase include:

- counting forwards and backwards;
- demonstrating an understanding of one-to-one correspondence;
- counting rationally;
- comparing and classifying numbers from zero to 10;
- representing numbers from zero to 10;
- demonstrating an understanding of the concept of addition;
- calculating, explaining and recording addition situations to 10;
- recalling and explaining particular addition facts to 10;
- solving problems using a variety of strategies;
- demonstrating an understanding of concepts associated with money.

of that phase. Your child's teacher may also comment on your child's progress. Education systems may vary in the number of focus areas of literacy and numeracy about which they report to parents.

Following the written report, you will be invited to discuss your child's progress with his or her teacher. At this meeting, the teacher will show you your child's *Individual Student Profiles*, which contain detailed information about your child's learning and development in aspects of literacy and numeracy.

YEAR 2 REPORT — LITERACY AND NUMERACY (1 of 2)
Information for parents: part of the Year 2 Diagnostic Net

Name: Lee Jacques Class: 2C Teacher: Mr Clark Semester: 2 Year: 1997

Key: Your child is exhibiting all of the key indicators of this phase of development. Your child is exhibiting some of the key indicators of this phase of development.

<p>Phase A <input type="checkbox"/> ROLE PLAY READING Children display reading-like behaviour in their recreational stories for themselves. They show a natural interest in books and the language of print.</p>	<p>Phase B <input type="checkbox"/> EXPERIMENTAL READING Readers use memory of familiar words to match some spoken words and written words. They realise that print conveys a coherent message and begin pointing to words. They may comment on pictures, but seldom question written text.</p>	<p>Phase C <input checked="" type="checkbox"/> EARLY READING Readers may read unfamiliar texts slowly and laboriously as they focus on reading exactly what is on the page. Readers are beginning to reflect on their own strategies, e.g. for working out unknown words. They sometimes comment on and question texts.</p>	<p>Phase D <input type="checkbox"/> TRANSITIONAL READING Readers are beginning to integrate a variety of reading strategies. They are able to adapt their reading to different types of text. With teacher support they will comment on and choose texts.</p>	<p>Phase E <input type="checkbox"/> INDEPENDENT READING Reading is purposeful and automatic. Readers are only aware of reading strategies being employed when encountering difficulty, not for reading for a specific purpose. Readers have greater ability to make connections between what is current knowledge and what is new. They may challenge texts, drawing on evidence from their own experience.</p>
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Comments: Lee understands that the meaning in the print remains constant and uses her background knowledge to gain that meaning. She is becoming more confident with familiar texts and is developing good strategies for self-correction.

<p>Phase A <input type="checkbox"/> ROLE PLAY WRITING Children are beginning to come to terms with a new aspect of language: that of written symbols. They experiment with marks on paper with the intention of communicating a message or enacting a role-play.</p>	<p>Phase B <input type="checkbox"/> EXPERIMENTAL WRITING Children are aware that speech can be written down and that written messages remain constant. They experiment with marks on organisation of print and experiment with writing letters and words.</p>	<p>Phase C <input checked="" type="checkbox"/> EARLY WRITING Children write about topics which are personally significant. They are beginning to consider audience needs. They have a sense of audience but may only be able to deal with one or two elements of writing at one time, e.g. spelling but no punctuation.</p>	<p>Phase D <input type="checkbox"/> CONVENTIONAL WRITING Writers are familiar with most aspects of the writing process and are able to select forms to suit different purposes. Their control of structure, punctuation and spelling may vary according to the complexity of the writing task.</p>	<p>Phase E <input type="checkbox"/> PROFICIENT WRITING Writers have developed a personal style of writing and are able to manipulate forms of writing to use their purposes. They have control over spelling and punctuation. They choose from a large vocabulary and their writing is coherent, coherent and satisfying.</p>
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Comments: Lee is able to state her ideas clearly when attempting different texts. Her sentences are becoming more complex, with capital letters being used often.

NUMERACY (2 of 2)

Your child is exhibiting some of the key indicators of this phase of development.

<p>Phase D <input checked="" type="checkbox"/> EARLY PLACE VALUE Children are developing an understanding of the concept of place value when applied to two-digit numbers — this is the relative value of digits in the tens and ones places. They can read, write, compare and classify numbers to 99. Children can also represent these numbers using a range of materials, and count to 100.</p>	<p>Phase E <input type="checkbox"/> EARLY OPERATIONS Children's understanding of place value now extends to three-digit numbers. They are demonstrating an understanding when they analyse, compare, classify and record numbers to 999. Children are also representing these numbers using pictorial mathematical materials and their counting strands to 100. They are using mathematical language when describing number relationships and their representations.</p>
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Comments: Lee demonstrates an understanding of the concepts of addition and subtraction when solving problems that involving numbers to 99. They are able to explain addition and subtraction calculations using mathematical language. Children can recall the basic addition facts to 18 and apply these facts when adding numbers to 99. Children can also recall most subtraction facts to 10.

Lee is adding facts to 9+9 and is exhibiting when applied to numbers to 99.

(Date) 20-10-97 (Parent/Guardian's signature) _____ (Date) _____

School: _____



How can parents find out more about the Net?

To ensure that each child's learning progresses, it is vital that schools and parents work together. It is therefore important that parents fully understand the Net process, which aims to promote each child's literacy and numeracy learning. You will receive more detailed information about aspects of your child's literacy and numeracy learning in the brochures:

- Supporting your child's number development;
- Supporting your child's reading development; and
- Supporting your child's writing development.

If you would like more information about the Year 2 Diagnostic Net, please contact your school principal or your child's teacher.