Progress Markers for reading, writing, and maths

Te Kāwanatanga o Aotearoa
New Zealand Government

Te Tāhuhu o te Mātauranga
Ministry of Education

	Reading	Writing	Maths
At the end of the first 6 months	By the end of the first six months at school, students who are proficient in reading, can: • name every letter of the alphabet • match each single letter grapheme to a corresponding short-vowel or consonant phoneme • fluently read consonant-vowel-consonant (CVC) words with short vowels, such as cat, pen and dog • retell key events from texts that are read to them, with the support of visuals or props.	By the end of their first six months at school, students who are proficient in writing, can: • form most lowercase letters correctly and legibly, with each letter sitting on the line • identify the dominant phonemes in words and use their phoneme-to-grapheme knowledge to record them in the correct order • correctly spell five or more words from their oral vocabulary, including their own name • say a sentence, write it down, and end it with a full stop.	By the end of their first six months at school, students who are proficient in maths, can: • show development in number sense and spatial reasoning • subitise small quantities and use materials to represent addition and subtraction • copy and continue repeating sequences • explain their thinking, showing an emerging understanding of the patterns in numbers • match familiar shapes regardless of size or colour, and sort them based on a single attribute • explain their reasoning and justify their classifications, demonstrating foundational geometric thinking.
At the end of the first year	By the end of the first year at school, students who are proficient in reading, can: • show knowledge of the most common phoneme for all consonant digraphs and some long vowel graphemes • fluently read one syllable words that include adjacent consonants, consonant digraphs, and some long vowel graphemes • read Year 1 texts - which include simple and compound sentences - with understanding of explicitly stated content • make connections with texts that are read to them by thinking about and sharing their opinions and knowledge of topics and personal experiences.	By the end of the first year at school, students who are proficient in writing, can: • form most letters correctly and legibly, with consistent size, appropriate spacing, and placement on the line • segment the words they want to write into phonemes and apply their knowledge of grapheme-phoneme correspondences to produce readable spellings • write in complete sentences using capital letters and full stops accurately.	By the end of Year 1, students who are proficient in mathematics, can: • demonstrate number sense and spatial reasoning • confidently represent numbers up to 20 in multiple ways, recognising teen numbers as combinations of ten and another digit • use materials to investigate addition and subtraction problems and counting patterns such as twos to 20 and tens to 100 • use equal groups and skip counting to build early multiplication and division concepts, allowing them to generalise patterns and relationships between numbers • investigate and continue repeating spatial patterns and identify and sort familiar 2D shapes according to a single attribute • directly compare and order data in a picture graph, and follow simple movement instructions, demonstrating an ability to represent and connect spatial ideas with everyday experiences.
At the end of the second year	By the end of the second year at school, students who are proficient in reading, can: • fluently read one and two syllable words with long-vowel graphemes, diphthongs, and r-controlled vowels • read year 2 texts - which include complex sentences - with accuracy and understanding of explicit content and make simple inferences about implied content • make a simple statement about what the text helps them to understand • make connections with texts that are read to them by thinking about and sharing their opinions and knowledge of other texts.	By the end of the second year at school, students who are proficient in writing, can: • form all letters correctly and legibly, with appropriate size, placement, and spacing • spell words accurately, including those with adjacent consonants, consonant blends, and some long vowel patterns • plan and write a short series of sentences—both simple and compound—to tell a story, share information on a topic, or express an opinion.	By the end of Year 2 students who are proficient in mathematics can: • use their number sense and spatial reasoning by solving problems across the different strands of mathematics and statistics • recognise patterns and relationships when using place value to read, write, and compare numbers up to 120, including distinguishing between numbers that may look or sound similar • count fluently in 2s, 5s and 10s, identify number structures, and solve addition and subtraction problems within 100 • generalise about odd and even numbers • identify a half, quarter and a third from representations • represent multiplication and division problems through equal grouping and sharing, supported by skip counting, number lines, arrays, and materials • classify shapes, and use spatial reasoning to transform them, laying the groundwork for future geometric thinking • use observation to make generalisations about repeating patterns and predict further elements in a pattern • compare, order, and measure length, mass, time, and capacity • sort and classify information into categories and make statements about the data make statements about the data.

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At the end of the third year	By the end of the third year at school, students who are proficient in reading, can: • fluently read multi-syllable words with a wide range of grapheme-phoneme correspondences, prefixes, and suffixes • read year 3 texts - which are organised in paragraphs - with accuracy and understanding, and make simple inferences based on ideas in the text and their prior knowledge • use information from different parts of a text to make a statement about the text's key meanings or messages • make connections with texts that are read to them by drawing on their knowledge of the world, and discuss different ways a text could be viewed or understood.	By the end of the third year at school, students who are proficient in writing, can: • produce legible handwriting with automaticity • accurately spell most single-syllable words with long vowel patterns, as well as some words with simple suffixes or contractions • write using a range of sentence structures, including complex sentences, to express their ideas • write stories that describe lived or imaginary events • write single-paragraph texts that develop an idea or opinion about a topic.	By the end of Year 3, students who are proficient in mathematics, can: • use their number sense and spatial reasoning and apply their knowledge across different strands of learning • represent numbers up to 1,000, showing a solid grasp of place value • connect their rounding and place value knowledge to make estimations • demonstrate they are fluent in addition and subtraction facts to 20 and can generalise and apply these using place value • explain and justify their thinking using both mental and written methods, particularly when working with addition and subtraction • recall multiplication and division facts (2s, 3s, 5s and 10s) • demonstrate fraction knowledge by identifying and comparing fractions in sets, number lines, and shapes using materials to support their reasoning • connect ideas about shape, attributes, and measurements • notice and describe symmetry in patterns and everyday objects • collect meaningful information, represent it clearly using dot plots and bar graphs, and draw conclusions about their findings.
Year 4	By the end of Year 4, students who are proficient in reading, can: • fluently read year 4 texts – which include some abstract and implicit content – with accuracy and expression that reflects their understanding • make inferences based on information that is easy to find in the text • show knowledge of common structure, language and visual features of poems, narratives, information texts, and persuasive texts, and identify how these features are used to communicate ideas • identify how people or places are presented in a text and explain how that influences the audience's point of view.	By the end of Year 4, students who are proficient in writing, can: • spell many multisyllabic words with long vowels and common affixes correctly • plan and write with a clear audience in mind, selecting appropriate text types and vocabulary suited to the purpose of their writing • write non-fiction paragraphs that include a topic sentence, supporting detail sentences, and a concluding sentence • write narratives that introduce characters and a setting followed by a clear sequence of events.	By the end of Year 4, students who are proficient in mathematics, can: • solve problems by making meaningful connections across different strands of mathematics and statistics • extend their place value knowledge to numbers up to 10,000 and tenths, recognising relationships across these place values • recall multiplication and division facts to 10 x 10 • use knowledge of number facts to carry out mental and written methods for addition, subtraction, multiplication, and division • explain their thinking working with unit fractions and fractions with the same denominator in a range of contexts, and connect these to decimal fractions (tenths) • measure accurately using standard units and tools and classify the attributes of two- and three-dimensional shapes, identifying symmetry and creating or continuing patterns • collect data that is meaningful to them, represent it clearly, and interpret it effectively • generalise ideas, justify their reasoning, and communicate their mathematical thinking with clarity throughout their learning.
Year 5	By the end of Year 5, students who are proficient in reading, can: • fluently read year 5 texts – which include abstract ideas and implicit content – with accuracy and expression that reflects their understanding • make inferences by drawing on related pieces of evidence in the text and explain how authors use literal and figurative language to create impact • summarise and draw a simple, supported conclusion about a text • compare how people, places, or ideas are represented in different texts and explain how these representations influence the audience.	By the end of Year 5, students who are proficient in writing, can: • correctly spell most words they use, including homophones and contractions • apply spelling rules when adding suffixes • plan and write with a clear audience and purpose in mind, choosing the most appropriate text type for their writing • produce multi-paragraph texts across a range of genres • write non-fiction that includes an introductory paragraph, paragraphs that develop ideas, and a concluding paragraph. • write narratives that include an orientation, describe a sequence of events, and have a resolution.	By the end of Year 5, students who are proficient in mathematics, can: • solve problems by making meaningful connections across concepts • represent and work confidently with numbers up to 1,000,000 and decimals to two places • fluently add and subtract four-digit numbers, decimals, and fractions with the same denominator • find a fraction of a number, shape or set • recall multiplication and division facts • solve multi-digit multiplication and division problems by connecting to place value and number facts • explain and justify their reasoning when continuing and creating growing patterns • identify and describe features of 2D shapes, calculate perimeter and area, and classify angles and lines • collect meaningful data, represent it clearly, and interpret it to draw conclusions • investigate chance through simple experiments, explaining outcomes.

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Year 6	By the end of Year 6, students who are proficient in reading, can: • fluently read year 6 texts – which include abstract ideas and implicit content – with accuracy and expression that reflects their understanding • justify their inferences using evidence from the text and compare their interpretations with those of others • compare how effectively different texts use structure, language, and visual features to suit their purpose and audience • summarise and draw a reasoned conclusion about the whole text that connects the messages and meanings to broader ideas, concepts, or the author's purpose • identify bias in a text by recognising when an author presents only one side of the issue or omits key information to influence the audience.	By the end of Year 6, students who are proficient in writing, can: • correctly spell most words they use, including those with less-common vowel and consonant graphemes, affixes, and those requiring apostrophes for contractions or possession • plan and write for an intended audience, making deliberate choices about text type, style, and language to suit the purpose • produce multi-paragraph texts for a range of purposes • write non-fiction that includes an introductory paragraph, paragraphs that develop ideas, and a concluding paragraph, using headings and subheadings where appropriate. • write narratives that, include an orientation, paragraphs describing a sequence of events that build tension, and a resolution that brings the story to a close.	By the end of Year 6, students who are proficient in mathematics, can: • solve problems by making connections across number concepts, including percentages, decimals, and negative numbers • extend their understanding of decimals to thousandths • represent concepts using tools such as number lines and arrays, and confidently apply place value knowledge to add, subtract, multiply, and divide whole numbers • find the whole when given a fraction • link fractions to decimal fractions and percentages • generalise growing patterns by finding the rule, and use this to make conjectures about further elements • calculate volume, perimeter and area, and explain and justify their thinking about the relationships between measurements • use geometric reasoning to classify and measure angles, describe lines, and work with time in meaningful contexts • interpret data and chance-based situations using tables and graphs, showing their ability to represent information clearly and justify their conclusions.
Year 7	By the end of Year 7, students who are proficient in reading, can: • fluently read year level texts that reflect the text specification expectations for Years 7–8 • adjust their reading expression and intonation according to the purpose of reading and the nature of the text • make justified inferences within a text and at a whole text level • summarise and draw conclusions by selecting and explaining evidence that supports a reasoned interpretation of the author's purpose, message or viewpoint • identify how positions and perspectives are represented and how texts are influenced by the time and place they were created.	By the end of Year 7, students who are proficient in writing, can: • use keyboarding efficiently, with fluency and accuracy • spell most words correctly, including topic-specific vocabulary, and deliberately craft sentences using a range of punctuation accurately • write multi-paragraph texts for specific purposes, organising information and ideas using structures that best suit the purpose and audience • when writing to entertain, structure paragraphs to create a clear sequence of events and provide a resolution or sense of closure that follows logically from the rest of the text • when writing to inform, clearly introduce the topic, organise ideas and information logically into paragraphs, and incorporate headings and visual features such as illustrations, charts, and tables • when writing to persuade, introduce a preferred position, support it with clear reasons and relevant evidence, and conclude by restating their position.	By the end of Year 7, students who are proficient in mathematics, can: • solve problems by making meaningful connections between knowledge, practices and processes across the learning area • represent and work confidently with large numbers, demonstrating a clear understanding of rounding, place value, and the order of operations • connect multiplication of whole numbers to decimals • apply fractions, decimals, and percentages to real-world problems, explaining and justifying their reasoning • compare, add and subtract negative numbers using number lines and other representations in a range of contexts • distinguish between decimals and negative numbers • generalise their understanding of geometric concepts by using formulae to calculate unknown angles, perimeter, area, and volume • collect and visualise data, interpret measures of central tendency, and apply probability concepts to chance-based situations, showing their ability to explain outcomes and justify conclusions.
Year 8	By the end of Year 8, students who are proficient in reading, can: • fluently read year level texts that reflect the text specification expectations for Years 7–8 • adjust their reading expression and intonation according to the purpose of reading and the nature of the text • make inferences across a range of texts, using evidence that may include subtle details or layered information • summarise and draw conclusions by synthesising evidence across a text to support coherent interpretation of the author's purpose, messages, or viewpoint • compare how topics, people, places, or ideas are represented in texts and consider how these representations reflect or challenge particular positions or perspectives.	By the end of Year 8, students who are proficient in writing, can: • confidently express and record their ideas using both handwriting and keyboarding, demonstrating mostly accurate spelling and correct use of a range of punctuation • write multi-paragraph texts that deliberately combine modes and text types to suit the purpose • when writing to entertain, sequence events, thoughts, or experiences clearly, signal shifts between settings or ideas, and conclude with a resolution or sense of closure that follows logically from the rest of the text • when writing to inform, clearly introduce the topic, provide a preview of what will be covered, and organise ideas and information logically within and across paragraphs, using carefully selected and varied transition words and phrases • write concluding paragraphs highlighting the most important points • when writing to persuade, introduce a preferred position, acknowledge alternative or opposing views, support their position with logical reasoning and relevant evidence, and conclude by restating their position.	By the end of Year 8, students who are proficient in mathematics, can: • solve problems by making meaningful connections between mathematical knowledge, practices, and processes across the learning area • represent number relationships with confidence, using factors, multiples, prime factorisation, and basic powers and roots • provide evidence of their reasoning as they operate with fractions and decimals and make generalisations • explain and justify their thinking when working with percentages and ratios. • apply number knowledge to add and subtract expressions involving negative numbers and convert metric units • manipulate, solve, and graph linear equations • connect geometric and measurement concepts to solve problems involving time, angles, 2D and 3D shapes, perimeter, area, and volume • demonstrate an understanding of data and chance as they collect and visualise data, apply probability concepts, and interpret measures of central tendency and spread, using these to justify conclusions and support decision-making.

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Year 9	By the end of Year 9, students who are proficient in reading, can: • identify and explain how authors use features across a range of text forms to shape meaning and guide audience expectations • interpret texts that reflect the text specifications for Years 9–10 in relation to their literary, historical, cultural, and social contexts, and use evidence to support conclusions about authorial purpose and perspective • recognise how texts reflect or respond to their context, identify the inclusion or exclusion of particular viewpoints, and make connections between texts, personal experiences, and the wider world to support their interpretations.	By the end of Year 9, students who are proficient in writing, can: • confidently craft texts for a range of purposes and audiences, applying appropriate language, structural, and stylistic features • use accurate grammar, punctuation, and vocabulary to communicate meaning, adjusting tone and formality to suit context • when writing to entertain, inform, persuade, or discuss ideas, plan and develop a sequence of ideas at conceptual, paragraph, and whole-text levels; use appropriate language, structural, and stylistic features for the selected audience and purpose; and support their ideas with well-chosen details • when writing literary essays, develop a thesis statement, structure paragraphs around topic sentences, use evidence from the text to support their interpretations, and conclude by summarising their main points.	By the end of Year 9, students who are proficient in mathematics, can: • solve problems by making meaningful connections between mathematical knowledge, practices, and processes and the content of other learning areas • represent number relationships using factors, multiples, powers, and roots, including with numbers expressed in scientific notation, and justify their reasoning when applying these concepts • use their understanding of ratio, proportion, percentages, and rates to support their ability to solve practical and real-world problems, where they explain and generalise their strategies • work confidently with algebraic conventions and apply algebraic thinking to expand and simplify expressions, solve equations, graph linear relationships, and work with inequalities, showing fluency and precision in their representations • connect geometric and measurement concepts to solve problems involving angles on lines, shapes including circles, and Pythagoras' theorem, using small and large metric units appropriately and justifying their solutions • collect and visualise data, interpret probabilities and evaluate bias • explain their reasoning and justify decisions using measures of central tendency and spread.
Year 10	By the end of Year 10, students who are proficient in reading, can: • analyse how texts reflect, reinforce, or challenge dominant values and viewpoints of their time, and examine how authors position their texts within literary traditions • interpret texts that reflect the text specifications for Years 9–10 using contextual knowledge and evidence and evaluate how authorial choices shape meaning • compare how features are used across different forms to influence audience response and assess the credibility and intent of media and digital texts by evaluating the impact of misinformation, disinformation, and malinformation through analysis of language, source, and context.	By the end of Year 10, students who are proficient in writing, can: • strategically plan and craft texts, selecting and adapting language, structural, and stylistic features that suit a range of audiences and purposes, and reflect the demands of different forms • establish a clear and purposeful voice, and use grammar, punctuation, and vocabulary with precision to support clarity, coherence, and style • when writing literary essays, develop a thesis that presents a clear case, structure body paragraphs to build an argument, and use relevant evidence and contextual knowledge to support their interpretation of authorial choices • conclude by rephrasing the thesis and reinforcing key insights.	By the end of Year 10, students who are proficient in mathematics, can: • solve problems by making meaningful connections between mathematical knowledge, practices, and processes and the content of other learning areas • apply any operation, represent and work confidently with positive and negative numbers • understand exponent rules and explain and justify solutions, including when working with numbers in scientific notation • apply ratio, proportion, percentages, and rates to solve practical problems, using reasoning to generalise and make connections between their strategies • demonstrate their algebraic thinking in their ability to expand, factor, and simplify expressions, and substitute into and solve equations • represent linear relationships in tables and graphs, interpreting their features • find unknown lengths in right-angled triangles and reason about sides and angles in similar shapes • calculate the area of circles, and surface area of composite figures, connecting measurement concepts to real-world contexts • interpret probabilities and data, and evaluate bias, representing information meaningfully and justifying decisions.