Progress Markers for reading, writing, and maths

Te Tāhuhu o te Mātauranga
Ministry of Education

New Zealand Government
Te Kāwanatanga o Aotearoa

Year Level	Reading	Writing	Maths
	By the end of their year level at school, students who are proficient in reading, will be able to:	**By the end of their year level at school, students who are proficient in writing, will be able to:**	**By the end of their year level at school, students who are proficient in maths, will be able to:**
At the end of their first 6 months	• name letters of the alphabet • match single-letter graphemes to corresponding short vowel or consonant phonemes • read consonant-vowel-consonant (CVC) words with short vowels and decode the most common high frequency words • read and comprehend simple sentences • retell key events from Year 1 texts that are read to them, with the support of visuals or props • identify features of Year 1 poems and stories in response to questions • make connections to Year 1 texts by sharing their feelings and thoughts.	• form 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 • orally retell an event, share learnt information, and state an opinion or preference • say a sentence, write it down, and end it with a full stop • begin at the margin and leave spaces between words • reread and check their sentence, adding missing capital letters and full stops.	• apply number sense and spatial reasoning • subitise small quantities and use materials to represent addition and subtraction • copy and continue repeating patterns, explaining their thinking • compare the length of two objects directly • match familiar shapes, regardless of size or colour, and sort them based on a single attribute, explaining their reasoning and justifying their classifications.
At the end of their first year	• identify the most common phoneme for all consonant digraphs and some long vowel graphemes • read one-syllable words that include adjacent consonants, consonant digraphs, and some long vowel graphemes • decode two-syllable words with a closed syllable pattern • read Year 1 texts, which include simple and compound sentences, with understanding of explicitly stated content • respond to questions during a teacher read-aloud, retell key details in response to prompting questions, and identify features of Year 1 texts • make connections with Year 1 texts that are read to them by thinking about and sharing their opinions and knowledge of topics and personal experiences.	• form 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 complete sentences to retell an event, share learnt information, and express an opinion or state a preference • use capital letters and full stops accurately • orally plan each of their sentences • reread and check sentences as they write.	• demonstrate number sense • 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 • copy, continue, create, and describe a repeating pattern with three elements • use comparative language for lengths and heights • demonstrate spatial reasoning • identify and sort familiar 2D shapes according to a single attribute • answer questions about data in a picture graph.
Year 2	• read one- and two-syllable words with long-vowel graphemes, diphthongs, r-controlled vowels, and common prefixes and suffixes • read Year 2 texts, which include complex sentences, with accuracy, understanding of explicit content, expression, and appropriate reading rate • make inferences about implied content • make statements about what the Year 2 text helps them to understand • make connections with Year 2 texts that are read to them by thinking about and sharing their opinions and knowledge of other texts.	• form 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 • write in complete sentences, using capital letters and full stops accurately • write a short series of sentences — both simple and compound — to tell a story, share information on a topic, or express an opinion • orally organise ideas and plan sentences before writing • reread and check each sentence and make corrections.	• identify patterns and relationships when using place value to read, write, and compare numbers up to 120 • distinguish between numbers that may look or sound similar • count in 2s, 5s, and 10s, identify number structures, and solve addition and subtraction problems up to 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 • use observation to make generalisations about repeating patterns and predict further elements in a pattern • compare, order, and measure length, mass, time, and capacity • classify shapes and use spatial reasoning to transform them • sort and classify information into categories • make statements about data.

Year Level	Reading	Writing	Maths
	By the end of their year level at school, students who are proficient in reading, will be able to:	**By the end of their year level at school, students who are proficient in writing, will be able to:**	**By the end of their year level at school, students who are proficient in maths, will be able to:**
Year 3	• 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, understanding, expression, and appropriate reading rate • make inferences based on ideas in the Year 3 text and their prior knowledge • use information from different parts of a Year 3 text to make a statement about the text's key meanings or messages • make connections with Year 3 texts that are read to them by drawing on their knowledge of the world • discuss different ways a Year 3 text could be viewed or understood.	• produce legible handwriting with automaticity • spell most single-syllable words with long vowel patterns and 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 a single-paragraph text that explores an idea or opinion about a topic • use simple organisers and notes to plan writing • reread and make corrections to grammar and sentence structure to clarify meaning.	• represent numbers up to 1,000, with a grasp of place value • round numbers to make estimations • generalise and apply addition and subtraction facts to 20 using place value • use mental and written methods for addition and subtraction • recall multiplication and division facts (2s, 3s, 5s, and 10s) • identify and compare fractions in sets, number lines, and shapes using materials to support their reasoning • check the truth of number sentences involving direct comparisons of whole numbers up to 1,000 • describe turn using full, half, quarter, and three-quarter turns as benchmarks • identify, describe, visualise, and sort regular polygons • collect information, represent it using dot plots and bar graphs and answer questions.
Year 4	• read Year 4 texts, which include some abstract and implicit content, with accuracy and expression that reflects their understanding • make inferences based on information in the Year 4 text • identify common structure, language, and visual features of Year 4 poems, narratives, information texts, and persuasive texts and identify how these features are used to communicate ideas • summarise key ideas in a Year 4 text in sequence and draw a supported conclusion about the text • identify how people or places are presented in a Year 4 text and explain how that influences the audience's point of view • make connections within and between Year 4 texts and with their own knowledge, experiences, and cultural understandings.	• write multi-paragraph texts with legible and fluent handwriting • spell multi-syllable words with long vowels and common affixes • use a range of sentence structures with correct beginning and end punctuation • 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 • use organisers and notes to plan writing • reread and revise writing to improve clarity.	• use place value knowledge of 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, and multiplication, and mental methods for division • explain their thinking when working with unit fractions and fractions with the same denominator and connect these to decimal fractions (tenths) • check the truth of and complete open number sentences, using tenths • recognise, continue, create and describe growing patterns using addition, subtraction and multiplication • use 'less than' and 'greater than' symbols to compare numbers or fractions with the same denominator • measure using standard units and tools • use benchmarks to support estimation • connect knowledge of fractions (including tenths) to appropriately marked measurement tools • identify, describe, and classify 2D shapes using their attributes, and visualise 3D shapes • identify symmetry in 2D shapes • collect data, represent it in more than one way, interpret it, and ask questions of data.

Year Level	Reading	Writing	Maths
	By the end of their year level at school, students who are proficient in reading, will be able to:	**By the end of their year level at school, students who are proficient in writing, will be able to:**	**By the end of their year level at school, students who are proficient in maths, will be able to:**
Year 5	• 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 a Year 5 text • explain how authors use structure, literal and figurative language, and visual features to suit their purpose and audience in Year 5 texts • summarise and draw a supported conclusion about a Year 5 text • compare how people, places, or ideas are represented in different Year 5 texts and explain how these representations influence the audience • describe connections within and between Year 5 texts and with their own knowledge, experiences, and cultural understandings.	• write legibly and fluently across extended texts with increasing automaticity • spell most words they use, including homophones and contractions • apply spelling rules when adding suffixes • use a range of sentence structures with correct beginning and end punctuation • 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 • use organisers suitable to the text type and notes to organise and plan writing • reread and revise continuously while writing.	• represent and work with numbers up to 1,000,000 and decimals to two places • 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 • continue and create growing patterns, explaining and justifying their reasoning • measure accurately using standard units and tools • calculate perimeter and area of rectangles • classify angles • identify parallel and perpendicular lines • connect 3D shapes with 2D shapes • collect meaningful data, represent it clearly, and interpret it to draw conclusions • conduct chance experiments, identify outcomes, and compare their likelihood using probability language • classify and place everyday events by likelihood (impossible to certain) on a probability number line from 0 to 1.
Year 6	• 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 Year 6 text and compare their interpretations with those of others • compare how effectively different Year 6 texts use structure, language, and visual features to suit their purpose and audience • summarise and draw a reasoned conclusion about the whole Year 6 text that connects the messages and meanings to broader ideas, concepts, or the author's purpose • identify bias in a Year 6 text by recognising when an author presents only one side of the issue or omits key information to influence the audience • explain connections within and between Year 6 texts and with their own knowledge, experiences, and cultural understandings.	• write legibly and with automaticity • spell words, including those with less-common vowel and consonant graphemes, affixes, and apostrophes • use a range of sentence structures with consistent beginning and end punctuation • plan and write for an intended audience, making deliberate choices about text type, style, and language to suit the purpose • 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 • select and use organisers suitable to the text type • make notes from a variety of sources and organise them into categories • reread and revise writing continuously.	• understand decimals up to thousandths • represent concepts using tools such as number lines and arrays • 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, and area, and explain and justify their thinking about the relationships between measurements • use geometric reasoning to classify and compare 2D shapes using their sides, angles, and other attributes • interpret data using tables and graphs, representing information clearly and justifying their conclusions • list the sample space for chance events and calculate the probability of individual outcomes • calculate and check probabilities for simple situations, ensuring the total probability equals 1.

Year Level	Reading	Writing	Maths
	By the end of their year level at school, students who are proficient in reading, will be able to:	**By the end of their year level at school, students who are proficient in writing, will be able to:**	**By the end of their year level at school, students who are proficient in maths, will be able to:**
Year 7	• read 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 Year 7 text • make justified inferences within a Year 7 text and at a whole-text level • draw reasoned conclusions about the author's purpose, message, or viewpoint, across different Year 7 text forms, selecting evidence that supports their interpretation • identify how positions and perspectives are represented and how Year 7 texts are influenced by the time and place they were created.	• handwrite legibly with automaticity and keyboard efficiently and accurately • spell words, including topic-specific vocabulary and words with ambiguous patterns • craft sentences to communicate ideas and illustrate relationships • use varied and complex punctuation to communicate meaning • 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 • revise and edit texts, paying attention to the style and clarity of the writing and how it suits the intended audience and purpose • plan and craft multi-paragraph texts.	• 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 • distinguish between decimals and negative numbers • form and solve equations and work with algebraic expressions involving any of the four operations • use formulae in contexts of perimeter, area, and volume • classify triangles, transform 2D shapes, and interpret and communicate their locations • generalise their understanding of geometric concepts • collect and visualise data and interpret measures of central tendency • apply probability concepts to chance-based situations, explaining outcomes and justifying conclusions.
Year 8	• read 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 Year 8 text • make inferences across a range of Year 8 texts, using evidence that includes subtle details and layered information • summarise and draw conclusions by synthesising evidence across a range of Year 8 text forms to support coherent interpretation of the author's purpose, messages, or viewpoint • compare how topics, people, places, or ideas are represented in Year 8 texts and consider how these representations reflect or challenge particular positions or perspectives.	• express and record their ideas using both handwriting and keyboarding, demonstrating accurate spelling and correct use of a range of punctuation • plan and 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, organise ideas and information logically within and across paragraphs, using carefully selected and varied transition words and phrases, and 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 • revise and edit texts, paying attention to the style, flow, and clarity of the writing.	• represent number relationships with confidence, using factors, multiples, prime factorisation, and basic powers and roots • operate with fractions and decimals and make generalisations, providing evidence of their reasoning • work with percentages and ratios, explaining and justifying their thinking • apply number knowledge to add and subtract expressions involving negative numbers and convert metric units • manipulate, solve, and graph linear equations • calculate the area of parallelograms and trapeziums and solve problems involving the area and perimeter of 2D shapes and volume of 3D prisms • identify and describe parts of a circle • transform 2D shapes on the coordinate plane • connect geometric and measurement concepts to solve problems involving time, angles, 2D and 3D shapes, perimeter, area, and volume • collect and visualise data, and interpret measures of central tendency and spread, using these conclusions to support decision-making • work with probabilities as fractions, decimals and percentages.

Year Level	**Reading** (as part of Text Studies) **By the end of their year level at school, students who are proficient in reading, will be able to:**	**Writing** (as part of Language Studies) **By the end of their year level at school, students who are proficient in writing, will be able to:**	**Maths** **By the end of their year level at school, students who are proficient in maths, will be able to:**
Year 9	• identify and explain how authors use features across a range of forms suitable for Year 9 to shape meaning and guide audience expectations • interpret the meaning of texts that reflect the text specifications for Years 9–10 in relation to their literary, historical, cultural, and social contexts, identifying the inclusion or exclusion of particular viewpoints and using evidence to support conclusions about authorial purpose and perspective • identify misinformation, disinformation, and malinformation in texts suitable for Year 9 through the examination of language, source, and context • make connections between texts suitable for Year 9, personal experiences, and the wider world to support their interpretations.	• craft texts for a range of purposes and audiences, using appropriate language, structural, and stylistic features • use accurate grammar, punctuation, and vocabulary to communicate meaning, adjusting tone and formality to suit context • use appropriate language, structural, and stylistic features for their selected audience and purpose, supporting their ideas with well-chosen details • when writing literary essays, students develop a thesis statement, structure paragraphs around topic sentences, use evidence from the text to support their argument, and conclude by summarising their main points.	• represent number relationships using factors, multiples, powers, and roots, including with numbers expressed in scientific notation, and justify their reasoning when applying these concepts • calculate and estimate with rational numbers, including integers • use ratio, proportion, percentages, and rates to solve practical and real-world problems, explaining and generalising their strategies • work with algebraic conventions and apply algebraic thinking to expand and simplify expressions, solve equations, graph linear relationships, and work with inequalities • connect measurement concepts to solve problems involving shapes including circles and Pythagoras' theorem, using small and large metric units appropriately and justifying their solutions • connect geometric concepts to solve problems involving angles on lines and shapes including circles, justifying their solutions • explain their reasoning and justify decisions using measures of central tendency and spread • collect and visualise data and interpret probabilities.
Year 10	• analyse how texts suitable for Year 10 reflect, reinforce, or challenge dominant values and viewpoints of their time • examine how authors position their texts, suitable for Year 10, within literary traditions • interpret the meaning of texts that reflect the text specifications for Years 9–10 using contextual knowledge and evidence and evaluate how authorial choices shape meaning • assess the credibility and intent of media and digital texts suitable for Year 10 by evaluating the impact of misinformation, disinformation, and malinformation through analysis of language, source, and context • compare how features are used across different forms suitable for Year10 to influence audience response.	• 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 • use grammar, punctuation, and vocabulary with precision to support clarity, coherence, and style • when writing literary essays, develop a thesis that presents a clear argument, structure body paragraphs to build the argument, use relevant evidence and contextual knowledge to support their interpretation of authorial choices, and conclude by rephrasing the thesis and reinforcing key insights.	• apply operations, represent and work with positive and negative numbers • use exponent rules, including with numbers in scientific notation, and explain and justify their solutions • calculate and estimate using rational and irrational numbers • 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, factorise, and simplify expressions, and substitute into and solve equations • represent linear equations in tables and graphs, interpreting their features • find unknown lengths in right-angled triangles • calculate the area of circles, and surface area of composite figures, connecting measurement concepts to real-world contexts • use appropriate units, including rates, with appropriate prefixes in the metric system • use the properties of similarity in 2D shapes in calculations • transform 2D shapes by resizing, using any scale factor • collect, present, analyse, and evaluate data, using appropriate visual representations and calculations • interpret analysis and communicate findings • interpret probabilities (both experimental and theoretical) representing information meaningfully and justifying decisions.