



Clifton Springs Primary School

Individual Goal Setting in Years F - 2

At Clifton Springs Primary School, all students will set and monitor goals in Reading, Writing, Maths and Personal Development on an ongoing basis. Setting goals is integral to building a student's capacity to become independent and motivated learners. We believe that students who set their own learning goals and targets have greater confidence to take on more challenging tasks, regardless of their ability. Their motivation to improve and master a task increases and their self-esteem remains strong as they move from 'not there yet' to gaining mastery over skills and concepts.

In Prep to Year 2, goals are discussed and collaboratively set between students and teachers. Goals are displayed on a laminated goal chart within the classroom.



LEVEL 1/2 READING GOALS				
ACCURACY I can read the text.	COMPREHENSION I can understand what I read.	FLUENCY I can read.	VOCABULARY & GRAMMAR I find and use interesting words.	BEHAVIOURS I can read independently.
Use beginning and end sounds.	Go on a picture walk before I read.	Read low I speed.	Time in to interesting words.	Choose texts for a particular purpose.
Track print as I read.	Predict what the story might be about from the pictures.	Re read to smooth out the bumps.	Use new vocabulary when speaking and writing.	Get started quickly.
Stretch out the word.	Ask and answer questions before reading.	Stop at a full-stop and pause at a comma.	Use subject specific vocabulary.	Read for the whole time.
Stretch the word and blend it back together.	Make predictions during the reading process.	Scoop words into phrases.	Use pictures and context to work out new words.	Stay in one place when I read.
Use the pictures to predict words.	Ask and answer questions during and after reading.	Read and practise common words.	Identify describing words - adjectives.	Select books that are 'just right'.
Read familiar words on sight.	Make text to self connections.	Adjust my voice when there is talking marks.	Identify nouns and verbs.	Read a variety of text types.
Read some less familiar words on sight.	Talk about the characters in the text.	Make my voice match the character.	Identify past, present and future language accurately.	Use my reading goal during independent reading.
Read words by finding parts I know.	Talk about the setting in the text.	Read with feeling when there is an exclamation mark.	Use dictionaries and thesauruses as tools.	Talk about the book that I am reading.
Chunk the word into smaller parts.	Identify the main idea of a story.	Make my voice go up when there is a question mark.		Give reasons why I like/dislike a book.
Skip the word, read on and then re read the sentence.	Identify the problem and solution in a story.	Project my voice when I read aloud.		
Self-correct when my reading does not make sense.	Sequence the main events in a story.	Read at the right rate - not too fast or too slow.		
Try a different vowel sound when it doesn't sound right.	Make text to text connections.			
	Make text to world connections.			
	Use prior knowledge and information in the text to infer.			
	Tell the difference between fiction and non-fiction texts.			
	Identify the text type by its features.			



Students also have a placemat that has all the goals in Reading, Writing and Maths that is highlighted when a goal is achieved.

Students regularly reflect on their progress towards these goals, collecting work samples as evidence of achievement. This is shared with the teacher during conferencing and the next steps for learning are discussed together.

Achieved goals are communicated home through Compass Connect so that families can share the learning journey and celebrate success together. During three-way conferences, students have the opportunity to share their current goals and any evidence of achievement or work towards achieving their goals.