

Homework without the hassle

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Reading Expectations - Year 1

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INDEPENDENT READING READY



1

Choose a just-right book.



2

Find a calm reading spot.



3

Track the words
with your eyes.



4

Read in a smooth,
steady voice.



5

Stop and check:
Does it make sense?



6

Handle every book
with care.



READY



READ



THINK



REFLECT

CHOOSE A JUST-RIGHT BOOK

1



LOOK —

Can I read most of the words?

2



LIKE —

Does this topic interest me?

3



TRY —

Read one page aloud.

4



CHECK —

Count the tricky words.



0–1: easy practice



2–3: just right



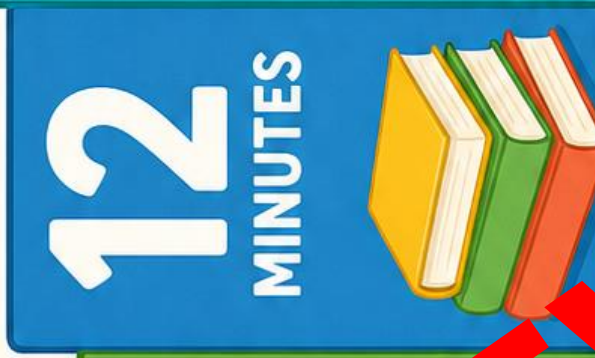
4–5: read with support



A just-right book helps you grow.



OUR READING STAMINA STEPS



★ START SMALL

★ STAY FOCUSED

★ GROW TOGETHER



Today's goal: ____ minutes



We stayed focused for: ____ minutes



Next time we will: _____



REAL READER BEHAVIOUR SORT



Cut out the cards. Read each behaviour. Place it in the best group. Explain your choice.



READY TO READ

NEEDS A RESET

PREVIEW

BEHAVIOUR CARDS

Chooses a book they can read.



Has a calm spot.



Looks at the words.



Rereads when meaning is lost.



Uses a strategy for a tricky word.



Chats about another topic.



Flips pages too quickly.



Wanders around the room.



Closes the book and pretends.



Handles the book roughly.



Gives up at the first tricky word.



CARE OR REPAIR?

A BOOK CARE GAME



START

Take turns. Roll and move.

Draw a card. Say **CARE** or **REPAIR**

and explain your thinking.

A clear answer earns one extra move.



2

3
DRAW
A CARD

4



5



6

MOVE 1

7



8



9



11



10

DRAW
A CARD

12



13

MOVE 2

14



15



16



17



18



19

MOVE 1

20

FINISH



CARE OR REPAIR? CARDS



Mia turns each page from the corner.



Leo drinks juice over an open book.



Ava uses a bookmark.



Noah folds a page to save his place.



Zoe returns the book to the shelf.



Kai finds a torn page and tells the teacher.



Ruby draws on the cover.



Arlo carries the book with two hands.



Evie leaves the book on the floor.



Max reads with clean, dry hands.



Lily pulls the spine back flat.



Sam closes the book gently.

CLASS LIBRARY LABELS

STORIES



FUNNY BOOKS



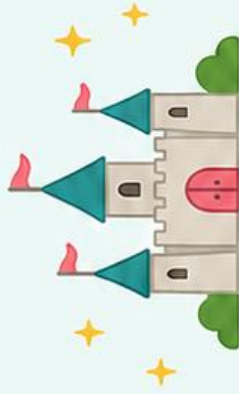
ADVENTURES



ANIMALS



FAIRY TALES



FAMILY AND FRIENDS



POEMS AND RHYMES



FIRST NATIONS STORIES



SPACE AND SCIENCE



EARTH AND OCEANS



PEOPLE AND PLACES



HOW-TO BOOKS



Name: _____

Date: _____

READING READY OR NOT?

Read each caption. Tick READY or RESET. Then write one reading-ready promise.

Ella reads in a calm spot.  ☐ READY ☐ RESET	Jack looks around the room.  ☐ READY ☐ RESET
Mia tracks the words.  ☐ READY ☐ RESET	Noah closes the book and chats.  ☐ READY ☐ RESET
Ava rereads a tricky part.  ☐ READY ☐ RESET	Leo turns pages carefully.  ☐ READY ☐ RESET
Ruby gives up at one hard word.  ☐ READY ☐ RESET	Kai thinks about the story.  ☐ READY ☐ RESET

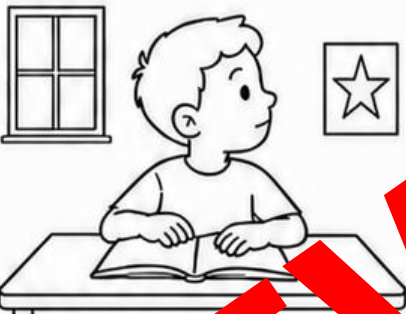
My reading-ready promise: _____

Name: **ANSWERS**

Date: _____

READING READY OR NOT?

Read each caption. Tick READY or RESET. Then write one reading-ready promise.

Ella reads in a calm spot.  ☒ READY ☐ RESET	Jack looks around the room.  ☐ READY ☒ RESET
Mia tracks the words.  ☒ READY ☐ RESET	Noah closes the book and chats.  ☐ READY ☒ RESET
Ava rereads a tricky part.  ☒ READY ☐ RESET	Leo turns pages carefully.  ☒ READY ☐ RESET
Ruby gives up at one hard word.  ☐ READY ☒ RESET	Kai thinks about the story.  ☒ READY ☐ RESET

My reading-ready promise: **I will find a calm spot and keep my eyes on the words.**

Name: _____

Date: _____

BOOK CARE DETECTIVE

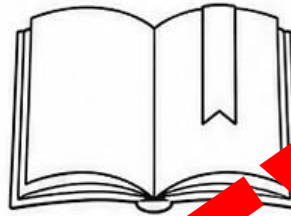
Read each action. Circle CARE or REPAIR.

1. Read with clean, dry hands.



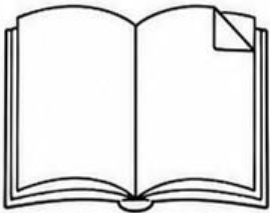
CARE / REPAIR

2. Use a bookmark.



CARE / REPAIR

3. Fold a page corner.



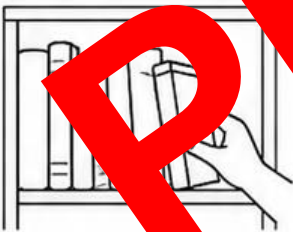
CARE / REPAIR

4. Put a drink beside an open book.



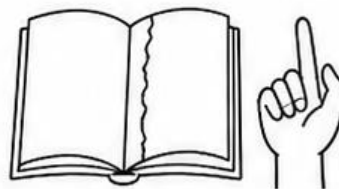
CARE / REPAIR

5. Return the book to the shelf.



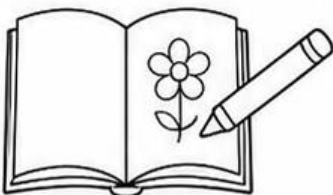
CARE / REPAIR

6. Tell an adult about a torn page.



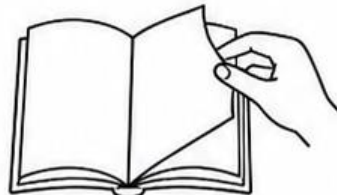
CARE / REPAIR

7. Draw inside the book.



CARE / REPAIR

8. Turn pages gently.



CARE / REPAIR

One book-care rule I will remember is: _____

Name: ANSWERS

Date: _____

BOOK CARE DETECTIVE

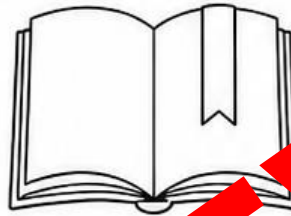
Read each action. Circle CARE or REPAIR.

1. Read with clean, dry hands.



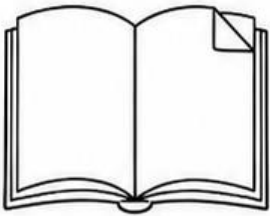
CARE / REPAIR

2. Use a bookmark.



CARE / REPAIR

3. Fold a page corner.



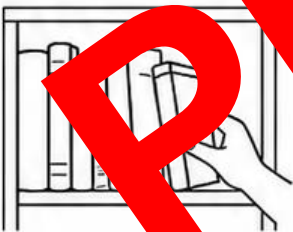
CARE / REPAIR

4. Put a drink beside an open book.



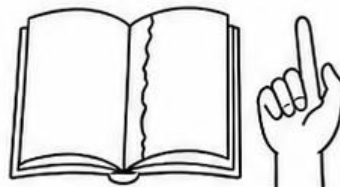
CARE / REPAIR

5. Return the book to the shelf.



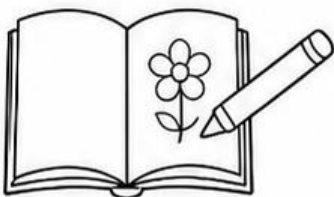
CARE / REPAIR

6. Tell an adult about a torn page.



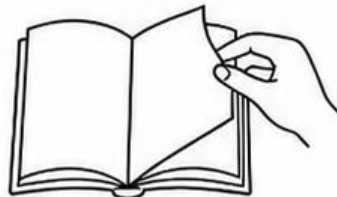
CARE / REPAIR

7. Draw inside the book.



CARE / REPAIR

8. Turn pages gently.



CARE / REPAIR

One book-care rule I will remember is: I will use clean hands and turn pages gently.

Name: _____

Date: _____

MY JUST-RIGHT BOOK HUNT

Choose three books. Read one page from each. Record what you notice.



Book title: _____

This topic looks interesting: YES / NOT YET

Tricky words on one page: 0 1 2 3 4

How it feels: TOO EASY / JUST RIGHT / NEED SUPPORT

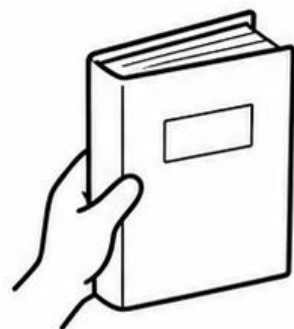


Book title: _____

This topic looks interesting: YES / NOT YET

Tricky words on one page: 0 1 2 3 4 5+

How it feels: TOO EASY / JUST RIGHT / NEED SUPPORT



Book title: _____

This topic looks interesting: YES / NOT YET

Tricky words on one page: 0 1 2 3 4 5+

How it feels: TOO EASY / JUST RIGHT / NEED SUPPORT



Name: _____

Date: _____



MY BEST BOOK CHOICE



Book I chose: _____

Why this book fits me:

☐

I can read most of the words.

☐

I am interested in the topic.

☐

I can talk about what I read.

☐

I can use a strategy when a word is tricky.

DRAW THE COVER

My reading goal: I will read for _____ minutes.

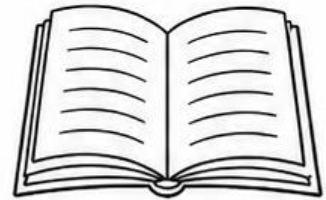
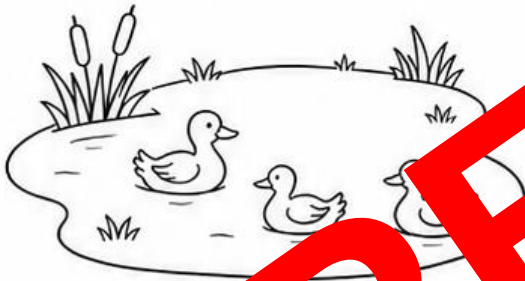
Name: _____

Date: _____

CHECK THE MEANING

Read the short text. Find the sentence that does not make sense.

Ben packs his red bag. He puts in a hat
and a map. Ben walks to the park with Dad.
At the pond, Ben sees three ducks.
He feeds the ducks a blue shoe.



1. Underline the sentence that does not make sense.
2. Circle the best correction.
 - A. He watches the ducks swim.
 - B. He puts the pond in his bag.
 - C. The ducks read the map.
3. What should Ben do when a sentence does not make sense?
 - A. Reread the sentence.
 - B. Skip to the end.
 - C. Close the book.

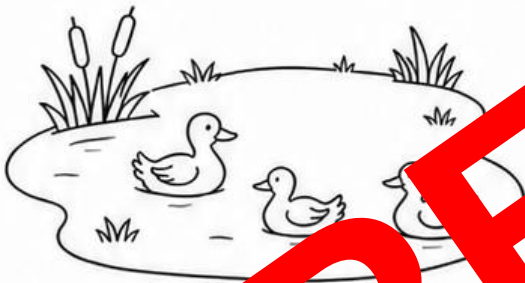
Name: ANSWERS

Date: _____

CHECK THE MEANING

Read the short text. Find the sentence that does not make sense.

Ben packs his red bag. He puts in a hat
and a map. Ben walks to the park with a bag.
At the pond, Ben sees three ducks.
He feeds the ducks a blue shoe.



1. Underline the sentence that does not make sense.
2. Circle the best correction.
 - ☒ A. He watches the ducks swim.
 - B. He puts the pond in his bag.
 - C. The ducks read the map.
3. What should Ben do when a sentence does not make sense?
 - ☒ A. Reread the sentence.
 - B. Skip to the end.
 - C. Close the book.

Name: _____

Date: _____

CHECK THE MEANING: TRY A STRATEGY

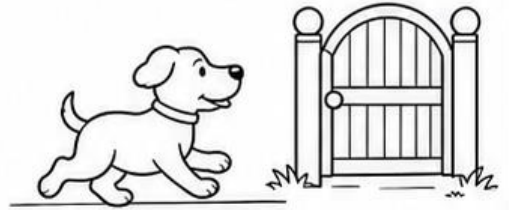
Use letters, sounds, context and grammar to choose each answer.

1. The pup ran to the g __ te.

gate

gift

goat



2. Lina can see a small bird in the tree. She reads, 'The bird is under the sea.'

What should Lina do?

Reread and self-correct.

Keep going.

Close the book.

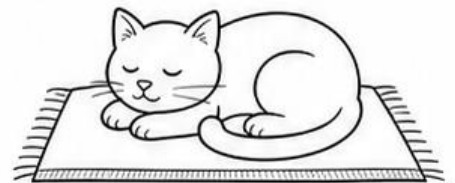


3. Tom reads, 'The cat slept on a mat.'
What does *mat* mean here?

a floor covering

animal

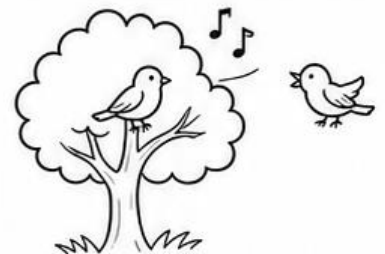
food



4. Choose the sentence that sounds right.

Two birds sing in the tree.

The birds sings in the tree.



5. Number these strategies from 1 to 4:

- ☐ Look at the letters and sounds.
- ☐ Read the whole sentence.
- ☐ Reread and check the meaning.
- ☐ Ask for help after you try.



Name: **ANSWERS**

Date: _____

CHECK THE MEANING: TRY A STRATEGY

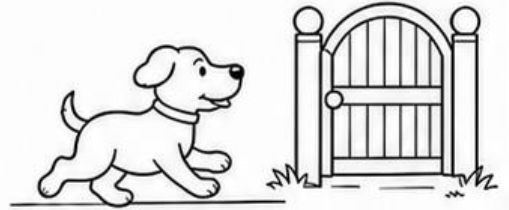
Use letters, sounds, context and grammar to choose each answer.

1. The pup ran to the g __ te.

gate

gift

goat



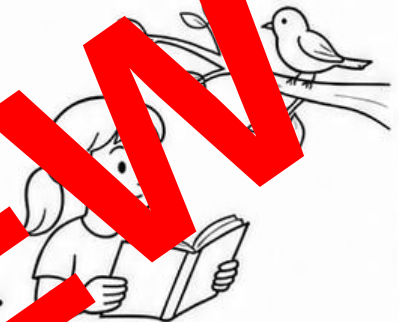
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What should Lina do?

Reread and self-correct.

Keep going.

Close the book.

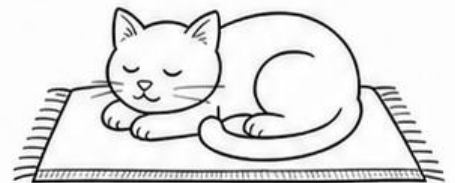


3. Tom reads, 'The cat slept on a mat.'
What does *mat* mean here?

a floor covering

animal

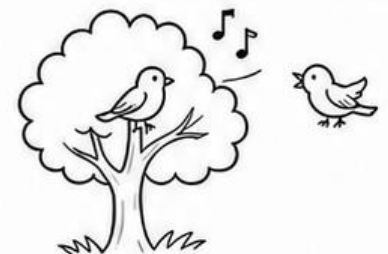
food



4. Choose the sentence that sounds right.

Two birds sing in the tree.

The birds sings in the tree.



5. Number these strategies from 1 to 4:

1

Look at the letters and sounds.

2

Read the whole sentence.

3

Reread and check the meaning.

4

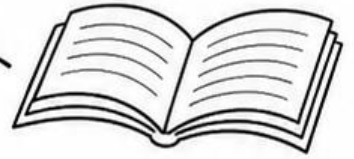
Ask for help after you try.



Name: _____

Date: _____

PHRASING MAKES READING SMOOTH



Draw a slash / where your voice should pause. Then read each sentence smoothly.

After lunch we read on the rug.

The little dog ran to the reading table.

When the bell rang we put our books away.

Mum smiled because I read the page smoothly.

• full stop

stop

, comma

short pause

? question mark

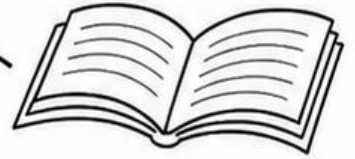
voice lifts

Practise your best sentence with a partner.

Name: **ANSWERS**

Date: _____

PHRASING MAKES READING SMOOTH



Draw a slash / where your voice should pause. Then read each sentence smoothly.

After lunch / we read on the rug.

The little dog / ran to the red gate.

When the bell rang / we put our books away.

Mum smiled / because I read the page smoothly.

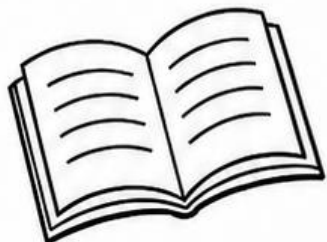
- full stop _____ stop
- , comma _____ short pause
- ? question mark _____ voice lifts

Practise your best sentence with a partner.

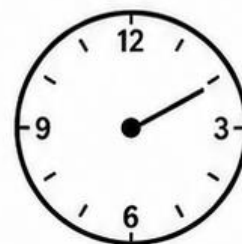
Name: _____

Date: _____

MY READING STAMINA TRACKER



My goal: _____ minutes



SESSION	MINUTES READ	FOCUS: YES / ALMOST / NOT YET
1		
2		
3		
4		
5		

COLOUR ONE BOX FOR EACH MINUTE

A distraction I noticed: _____

A strategy that helped: _____

My next goal: _____

INDEPENDENT READING CHECK-UP

Name: _____

Date: _____

Read the text aloud to an adult. Use the boxes to show what you did.

MILA'S MAP

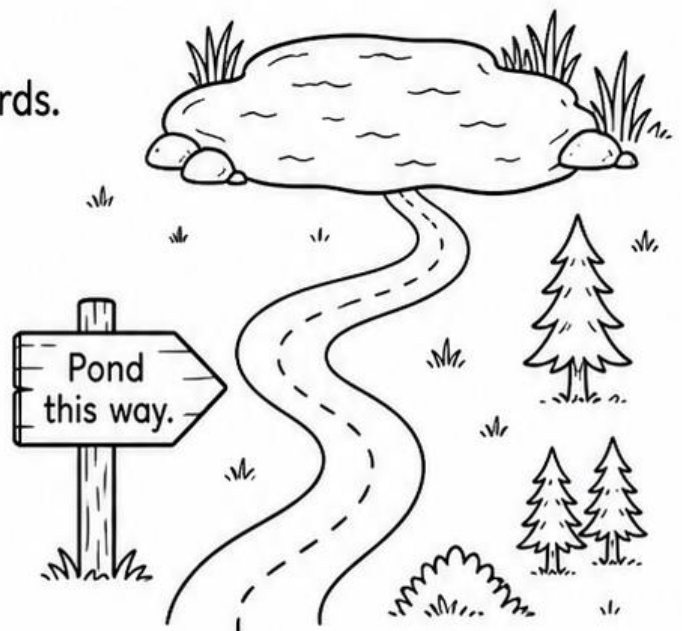
Mila has a map. She plans a trip to the big pond. She packs a hat, a snack and a red cup. On the path, Mila sees a sign. It says, 'Pond this way.' Mila checks the map and turns left. Soon she hears a dog. 'I found it!' she says.

☐ I looked at the letters in tricky words.

☐ I read in phrases.

☐ I reread when meaning was unclear.

☐ I self-corrected or asked for help.



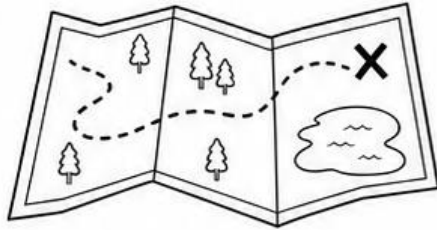
For decoding evidence, also listen to the student read a decodable text matched to the sound-letter patterns taught in class.

Name: _____

Date: _____

SHOW WHAT YOU UNDERSTAND

Use the text 'Mila's Map' to answer.



1. Where is Mila going? _____
2. Circle three things Mila packs.
hat snack red cup ball coat
3. Why does Mila check the map? _____
4. Choose the sentence that sounds right.
A. Mila check the map. B. Mila check the map.
5. What does the sign in the text?
A. a notice that gives directions
B. a song
C. a snack
6. A sentence does not make sense. What should you try first?
A. Reread it.
B. Skip it.
C. Close the book.
7. Draw slashes to show phrasing:

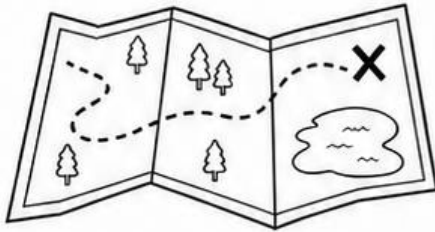
On the path Mila sees a sign.

Name: **ANSWERS**

Date: _____

SHOW WHAT YOU UNDERSTAND

Use the text 'Mila's Map' to answer.



1. Where is Mila going? the big pond

2. Circle three things Mila packs.

hat

snack

red cup

ball

coat

3. Why does Mila check the map? to find the way to the pond

4. Choose the sentence that sounds right.

A.

Mila check the map.

B. Mila check the map.

5. What does the sign mean in the text?

A.

a notice that gives directions

B. a song

C. a snack

6. A sentence does not make sense. What should you try first?

A.

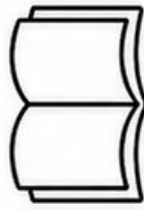
Reread it.

B. Skip it.

C. Close the book.

7. Draw slashes to show phrasing:

On the path / Mila sees a sign.



READING EXPECTATIONS RUBRIC



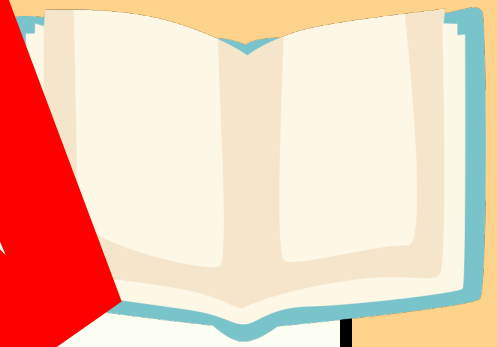
	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Book choice and readiness	Needs full support to choose a suitable book and settle.	Chooses with some prompts; some independently to read.	Chooses a suitable book and begins independently.	Chooses thoughtfully and prepares quickly and independently.	Justifies choices and models strong reading readiness.
Word-solving strategies	Waits or guesses without using letter-sound clues.	Uses one or two with frequent prompting.	Uses letters, sounds and the sentence to solve words.	Combines clues and self-corrects independently.	Selects efficient strategies and explains why they work.
Phrasing and fluency	Reads word by word with frequent pauses.	Reads short groups with an uneven pace.	Reads familiar text in meaningful phrases.	Reads smoothly with expression and punctuation.	Sustains fluent, expressive phrasing across the text.
Monitoring meaning	Rarely notices when meaning is lost.	Notices problems after a prompt and rereads.	Stops, rereads and checks the meaning, makes sense.	Uses context and grammar to self-correct.	Explains how context and grammar repaired meaning.
Reading behaviour and stamina	Needs frequent support to stay engaged.	Reads briefly with reminders to refocus.	Reads independently for the agreed time.	Remains focused and reflects on a reading goal.	Extends stamina and models purposeful reading habits.

Reading Expectations



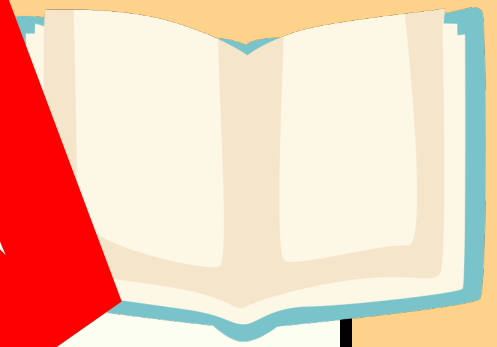
WHY WE PRACTISE READING

- We build stronger word skills.
- We learn new ideas and vocabulary.
- We grow confidence and enjoyment.



GET READY TO READ

- Choose a calm spot with good light.
- Bring your book and a bookmark.
- Sit comfortably, then focus on the words.



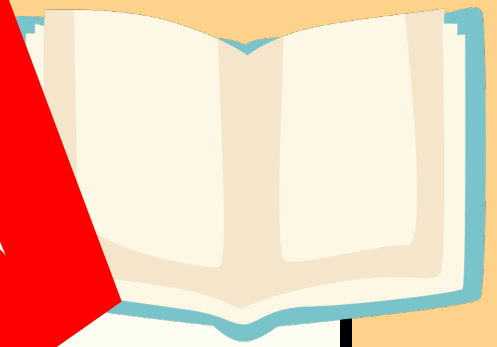
READ DIFFERENT TEXTS

- Decodable texts practise the sound–letter patterns we have learned.
- Authentic texts share real ideas, vocabulary, stories and enjoyment.
- Both help us grow as readers.



CHOOSE A JUST-RIGHT BOOK

- LOOK: Can I read most of the words?
- LIKE: Does the topic interest me?
- TRY: Read one page aloud.
- CHECK: Count the tricky words.



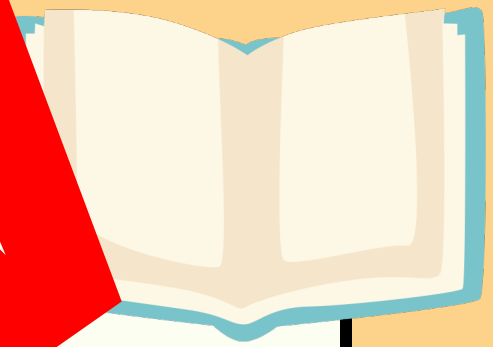
USE A FIVE-FINGER CHECK

- 0–1 tricky words: easy practice.
- 2–3 tricky words: just right.
- 4–5 tricky words: read with support.



CARE FOR EVERY BOOK

- Start with clean, dry hands.
- Turn each page gently from the corner.
- Keep food and drinks away.



BOOK-CARE ACTIONS

- Use a bookmark instead of folding a corner.
- Carry books safely with two hands.
- Return each book to the correct place.



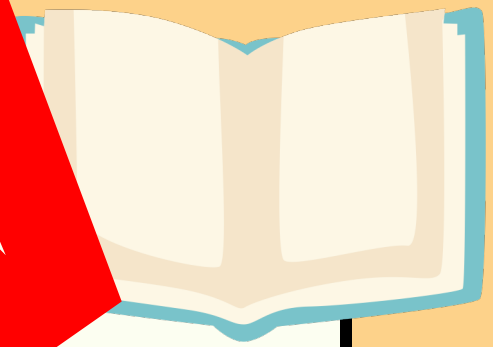
WHEN A BOOK NEEDS HELP

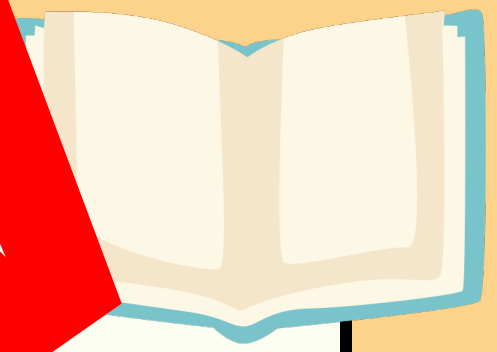
- Stop before the damage grows.
- Protect the loose or torn page.
- Tell an adult so the book can be repaired.



REAL READING MEANS THINKING

- Our eyes follow the words.
- Our voice sounds smooth and steady.
- Our mind builds meaning from the text.





SHOW REAL-READER BEHAVIOUR

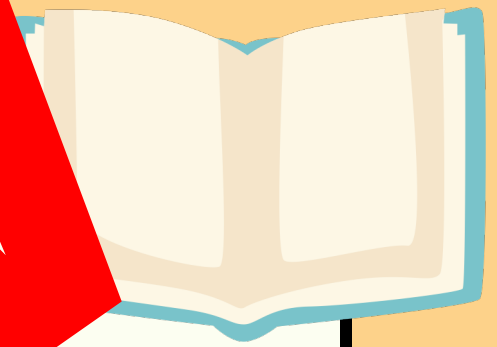
- Stay settled and keep the book open.
- Track the words and use a strategy.
- Think and talk about what the text means.



PAUSE AND NOTICE

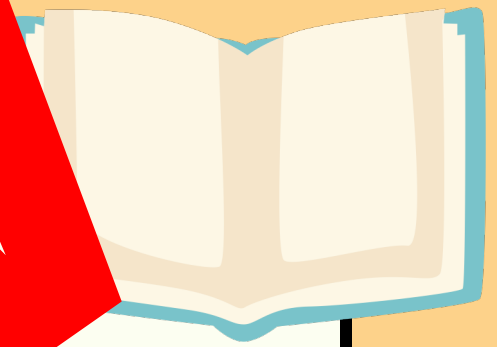
Ask yourself:

- Do the words sound right?
- Does the sentence make sense?
- Does it match what I know?



WHEN MEANING GETS LOST

- Stop at the confusing part.
- Reread the whole sentence.
- Check the word against the letters and sounds, then self-correct.



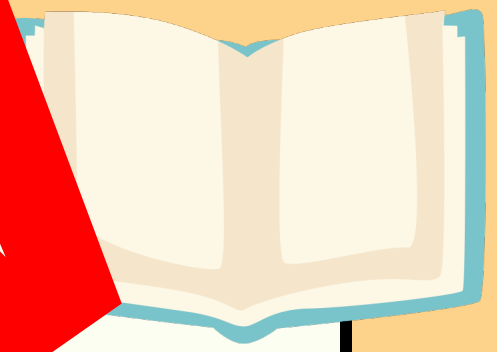
TRY A READING STRATEGY

- Look at the letters and sounds.
- Use the sentence, context and summary.
- Check the illustration, read and ask for help after trying.



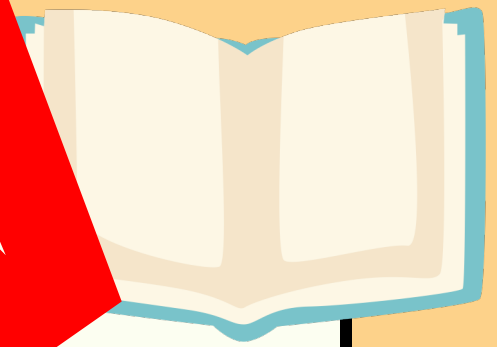
READ IN PHRASES

- Group words that belong together.
- Pause briefly at commas.
- Stop at full stops and punctuation, using your voice.



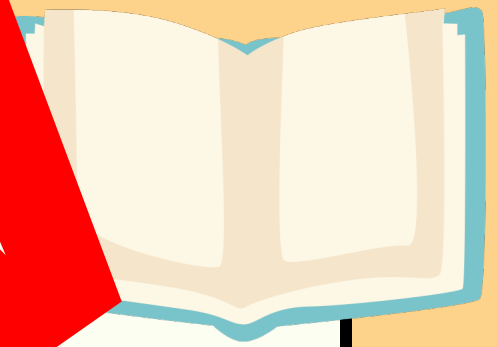
BUILD READING STAMINA

- Begin with a manageable time.
- Stay focused until the goal is reached.
- Add a small amount of time as reading becomes easier.



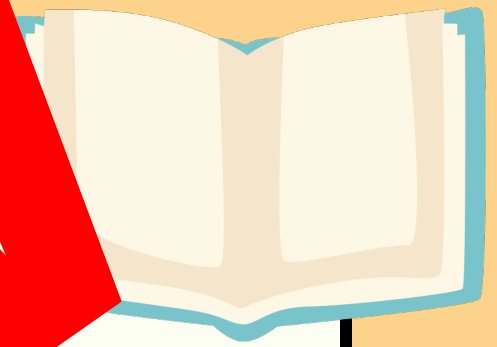
SET A GOAL AND REFLECT

- Notice what distracted you.
- Name the strategy that helped.
- Choose one clear goal for next time.



OUR INDEPENDENT-READING PROMISE

We will choose well, read thoughtfully, care for books and keep growing—one focused reading session at a time.





Well Done!



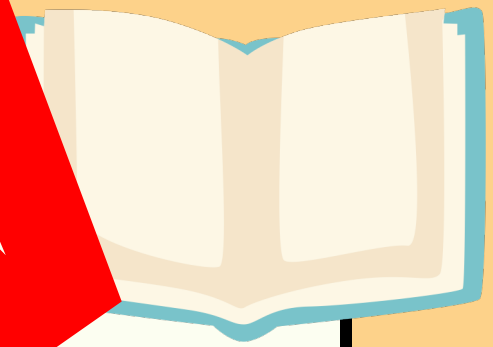
Reading Expectations Quiz



QUESTION 1 – MULTIPLE CHOICE

Why do we practise reading of texts?

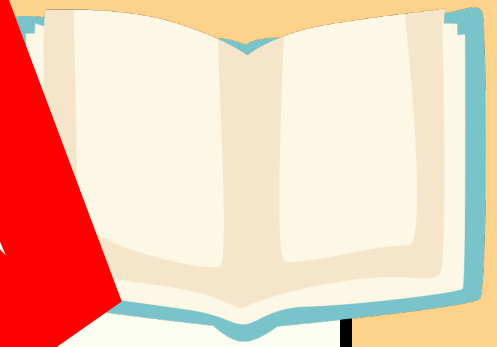
- A. To build skills
- B. To learn about different texts
- C. To grow confidence
- D. All of these



ANSWER 1

D. All of these.

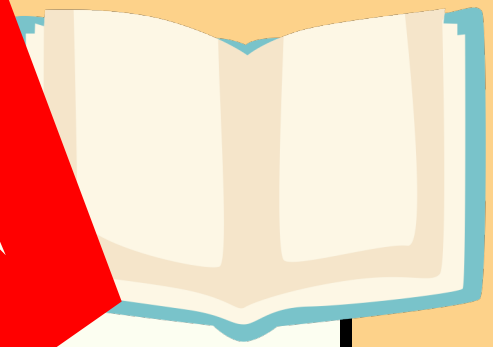
Regular practice helps us build skills, learn and enjoy texts, and grow confidence.



QUESTION 2 – TRUE OR FALSE?

A calm reading spot can help you concentrate.

TRUE or FALSE?



ANSWER 2

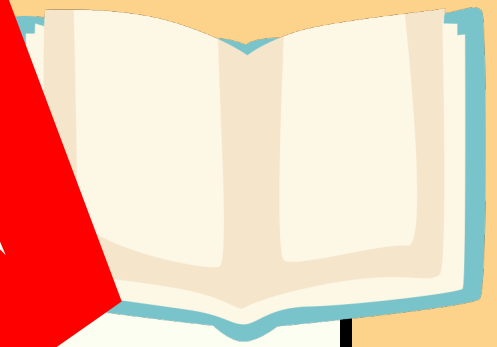
TRUE.

A calm spot makes it easier to focus on the words and meaning.



QUESTION 3 – SHORT ANSWER

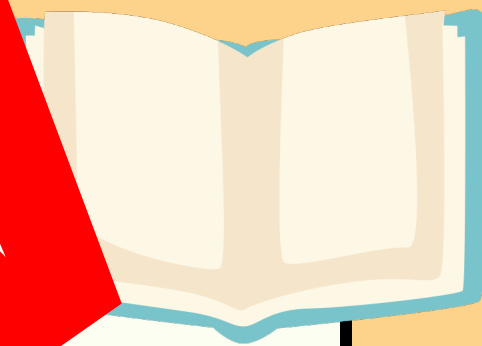
Name one way to care for a classroom book.



ANSWER 3

Example answers:

- Turn pages gently.
- Use clean, dry hands.
- Return the book slowly.



QUESTION 4 – MULTIPLE CHOICE

Which check helps you choose the best book to read?

- A. Pick the brightest cover
- B. Read one page and count the tricky words
- C. Choose the longest book
- D. Ask a friend to choose



ANSWER 4

B. Read one page and count the tricky words.

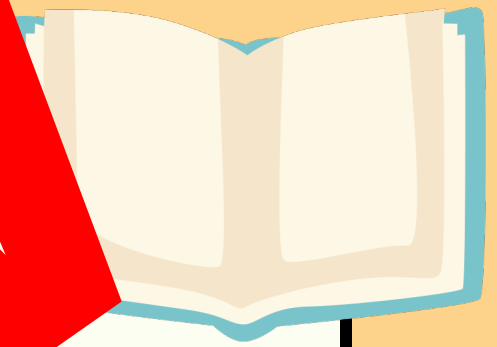
This helps you decide whether the book is easy practice, just right or best read with support.



QUESTION 5 – TRUE OR FALSE

Year 1 readers should read only decodable texts and never authentic texts.

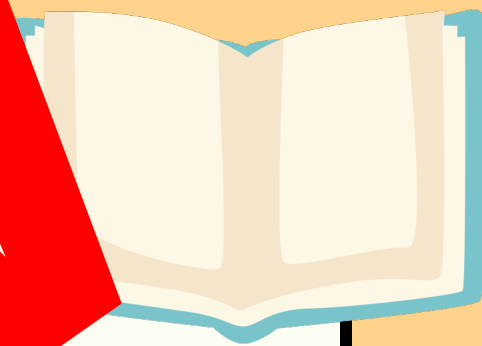
TRUE or FALSE



ANSWER 5

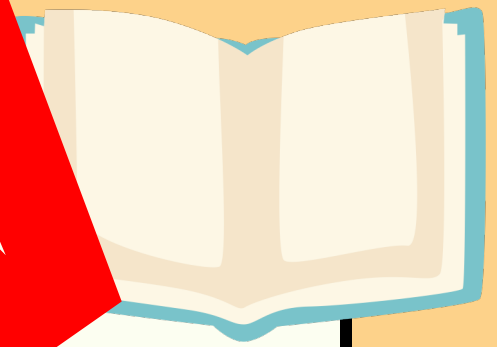
FALSE.

Decodable texts practise taught sound-letter patterns. Authentic texts also build vocabulary, ideas, enjoyment and meaning.



QUESTION 6 – SHORT ANSWER

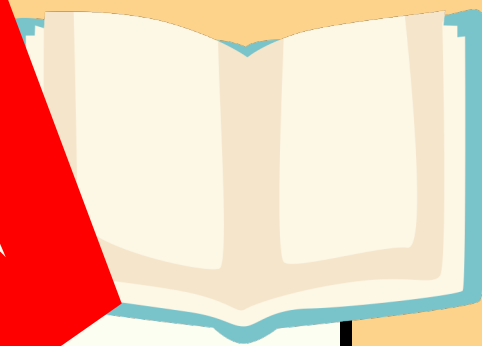
What can you try when a word is tricky?

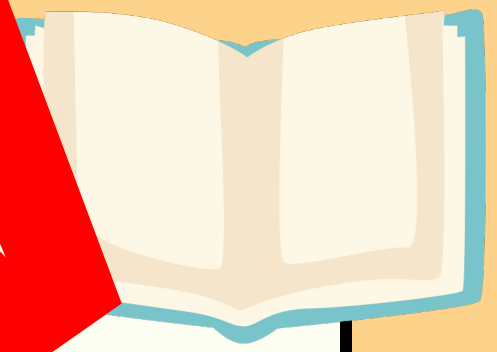


ANSWER 6

Example answers:

- Look at the letters and sounds.
- Read on, then read.
- Ask for help after trying.





QUESTION 7 – MULTIPLE CHOICE

A book has many difficult words. What should you do?

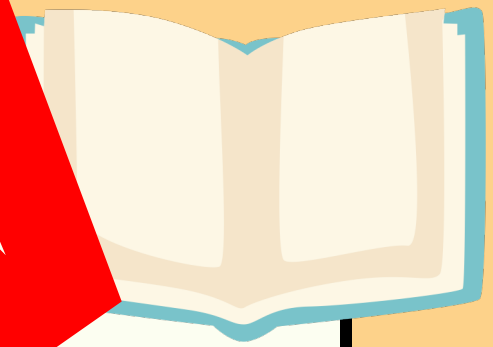
- A. Give up on reading
- B. Skip every word you don't know
- C. Go to the library or try to find a more suitable book
- D. Ask the teacher for help



ANSWER 7

C. Choose support or try a more suitable book

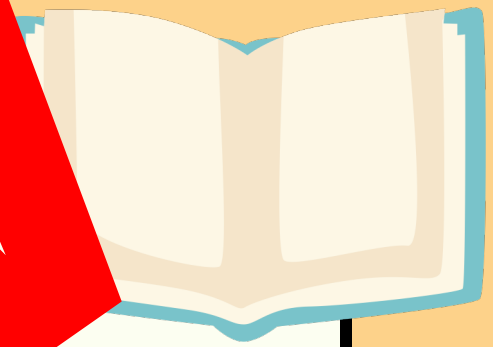
A just-right choice should help you understand and keep growing.



QUESTION 8 – TRUE OR FALSE?

Phrasing helps reading sound smooth and so it helps meaning.

TRUE or FALSE?



ANSWER 8

TRUE.

Reading words with meaningful sounds makes the message easier to hear and understand.



QUESTION 9 – SHORT ANSWER

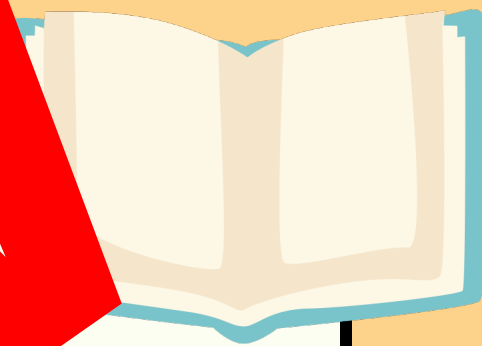
Name one way to grow reading stamina.



ANSWER 9

Example answer:

Start with a small time goal, stay focused, and add time gradually.



QUESTION 10 – MULTIPLE CHOICE

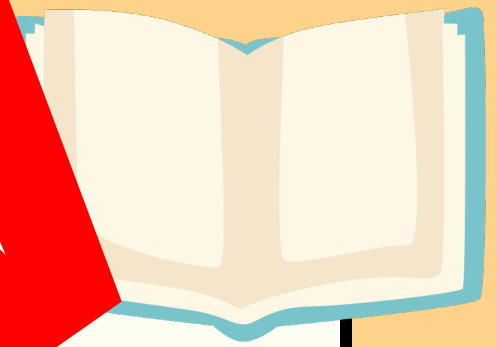
A sentence does not make sense. What should you do first?

A. Stop and reread the sentence.

B. Skip to the end.

C. Close the book.

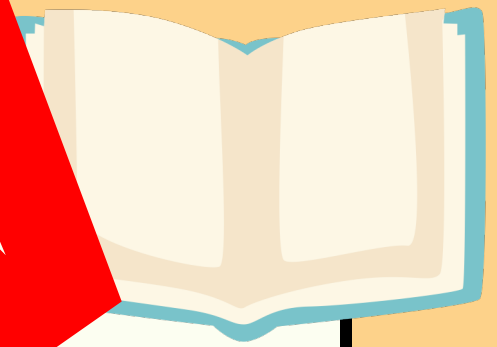
D. Change every word.



ANSWER 10

A. Stop and reread the sentence.

Then use letter-sound context and grammar to check and self-correct.





Well Done!

