

4. Ten-year plan to achieve the Primary Reading Pledge objective ‘close to zero children start grade 7 at or below the national minimum standard for reading’											
4.1	Kinder/Pre-school: Introduce grammar and phonology screener (GAPS) from 3.5 years of age. Instruction and intervention based on SoR structured literacy - oral language, vocabulary, comprehension.										
4.2	Prep students: PIP assessments. Instruction and intervention based on SoR, including oral language, phonological and phonemic awareness.										
4.3	Grade 1: Phonics Check, PAT assessment, Standardised assessment of language - phonological processing, word retrieval and letter-sound knowledge. Instruction and intervention based on SoR structured literacy.										
4.4	Grade 2: G1 Phonics screener follow up, PAT, Standardised assessment of language as required - language, phonological processing, word retrieval, letter-sound knowledge, reading comprehension and fluency. Instruction and intervention based on SoR structured literacy, systematic synthetic phonics.										
4.5	Grade 3: NAPLAN/PAT, Standardised assessments as required - language, phonological processing, word retrieval, letter-sound knowledge, reading comprehension and fluency. Instruction based on SoR structured literacy, Tier 2 and 3 intervention (as per Primary Reading Pledge) as required.										
4.6	Grade 4: PAT, Standardised assessments as required - language, phonological processing, word retrieval, letter-sound knowledge, reading comprehension and fluency. Instruction based on SoR structured literacy, Tier 2 and 3 intervention as required.										
4.7	Grade 5: NAPLAN, PAT. Standardised assessments as required (as per G4). Instruction based on SoR structured literacy, Tier 2 and 3 intervention as per Primary Reading Pledge as required.										
4.8	Grade 6: PAT. Standardised assessment as required (as per G5). Tier 2 and Tier 3 intervention as required.										
4.9	Grade 7: NAPLAN, PAT. Standardised assessments as required (as per G6). Tier 2 and Tier 3 intervention as required.										
4.10	Grade 8: Standardised assessments as required (as per G7). Tier 2 and Tier 3 intervention as required.										
4.11	Mandate adoption of phonics screener by all primary schools by 2022										
4.12	All schools resourced with decodeable readers appropriate for stages of reading										
5. Four-year plan to achieve at or near zero children leaving Secondary School in Grades 10 below the national minimum standard (NMS) for reading											
5.1	All Grade 7s screened* for oral language and literacy to identify children at-risk.										
5.2	Targeted and whole-class SoR structured literacy intervention		G7	G7-8	G7-9	G7-10					

8.8	Professional learning for Libraries Tasmania Literacy Coordinators in Justice settings as per adult literacy plan											
8.9	Professional learning for Ashley School teams in SoR structured literacy intervention*											
9. All strategies: continuous improvement according to data-driven evidence												