



THE
ULTIMATE



READING SKILLS CHECKLIST



FOR
NAPLAN



1. Introduction to NAPLAN Reading Assessment

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a series of standardised tests that assess students' reading, writing, language conventions, and numeracy skills. The reading component evaluates a student's ability to interpret, analyse, and think critically about written text.

Overview of NAPLAN Reading Requirements

The NAPLAN reading assessment requires students to demonstrate their comprehension skills across a variety of text types. Students are presented with multiple texts and asked to answer questions that test their understanding at different levels—from basic retrieval of information to deeper analysis and evaluation.

The assessment includes:

- Narrative texts (stories, poems)
- Informative texts (reports, explanations)
- Persuasive texts (advertisements, arguments)
- Visual texts (charts, diagrams, images)

How Reading Skills are Tested Across Different Year Levels

NAPLAN reading assessments are conducted in Years 3, 5, 7, and 9. The complexity and expectations increase with each year level:

Year 3: Basic comprehension, locating directly stated information, understanding simple vocabulary in context

Year 5: Making straightforward inferences, understanding text structures, interpreting ideas across paragraphs

Year 7: Analysing language techniques, evaluating arguments, understanding underlying themes

Year 9: Critical analysis of complex texts, evaluating sophisticated arguments, interpreting abstract concepts

The Importance of Systematic Preparation

Success in NAPLAN reading requires systematic development of reading skills. Rather than cramming just before the test, students benefit from:

- Regular reading practice across different text types
- Progressive development of comprehension strategies
- Building vocabulary through consistent exposure to rich texts
- Learning to consciously apply reading skills to unfamiliar texts

This checklist provides a structured approach to developing the reading skills necessary for NAPLAN success, focusing on skills that have practical application beyond the test itself.

2. Foundational Reading Skills Checklist

These fundamental skills form the building blocks for all other reading competencies. They should be developed early but also revisited regularly to strengthen reading fluency and confidence.



Phonemic Awareness and Decoding

- ☐ Recognise and manipulate individual sounds in words
- ☐ Use phonics knowledge to decode unfamiliar words
- ☐ Identify common letter patterns and word families
- ☐ Break multisyllabic words into manageable parts

- ☐ Recognise high-frequency sight words automatically

Example: When encountering the unfamiliar word "substantial," break it into syllables (sub-stan-tial) and apply phonics rules to decode each part.

Improvement Tip: Create word family charts that group words with similar patterns. For example, words ending with "-ight" (light, might, sight) to reinforce decoding patterns.

Indicators of Mastery:

- ☐ Reads unfamiliar words with minimal hesitation
- ☐ Correctly pronounces multisyllabic words
- ☐ Recognises common prefixes and suffixes automatically

Fluency Development

- ☐ Read with appropriate rate, accuracy, and expression
- ☐ Recognise and respect punctuation when reading aloud
- ☐ Group words into meaningful phrases
- ☐ Adjust reading speed according to text difficulty and purpose
- ☐ Self-correct errors that interfere with meaning

Example: When reading dialogue, use different voices to represent different characters and pause appropriately at commas and full stops.

Improvement Tip: Practice repeated readings of the same text, focusing on improving expression and phrasing with each reading. Record yourself and

listen back to identify areas for improvement.

Indicators of Mastery:

- ☐ Reads smoothly at an appropriate pace (not too fast or slow)
- ☐ Uses appropriate intonation to convey meaning
- ☐ Adjusts reading style for different text types

Vocabulary Expansion Techniques

- ☐ Use context clues to determine meaning of unfamiliar words
- ☐ Analyse word parts (prefixes, roots, suffixes) to determine meaning
- ☐ Understand multiple meanings of words
- ☐ Recognise relationships between words (synonyms, antonyms)
- ☐ Use reference sources effectively (dictionaries, thesauruses)

Example: When encountering "unprecedented" in a text about climate change, break it down: "un" (not) + "precedent" (something that happened before) + "ed" (past tense marker) to determine it refers to something that has never happened before.

Improvement Tip: Keep a vocabulary journal where you record new words with their meanings, example sentences, and your own sentences using the words. Review regularly and use the words in your writing.

Indicators of Mastery:

- ☐ Accurately deduces meaning of unfamiliar words using context
- ☐ Understands nuances between similar words
- ☐ Regularly incorporates new vocabulary into speaking and writing



Basic Comprehension Strategies

- ☐ Activate prior knowledge before reading
- ☐ Predict what might happen next in a text
- ☐ Monitor understanding while reading
- ☐ Visualise scenes, characters, and concepts
- ☐ Summarise key points after reading sections

Example: Before reading an article about volcanoes, think about what you already know about volcanoes, what questions you have, and what the text might cover based on headings and images.

Improvement Tip: Use the "5 Ws and H" strategy (Who, What, When, Where, Why, How) to guide your reading and ensure comprehensive understanding of important details.

Indicators of Mastery:

- ☐ Can accurately retell a text in own words
- ☐ Identifies when comprehension breaks down and applies fix-up strategies
- ☐ Makes reasonable predictions based on available information

3. Comprehension Skills Checklist

These skills focus on understanding text at various levels, from identifying explicit information to making deeper inferences. These are frequently assessed in NAPLAN reading tests.

Identifying Main Ideas and Supporting Details

- ☐ Distinguish between main ideas and supporting details
- ☐ Identify topic sentences in paragraphs
- ☐ Recognise how details develop or support main ideas
- ☐ Identify key information in complex paragraphs
- ☐ Determine importance of different details to the overall text

Example: In a paragraph about climate change, identify that "Human activities are contributing to global warming" is the main idea, while statistics about carbon emissions are supporting details.

Improvement Tip: Practice creating one-sentence summaries of paragraphs that capture the main idea. Compare your summary with others to refine your ability to identify central points.

Indicators of Mastery:

- ☐ Consistently identifies the main points in various text types
- ☐ Explains how specific details support or develop main ideas
- ☐ Creates accurate summaries that include key points without extraneous details

Making Inferences

- ☐ Read between the lines to understand implied meanings
- ☐ Use textual clues to infer character feelings or motivations
- ☐ Make connections between different parts of the text
- ☐ Use background knowledge to fill in gaps in the text
- ☐ Distinguish between what is directly stated and what is implied

Example: In a story where a character "slammed the door and stormed off without saying goodbye," infer that the character is angry or upset, even though the emotion isn't explicitly stated.

Improvement Tip: Practice using the formula "I know [text evidence] + I know [background knowledge] = I can infer [logical conclusion]" to strengthen inferential thinking.

Indicators of Mastery:

- ☐ Makes logical inferences supported by text evidence
- ☐ Explains the reasoning behind inferences
- ☐ Identifies subtle clues that contribute to implied meanings

Drawing Conclusions

- ☐ Synthesise information from multiple parts of a text
- ☐ Use evidence to form logical conclusions

- ☐ Recognise when there is insufficient evidence for a conclusion
- ☐ Evaluate the strength of conclusions based on available evidence
- ☐ Distinguish between reasonable and unreasonable conclusions

Example: After reading a text about declining bee populations that presents multiple causes (pesticides, habitat loss, climate change), conclude that bee conservation requires a multi-faceted approach rather than a single solution.

Improvement Tip: When drawing conclusions, list all the evidence that supports your conclusion alongside any contradicting evidence. A strong conclusion should account for all available information.

Indicators of Mastery:

- ☐ Forms well-reasoned conclusions based on text evidence
- ☐ Distinguishes between conclusions that are well-supported and those that are speculative
- ☐ Recognises when more information is needed before drawing a conclusion



Distinguishing Between Fact and Opinion

- ☐ Identify factual statements that can be verified
- ☐ Recognise opinions and subjective judgments
- ☐ Detect statements that blend fact and opinion
- ☐ Identify bias in presentation of information
- ☐ Evaluate facts used to support opinions

Example: Distinguish between "The Great Barrier Reef covers 344,400 square kilometres" (fact) and "The Great Barrier Reef is the most beautiful marine ecosystem in the world" (opinion).

Improvement Tip: Create a two-column chart when reading persuasive texts, sorting statements into "Facts" and "Opinions." Look for signal words that indicate opinions (believe, feel, best, worst) versus facts (measured, discovered, reported).

Indicators of Mastery:

- ☐ Accurately categorises statements as facts or opinions
- ☐ Identifies opinion statements disguised as facts
- ☐ Evaluates whether opinions are well-supported by factual evidence



Understanding Cause and Effect

- ☐ Identify causes and their resulting effects in texts
- ☐ Recognise multiple causes for a single effect
- ☐ Identify multiple effects from a single cause
- ☐ Distinguish between immediate and long-term effects
- ☐ Recognise cause and effect signal words (because, as a result, consequently)

Example: In a text about deforestation, identify that clearing forests (cause) leads to soil erosion, habitat loss, and increased carbon dioxide in the atmosphere (multiple effects).

Improvement Tip: Create visual cause-effect chains or webs to map complex relationships in informational texts. This helps visualise how multiple causes and effects interrelate.

Indicators of Mastery:

- ☐ Accurately identifies cause-effect relationships in texts
- ☐ Distinguishes between correlation and causation
- ☐ Explains complex cause-effect relationships with multiple factors

🎯 Recognising Author's Purpose

- ☐ Identify whether a text is meant to inform, persuade, entertain, or explain
- ☐ Recognise texts with multiple purposes
- ☐ Identify how language choices reflect author's purpose
- ☐ Recognise how text structure supports author's purpose
- ☐ Evaluate how effectively the author achieves their purpose

Example: Recognise that a brochure about plastic pollution that includes alarming statistics and emotional language is primarily meant to persuade readers to reduce plastic use, not just inform them about the issue.

Improvement Tip: Identify specific features in the text that reveal the author's purpose, such as emotional language (persuade), factual information (inform), humour (entertain), or step-by-step instructions (explain).

Indicators of Mastery:

- ☐ Accurately identifies author's primary purpose in various text types
- ☐ Explains how specific text features support the author's purpose
- ☐ Recognises when texts have multiple or overlapping purposes

↓ Following Sequence of Events

- ☐ Track chronological order in narratives
- ☐ Identify flashbacks and flash-forwards
- ☐ Recognise logical sequence in explanations and procedures
- ☐ Use transitional words as clues to sequence (first, next, finally)
- ☐ Create timelines or flow charts to visualise sequences

Example: In a story that begins with a character reflecting on past events before describing how they arrived at their current situation, identify the main narrative timeline versus the flashback sections.

Improvement Tip: When reading complex narratives with non-linear timelines, create a simple flow chart or timeline noting when events actually happened versus when they are revealed in the story.

Indicators of Mastery:

- ☐ Accurately retells events in correct chronological order
- ☐ Identifies shifts in time within narratives

- ☐ Understands how sequence contributes to text structure and meaning

4. Text Analysis Skills Checklist

These skills focus on understanding how texts are constructed and how their components work together to create meaning. Strong text analysis skills are especially important for older students.

Understanding Different Text Types

- ☐ Identify common text types (narrative, informative, persuasive)
- ☐ Recognise features specific to each text type
- ☐ Understand how purpose influences text structure and language
- ☐ Identify hybrid texts that combine multiple text types
- ☐ Adjust reading strategies based on text type

Example: Recognise that a travel blog may combine narrative elements (the writer's personal experience), informative elements (facts about locations), and persuasive elements (recommendations for places to visit).

Improvement Tip: Create a chart of text types with their typical features, purposes, and examples. Use this as a reference when analysing new texts to identify their type and anticipated structures.

Indicators of Mastery:

- ☐ Quickly identifies text types by their key features
- ☐ Explains how text structure supports the author's purpose

- ☐ Adjusts reading approach based on text type identification

Recognising Text Structures and Patterns

- ☐ Identify common organisational patterns (chronological, cause-effect, problem-solution, compare-contrast)
- ☐ Recognise how headings, subheadings, and paragraphing reveal structure
- ☐ Understand how text structure supports the main idea
- ☐ Create visual representations of text structures (mind maps, flow charts)
- ☐ Use knowledge of structure to predict where specific information might be found

Example: Identify that an essay about climate change uses a problem-solution structure: first describing the problem (rising temperatures, extreme weather), then exploring various solutions (renewable energy, conservation efforts).

Improvement Tip: Before reading a text in detail, preview its structure by examining headings, subheadings, topic sentences, and visual elements. Create a quick outline to predict how the information will be organised.

Indicators of Mastery:

- ☐ Identifies organisational patterns in various texts
- ☐ Creates accurate visual representations of text structures
- ☐ Uses understanding of structure to locate specific information efficiently



Analysing Language Features and Literary Devices

- ☐ Identify figurative language (similes, metaphors, personification)
- ☐ Recognise literary devices (alliteration, onomatopoeia, imagery)
- ☐ Understand how word choice (connotation, technical terms) affects meaning
- ☐ Analyse how language creates tone and mood
- ☐ Evaluate the effectiveness of language features in achieving the author's purpose

Example: In the sentence "The wind howled and clawed at the windows," identify the personification of wind and explain how it creates an ominous, threatening mood.

Improvement Tip: Keep a literary device "treasure hunt" journal where you collect examples of different language features from your reading. Note how each example affects the meaning, tone, or impact of the text.

Indicators of Mastery:

- ☐ Accurately identifies various language features and literary devices
- ☐ Explains how specific language choices contribute to meaning
- ☐ Analyses how language creates particular effects or impressions



Evaluating Arguments and Evidence

- ☐ Identify claims, evidence, and reasoning in argumentative texts
- ☐ Assess the relevance and strength of evidence
- ☐ Recognise logical fallacies and weak arguments
- ☐ Evaluate the credibility of sources cited
- ☐ Distinguish between emotional appeals and logical reasoning

Example: In an article arguing for renewable energy, evaluate whether the evidence provided (statistics on fossil fuel pollution, examples of successful renewable energy projects) effectively supports the claim that renewable energy should replace fossil fuels.

Improvement Tip: When reading persuasive texts, create a three-column chart: Claims (what the author asserts), Evidence (facts, examples, or statistics provided), and Evaluation (your assessment of whether the evidence adequately supports the claim).

Indicators of Mastery:

- ☐ Identifies main arguments and supporting evidence in persuasive texts
- ☐ Evaluates the credibility and relevance of evidence
- ☐ Recognises logical fallacies and weaknesses in argumentation

Comparing and Contrasting Information Across Texts

- ☐ Identify similarities and differences in content across texts on the same topic
- ☐ Compare perspectives and approaches of different authors

- ☐ Evaluate relative strengths and weaknesses of different texts
- ☐ Synthesise information from multiple sources
- ☐ Recognise contradictions or inconsistencies between texts

Example: After reading two articles about water conservation—one from an environmental organisation and one from a water utility company—compare their perspectives, recommendations, and the type of evidence they prioritise.

Improvement Tip: Create Venn diagrams or comparison charts when reading multiple texts on the same topic. This visual organisation helps identify unique content, shared information, and contradictory claims.

Indicators of Mastery:

- ☐ Identifies significant similarities and differences between texts
- ☐ Synthesises information from multiple sources into a coherent understanding
- ☐ Explains how different perspectives shape the presentation of information

5. Critical Reading Skills Checklist

These higher-order skills involve evaluating texts, making judgments, and connecting reading to broader contexts. These skills are particularly important for upper primary and secondary students.

✔ Evaluating Reliability and Credibility of Sources

- ☐ Assess author credentials and expertise
- ☐ Evaluate publisher reputation and purpose
- ☐ Check for currency and relevance of information
- ☐ Look for citations and references to support claims
- ☐ Distinguish between primary and secondary sources

Example: When reading a website article about health benefits of a specific diet, check whether the author has relevant qualifications (e.g., dietitian, nutritionist, medical researcher) and whether claims are supported by scientific studies rather than anecdotes.

Improvement Tip: Use the CRAAP test to evaluate sources: Currency (when published/updated), Relevance (to your topic), Authority (who created it), Accuracy (reliable, verifiable), Purpose (why created).

Indicators of Mastery:

- ☐ Consistently evaluates source credibility before accepting information
- ☐ Identifies potential conflicts of interest that might affect reliability
- ☐ Distinguishes between credible and questionable sources

Identifying Bias and Perspective

- ☐ Recognise subjective language and loaded terms
- ☐ Identify omission of relevant information or perspectives
- ☐ Detect stereotypes and generalizations
- ☐ Recognise how author's background may influence perspective
- ☐ Distinguish between intentional bias and legitimate perspective

Example: In a news article about a controversial development project, notice that only the developers are quoted while community members opposed to the project aren't included, suggesting potential bias in the coverage.

Improvement Tip: When reading about controversial topics, seek out sources with different perspectives. Compare how the same event or issue is portrayed by different sources to identify potential bias in each.

Indicators of Mastery:

- ☐ Identifies subtle forms of bias in various texts
- ☐ Recognises how language choices can reflect particular perspectives
- ☐ Identifies missing perspectives or viewpoints in texts

Analysing Visual Elements

- ☐ Interpret information from charts, graphs, and diagrams
- ☐ Analyse how images contribute to text meaning
- ☐ Recognise how visual elements can emphasise or downplay information
- ☐ Identify misleading visual representations
- ☐ Understand the relationship between visual and written text

Example: In a report containing a graph showing temperature changes, notice if the scale has been manipulated to make small changes appear more dramatic or to minimise significant changes.

Improvement Tip: Practice translating information between different formats—describe a graph in words, or create a visual representation of

written information. This strengthens your ability to analyse relationships between visual and textual elements.

Indicators of Mastery:

- ☐ Accurately interprets information from various visual elements
- ☐ Identifies how visual elements support or extend written text
- ☐ Recognises potentially misleading visual representations



Understanding How Images Complement Text

- ☐ Identify the purpose of images in relation to text
- ☐ Analyse how images reinforce or extend textual information
- ☐ Recognise when images contradict or complicate written content
- ☐ Evaluate effectiveness of image selection and placement
- ☐ Understand how captions guide interpretation of images

Example: In a science textbook explanation of photosynthesis, analyse how diagrams showing the process step-by-step complement the written explanation by visualising abstract concepts that are difficult to understand through text alone.

Improvement Tip: When reading illustrated texts, cover the images first and read just the text. Form a mental image, then compare your visualisation with the actual images. Note differences and how the images enhance your understanding.

Indicators of Mastery:

- ☐ Explains how images and text work together to convey meaning
- ☐ Identifies when images provide essential information not contained in the text
- ☐ Analyses how image choice and placement affects reader impressions

Connecting Text to Personal Experience and World Knowledge

- ☐ Make text-to-self connections (relating to personal experience)
- ☐ Make text-to-text connections (relating to other readings)
- ☐ Make text-to-world connections (relating to broader knowledge)
- ☐ Use connections to deepen comprehension
- ☐ Evaluate how personal experiences might influence text interpretation

Example: When reading a story about a character facing a difficult decision, connect it to a similar situation you've experienced, another book with a character facing a comparable dilemma, and broader ethical principles that apply to such situations.

Improvement Tip: Keep a reading response journal with three columns: "In the text" (what you read), "In my head" (what you thought/felt), and "Connections" (links to your experiences, other texts, or world knowledge).

Indicators of Mastery:

- ☐ Makes meaningful connections that enhance text understanding
- ☐ Uses background knowledge to interpret complex information
- ☐ Evaluates how personal perspectives might influence interpretation

6. Strategic Test-Taking Skills

These practical skills help students approach the NAPLAN reading assessment effectively and efficiently. They focus on maximising performance under test conditions.

? Understanding Question Types

- ☐ Recognise literal comprehension questions (directly stated information)
- ☐ Identify inferential questions (reading between the lines)
- ☐ Understand evaluative questions (requiring judgments)
- ☐ Recognise questions about text structure and purpose
- ☐ Identify vocabulary-in-context questions

Example: Differentiate between "What colour was the character's coat?" (literal), "How did the character feel when she received the news?" (inferential), and "Do you think the character made the right decision?" (evaluative).

Improvement Tip: Practice identifying question types in sample tests. For each question, determine whether you need to find directly stated information, make an inference, or form a judgment based on evidence.

Indicators of Mastery:

- ☐ Correctly identifies different question types
- ☐ Adjusts approach based on question requirements
- ☐ Consistently applies appropriate strategies for each question type

Effective Time Management

- ☐ Allocate time based on text length and question difficulty
- ☐ Scan texts before reading in detail
- ☐ Monitor time usage during the test
- ☐ Know when to move on from difficult questions
- ☐ Leave time to review answers if possible

Example: For a 40-minute reading test with three texts and 30 questions, allocate roughly 5 minutes for initial scanning, 20 minutes for reading and answering, and 15 minutes for difficult questions and review.

Improvement Tip: During practice tests, time yourself and note how long you spend on different types of texts and questions. This helps you develop a sense of appropriate pacing for the actual test.

Indicators of Mastery:

- ☐ Completes reading assessments within allocated time
- ☐ Effectively prioritises questions based on difficulty

- ☐ Manages time to allow for checking answers

Eliminating Incorrect Answers

- ☐ Identify obviously incorrect options
- ☐ Eliminate answers that contradict the text
- ☐ Be wary of partially correct answers
- ☐ Recognise distractors using information from the wrong part of the text
- ☐ Use the process of elimination to narrow options

Example: For a question with four options, quickly eliminate two clearly incorrect answers, then carefully compare the remaining two options against the text to determine which is fully correct.

Improvement Tip: When practicing with multiple-choice questions, don't just identify the correct answer—actively work out why each of the other options is incorrect. This helps you recognise common distractor patterns.

Indicators of Mastery:

- ☐ Systematically eliminates incorrect answer options
- ☐ Identifies subtle differences between similar answer choices
- ☐ Recognises common distractor patterns in multiple-choice questions



Making Educated Guesses When Necessary

- ☐ Narrow down options as much as possible
- ☐ Use text context clues to inform guesses
- ☐ Consider which answer aligns with the main ideas of the text
- ☐ Look for signal words that match the text
- ☐ Avoid leaving questions unanswered (no penalty for wrong answers)

Example: If unsure about a vocabulary-in-context question, reread the sentences before and after the word, consider the overall topic, and choose the meaning that best fits the context even if you're not 100% certain.

Improvement Tip: When making an educated guess, write down your reasoning. Even if your answer is incorrect, this helps you identify patterns in your thinking and improve your guessing strategy for future tests.

Indicators of Mastery:

- ☐ Makes logical guesses based on available information
- ☐ Utilises partial knowledge effectively when uncertain
- ☐ Demonstrates reasonable success rate with educated guesses



Checking and Reviewing Responses

- ☐ Verify that answers are consistent with text evidence
- ☐ Double-check questions that were challenging

- ☐ Review answers for careless errors
- ☐ Check that all questions have been answered
- ☐ Verify that answers have been marked clearly and correctly

Example: After completing all questions, go back to any you marked as uncertain. Reread the relevant text sections and reconsider your answers with fresh eyes.

Improvement Tip: Develop a systematic review process: first check that all questions are answered, then review difficult questions, then verify that your intended answers match what you've marked on the answer sheet.

Indicators of Mastery:

- ☐ Routinely checks answers against text evidence
- ☐ Identifies and corrects careless errors during review
- ☐ Completes assessments with all questions answered

7. Year-Level Specific Checklists

These checklists focus on the reading skills most relevant to each NAPLAN year level, helping students prepare for the specific expectations of their assessment.

Key Reading Skills for Year 3

Foundational Skills Focus:

- ☐ Decode multisyllabic words using phonics knowledge
- ☐ Read grade-level texts with accuracy, appropriate rate, and expression

- ☐ Use context to confirm or self-correct word recognition
- ☐ Recognise common prefixes and suffixes
- ☐ Build vocabulary through reading and discussion

Comprehension Skills Focus:

- ☐ Identify main idea and key details in a paragraph
- ☐ Distinguish between literal and nonliteral language
- ☐ Make simple inferences based on text clues
- ☐ Understand sequence of events in stories
- ☐ Recognise basic cause and effect relationships

Test Preparation Focus:

- ☐ Understand different question types (literal, inferential)
- ☐ Read all answer options before selecting
- ☐ Refer back to the text to find answers
- ☐ Manage time to complete all questions
- ☐ Check answers for obvious errors

Typical Year 3 NAPLAN Reading Question: "According to the story, what did Sarah do after she found the key?" (requires locating directly stated information)

Key Reading Skills for Year 5

Foundational Skills Focus:

- ☐ Read grade-level texts fluently and with good comprehension
- ☐ Use knowledge of word structures to determine meaning
- ☐ Apply various strategies to understand unfamiliar words
- ☐ Understand words with multiple meanings

- ☐ Build academic and domain-specific vocabulary

Comprehension Skills Focus:

- ☐ Summarise texts, including main ideas and supporting details
- ☐ Make logical inferences supported by text evidence
- ☐ Compare and contrast elements within a text
- ☐ Identify author's purpose (inform, persuade, entertain)
- ☐ Understand how text features contribute to meaning

Test Preparation Focus:

- ☐ Preview texts and questions before reading closely
- ☐ Identify key words in questions to focus reading
- ☐ Eliminate clearly incorrect answer options
- ☐ Check that answers are supported by the text
- ☐ Pace reading and answering to complete all questions

Typical Year 5 NAPLAN Reading Question: "Based on the information in the text, what is most likely the author's purpose for writing this article?"
(requires understanding author's purpose)

Key Reading Skills for Year 7

Foundational Skills Focus:

- ☐ Read and comprehend complex literary and informational texts
- ☐ Use context clues and word analysis for advanced vocabulary
- ☐ Understand connotative and figurative language
- ☐ Recognise nuances in word meanings
- ☐ Build specialised vocabulary in curriculum areas

Comprehension Skills Focus:

- ☐ Analyse how text structure contributes to meaning and style
- ☐ Evaluate arguments and specific claims in texts
- ☐ Compare different texts' approaches to similar themes
- ☐ Analyse how authors use language to create effects
- ☐ Integrate information from multiple sources

Test Preparation Focus:

- ☐ Identify question complexity and allocate time accordingly
- ☐ Recognise subtle differences between similar answer options
- ☐ Efficiently scan texts to locate relevant information
- ☐ Make educated guesses when unsure, using text evidence
- ☐ Systematically review challenging questions

Typical Year 7 NAPLAN Reading Question: "How does the author use language to create tension in paragraphs 3 and 4?" (requires analysis of author's techniques)

Key Reading Skills for Year 9

Foundational Skills Focus:

- ☐ Read and comprehend sophisticated literary and informational texts
- ☐ Analyse the cumulative impact of word choices on meaning and tone
- ☐ Understand technical and specialised vocabulary across disciplines
- ☐ Recognise and interpret complex figurative language
- ☐ Build vocabulary for academic, professional, and civic contexts

Comprehension Skills Focus:

- ☐ Analyse complex ideas and information from multiple sources
- ☐ Evaluate the effectiveness of reasoning and evidence in arguments
- ☐ Assess reliability, relevance, and sufficiency of evidence
- ☐ Analyse how style and content contribute to text power or beauty
- ☐ Interpret texts in historical, social, and cultural contexts

Test Preparation Focus:

- ☐ Develop efficient strategies for complex, multi-text questions
- ☐ Recognise deliberately misleading answer options
- ☐ Identify implicit assumptions in questions and texts
- ☐ Balance speed and accuracy for optimal performance
- ☐ Apply critical thinking to evaluate subtle distinctions in texts

Typical Year 9 NAPLAN Reading Question: "Based on both Text 1 and Text 2, what can be concluded about the different perspectives on environmental policy?" (requires synthesis across multiple texts)

8. Practice Activities and Self-Assessment

Regular practice and self-assessment are essential for developing reading skills. These activities provide opportunities to apply and strengthen the skills covered in the checklists.

Short Exercises to Strengthen Each Skill Area

Foundational Skills Practice:

1. **Word Analysis:** Break down 5–10 multisyllabic words into syllables and identify prefixes, roots, and suffixes. Explain how each part contributes to the word's meaning.
2. **Fluency Building:** Record yourself reading a paragraph, then listen and evaluate your pace, expression, and accuracy. Practice rereading to improve fluency.
3. **Context Clues:** Find 5 unfamiliar words in a text. Before looking them up, use surrounding context to predict their meanings, then check your predictions.

Comprehension Skills Practice:

1. **Main Idea Identification:** Read a news article and write a one-sentence summary of each paragraph, then create an overall summary of the entire article.
2. **Inference Training:** Read a short story and list 5 things that are implied but not directly stated. Identify the clues that led to each inference.
3. **Cause and Effect:** Create a flowchart showing the chain of causes and effects in an informational text about a natural process or historical event.

Text Analysis Practice:

1. **Text Structure Analysis:** Compare the organisational patterns of two texts on similar topics. Create outlines showing how each is structured differently.
2. **Language Feature Hunt:** Find examples of five different literary devices (metaphor, simile, etc.) in a text and explain how each affects meaning or tone.
3. **Argument Evaluation:** Analyse a persuasive text by identifying the main claim, supporting evidence, and any logical fallacies or weaknesses in reasoning.

Critical Reading Practice:

1. **Source Credibility:** Compare two sources on the same topic. Evaluate each for authority, accuracy, currency, and potential bias.
2. **Visual Analysis:** Examine a text with charts or images. Explain how the visual elements support, extend, or contradict the written content.
3. **Perspective Identification:** Read accounts of the same event from different sources. Identify how each writer's perspective influences their description.

Practice Tip: Set aside 15–20 minutes daily for focused reading skill practice. Rotate through different skill areas rather than focusing on just one. Regular, varied practice leads to more balanced skill development.



Self-Assessment Checklists for Monitoring Progress

Use these checklists to track your progress and identify areas that need more attention. Rate yourself on each skill using the following scale:

- 1 – Need significant improvement
- 2 – Developing but still challenging
- 3 – Competent but not consistent
- 4 – Strong and reliable
- 5 – Excellent, can use this skill with confidence

Foundational Skills Self-Assessment:

- ☐ I can decode unfamiliar multisyllabic words efficiently.
- ☐ I read with appropriate fluency, pace, and expression.
- ☐ I can determine word meanings using context clues.
- ☐ I effectively use various comprehension strategies while reading.
- ☐ I can summarise what I've read accurately and concisely.

Higher-Order Skills Self-Assessment:

- ☐ I can make logical inferences based on text evidence.
- ☐ I distinguish between facts and opinions in texts.
- ☐ I identify author's purpose and how it shapes the text.

- ☐ I evaluate arguments and evidence in persuasive texts.
- ☐ I analyse how language choices affect meaning and tone.

Test-Taking Skills Self-Assessment:

- ☐ I manage my time effectively during reading assessments.
- ☐ I understand different question types and how to approach them.
- ☐ I effectively eliminate incorrect answer options.
- ☐ I verify my answers by referring back to the text.
- ☐ I remain calm and focused during assessment situations.

Self-Assessment Tip: Complete these checklists monthly to track progress. Focus your practice on skills rated 3 or below. Celebrate improvement in skills that have moved up in rating.



Parent/Teacher Guidance for Supporting Reading Skill Development

How Parents Can Support Reading Development:

- ☐ Model reading by spending time with books, newspapers, or digital texts
- ☐ Establish a regular family reading time (15–30 minutes daily)
- ☐ Discuss what you're reading with your child, sharing opinions and insights
- ☐ Ask open-ended questions about books your child is reading
- ☐ Provide access to diverse reading materials that match interests
- ☐ Visit libraries and bookshops regularly to explore new books
- ☐ Connect reading to real-world experiences and family activities

- ☐ Celebrate reading achievements with specific praise

How Teachers Can Support Reading Development:

- ☐ Explicitly teach reading strategies and when to apply them
- ☐ Provide regular opportunities for guided, shared, and independent reading
- ☐ Use formative assessment to identify skill gaps and provide targeted support
- ☐ Select diverse texts that represent various genres, cultures, and perspectives
- ☐ Model think-alouds to demonstrate reading processes
- ☐ Create a print-rich environment with accessible reading materials
- ☐ Balance skill instruction with authentic reading experiences
- ☐ Provide specific feedback focused on strategy use rather than just correct answers

Collaborative Support Strategies:

- ☐ Maintain regular communication between parents and teachers about reading progress
- ☐ Share specific strategies being taught at school that can be reinforced at home
- ☐ Develop personalised reading goals based on current skills and interests
- ☐ Address reading difficulties early with appropriate interventions
- ☐ Celebrate reading growth through shared recognition of progress

Effective Support Example: A parent notices their child struggling with making inferences. After speaking with the teacher, they learn a specific strategy being taught at school: "I know [text clue] + I know [background knowledge] = I can infer [conclusion]." The parent reinforces this strategy during home reading by asking questions that prompt inference and using the same language and framework.

Support Tip: Focus on making reading enjoyable rather than a chore. Connect reading to topics of interest, use games and activities to practice

skills, and maintain a positive attitude even when challenges arise. Reading progress is a journey, not a race.

Summary

Developing strong reading skills is a gradual process that requires consistent practice, explicit instruction, and strategic support. This checklist provides a comprehensive framework for developing the reading skills necessary for NAPLAN success and beyond.

Remember these key points:

- Reading skills build on each other—strong foundational skills support higher-order thinking
- Different text types require different reading approaches
- Regular practice with a variety of texts strengthens reading abilities
- Self-assessment helps track progress and identify areas for improvement
- Test-taking strategies complement reading skills for optimal performance

By systematically working through these checklists and regularly practicing the associated skills, students can develop the reading proficiency needed not just for NAPLAN, but for academic success and lifelong learning.

The Ultimate Reading Skills Checklist for NAPLAN

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