Slide 1

StepsWeb and the NZ

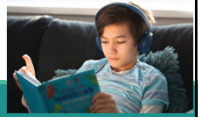**Literacy Curriculum**

Ros Lugg

StepsWeb and the NZ Literacy Curriculum
stepsweb.com

Slide 2

New objectives

- **One hour a day of reading, writing and maths.**
  All primary and intermediate children

- **Two assessments a year for Years 3 to 8.**
  Clear reporting to parents

- **Get 80% of Year 8 students to or above expected levels**
  Reading, writing, maths and science.

- **Regain our position in PISA rankings.**
  Slipped 1 ½ years behind over last couple of years.

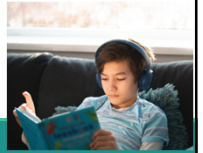StepsWeb and the NZ Literacy Curriculum
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Slide 3

PISA — Programme for International Student Assessment — OECD

1st Place	-	Singapore	560
11th Place	-	Australia	497
12th Place	-	New Zealand	495

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Slide 4

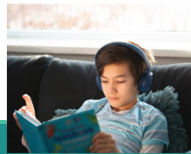**Refreshed English Curriculum**

Needs to be used from the start of 2025.

StepsWeb and the NZ Literacy Curriculum
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Slide 5

New Curriculum Refresh

Curriculum refresh link:
https://curriculumrefresh.education.govt.nz/english

Reading Framework:
https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-reading-framework/

Writing Framework:
https://curriculumprogresstools.education.govt.nz/lpfs/understanding-the-writing-framework/

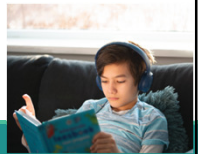StepsWeb and the NZ Literacy Curriculum
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Slide 6

So what do we need to be aware of?

Change of emphasis in new curriculum.

Reading and Writing Frameworks.

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Big ideas

Understand	The big ideas
Know	Rich contexts for exploring the big ideas
Do	Practices that bring rigour to learning

The learning that matters

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Big ideas

Understand
Big ideas   15

Ko te reo me ōna tikanga te hā o te whakawhitiwhiti kōrero.
Language and its rules are the essence of communication.

Communication depends on shared codes and conventions.
Shared codes and conventions enable us to make sense of what is heard, read, and seen. They change over time and are used differently in different contexts. How we use language in Aotearoa New Zealand has been shaped by our histories and linguistic heritages, and the encounters between them.

English content cards

https://curriculumrefresh.education.govt.nz/english#progression-in-action

StepsWeb and the NZ Literacy Curriculum
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Big ideas

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Shared codes and conventions enable us to make sense of what is heard, read, and seen. They change over time and are used differently in different contexts. How we use language in Aotearoa New Zealand has been shaped by our histories and linguistic heritages, and the encounters between them.

https://curriculumrefresh.education.govt.nz/english#progression-in-action

StepsWeb and the NZ Literacy Curriculum
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Big ideas

Years 4–6
Know   33

Ngā āhuatanga reo | Features and structures of language

I know that:
- Being able to recognise and use the codes, conventions, and features of different types of texts allows for a greater degree of precision and clarity of meaning. This includes less common codes and conventions used for specialised purposes (e.g., conveying dialogue or showing relationships between ideas).
- There are different structures within different types of texts. Knowing and combining a range of these structures helps me make meaning in specialised ways.
- People use language in different ways in different situations. This helps to signal social roles and relationships.

English content cards

https://curriculumrefresh.education.govt.nz/english#progression-in-action

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Big ideas

Ngā āhuatanga reo | Features and structures of language

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https://curriculumrefresh.education.govt.nz/english#progression-in-action

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Big ideas

Years 4–6
Do   34 A

Te whakamahi rautaki ki te whai māramatanga | Comprehending and creating texts

I can:
- use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts
- evaluate and integrate ideas and information across a small range of texts
- use a range of encoding and composing strategies to create written texts with a variety of sentence structures, text structures, and forms of punctuation (e.g., for dialogue)
- recognise how meaning is expressed in different modes and select modes to express my meaning

English content cards

https://curriculumrefresh.education.govt.nz/english#progression-in-action

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Slide 1: Big ideas

Big ideas | **Te whakamahi rautaki ki te whai māramatanga | Comprehending and creating texts**

I can:

- use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts
- evaluate and integrate ideas and information across a small range of texts
- use a range of encoding and composing strategies to create written texts with a variety of sentence structures, text structures, and forms of punctuation (e.g., for dialogue)
- recognise how meaning is expressed in different modes and select modes to express my meaning
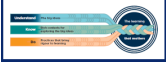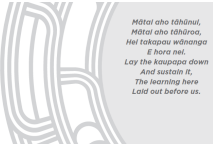
https://curriculumrefresh.education.govt.nz/english#progression-in-action

StepsWeb and the NZ Literacy Curriculum
stepsweb.com

Slide 2: More detailed information

More detailed information

Te Mātaiaho
THE REFRESHED
NEW ZEALAND CURRICULUM

The learning areas of Mātaiaho
English

Mātai aho tāhūnui,
Mātai aho tāhūroa,
Hei takapau wānanga
E hora nei.
Lay the kaupapa down
And sustain it,
The learning here
Laid out before us.

Lays out detailed progress steps to end of Year 2.

https://curriculumrefresh.education.govt.nz/english

StepsWeb and the NZ Literacy Curriculum
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Slide 3: Literacy and communication progress steps

Literacy and communication progress steps

Progress steps alert teachers to specific aspects of learning that are essential and time-sensitive as students work towards the progress outcome for this phase. They support teachers to notice, recognise, and respond to student learning in a timely fashion, as teachers offer multiple opportunities for learning and practice. These opportunities will be more meaningful for students if they are relevant to their cultural backgrounds and experiences, and if they allow students to use their preferred communication methods, including augmentative and alternative communication (AAC) or assistive technology.

As students move through school, the focus of literacy and communication learning shifts from developing foundations to preparing for the demands of the learning areas and real-world contexts. For this reason, from year 4 on, learning in literacy and communication is described within each

Literacy and communication progress step during the first six months

Building on the foundation from early learning, students can:

Spoken grammar	communicate using simple sentences with regular plurals and simple pronouns
Print awareness	recognise and apply important features of print, including directionality, the concepts of 'letter' and 'word', and the one-to-one match between written and spoken words
Phonemic awareness	orally blend phonemes into single-syllable words and segment spoken, single-syllable words into phonemes
Letter knowledge	identify most upper- and lower-case letters by their name and sound; form many letters correctly
Word knowledge	use phoneme–grapheme knowledge to decode and spell words with simple consonant and vowel patterns (e.g., consonant–vowel–consonant)
Understanding requests	respond to oral requests that require focusing on key relevant information (e.g., the key content in a picture, photo, video, or story)
Oral vocabulary	use everyday words, including adjectives and prepositions
Oral interactions	use speech that can be understood by others in everyday interactions, such as asking and answering simple questions and expressing feelings
Oral retelling	retell some key points from a story
Monitoring reading accuracy	notice and react when their oral reading doesn't match the written text
Reading for meaning	seek meaning from text, and react when they lose track of the meaning

Slide 4: (Phonemic awareness detail)

Phonemic awareness	orally blend phonemes into single-syllable words and segment spoken, single-syllable words into phonemes
Letter knowledge	identify most upper- and lower-case letters by their name and sound; form many letters correctly
Word knowledge	use phoneme–grapheme knowledge to decode and spell words with simple consonant and vowel patterns (e.g., consonant–vowel–consonant)

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Slide 5: Literacy and communication progress step – first and second year

Literacy and communication progress step **during the first year**	Literacy and communication progress step **during the second year**
Building on their progress from previous months, students can:	*Building on their progress from the previous year, students can:*
communicate in sentences with correct word order and basic connectives	communicate in sentences of varying length and complexity using irregular plurals, complex pronouns, and correct verb tenses
identify all upper- and lower-case letters by their name and sound; form most upper- and lower-case letters and numerals correctly	form all upper- and lower-case letters and numerals correctly and automatically
use phoneme–grapheme and morphological knowledge to decode and spell words containing consonant digraphs or clusters of consonants	use phoneme–grapheme and morphological knowledge to decode and spell unfamiliar words and those with complex vowel patterns, and to work out word meanings; read and spell most familiar words accurately and automatically without overt sounding out
respond to oral requests that require reordering of information and content	respond to oral requests that require reasoning or understanding abstract concepts (e.g., via predicting, explaining, problem solving, making inferences)
use precise, descriptive words including those from topics of interest or stories	use words to express abstract concepts and use specialist vocabulary from learning areas
contribute to discussions (e.g., by offering information and asking questions to clarify meaning)	maintain relationships and collaborate, including supporting and encouraging others' contributions, negotiating roles, and resolving misunderstandings
retell stories using a logical structure (e.g., a beginning, middle, and end)	retell stories in structured and coherent ways, focusing on relevant details
notice when their reading doesn't match the written text and attempt to self-correct	
use appropriate phrasing when reading familiar texts out loud; seek meaning from text, and take action to re-establish meaning when they lose track of it	use appropriate intonation and phrasing when reading out loud; look for both literal and implied meaning, and take action to re-establish meaning or to get to a deeper meaning

Slide 6: Phase 2 – Progress outcome for English by the end of year 6

Phase 2 (years 4–6) | Progress outcome for English by the end of **year 6**

Understand

I am building knowledge about language and texts and drawing on the practices of English.

Through this, I am deepening my understanding that:

- *Mā te reo, ka mōhio; mā te reo ka mārama; mā te reo ka ora.*
Language and literature give us insights into ourselves and others.
- *Kia mau ki tō ūkaipō.*
The stories of Aotearoa New Zealand are unique taonga tuku iho.
- *Ko pohewa, ko auaha ngā ara ki ao hou.*
Stories are a source of joy and nourishment.
- *Ko te reo me ōna tikanga te hā o te whakawhitiwhiti kōrero.*
Communication depends on shared codes and conventions.
- *Ko te manu e kai ana i te miro nōna*

Know

I know:

Ngā whāinga me ngā hunga mā rātou ngā tuhinga | Text purposes and audiences
The purpose of a text can be to generate a specific response (e.g., emotional or intellectual) based on the text creator's point of view.
Audiences may not always respond to a text in ways that the creator intended, and they will not all share the same interpretation.
As a text creator, my stories can be powerful, so I have a responsibility to consider how my stories may affect others.

Ngā ariā | Ideas within, across, and beyond texts
Local stories provide insights into my rohe and community. Stories from Aotearoa New Zealand can strengthen my knowledge and understanding of te ao Māori and Māori perspectives.
All texts develop ideas and show different ways

Ngā āhuatanga reo | Features and structures of language
Being able to recognise and use the codes, conventions, and features of different types of texts allows for a greater degree of precision and clarity of meaning. This includes less common codes and conventions used for specialised purposes (e.g., conveying dialogue or showing relationships between ideas).
There are different structures within different types of texts. Knowing and combining a range of these structures helps me make meaning in specialised ways.
People use language in different ways in different situations. This helps to signal social roles and relationships.

Slide 1

Te whakawhānui i ngā pae o te mātauranga me te mahi tahi
Expanding horizons of knowledge and collaborating

Do

Te whakamahi rautaki ki te whai māramatanga | Comprehending and creating texts
I can:
› use and combine decoding, comprehension, and vocabulary strategies to make, maintain, and restore meaning in oral, written, visual, and multimodal texts
› evaluate and integrate ideas and information across a small range of texts
› use a range of encoding and composing strategies to create written texts with a variety of sentence structures, text structures, and forms of punctuation (e.g., for dialogue)
› recognise how meaning is expressed in different modes and select modes to express my meaning
› use a variety of planning and revising activities for creating accurate, clear texts in a range of modes
› transcribe ideas fluently in written texts, with

Te tātari arohaehae | Critical analysis
I can:
› discuss different interpretations of a text and justify a position using my personal knowledge, evidence from the text, and knowledge of similar texts
› share interpretations to compare how people's different knowledge and experiences influence the meaning they make from texts
› consider the effects of how people, places, objects, and ideas are represented in and across texts
› identify how my thinking has changed or solidified as a result of my critical analysis.

Te pānui hei whakangahau, hei whakapārekareka | Reading for pleasure
I can:
› regularly read for pleasure, selecting texts based on my preferences and interests

Te tūhono mā te whakawhiti kōrero | Connecting through storytelling
I can:
› use a creative process to craft stories in multiple ways using written language, oral language, the visual mode, or a combination of these
› draw upon my background, my home language, and stories of my whānau to enrich my storytelling and express my personal voice
› make deliberate choices about the modes, text types, and structures I use
› use my passion for story to craft stories for unfamiliar audiences
› improve the quality of my stories based on the responses of my audience
› create stories in collaboration with others, respecting their contributions.

Slide 2

Discussion Points

Much greater emphasis on learning and using language and literacy in context.

"Learning literacy in the context of language and literature is a key component in English, complementing the disciplinary literacies develop in other areas."

StepsWeb and the NZ Literacy Curriculum
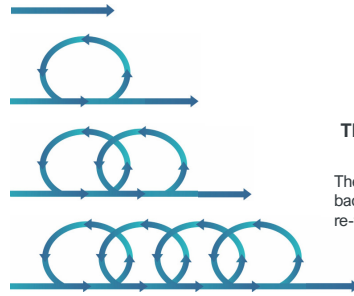stepsweb.com

Slide 3

Discussion Points

"Learning needs to be iterative and recursive".

Learning needs to build on previous knowledge and repeat the same skills in different contexts as they progress.

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Slide 4

The Circular Progression

The importance of constantly going back, re-checking and, if necessary, re-teaching

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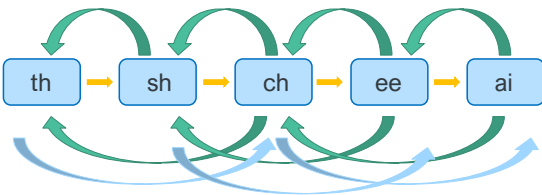
Slide 5

th → sh → ch → ee → ai

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stepsweb.com

Slide 6

Spelling Age Guideline
<6 6 7 8 9 10 11 12–15+

Foundation Levels Ages 5–6

Main Course

Plenty of content for extension learners
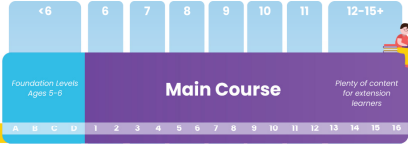
Complete range of supporting resources and games for a variety of ages!

Core phonological and phonic activities

Strong emphasis on comprehension and vocabulary

Slide 1: StepsWeb Course Alignment with NZ Curriculum Levels

StepsWeb Course Alignment with NZ Curriculum Levels

NZ Curriculum Levels																										

Levels shown: 8, 7, 6, 5, 4, 3, 2, 1

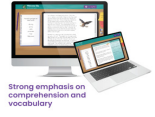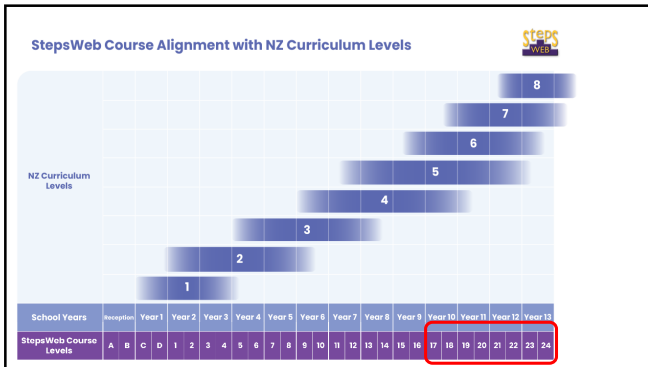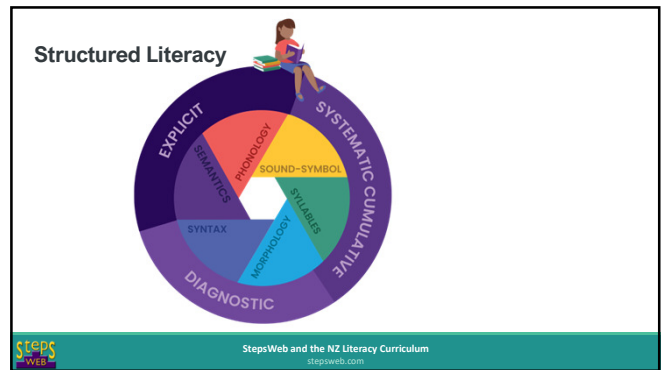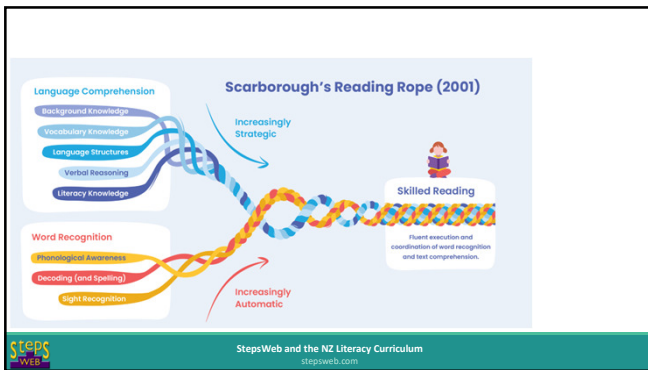| School Years	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
StepsWeb Course Levels	A B C D	1	2	3	4	5	6	7 8	9 10	11 12	13 14 15 16	17 18 19 20	21 22	23 24

Slide 2: Learning Progression Framework - Reading

Learning Progression Framework - Reading

Aspect	
Making sense of text: processing system	Making sense of text
Making sense of text: text structure	
Making sense of text: vocabulary knowledge	
Making sense of text: reading critically	
Reading to organise ideas and information for learning	
Acquiring and using information and ideas in informational texts	
Reading for literary experience	

https://arbs.nzcer.org.nz/learning-progression-framework-reading-map

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Slide 3: Scarborough's Reading Rope (2001)

StepsWeb and the NZ Literacy Curriculum
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Slide 4: Structured Literacy

Structured Literacy

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Slide 5: Learning Progression Framework - Reading

Learning Progression Framework - Reading

Aspect	
Making sense of text: processing system	Making sense of text
Making sense of text: text structure	
Making sense of text: vocabulary knowledge	
Making sense of text: reading critically	Reading for different curriculum-related purposes
Reading to organise ideas and information for learning	
Acquiring and using information and ideas in informational texts	
Reading for literary experience	

https://arbs.nzcer.org.nz/learning-progression-framework-reading-map

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Slide 6: Learning Progression Framework - Writing

Learning Progression Framework - Writing

Aspect	
Writing meaningful text: encoding	Writing meaningful text
Writing meaningful text: text features	
Writing meaningful text: vocabulary knowledge	
Using writing to think and organise for learning	Writing for different curriculum-related purposes
Creating texts to communicate knowledge and understanding	
Creating texts for literary purposes	
Creating texts to influence others	

https://arbs.nzcer.org.nz/learning-progression-framework-writing-map

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Some key points:

- **Using vocabulary knowledge**
  Students know words they decode because they are in their oral vocabulary.   As they become more expert, most words are in their reading vocabulary.

- **Organising ideas and information for learning**
  Students use their reading and writing to organise their ideas and information for different learning purposes.

Why is spelling so important?

Many students learn to read best through a spelling-oriented approach – provided that spelling is taught in the right way.

One which incorporates all the aspects of Scarborough's Reading Rope – and Structured Literacy principles!

StepsWeb activities

Level 3 - 6A

Find the Letters	Find the Picture	Find the Word	Choose the Word	Word Flash	Feed The Kiwi
Sentence Builder	Sound Splits	Word Search	Spelling	Vowel Ladder	Jigsaw
Drop	Spelling Quiz	Initial Sounds	Clues	Treasure Hunt	

school	tooth
pool	spoon
too	soon
zoo	cool
room	moon
food	smooth

Phonological and Phonic Knowledge

Level 3 - 6A

Find the Letters	Find the Picture	Find the Word	Choose the Word	Word Flash	Feed The Kiwi
Sentence Builder	Sound Splits	Word Search	Spelling	Vowel Ladder	Jigsaw
Drop	Spelling Quiz	Initial Sounds	Clues	Treasure Hunt	

school	tooth
pool	spoon
too	soon
zoo	cool
room	moon
food	smooth

Reading and Spelling

Level 3 - 6A

Find the Letters	Find the Picture	Find the Word	Choose the Word	Word Flash	Feed The Kiwi
Sentence Builder	Sound Splits	Word Search	Spelling	Vowel Ladder	Jigsaw
Drop	Spelling Quiz	Initial Sounds	Clues	Treasure Hunt	

school	tooth
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zoo	cool
room	moon
food	smooth

Vocabulary and Comprehension

Level 3 - 6A

Find the Letters	Find the Picture	Find the Word	Choose the Word	Word Flash	Feed The Kiwi
Sentence Builder	Sound Splits	Word Search	Spelling	Vowel Ladder	Jigsaw
Drop	Spelling Quiz	Initial Sounds	Clues	Treasure Hunt	

school	tooth
pool	spoon
too	soon
zoo	cool
room	moon
food	smooth

Memory (this one is working memory)

Level 3 - 6A

Find the Letters | Find the Picture | Find the Word | Choose the Word | Word Flash | Feed The Kiwi
Sentence Builder | Sound Splits | Word Search | Spelling | Vowel Ladder | Jigsaw
Drop | Spelling Quiz | Initial Sounds | Clues | Treasure Hunt

school, pool, too, zoo, room, food
tooth, spoon, soon, cool, moon, smooth

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Courses

Level 8 - 8C

Story Time | Find the Word | Choose the Word | Word Search | Word Building | Definitions
Clues

planet, solar system, actually, combined, gas giant, vegetation, permanent, Arctic, continent, Antarctica, minus, temperature

Course Scope & Sequence
Phonic Content

Course Level	Scope	Sequence	Grammar & Content
Foundation A	Single consonants Short vowels	a, t, s, p, i, n, d, o	VC/CV/CVC
Foundation B		g, e, m, c, b, u, h, r	Recognise digits and number words
Foundation C	Consonant digraphs	l, f, k, w, th, j, sh, v	Open/closed syllables Suffixes -s, -ing, -ed
Foundation D		ck, ng, x, y, z, wh, qu, ch	High frequency words
Level 1	Initial and final blends Long vowel sounds Consonant patterns	CVC, sh, th, st, ch, ng, ck, r-blends, ay, -all WF	CVCC/CCVC Number words/numeracy concepts
Level 2	Long vowels Vowel digraphs Vowel patterns Doubling consonants	l-blends, end blends, sounds of 'u', -ff /-ll /-ss /-zz, ee, oo (book), doubled consonants	Question words Days of week Suffixes (intro) Compound words Common homophones Months (Read only)
Level 3		ay, ai, a-e, i-e, oo (school), o-e, u-e, -ice WF	Plurals Syllables

Course Scope & Sequence
Phonic Content

Course Level	Scope	Sequence	Grammar & Content
Level 4	Vowel patterns Consonant patterns R-modified patterns	tch, e-e, -le, ea (eat), ar, or, oa, igh, str/spr, -old WF	Above, plus Apostrophes (intro)
Level 5	Vowel patterns Prefixes	ai, ou, ir, ow (now), qu-/squ-, oy, ur, soft 'g', er, -ce, ee	Contractions Silent letters Prefixes Plurals Homophones
Level 6		ew, ea (head), ow (know), ey, k/ck/ke, un-, ear, oi, are, -ight WF, ck/k/ke	
Level 7	Vowel patterns Consonant patterns R-modified patterns Vowel patterns Prefixes	-nce, -nch, aw, mb, dge, -ness, re-, air, -ue, au, oy/oi, ai/ay	Contractions Prefixes Suffixes Plurals Homophones Maths/numeracy vocabulary Noun/adj/verb Vocabulary study
Level 8		ir/ur, ight/ite, -ure, ch/tch, wa-, non-, tion, ore, -ound WF, -ore WF	
Level 9		ie, ou (u), or, ei, oy exceptions, -ire, -ue, gu-, ou, -ly, -less, -ory /-ery /-ory, -el	

Course Scope & Sequence
Phonic Content

Course Level	Scope	Sequence	Grammar & Content
Level 10	Vowel patterns Consonant patterns R-modified patterns Vowel patterns Prefixes Doubled 'll'	wo- (work), -ible, -able, ch sounds, -cy, rh/ph/gn, ch (sh), ear, -g, end -y (short)	Contractions Prefixes & suffixes Plurals Homophones Maths/numeracy vocabulary Noun/adj/verb
Level 11		tion (adv), ance, au, ir/er/ur, sion, au/aw, cian, -or, -ful, soft c	Comparatives/superlatives Adverbs Collective nouns Root words Vocabulary study
Level 12		ou/ow, gn, in-, not-, ough, mis-, pre-, ure, eigh, are/air, ch (k), uai WF	
Level 13	As above, cont'd	ar, -ment, -se (z), -ssion, ible/able, qua-, in-/im-, gh, ui, -ire, -al	Prefixes & suffixes Plurals Vocabulary study Morphology (adv) Homophones
Level 14		-ibility/-ability, -tion , aw, dis-, -gue, sc (s), oar/ear, ence, ive WF, pro-, ph	Noun, adj, verb Maths vocabulary

Slide 1: Course Scope & Sequence — Phonic Content

Course Level	Scope	Sequence	Grammar & Content
Level 13	As above, cont'd	ar, –ment, –se (z) , –ssion, ible/able, qua–, in–/im–, gh, ui, –ire, –al	Prefixes & suffixes Plurals Vocabulary study Morphology (adv)
Level 14		–ibility/–ability, –tion , aw, dis–, –gue, sc (s), oar/ear, ence, ive WF, pro–, ph	Homophones Noun, adj, verb Maths vocabulary
Level 15	As above, cont'd	–ful, –ic, –ish, –al, –ort, –etic suffix, anti–, sub–, –ous, cc, –ent, –ual WF	Prefixes & suffixes Plurals Vocabulary study Morphology (adv)
Level 16		–eer/–ier/–ere, –ability, un–/ non–, –tion/ –sion/ –cian, –que, –ant/–ent, uni–/bi–/tri–, –ment, –our WF	Homophones Adjectives & adverbs Maths vocabulary

Slide 2: Spelling Age and Visual Recognition Gains

Students meeting study criteria

Primary Schools	Total Students	Average gain in 6 months	Average Visual Recognition Speed – Initial*	Average Visual Recognition Speed – Current*
Chaucer	28	14 months	243ms	144ms
Fruitvale	42	20 months	268ms	121ms
Glenaven	33	14 months	456ms	219ms
Laingholm	52	14 months	332ms	164ms
Prospect	36	12 months	344ms	151ms
St Leonards	85	14 months	388ms	196ms
Overall	276	14 months	339ms	166ms

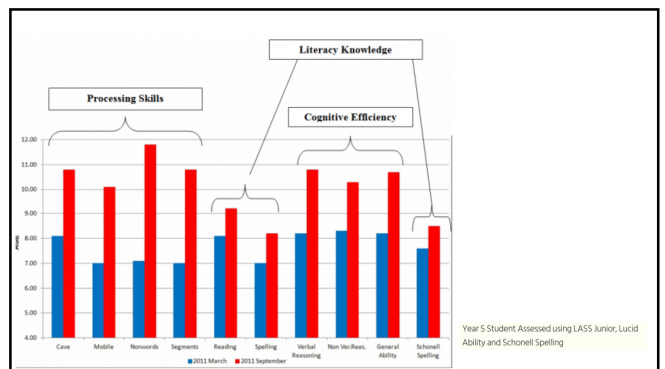* A lower number indicates a faster visual recognition speed.

On average, students gained 14 months in spelling age after using StepsWeb consistently for just 6 months.

RTLB 6 Research Study 2023
15 May 2023 – 20 November 2023 – 6 months

StepsWeb and the NZ Literacy Curriculum
stepsweb.com

Slide 3: Whangaparoa Primary School

Year Group	Reading Gain	Spelling Gain	Verbal Reasoning	Non-Verbal Reasoning
Year 6	17	10	24	15
Year 5	12	13	26	27
Year 4	11	14	22	18
Year 3	14	15	16	17
Year 2	12	14	13	12
All	13	13	21	18

Slide 4

Year 5 Student Assessed using LASS Junior, Lucid Ability and Schonell Spelling

Slide 5: Reporting on progress

Curriculum guidelines emphasize making judgements, not just relying on test results.

StepsWeb and the NZ Literacy Curriculum
stepsweb.com

Slide 6: Curriculum Progress Tools

LPFs   PaCT   Support   Go to the LPFs   Login to PaCT

Reading | Writing | Mathematics

Context: All | Core English Science Social sciences

Making sense of text: using a processing system ▼
1st 2nd 3rd 4th 5th 6th 7th

Making sense of text: using knowledge of text structure and features ▼
1st 2nd 3rd 4th 5th 6th 7th

Making sense of text: vocabulary knowledge ▼
1st 2nd 3rd 4th 5th 6th 7th 8th 9th

https://curriculumprogresstools.education.govt.nz/lpf-tool/

StepsWeb and the NZ Literacy Curriculum
stepsweb.com

Class Spelling Ages: Demo Class 3
Ros Lugg

Data source | Course progress | Test results

	1 May 2023	Difference (7m)	12 Dec 2023
Demo Student A	6y 0m	1y 0m	7y 0m
Demo Student B	9y 0m	1y 0m	10y 0m
Demo Student C	8y 0m	1y 7m	9y 7m
Demo Student D	8y 6m	11m	9y 5m
Demo Student E	5y 0m	1y 5m	6y 5m
Demo Student F	10y 0m	1y 6m	11y 6m
Demo Student G	8y 0m	1y 6m	9y 6m
Demo Student H	7y 6m	1y 11m	9y 5m
Demo Student I	6y 6m	10m	7y 4m
Demo Student J	5y 3m	7m	5y 10m

Remove | Remove

Class Progression: Demo Class 3
Ros Lugg

Print | Back

Current Wordlist | Skipped Wordlists | Completed Wordlists | Completed Within: Last 6 months

Levels A, B, C, D, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Demo Student A
Demo Student B
Demo Student C
Demo Student D
Demo Student E
Demo Student F
Demo Student G
Demo Student H
Demo Student I
Demo Student J

Name	Course Position	Reading / Spelling Accuracy		Comprehension / Language		Phonic Knowledge / Skills		Phonological Awareness	
		Last 12 months	Last 30 days	Last 12 months	Last 30 days	Last 12 months	Last 30 days	Last 12 months	Last 30 days
Demo Student A	Level 3 - 3A	89%	96%	86%	100%	88%	100%	97%	--%
Demo Student B	Level 9 - 2A	88%	73%	88%	59%	73%	81%	90%	--%
Demo Student C	Level 8 - 4B	92%	100%	94%	91%	88%	100%	97%	--%
Demo Student D	Level 8 - 1A	87%	95%	86%	100%	74%	80%	91%	--%
Demo Student E	Level 1 - Revision 2B	91%	93%	86%	100%	93%	85%	91%	--%
Demo Student F	Level 12 - 2A	93%	96%	83%	91%	89%	50%	--%	--%
Demo Student G	Level 8 - 3A	90%	84%	90%	77%	84%	71%	85%	--%
Demo Student H	Level 8 - 1A	94%	98%	94%	72%	91%	90%	94%	--%
Demo Student I	Level 3 - 7C	91%	97%	89%	85%	82%	100%	92%	--%
Demo Student J	Foundation D - 6A	87%	96%	73%	91%	86%	100%	69%	--%

Reporting on progress

Manage Students – Tools – Student Export

Full Name	Latest Spelling Test Result	Latest Spelling Test Result vs Age at Test	Latest Visual Test Result	Word Flash Delay	Overall Accuracy*	Reading / Spelling Accuracy*	Comprehension / Language Accuracy*	Phonics Knowledge / Skills	Notes
Demo Student A	7y 6m	-2m	400ms	250ms	90%	89%	86%	88%	Visual recognition improving.
Demo Student B	15y 0m	6y 4m	50ms	50ms	84%	88%	88%	73%	Needs extra help with phonics.
Demo Student C	9y 9m	1y 8m	100ms	50ms	92%	92%	94%	88%	
Demo Student D	10y 1m	1y 4m	200ms	100ms	85%	87%	86%	79%	Needs extra help with phonics.
Demo Student E	8y 11m	4m	800ms	450ms	92%	91%	86%	93%	Visual recognition improving.
Demo Student F	12y 6m	3y 2m	50ms	50ms	88%	93%	83%	89%	
Demo Student G	6y 0m	-3y 4m	50ms	50ms	89%	90%	90%	84%	
Demo Student H	9y 2m	0m	50ms	50ms	93%	94%	94%	91%	
Demo Student I	7y 0m	-8m	150ms	150ms	89%	91%	89%	82%	
Demo Student J	6y 3m	-1y 3m	200ms	250ms	84%	87%	73%	86%	ESOL Student. Needs extra comprehension.

In summary

We hope you've found this webinar useful – please feel free to send in feedback and any questions.

StepsWeb and the NZ Literacy Curriculum
stepsweb.com