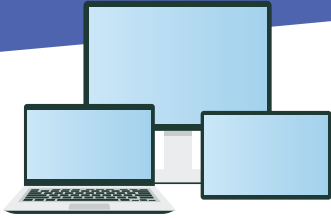


# StepsWeb in the Classroom

Course Notes



# StepsWeb as a whole-school resource



**Compatible with iPads, tablets and Chromebooks, as well as PC and Mac.**



**Learners can work from any location**



**Suitable for all learners, including remedial and extension**

- All learners get a structured literacy progression, which links reading, spelling, grammar and vocabulary. Teachers no longer have to 'reinvent the wheel'. No more setting and marking spelling tests!
- The activities on StepsWeb are designed to build the right processing/perceptual skills with a strong emphasis on developing memory. This means those who need more structure don't fall through the gaps.
- Learners can take a Placement Test, which will automatically place them onto the right level of the main literacy Course. Alternatively, choose lists from the extensive selection – or create your own!
- Learners can progress at their own individual rate and the programme will analyse each learner's errors and provide individual reinforcement
- Diagnostic facilities will identify learners who have difficulties with comprehension/language awareness, reading/spelling or phonics knowledge and skills.
- Teachers can quickly and easily set homework, monitor progress and create classroom materials, including printables.
- Corresponding workbook courses for remedial learners mean that your struggling learners follow the same progression, but with additional support and reinforcement.
- Strong emphasis on language development means that StepsWeb is suitable for ESOL learners.
- Extensive support site includes video tutorials, comprehensive instructions and additional teaching and PD resources.

You will find helpful tutorials and information on how to use StepsWeb on our "Support" site – button located on the top right of the StepsWeb home screen or alternatively please click on this link: [support.stepsweb.com](https://support.stepsweb.com)



# Features

- Easily monitored. Learners do each activity in the order specified.
- Printable pupil records, custom settings for individual pupils.
- Highly motivational – learners earn medals for successful completion.
- Develops phonological awareness, including phonemic awareness, segmenting, blending, rhyme, phoneme transposition, onset + rime.
- Regularly analyses learners' errors and produces individualised revision units.
- Strong emphasis on comprehension and language development– all words used in context.
- Fully compatible with structured literacy and Science of Reading principles.
- Learners progress at their own individual pace.
- Can be used for whole-class teaching using data projector/screen.
- Suitable for general literacy support, remedial literacy, ESOL and extension.
- Users can add and record Māori or Pasifika materials – or materials in any text-based language.
- Diagnostic tools – StepsWeb will analyse a learner's performance and identify learners with language difficulties, poor sight vocabulary and/or weak phonic knowledge and skills (learner needs to be allocated to a class).
- Visual Recognition Test – StepsWeb will measure the learner's speed of visual recognition of words.

## General Points

**Non-remedial (or extension) learners can follow the main Course progression, without workbook support.**

**Remedial learners and Foundation Level learners need the workbooks or similar structured written course materials.**





# Course Philosophy

The Course provides a highly structured literacy progression, which covers the knowledge needed for literacy acquisition, but also a strong emphasis on building the processing and perceptual skills needed for literacy. In this way, the Course address the processing/ perceptual skills, which are weak in many dyslexics and other learners with major learning difficulties.

Literacy skills and knowledge	Processing skills
Letter/sound correspondence	Verbal reasoning
Phonic and orthographic knowledge Decoding Encoding	All aspects of phonological awareness, including: rhyming skills syllabification alliteration auditory discrimination phonemic awareness phoneme manipulation blending and segmentation onset + rime analogical transfer word retrieval
Rapid whole-word recognition/ orthographic mapping Reading fluency Reading comprehension Interpretation Vocabulary Letter formation Pen/pencil grip Handwriting Writing from dictation Proof-reading	Visual discrimination Visual figure-ground Tracking and peripheral vision Visual, auditory and kinaesthetic memory Visual and auditory sequencing

The **Course Scope and Sequence** is consistent with the national literacy curricula in NZ, Australia and the UK among others. It is fully consistent with structured literacy and Science of Reading principles.

Letter/sound correspondences are specifically taught and then practised in a cumulative way which builds huge amounts of reinforcement. There is a strong emphasis on phonological awareness and phonic knowledge, with students being taught both decoding skills and orthographic mapping.

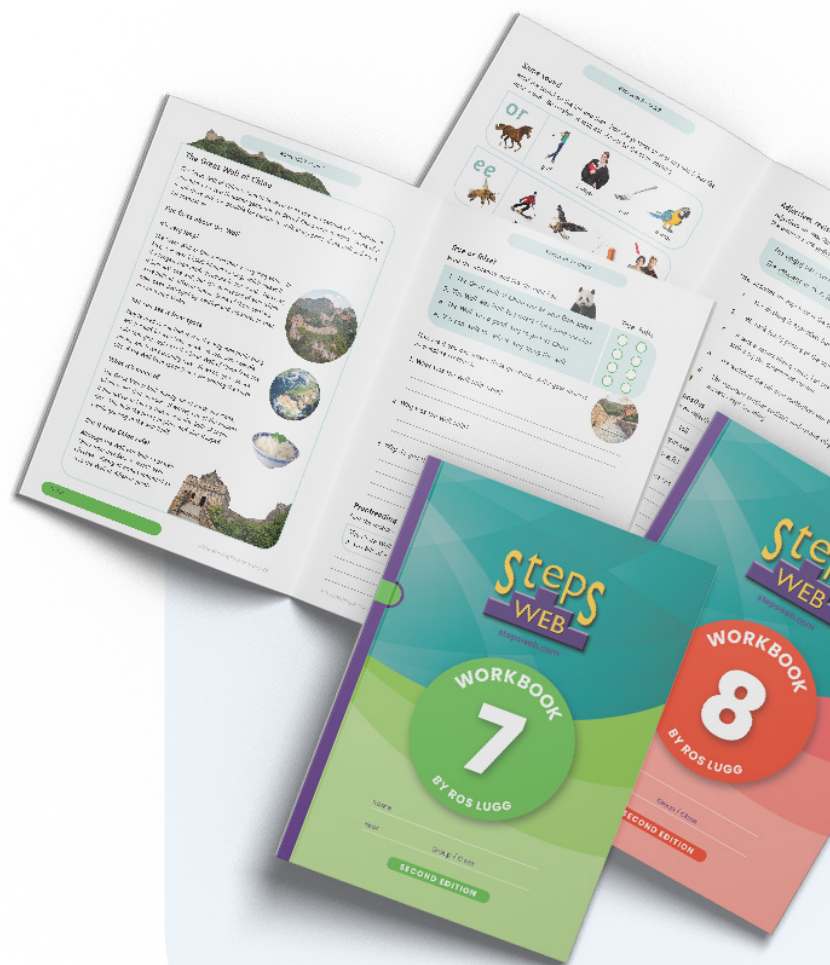
The emphasis changes as the course progresses. In Levels A - 8, there is a strong emphasis on basic reading/spelling skills, including instant visual recognition. In later Levels, there is more emphasis on language processing and vocabulary development. Learners are expected at this level to be able to use dictionaries.

Activities stimulate discussion about words and meanings. There is a strong emphasis on developing both expressive and receptive language skills.

## Supporting Materials (for remedial learners only)

Most learners in the class will work through the online activities and not need additional supporting materials. However, you are likely to find some learners who will benefit from using the workbook courses. If this is the case, you will need workbooks for each of your learners. Some schools also choose to use the workbooks for all learners within a class.

A variety of game and activity materials are available. The Gameset Pack contains extensive game and activity materials, including a set of 6 wipe-clean gameboards which provide additional variety. This set of materials is designed to support any literacy teaching approach or materials.



# Unit Structure

At all levels, Course Levels are broken into units. Each unit covers a 'key word list', which is a phonics-based list.

Learners need to do the StepsWeb activities for the A and B lists for each unit. When 'Forced Progression' is on, the learner will do each activity in the specified order and needs a Silver medal to progress to the next activity. Teachers have the facility to switch off 'Forced Progression' or change the required medal to Bronze.

The A list is the key word list for that unit and there is a full range of computer activities to complete. The B and C lists are supplementary lists, which may be a phonic pattern, word family, reading words or a grammar point. The phonics lists are regular words which the learner has not yet been taught, but which the learner can decode or encode with no difficulty. The purpose behind the phonic lists is to build the learner's confidence at tackling unknown words.

The B and C lists may include irregular words or regular words with phonic patterns which are not yet known. The activities on StepsWeb for reading lists is limited to those activities which do not require the learner to actively remember the spelling of those words, but simply to understand their meaning and be able to recognise them.

# Curriculum Support Option

As well as using the Course as a core literacy progression, subject teachers can use StepsWeb to teach subject or topic vocabulary, including words, sentences and definitions.

Advantages are:

- StepsWeb can provide extra reinforcement for those who need it
- The teacher can use StepsWeb to generate subject/topic worksheets
- The teacher can 'pre-teach' topic or subject vocabulary

Remember: Once you have created a topic list, it (and its associated online and printable resources) are available year after year!

# Whole-Class Options

Steps can also be used as general curriculum support, for ESOL, for Māori/Pasifika learners or as a structured literacy scheme in its own right.

## Literacy Course Option

Every learner in the school can be logged into StepsWeb.

The advantages of this are:

- Each learner works at the correct level and pace
- Steps automatically analyses the learners' errors and provides individualized revision activities
- Steps provides printable worksheets which can be used for homework/written classwork
- Steps provides the teacher with a summary sheet each week, month or term, which gives the level and accuracy rating for each pupil in that class
- Full pupil records are provided for each learner



# Class Accuracy Table

The Class Accuracy table will identify learners with difficulties in these four areas:

- Reading/Spelling Accuracy
- Comprehension/Language
- Phonics Awareness and Knowledge
- Phonological Awareness

**Class Accuracy: Demo Class**  
Ros Lugg

Accuracy rating below setting for class (80%)      Statistics Date Range: Last 3 months

Name	Course Position	Reading / Spelling Accuracy		Comprehension / Language		Phonic Knowledge / Skills		Phonological Awareness	
		Last 12 months	Last 3 months	Last 12 months	Last 3 months	Last 12 months	Last 3 months	Last 12 months	Last 3 months
Danny Templeton	Level 3 - Revision 2A	92%	86%	91%	89%	93%	93%	97%	100%
Frank Sinatra	Level 1 - Revision 1B	89%	89%	90%	89%	88%	88%	87%	79%
Grace Everill	Level 1 - 6B	80%	84%	77%	89%	82%	89%	90%	100%
Hodley Caldwell	Foundation C - 5B	86%	96%	72%	88%	89%	95%	90%	88%
Jacinda Arden	Level 1 - 3B	71%	90%	91%	98%	76%	90%	92%	90%
Jack Jephson	Level 1 - 5B	92%	87%	88%	86%	92%	95%	100%	100%
Olivia Thompson	Level 2 - 4A	92%	89%	82%	86%	91%	91%	95%	92%
Phoebe Emmitt	Level 2 - 1A	90%	100%	90%	86%	90%	100%	83%	-5%
Riley Ogden	Foundation D - 4A	88%	94%	85%	87%	70%	90%	91%	100%
Russell Crowe	Level 1 - 4B	71%	78%	90%	100%	91%	93%	72%	100%
Toby Lugg	Foundation D - 7A	86%	84%	86%	80%	88%	81%	100%	100%

A percentage accuracy rating is provided for each aspect. Two figures are displayed. One gives the percentage accuracy for the learner since starting on StepsWeb. The other covers the previous 30 days. In this way, the teacher can identify if the learner is improving in accuracy.

# Class Progression Table

**Class Progression: All Students**  
David Lugg

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

	Level A	Level B	Level C	Level D	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14	Level 15	Level 16	
Abby Person																					
Ali Cham																					
Alex Fowler																					
Alex Prasad																					
Ally Drake																					
Alpha Borden																					
Angi Cram																					
Angie Wu																					
Andy Brown																					
Anika Barron																					
Annie Bergman																					
Annie Carter																					
Annie White																					
Archie Geo																					
Ashaz Alabdo																					
Ashley Gordon																					
Aziza Martin																					
Bella Henderson																					
Ben Gordon																					
Ben Thomson																					
Brooklyn Heckland																					
Callign Shore																					
Calib Fowler																					
Calib Smith																					
Cam Bailey																					
Carly England																					
Donahé Crossman																					

The Class Progression Table shows where in the course each learner is. The purple indicates units which have been done. Light purple indicates units done within a specified time-frame. Teachers can select the time-frame using the selector in the top right-hand corner.

Teachers can also click on a particular square to see detailed information about that unit, including logs.

# Class Spelling Ages

The Class Progression Table gives a spelling age at any chosen dates. This is based on the students' positions on the Course.

It is recommended that students do the Spelling Test at the end of each academic year.

**Class Spelling Ages: Class 2**  
Ros Lugg

Export      Back

	29 Jun 2020	Difference (7m)	29 Jan 2021	Difference (5m)	29 Jun 2021
Adam Scott	9y 3m	2m	9y 6m	1m	9y 7m
Alexis Smith	8y 4m	10m	9y 2m	5m	9y 7m
Benjamin Morris	9y 0m	1m	9y 1m	2m	9y 3m
Charlotte Gray	7y 10m	1y 7m	9y 6m	-	-
Donald Lee	8y 6m	-	-	-	9y 6m
Frances Long	7y 8m	-	-	-	8y 10m
Frank Young	7y 10m	4m	8y 2m	6m	8y 9m
Hannah Perez	10y 4m	5m	10y 10m	3m	11y 1m
Harold Harris	7y 9m	-	-	-	9y 8m
Juan Rivera	-	-	-	-	7y 6m
Julia Nelson	7y 5m	11m	8y 4m	8m	9y 0m
Kenneth Jackson	10y 2m	5m	10y 8m	2m	10y 10m
Peter Martinez	7y 9m	6m	8y 4m	9m	9y 1m
Rachel Brooks	8y 0m	-	-	-	9y 1m
Samantha Walker	7y 5m	1y 6m	9y 0m	7m	9y 7m
Tyler Sullivan	8y 2m	7m	8y 10m	5m	9y 3m

Remove      Remove      Remove

# Literacy Work Stations

## *What is a literacy work station?*

An area within the classroom where students work alone or interact with one another, using instructional materials to explore and expand their literacy.

## *What makes workstations work?*

### **Activities which:**

- engage the brain
- provide variety
- enable interaction
- foster independent learners (provide some autonomy and opportunity for reflection)
- reinforce skills which have been taught
- provide alternative ways of processing information
- provide ways of extending or contextualizing learning

### **Factors which influence the style and content of literacy workstations:**

- age and maturity of learners
- physical restrictions (equipment, space, furniture)
- number of children in the class
- availability of extra support (teacher aides, volunteers)

### **Advantages of literacy workstations**

- Variety and a degree of autonomy
- Opportunity for group or independent work
- Enables teacher to focus on groups with particular needs – remedial, extension

Obviously a literacy workstation model will depend on the age and level of pupils.

### **Suggested activities include:**

- Independent research
- Free reading or writing activities
- Poetry/book studies
- Discussion group
- Handwriting practice
- Phonological activities
- Word study – games, written work, computer work, quizzes
- Vocabulary development
- Comprehension activities



# Example of Literacy Workstation – Year 3

Class of 26, divided into 5 groups as follows:

Group 1	Extension Group	6 learners
Group 2	Upper Middle Group	6 learners
Group 3	Middle Group	5 learners
Group 4	Lower Middle Group	5 learners
Group 5	Support Group	4 learners

## Weekly Routine

Based on 1 hour per day on literacy activities. Specific activities will obviously vary from week to week. This is just an example.

Teacher-led

Teacher Aide Support

StepsWeb

Independent Learning

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	Essay writing	StepsWeb / written work	Topic Research	Independent reading and book review	Write up topic work
2	StepsWeb / written work	Topic work	Grammar focus (possibly using StepsWeb as resource)	Independent reading	Poetry study
3	Independent reading	StepsWeb / written work		StepsWeb/written work	
4	StepsWeb / written work	Independent reading		Poetry reading	StepsWeb / written work
5	StepsWeb	Reading	Poetry reading	StepsWeb	Written work
			StepsWeb	Written work	
				StepsWeb	Reading
				StepsWeb	Written work

To do:

# StepsWeb Weekly Checklist



These are the steps we recommend that all teachers and teacher aides take on a weekly basis – or more often, if possible!

It is crucial to identify when a student is having genuine problems – or is simply not on task and messing around.

By checking the following aspects weekly, you will ensure that problems are identified and addressed. Remember: StepsWeb is not intended to **replace** your teaching! It's intended to **support** your teaching and make it more efficient and effective!

## Educator Management Screen

Check Notifications

## Class Reports

Low Accuracy

Low Usage

Assigned Work

Weekly Goals

## Student Reports

Student Logs - all Tier 3 and 4 students

Student Logs - all students identified by Class report check

Bear in mind that this is a minimum – designed to help you identify problems as soon as they occur. You also have access to all the printable reports, of course.

Also, don't forget that you can monitor your students in real-time too! You can even send them a message:

"Stop looking out the window and do your work, Richard!"



It can come as a bit of a shock for students to realise their teacher can see exactly what they're doing!



# Course Scope & Sequence

## Phonic Content



Individual activities and resources on StepsWeb can be used to reinforce any research-based literacy approach. Teachers can create and customise their own chosen literacy progression and schools are able to build entire banks of resources specifically customised for their school. This Scope & Sequence document lays out the content of the literacy Course element only.

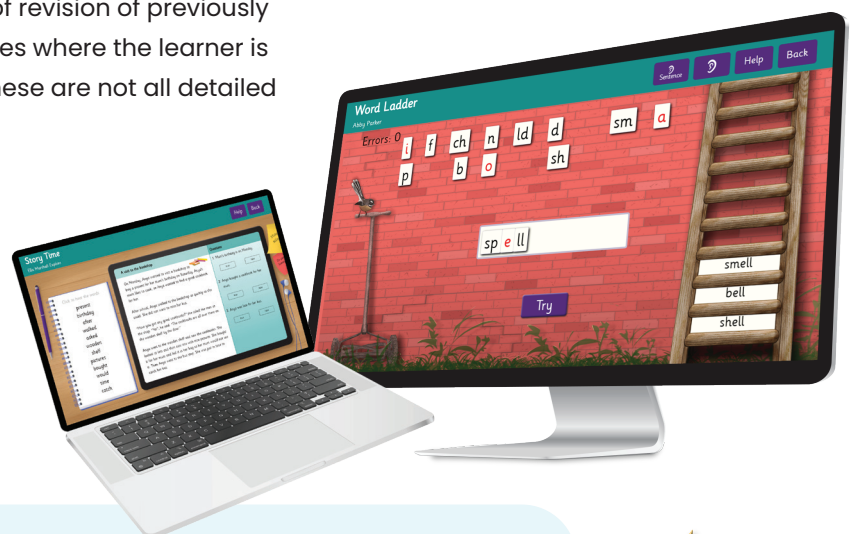
Course Level	Scope	Sequence	Grammar & Content
<b>Foundation A</b>	Single consonants Short vowels	a, t, s, p, i, n, d, o	VC/CV/CVC
<b>Foundation B</b>		g, e, m, c, b, u, h, r	Recognise digits and number words
<b>Foundation C</b>		l, f, k, w, th, j, sh, v	Open/closed syllables Suffixes -s, -ing, -ed
<b>Foundation D</b>		ck, ng, x, y, z, wh, qu, ch	High frequency words
<b>Level 1</b>	Initial and final blends Long vowel sounds Consonant patterns Long vowels Vowel digraphs Vowel patterns Doubling consonants	CVC, sh, th, st, ch, ng, ck, r-blends, ay, -all WF	CVCC/CCVC Number words/numeracy concepts
<b>Level 2</b>		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)
<b>Level 3</b>		ay, ai, a-e, i-e, oo (school), o-e, u-e, -ice WF	Plurals Syllables
<b>Level 4</b>	Vowel patterns Consonant patterns R-modified patterns Vowel patterns Prefixes	tch, e-e, -le, ea (eat), ar, or, oa, igh, str/spr, -old WF	<i>Above, plus</i> Apostrophes (intro) Contractions Silent letters
<b>Level 5</b>		ai, ou, ir, ow (now), qu-/squ-, oy, ur, soft 'g', er, -ce, ee	Prefixes Plurals Homophones
<b>Level 6</b>		ew, ea (head), ow (know), ey, k/ck/ke, un-, ear, oi, are, -ight WF, ck/k/ke	
<b>Level 7</b>	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
<b>Level 8</b>		ir/ur, ight/ite, -ure, ch/tch, wa-, non-, tion, ore, -ound WF, -ore WF	Homophones Maths/numeracy vocabulary Noun/adj/verb Vocabulary study
<b>Level 9</b>		ie, ou (u), or, ei, oy exceptions, -ire, -ue, gu-, ou, -ly, -less, -ory /-ery /-ory, -el	

Course Level	Scope	Sequence	Grammar & Content
<b>Level 10</b>	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 Comparatives/superlatives Adverbs Collective nouns Root words Vocabulary study
<b>Level 11</b>		tion (adv), ance, au, ir/er/ur, sion, au/aw, cian, -or, -ful, soft c	
<b>Level 12</b>		ou/ow, gn, in-, not-, ough, mis-, pre-, ure, eigh, are/air, ch (k), ual WF	
<b>Level 13</b>	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 Noun, adj, verb Maths vocabulary
<b>Level 14</b>		-ibility/-ability, -tion, aw, dis-, -gue, sc (s), oar/ear, ence, ive WF, pro-, ph	
<b>Level 15</b>	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) Homophones Adjectives & adverbs Maths vocabulary
<b>Level 16</b>		-eer/-ier/-ere, -ability, un-/ non-, -tion/ -sion/ -cian, -que, -ant/-ent, uni-/bi-/tri-, -ment, -our WF	

**NOTE:**

This document lists only the phonic/morphology content, not aspects such as phonological awareness, which are covered in separate documents.

The progression also includes plenty of revision of previously introduced patterns, as well as activities where the learner is required to choose the right option. These are not all detailed separately above.



Contact [info@stepsweb.com](mailto:info@stepsweb.com) if you need any support with your literacy teaching or have any queries.



# Cognitive gains – not just literacy ones!

## High-needs students

This data from Whangaparoa School shows significant gains in verbal reasoning and non-verbal reasoning in just 20 weeks – showing major improvements in cognitive efficiency and information processing.

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

## Whole-school

Whole-school approaches are just as impressive. Take a look at a 2023 RTLB study in West Auckland. Again, this shows gains in only 20 weeks.

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
Glenavon	33	14 months	456ms	219ms
Laingholm	52	14 months	332ms	164ms
Prospect	36	12 months	344ms	151ms
St Leonards	85	14 months	388ms	196ms
<b>Overall</b>	<b>276</b>	<b>14 months</b>	<b>339ms</b>	<b>166ms</b>

\*A lower number indicates a faster visual recognition speed.

For more information, visit [StepsWeb.com](https://www.stepsweb.com)

[Instant Visual Recognition and Reading Fluency](#)

[StepsWeb for English Language Learners](#)

[StepsWeb for your struggling learners](#)

[RTLB Research Study 2023 – 6 Auckland primary schools](#)







“

### Dynamic, responsive and reliable

StepsWeb are really responsive to customer queries and present a dynamic product that caters well for NZ student needs. It aligns well with the NZC, is engaging for students without losing integrity of intent. I love that there is room to tailor the programme to meet needs while also being able to rely on it running itself.

”

- Gillian D.

Want to find out more?

Visit [StepsWeb.com](https://StepsWeb.com)

