



StepsWeb and the NZ Literacy Curriculum

Ros Lugg

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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.



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Programme for International Student Assessment 

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

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Refreshed English Curriculum

Needs to be used from the start of 2025.



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New Curriculum Refresh

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

Reading Framework:
<https://curriculumprogresstools.education.govt.nz/pfs/understanding-the-reading-framework/>

Writing Framework:
<https://curriculumprogresstools.education.govt.nz/pfs/understanding-the-writing-framework/>



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So what do we need to be aware of?

Change of emphasis in new curriculum.

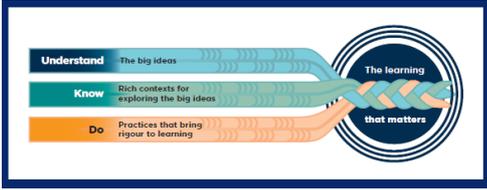
Reading and Writing Frameworks.



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Big ideas



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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.



[https://curriculumrefresh.education.govt.nz/
english#progression-in-action](https://curriculumrefresh.education.govt.nz/english#progression-in-action)



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Big ideas

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Big ideas

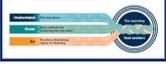
Years 4–6
Know

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.



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

English content cards

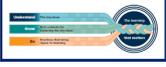
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Big ideas

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Big ideas

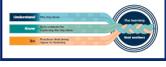
Years 4–6
Do

34
A

Te whakemahi 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>

English content cards

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Phonemic awareness	<ul style="list-style-type: none"> orally blend phonemes into single-syllable words and segment spoken, single-syllable words into phonemes
Letter knowledge	<ul style="list-style-type: none"> identify most upper- and lower-case letters by their name and sound form many letters correctly
Word knowledge	<ul style="list-style-type: none"> use phoneme-grapheme knowledge to decode and spell words with simple consonant and vowel patterns (e.g., consonant-vowel-consonant)

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<p>Literacy and communication progress step during the first year</p> <p><i>Building on their progress from previous months, students can:</i></p> <ul style="list-style-type: none"> communicate in sentences with correct word order and basic connectives identify all upper- and lower-case letters by their name and sound form most upper- and lower-case letters and numerals correctly use phoneme-grapheme and morphological knowledge to decode and spell words containing consonant digraphs or clusters of consonants respond to oral requests that require reordering of information and content use precise, descriptive words including those from topics of interest or stories contribute to discussions (e.g., by offering information and asking questions to clarify meaning) retell stories using a logical structure (e.g., a beginning, middle, and end) 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 	<p>Literacy and communication progress step during the second year</p> <p><i>Building on their progress from the previous year, students can:</i></p> <ul style="list-style-type: none"> communicate in sentences of varying length and complexity using irregular plurals, complex pronouns, and correct verb tenses form all upper- and lower-case letters and numerals correctly and automatically 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 reasoning or understanding abstract concepts (e.g., via predicting, explaining, problem solving, making inferences) use words to express abstract concepts and use specialist vocabulary from learning areas maintain relationships and collaborate, including supporting and encouraging others' contributions, negotiating roles, and resolving misunderstandings retell stories in structured and coherent ways, focusing on relevant details 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
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Phase 2
(years 4-6)

Progress outcome for English by the end of **year 6**

<p>Understand</p> <p>I am building knowledge about language and texts and drawing on the practices of English.</p> <p><i>Through this, I am deepening my understanding that:</i></p> <ul style="list-style-type: none"> Mā te reo, ka māhoro, mā te reo ka māhoro, mā te reo ka ora. Language and literature give us insights into ourselves and others. Kā māui ki tō ākaiāpā. The stories of Aotearoa New Zealand are unique to our tūāwhiri. Kā pōhewa, kā auaha ngā ara ki ao hou. Stories are a source of joy and nourishment. Kā te reo me āna tikanga te hā o te whakawhāwāhi ākara. Communication depends on shared codes and conventions. Kā te manu e kai ana i te miro māno. 	<p>Know</p> <p><i>I know:</i></p> <p>Ngā whāinga me ngā hunga mā rōtau 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.</p> <p>Ngā arā Ideas within, across, and beyond texts Local stories provide insights into my role 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</p> <p>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.</p>
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Te whakawhānui | ngā pae o te mātauranga me te mahi tahi
Expanding horizons of knowledge and collaborating

Do

Te whakamahi rauaki 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

Te tātari aroahoehoe | 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 tāhona 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 whānau 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.

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.”



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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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The Circular Progression

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

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Spelling Age Guideline

<6	6	7	8	9	10	11	12-15+
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Foundation Levels Ages 5-8

Main Course

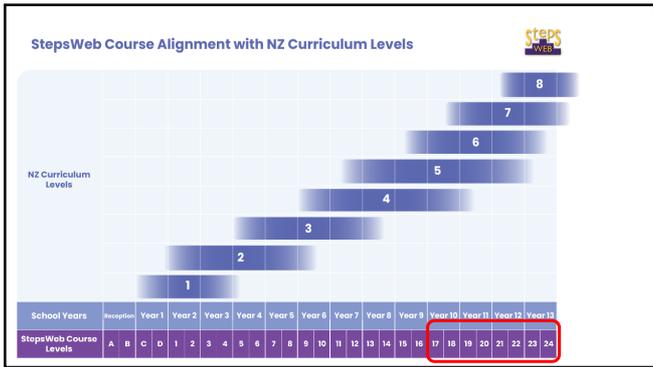
Plenty of content for extension learners

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

Complete range of supporting resources and games for a variety of ages!

Core phonological and phonic activities

Strong emphasis on comprehension and vocabulary

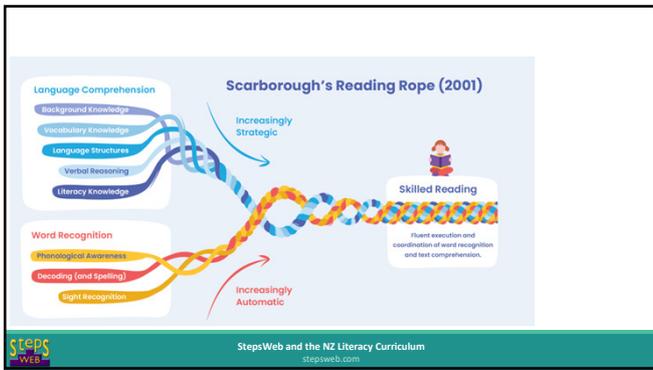


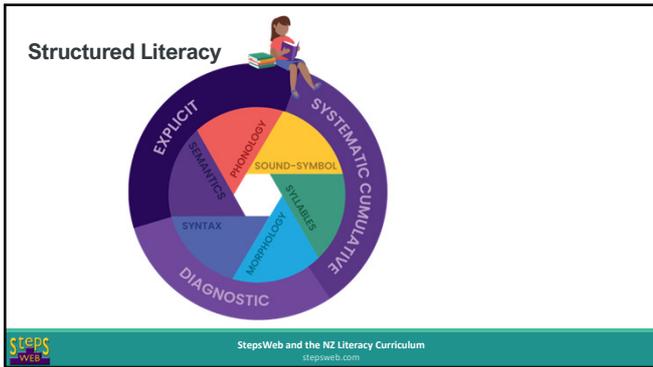
Learning Progression Framework - Reading

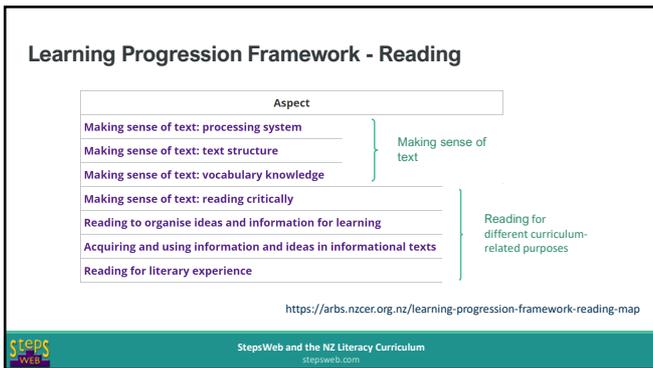
Aspect	
Making sense of text: processing system	} Making sense of text
Making sense of text: text structure	
Making sense of text: vocabulary knowledge	
Making sense of text: reading critically	
Reading to organise ideas and information for learning	
Acquiring and using information and ideas in informational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

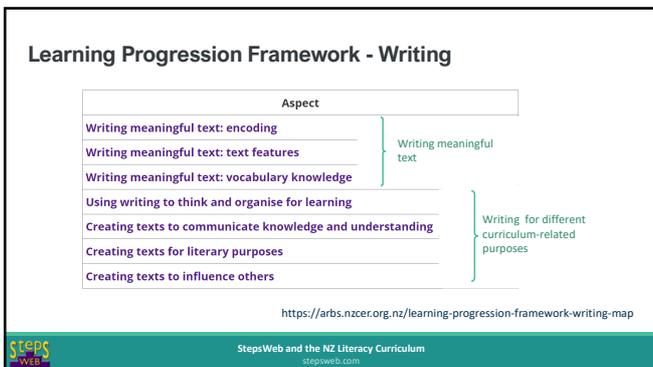
<https://arbs.nzcer.org.nz/learning-progression-framework-reading-map>

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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.



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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!



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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
pool
too
zoo
room
food

tooth
spoon
soon
cool
moon
smooth



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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

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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
pool	spoon
too	soon
zoo	cool
room	moon
food	smooth

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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
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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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Story Time

Ros Student

Click to hear the words

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

Our planet Earth

Our planet Earth is the third planet from the Sun. It is the only planet in our solar system which has living things on it. It's also the only planet which has water on its surface. In fact just over 70% of the Earth's surface is covered with water. Only about 30% is land.

Earth is not the largest planet in our solar system. It's actually the fourth largest. Mars, Mercury and Venus are smaller than Earth and the others are larger – some of them much larger!

Jupiter is a huge planet. In fact, it's two and a half times bigger than all the other planets combined. Unlike Earth, Jupiter is actually made up of gas. It's known as a gas giant for that reason.

Questions

1. Earth is the third biggest planet in our solar system. yes no
2. Jupiter is larger than Earth. yes no
3. The North Pole can get as cold as -43°C. yes no
4. Over 50% of the Earth's surface is land. yes no

Courses

Ros Student

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

See Pictures

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	Consonant digraphs	g, e, m, c, b, u, h, r	Recognise digits and number words
Foundation C		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/CVCV Number words/numeracy concepts
Level 2	Long vowels Vowel digraphs Vowel patterns Doubling consonants	l-blends, end blends, sounds of 'r', -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, ee (eat), or, ar, oa, igh, str/spr, -old WF	Above, plus Apostrophes (intro) Contractions
Level 5	Vowel patterns Prefixes	ai, ou, ir, ow (now), qu-/squ-, ay, ur, soft 'g', er, -ce, ee	Silent letters Prefixes Plurals Homophones
Level 6		ew, ea (head), ow (know), ey, k/ch/ke, un-, ear, oi, are, -ight WF, ck/k/ke	
Level 7	Vowel patterns Consonant patterns R-modified patterns	-nce, -nch, aw, mb, dge, -ness, re-, air, -ue, au, ay/oi, all/oy	Contractions Prefixes Suffixes Plurals
Level 8	Vowel patterns Prefixes	ir/ur, ight/ite, -ure, ch/tch, wa-, non-, tion, ore, -ound WF, -ore WF	Homophones Maths/numeracy vocabulary Noun/adj/verb Vocabulary study
Level 9		ie, ou (u), or, et, oy exceptions, -ire, -ub, gu-, ou-, -y-, -less, -ory /-ory /-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	wo- (work), -ible, -able, ch sounds, -cy, ch/ph/gn, ch (sh), ear, -g, end -y (short)	Contractions Prefixes & suffixes Plurals Homophones Maths/numeracy vocabulary Noun/adj/verb
Level 11	Doubled 'l'	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, eight, are/air, ch (k), ual 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)
Level 14		-ibility /-ability, -tion, aw, dis-, -gue, sc (s), oar/ear, ence, live WF, pro-, ph	Homophones Noun, adj, verb Maths vocabulary

Course Scope & Sequence Phonic Content			
Course Level	Scope	Sequence	Grammar & Content
Level 13	As above, cont'd	ar, -ment, -se (z), -sion, ible/able, qua-, in-/im-, gh, ui, -ire, -al	Prefixed & suffixes Plurals Vocabulary study Morphology (adv) Homophones
Level 14		-ibility/-ability, -tion, aw, dis-, -gue, sc (s), car/ear, ence, ive WF, pro-, ph	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	Prefixed & suffixes Plurals Vocabulary study Morphology (adv) Homophones
Level 16		-eer/-ier/-ere, -ability, un-/non-, -tion/-sion/-cian, -que, -ant/-ent, uni-/bi-/tri-, -ment, -our WF	Adjectives & adverbs Maths vocabulary

Spelling Age and Visual Recognition Gains			
Students meeting study criteria			
Primary Schools	Total Students	Average gain in 6 months	Average Visual Recognition Speed - Initial
Chaucer	28	14 months	243ms
Fruitvale	42	20 months	268ms
Glenavon	33	14 months	456ms
Lalingsholm	52	14 months	332ms
Prospect	36	12 months	344ms
St Leonards	85	14 months	388ms
Overall	276	14 months	339ms

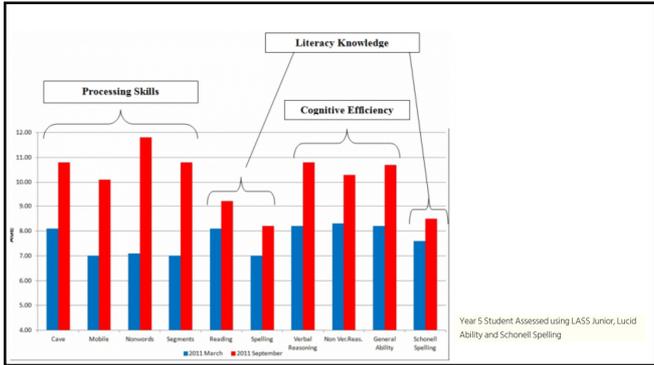
*A lower number indicates a faster visual recognition speed.

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

RTLB 6 Research Study 2023
18 May 2023 - 20 November 2023 - 6 months

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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



Reporting on progress

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

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Curriculum Progress Tools

Reading | Writing | Mathematics

Context: All | Core | English | Science | Social sciences

Making sense of text: using a processing system

Making sense of text: using knowledge of text structure and features

Making sense of text: vocabulary knowledge

<https://curriculumprogresstools.education.govt.nz/lp-tool/>

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Class Spelling Ages: Demo Class 3

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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 /m	4y /m
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

Class Progression: Demo Class 3

Ros Lugg

Print Back

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	
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%	-5%
Demo Student B	Level 4 - 2A	88%	73%	88%	59%	73%	81%	90%	-5%
Demo Student C	Level 8 - 4B	92%	100%	94%	91%	88%	100%	97%	-5%
Demo Student D	Level 8 - 1A	87%	95%	86%	100%	79%	80%	91%	-5%
Demo Student E	Level 1 - Revision 2B	91%	93%	86%	100%	93%	85%	91%	-5%
Demo Student F	Level 12 - 2A	93%	96%	83%	91%	89%	50%	-6%	-5%
Demo Student G	Level 8 - 3A	90%	84%	90%	77%	84%	71%	85%	-5%
Demo Student H	Level 8 - 1A	94%	98%	94%	72%	91%	90%	94%	-5%
Demo Student I	Level 3 - 7C	91%	97%	89%	85%	82%	100%	92%	-5%
Demo Student J	Foundation D - 6A	87%	96%	73%	91%	86%	100%	69%	-5%

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%	85%	85%	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.



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