

Step 1 Reader

Learners are *able* to strengths

- Read and understand some everyday words like *job, she, stop* and *dad*
- Read and understand some familiar words, like the name of my street, my children's names and the town and city I live in

Learners may need *help*

key areas to develop

- Reading short, simple texts
- Understanding what I am reading

I can read:

Signs
&
Symbols



WHISTLING SPRINGS CRES



Step 2 Reader

Learners are *able* to strengths

- Read and understand a large number of everyday words and related words, like *help-helping-helps-helpful* or words like *forklift*
- Slow down or re-read when I don't understand the text
- Figure out some texts have hidden meanings

Learners may need *help*

key areas to develop

- Reading longer, more unfamiliar words like *construction*
- Reading longer sentences
- Reading longer, more complex texts

I can read: **Emails,
text messages,
headings in
magazine articles
& school notices**

Cycling to School



Dear Parents,

The Board encourages any children less than 10 years of age from riding to school provided that all cycles used by children to ride to school should comply with requirements and are safe to ride i.e.:

• Two efficient brakes, one on each wheel! A red or amber rear area to be facing rearward. Amber pedal reflectors.

We expect that all children riding to school will wear correct clothing. It is also a good idea to ensure the bicycle is safe.



Step 3 Reader

Learners are *able* to strengths

- Read everyday words confidently
- Read some longer words, like *brighter* and *enrolment*
- Work out the meaning of some unknown words
- Use a dictionary
- Get the main idea from a text

I can read:

**Bus timetables,
the TV guide,
newsletters &
popular magazines**



Learners may need *help*

key areas to develop

- Reading and understanding specialised words
- Reading texts about unfamiliar topics
- Comparing information from different texts

Step 4 Reader

Learners are *able* to strengths

- Read and understand specialised words that have many syllables, like *eruption* and *uncomfortable*
- Break up words into meaningful parts to figure out what the word means, like *tripod* and *unicycle*
- Read and understand more complex texts

I can read:

**Newspaper articles,
formal letters,
employment contracts,
packaging, manuals**



Learners may need *help* key areas to develop

- Finding the most important information in more complex texts
- Reading and understanding more advanced words like *legislation* and *hygienic*

Step 5/6 Reader

Learners are *able* to strengths

- Fluently read more complex and irregular words; like *choir*, *exhausted* and *schedule*
- Read and understand many specialised words
- Understand most texts I read

I can read:

**Academic texts,
policy papers,
standard operating
procedures**



Learners may need *help* key areas to develop

- Understanding complex texts
- Reflecting critically on complex texts