Purpose of profiles

• Provide a broad set of examples of what learners can do at each step.
  – Individual learners will have differing gaps in their knowledge and strategies
  – Learners may have strengths in particular areas that are higher than the step they are on
• Provide a comparison between realistic expectations of learners at each step and course demands.

Read with understanding

Step One Profile decoding

I know that at, cat and chat rhyme.

Words start with different sounds like /t/ to, /k/ cat, /s/ Sammy.

I can say words that start with ch, sh, th like child, share and think.

I can read two-syllable words like rab-bit.

2 consonants blend together like /bl/ black, /fr/ frog and /st/ stone.

a - e - i - o - u
Short or long vowel sounds?
I see there are rules such as ‘e’ on the end makes a long sound
mad – made, fad - fade, sit – site,
hop – hope, not – note, dot – dote.
Read with understanding

Step One Profile
Vocabulary Language and Text Features, Comprehension, Reading Critically

I can read my name and family and friends’ names.

I can read everyday words like job, she, stop and dad.

I can read street names and billboards, too!

I know which words in a sentence have meaning like go and beach.

A sign or a symbol next to the word helps me understand.

Pictures make it easier.

I read very easy things.

Read with understanding

Step Two Profile

Sure I can read texts! My friends and I text each other all the time.

Emails are easy, too.

I’m happy to read things again slowly just to be sure of the meaning.

Long words are hard for me.

Longer sentences are tricky, too.

Anything official like my employment contract, work notices and legal papers are too hard! I get help with those.
Read with understanding

Step Three Profile

I feel pretty confident about reading. I can usually work out what a word means. If not, I know how to use a dictionary.

Even longer words are OK! It’s not easy when I don’t know much about the topic to start with.

I love reading magazines! It takes a while to figure out how to compare information from different sources.

Technical and specialised words are hard sometimes, though.

Read with understanding

Step Four Profile

I read books on technical subjects a lot. I work out meanings by breaking a word into parts. The word tripod, for example, tri- means 3.

Long words like eruption magma and composite cones are no problem! Also, knowing prefixes like re-, un-, pre-, anti- make it easier. I know a lot of suffixes and root words and that helps too.

I need more practice at getting key details and information from books and articles.

The really specialised vocabulary like legislation and hygienic can be hard to understand and hard to spell, too.
I understand just about everything I read.

I need to read some complex material more than once before I fully understand.

I understand specialised vocabulary such as *discourse*, *cognitive* and *rhetorical*.

I can critically reflect on most things I read but it’s still quite challenging.

I can also read words with unusual spelling like *choir*, *exhausted* and *schedule*.