

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

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.

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.*



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 read very easy things.

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

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

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

I can read street names and billboards, too!

Pictures make it easier.



Read with understanding

Step Two Profile

I can read short texts like job ads, work notices, and so on.

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

Long words are hard and long sentences are tricky.

Emails are easy, too

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



Anything official like my employment contract, and legal papers are too hard. I get help with those.

Read with understanding

Step Three Profile

I feel pretty confident about reading.

Even the longer words are OK!

I can usually work out what a word means.

If not, I know how to use a dictionary.

I love reading magazines!



Technical and specialised words are hard sometimes, though.

It's not easy when I don't know much about the topic to start with.

It takes a while to figure out how to compare information from different sources.

Read with understanding

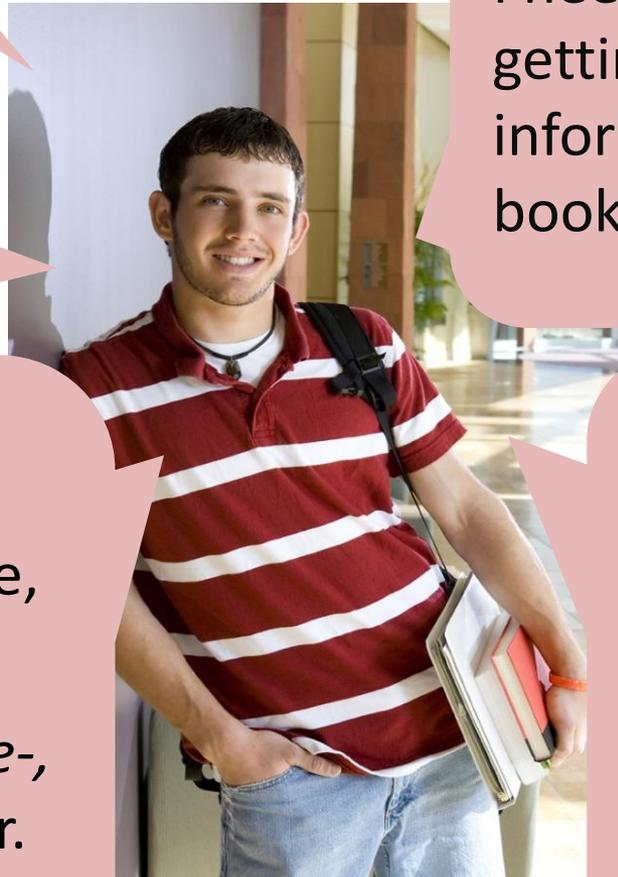
Step Four Profile

I read books on technical subjects.

Long words like *eruption* *magma* and *composite cones* are no problem!

I work out meanings by breaking a word into parts. The word *tripod*, for example, **tri-** means 3.

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.

Read with understanding

Step Five and Step Six Profile

I understand just about everything I read.

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

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



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

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