Identifying learners needing support

The initial trigger for action is the child needing noticeably more reading support than his or her peers.

Step 1: Notice those making slow progress despite receiving high-quality literacy teaching – especially in teaching word recognition and language comprehension in keeping with the simple view of reading.

Step 2: Undertake further assessment, planning, and intervention with parents, whānau, and carers. Teaching is likely to include Tier 2 and/or Tier 3 interventions. It is reasonable to expect most children to respond well to these.