

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.

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