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|  **Guidance for Subject Teachers- Supporting Students with Literacy Difficulties** |
| **Students with general Reading Difficulties (may include difficulties with Word Reading, Reading Speed and/ or Reading Comprehension)** |
| * When reading, use a scaffolded approach, with some modelling, practice and reinforcement of skills.
* Differentiate reading expectations. Use a multi-sensory approach (listening, talking, doing, reading & writing).
* Offer less dense reading tasks.
* Encourage appropriate AT solutions.
* Offer some alternatives to reading text. Provide a variety of learning media: ebooks, audio books, video, podcasts, discussion and explanation, role play, visual presentations (e.g. Infographics or Mind Maps).
* Where possible, email notes and handouts or provide them on a centrally shared drive.
* Help students identify the links between topics and texts and their prior learning/ experience.
* Do not ask students to read aloud unless the text has been prepared and/or the student volunteers.
* Provide and explicitly teach key sight words in your subject area.
* Provide, explain and teach the meaning of complex key words and concepts.
* When differentiating, use multi-sensory approaches, check-in with students to ensure they have understood the complex content of the lesson.
* Offer some opportunities for co-operative learning strategies.
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| **Students with difficulties with Written Work & Spelling** |
| *Ideas, Creativity, Engagement, Voice** Establish expectations based on class rubrics/ planning/ editing.
* Offer achievable exemplars of written work (fiction and non-fiction) and explicitly link to above rubrics.
* Differentiate writing expectations, (listening, talking, doing, reading and writing).

*Vocabulary** Provide, explain and teach the meaning of new and important key words and concepts.
* Use and display topic-related word walls.
* When correcting spellings, focus on no more than three selected words per week.

*Spelling & Punctuation** Support students to create a spelling notebook containing subject specific spellings and/or particular ‘spelling demons’ (commonly misspelled words).
* Where appropriate, encourage the use of Assistive technology (e.g. word processing/ spell check).
* Clearly display the correct spelling of key words for each topic.
* Visually display a guide to the full range of punctuation rules. Direct attention to relevant rules, as needed.

*Handwriting** Reduce the need for transcription.
* Support note-taking in class with partially filled notes.
* Provide explicit guidance on note-taking.
* Praise for effort and content, rather than presentation.
* Encourage opportunities to use assistive technology.
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