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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. |
| **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. |