**Suggested Text for Subject Teacher Guidance and SET Guidance**

The following tables set out the information that is auto-generated by the PPAD-E according to the scores earned in each standardised subtest. Recommendations are set out for those who are likely to receive School Support Plus (for a Few) and School Support (for Some).

However, teachers may wish to apply a different level of support to that suggested by the PPAD-E, particularly around the margins of scores.

Teachers may also wish to create their own profiles, and may wish to cut and paste suggestions that are appropriate to their context.

Suggestions are set out for each area of reading: Word reading, Reading speed and Reading Comprehension, but the first section addresses the needs of students who have a significant difficulty in either of the two key areas: Word reading OR Reading comprehension.

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| **General Reading Difficulties** | **70 and below** | **71-81** |
|  | **These descriptors will be generated when either Word Reading or Reading Comprehension (whichever is the lower score) falls within the criteria.** | |
| **Class/ subject support** | When reading, use a scaffolded approach, with frequent and targeted modelling, practice and reinforcement of skills.    Differentiate reading expectations. Use a multi-sensory approach (listening, talking, doing, reading & writing). Offer considerably simpler text, less material to cover and the application of AT solutions, such as text-to-speech software.  Offer multiple 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, supplement emailed notes and handouts with alternative formats (as above) and offer modified and reduced text in notes provided on a centrally shared drive.  As much as possible, use topics and texts that are relevant to the student’s interest and experiences. Activate prior learning before introducing a new topic. | When reading, use a scaffolded approach, with regular modelling, practice and reinforcement of skills.  Differentiate reading expectations. Use a multi-sensory approach (listening, talking, doing, reading & writing). Offer simpler/ shorter reading tasks. Encourage appropriate AT solutions.  Offer regular 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, identifying essential learning.  Help the student identify the links between topics and texts and his/her prior learning/ experience. |

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| **Word Reading** | **70 and below** | **71-81** |
| **Class/ subject support** | The student will have very significant difficulty reading text in all subject areas and is likely to need adult support or assistive technology.  Provide and explicitly teach a small number of essential key sight words in your subject area. Revise these words regularly.  Do not ask the student to read aloud unless a well-differentiated text has been prepared and/or s/he volunteers. If s/he does volunteer, ensure appropriate support (e.g. Reading Buddy) | The student may have significant difficulty reading text in subject areas and is likely to need additional supports.    Provide and explicitly teach key sight words in your subject area. Revise these words regularly.  Do not ask the student to read aloud unless the text has been prepared and/or s/he volunteers. |
| **SET** | The student will need an intensive evidence-based reading/decoding programme.  Intensive word level/ decoding input will be needed, which is very likely to include the structured teaching of phonics/ word attack strategies.  S/he will need frequent (more than once per week) opportunities for guided oral reading to an adult/peer using text at the ‘just-right’ level from a range of high quality books.  The student should build an automatic sight vocabulary, using word lists tailored to his/her needs. Consider structured precision teaching methods, with careful monitoring and recording. | The student will need an evidence-based reading/decoding programme. Structured word level/ decoding input will be needed, which is likely to include teaching of phonics.  S/he will need access to text at the ‘just-right’ level from a wide range of high quality books, with regular opportunities to read aloud to others.  The student should build an automatic sight vocabulary, including subject specific sight vocabulary and key frequently occurring words, using precision teaching approaches. |

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| **Reading speed** | **70 and below** | **71-81** |
| **Class/ subject support** | Do not ask this student to read aloud unless a well-differentiated text has been prepared and/or s/he volunteers. If s/he does volunteer, ensure appropriate support (e.g. Reading Buddy, see EISR). | Do not ask the student to read aloud unless the text has been prepared and/or s/he volunteers. |
| The above recommendation is only generated IF it was not already generated by the word reading score. | |
| **SET** | As much as possible, provide ebooks & audiobooks for access to information, vocabulary and for enjoyment.  This student’s reading speed and accuracy would benefit from an evidence- based intervention for reading fluency, to include daily or near daily opportunities for:   * Reading aloud * Repeated Reading activities * Reading at the ‘just-right’ level * Building an automatic sight vocabulary (using Precision teaching methods). * Reading theatre | Where possible, provide ebooks & audiobooks for access to information, vocabulary and for enjoyment.  This student’s reading speed and accuracy would benefit from an evidence- based intervention for reading fluency, to include regular (at least once per week) opportunities for:   * Reading aloud * Repeated Reading activities * Reading at the ‘just-right’ level * Building an automatic sight vocabulary (using Precision teaching methods) * Readers theatre |

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| **Reading Comprehension** | **70 and below** | **71-81** |
| **Class/ subject support** | Provide, explain and teach the meaning of basic key words and concepts.  When differentiating, use multi-sensory approaches, check-in to ensure s/he has understood the basic content of the lesson.  Offer frequent and structured opportunities for co-operative learning strategies. | Provide, explain and teach the meaning of new and important key words and concepts.  When differentiating, use multi-sensory approaches and check-in to ensure understanding of new and important lesson content.  Offer regular opportunities for co-operative learning strategies. |
| **SET** | The student’s reading comprehension would benefit from an evidence- based intervention (see EISR), to include daily or near daily opportunities for:   * Intensive vocabulary development * Learning specific comprehension strategies, (modelled by others) with text at the correct level * Using graphic organisers, such as mind maps | The student‘s reading comprehension would benefit from an evidence- based intervention (see EISR), to include regular (at least once per week) opportunities for:   * Vocabulary development * Learning specific comprehension strategies, (modelled by others) with text at the correct level * Using graphic organisers, such as mind maps |

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| **Spelling** | **70 and below** | **71-81** |
| **Class/ subject support** | Expect to see a large number of spelling errors in this student’s work.  When correcting spellings, focus on no more than three essential, frequently used, basic words per week and continue to monitor their use over time, until mastered. Revise regularly.  Contribute to the development of a spelling notebook containing subject specific essential spellings and his/her particular ‘spelling demons’ (commonly misspelled words). Monitor the use of this and the application of correct spellings.  Encourage the regular use of assistive technology (e.g. voice-to-text and/or spell check).  Clearly display the correct spelling of key words for each topic. Ensure that the student is aware of the display and monitor his/her transcription of these words. | Expect to see frequent spelling errors in this student’s work.  When correcting spellings, focus on no more than three frequently used words per week and continue to monitor their use over time, until mastered.  Support the student to create a spelling notebook containing subject specific spellings and/or his/her particular ‘spelling demons’ (commonly misspelled words). Monitor the use of this tool.  Where possible, encourage the use of assistive technology (e.g. word processing/ spell check, voice to text software).  Clearly display the correct spelling of key words for each topic. Encourage the student to be mindful of this display. |
| **SET** | The student will need very frequent and intensive intervention in spelling, using a structured, sequential and frequently revised approach.  The student requires a research validated spelling programme (see EISR) such as a Word Study, meta-cognitive approach, with very frequent practice and application.  His/her common errors should be identified and taught explicitly, in a developmental sequence, with regular monitoring & review.  The student will benefit from being taught how to use voice-to-text software and spell check and be encouraged to regularly apply these skills. | The student will need frequent and specific intervention in spelling, using a structured, sequential approach.  The student requires a research validated spelling programme (see EISR) such as a Word Study, meta-cognitive approach, with regular practice and application.  His/her common errors should be identified and taught explicitly. Progress should be monitored.  The student may benefit from being taught how to use spell check and offered frequent opportunities to apply these skills. |

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| **Writing Samples**  **Ideas/ creativity/ engagement/ voice** | **Total score of 2 or 3 between the two samples**  **Needs intensive targeted intervention** | **Total score of 4 between the two samples**  **Needs additional support** |
| **Class/ subject support** | Offer a range of writing frames with introductory sentences, link words and simplified, partially completed written responses, examples of simple written responses.  Substantially differentiate writing expectations, (listening, talking, doing, reading and writing). | 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). |
| **SET** | The student will need explicit guidance at the emerging level at each stage of the writing process – generating, developing and organising ideas, evaluating, revising and editing.  There should be a personalised, functional/life skills focus: filling forms, shopping lists, short notes, etc. | The student will need explicit guidance at each stage of the writing processes – generating, developing and organising ideas, evaluating, revising and editing.  S/he will need to develop compositional writing skills using explicit modelling and guided practice within a small group. |

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| **Writing Samples**  **Vocabulary** | **Total score of 2 or 3 between the two samples**  **Needs intensive targeted intervention** | **Total score of 4 between the two samples**  **Needs additional support** |
| **Class/ subject support** | Provide, explain and teach the meaning of basic key words and concepts.  Encourage the use of individualised vocabulary logs, where the student can review/revisit essential vocabulary. | Provide, explain and teach the meaning of new and important key words and concepts.    Encourage the use and display of topic related word walls. |
| **SET** | The student needs to develop written expression/vocabulary, using evidence- based approaches and an individualised approach.  Provide multiple exposures to new words in a meaningful and familiar context including:   * Interactive read alouds * Word mapping * Using graphic organisers (e.g. Frayer model) | The student needs to develop written expression/vocabulary, using evidence- based approaches, within a small group SET/team teaching context.  Provide multiple exposures to new words in a meaningful context including:   * Interactive read alouds * Word mapping * Using graphic organisers (e.g. Frayer model) |

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| **Writing Samples**  **Spelling and punctuation** | **Total score of 2 or 3 between the two samples**  **Needs intensive targeted intervention** | **Total score of 4 between the two samples**  **Needs additional support** |
| If the standardised spelling score already generated suggestions for intervention, they do not need to be repeated here. However, if the spelling test results did not indicate a significant need, but the writing sample did suggest such a need in the area of spelling, then the suggestions here can be applied. | | |
| **Class/ subject support**  (spelling advice is already contained above) | Expect to see a large number of spelling and/or punctuation errors in this student’s work.  When correcting spellings, focus on no more than three frequently used words per week and continue to monitor their use over time, until mastered.  Support the student to create a spelling notebook containing subject specific spellings and/or his/her’s particular ‘spelling demons’ (commonly misspelled words). Monitor use of this tool.  Where possible, encourage the use of assistive technology (e.g. word processing/ spell check, voice to text software).  Clearly display the correct spelling of key words for each topic. Encourage the student to be mindful of this display.  Ensure the student has access to a visual display of punctuation rules personalised to his/her needs. Monitor use of this. | Expect to see frequent spelling and/or punctuation errors in this student’s work.  When correcting spellings, focus on no more than three frequently used words per week and continue to monitor their use over time, until mastered.  Support the student to create a spelling notebook containing subject specific spellings and/or his/her particular ‘spelling demons’ (commonly misspelled words). Monitor use of this tool.  Where possible, encourage the use of assistive technology (e.g. word processing/ spell check, voice to text software).  Clearly display the correct spelling of key words for each topic. Encourage the student to be mindful of this display.  Visually display a guide to the full range of punctuation rules. Direct the student’s attention to relevant rules, as needed. |

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| **SET** | This student will need frequent and specific intervention in spelling, using a structured, sequential approach.  S/he requires a research validated spelling programme (see EISR) such as a Word Study, meta-cognitive approach, with regular practice and application.  Common errors should be identified and taught explicitly. Progress should be monitored.  This student may benefit from being taught how to use spell check and offered frequent opportunities to apply these skills.  Evaluate the student’s use of punctuation rules and teach one new punctuation convention at a time.  Develop a visual display of key punctuation rules personalised to the student’s needs, adding new rules as they are taught. | This student will need frequent and specific intervention in spelling, using a structured, sequential approach.  S/he requires a research validated spelling programme (see EISR) such as a Word Study, meta-cognitive approach, with regular practice and application.  Common errors should be identified and taught explicitly. Progress should be monitored.  This student may benefit from being taught how to use spell check and offered frequent opportunities to apply these skills.  Evaluate the student’s use of punctuation rules and teach new punctuation conventions, as needed.  Develop a visual display of the full range of punctuation rules. |

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| **Writing Samples**  **Handwriting** | **Total score of 2 or 3 between the two samples**  **Needs intensive targeted intervention** | **Total score of 4 between the two samples**  **Needs additional support** |
| **Class/ subject support** | Reduce the need for transcription.  Reduce note-taking demands by supplying photocopies or emailing notes.  Praise for effort and content, rather than presentation.  Accommodate alternative ways for the student to show learning, including the use of assistive technology /multi-media applications. | 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. |
| **SET** | Teach a range of alternatives to handwriting, such as touch typing, voice-to-text tools and multi-media presentations.  Explicitly teach the relevant skills to the point of independent use. | Encourage the student to develop AT and typing skills. Explicitly teach word processing skills, saving, editing, printing, etc.  Teach the student how to demonstrate learning using alternatives to writing: bullet points, flow charts, mind maps, etc. |