

EALS Advice and Guidance Primary

Booklet



This document has been developed by the EA Literacy Service (Northern Ireland). It is intended for teaching staff and/or parents/carers who may be supporting a young person with literacy difficulties. Teachers may find some of these ideas/resources useful. The Service is not recommending a specific resource to be followed.

This document contains a range of resources and ideas you may decide to use based on the needs of the pupil. We hope you find at least some of the content helpful and enjoyable. Please note, use the links referenced in this document at your own discretion. Individual websites may contain pop-ups and marketing materials from the organisations providing these services and resources.

The inclusion of these links does not imply endorsement of any material on these websites, or any association with their operators. The EA Literacy Service cannot guarantee the security of these sites, the operation of the links or that they will be virus-free.

The EA Literacy Service Team, March 2022

"To inspire, support and challenge all our Children and Young People to be the best that they can be." Education Authority - Literacy Service

Ctrl & Click to follow the link to each section

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This booklet contains links to various websites and resources. These URLs (web addresses) are indicated as: [sample web address](#)

Please print off the EALS poster and display in different areas of your school. The QR code offer direct access to our homepage in the EA website. Here you will find freely available resources, guidance and signposting for training.

[EALS Poster](#)

Class Literacy Support Kit

Make Available



- ❖ **Playdough:** make the new letter/grapheme or keyword



- ❖ **Sand trays or sand letters:** copy teacher's model in sand/ try it with eyes closed/ cursive script practice/ keyword spelling practice



- ❖ **Coloured markers/pens/highlighters -**

- use to draw attention to key points in a text
- highlight the main information on a page - no need to read whole page again!
- Identify the tricky bit in tricky words, words-in-words, letter strings or patterns in groups of words



❖ **Coloured paper/Post-it notes:**

- paper squares for phonics work
- high frequency words
- noting instructions for pupil to have on desk/to hand
- have-a-go-spelling/ or providing requested spellings



- ❖ **Coloured transparencies** - eye level reading rulers are also useful. They reduce glare, improve focus and assist in tracking reading, click this link for resource ideas: [Crossbow Education](#) Telephone Number: 01785660902 (other suppliers are available)



- ❖ **Magnetic Boards/Whiteboard markers** – supports multi-sensory learning approaches, have-a-go, modelling, spelling patterns and word-building



- ❖ **A3 Alphabet Arcs with upper-case and lower-case magnetic letters** – alphabet/dictionary work, memory work, multi-sensory learning, word building, spelling, onset/rime: [smartkids magnetic rainbow arc](http://www.smartkids.com.au/magnetic-rainbow-arc) (others are available)



- ❖ **Spellcheckers** –The Franklin Spellchecker is a portable dictionary and thesaurus containing over 200,000 words, phrases and definitions, along with 800,000 synonyms and a phonetic spellchecker



- ❖ **Stress Balls** - helps reduce muscular tension in hands and arms



- ❖ **Empty Trigger sprays**- to help build up muscles for tripod grip



- ❖ **Triangular pens/grips** - useful for pupils who tire easily from writing, help improve writing style and presentation, also consider trying writing slopes/left-handed pens



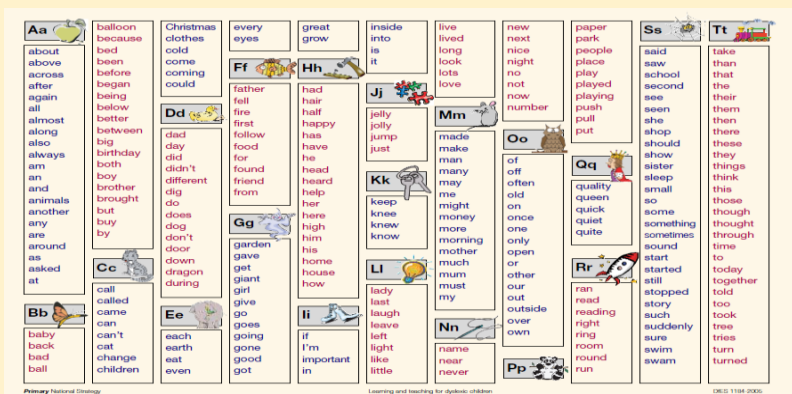
- ❖ **iPad or tablet/C-Pen/Chromebook/Laptop/Smart phone/ easi-talk microphone/ talking pegs** - a device that a pupil can use to support reading or writing experiences - text-to-speech, speech-to-text, voice recording/video recording



- ❖ **Choice of exercise books** - with buff coloured paper and wider line spacing (A4 exercise book) for pupil to use if they experience difficulties with other paper or white paper being used for recording



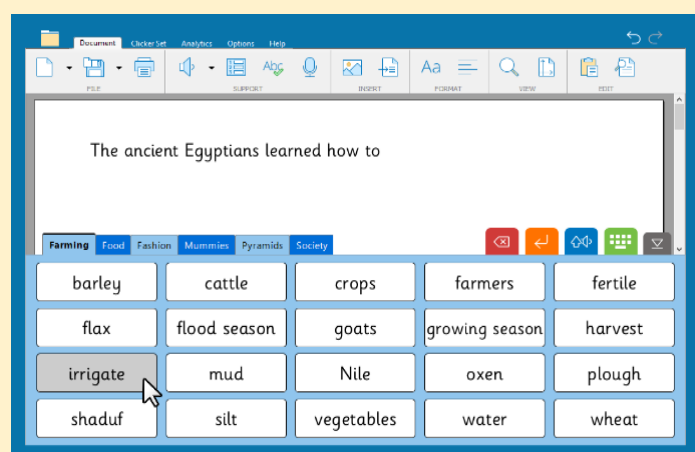
- ❖ **Phoneme Frames/ paper squares** - word building, blending, segmenting



- ❖ **Relevant list of key words** displayed on a word wall or a word mat - numbered or in alphabetical order

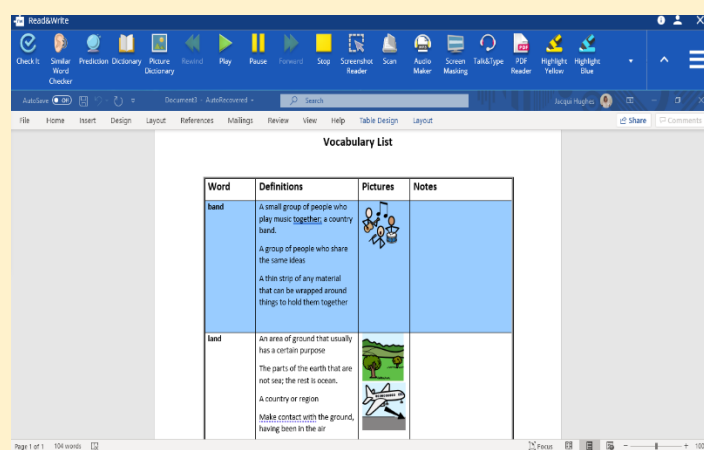
Relevant lists: topic words /new words for spelling in a dyslexia friendly format. These could be created using **Clicker 8 Word banks** or **Read & Write – Vocabulary** tool:

Clicker 8 Word Bank



Scan the QR code for more information on this Literacy Support tool.

Read & Write Vocabulary list





Scan the QR code to go to Texthelp's Landing Page for Students in N Ireland.

[Video on how to use the Vocabulary list](#)

Getting started Checklist

Use this checklist whenever you need to get started on homework or classwork.

Highlight/Tick the steps as you complete them to see how much you have accomplished
ask an adult to help you if required.



☐ Take out all of the things that you need for class or homework (including instructions), put them in a pile, put whatever you are going to do first on top

☐ Make sure that you have what you need to complete the first task (homework diary, worksheet, pencil) in front of you, put all other materials on the floor



☐ If working at home, set your timer for 10 minutes, when it goes off, take a break, use this time to take a drink, take a movement break, or close your eyes and relax for a minute, when you are done, reset the timer for 10 minutes



 Re-read your notes, that will help you complete the task

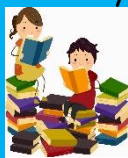
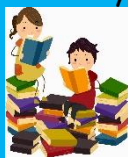
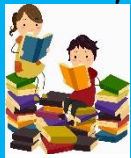
 When completed, give it up to the teacher or to your classroom assistant, if you must finish it at home, put it in your homework folder



 Put away the materials

Colour-coded Visual Timetable & Nightly Organiser

PUPIL NAME & CLASS

	Mon	Tue	Wed	Thurs	Fri
1	Numeracy 	Numeracy 	Literacy 	Literacy 	Assembly 
2	Break 	Break 	Break 	Break 	Break 
3	Literacy 	Literacy 	Numeracy 	Numeracy 	Music 
4	Lunch 	Lunch 	Lunch 	Lunch 	Lunch 
5	Copy down homework	Copy down homework	Copy down homework	Copy down homework	Art 
6	World around us 	Religious education	PE 	IT 	Art 
7	Hometime 	Hometime 	Hometime 	Hometime 	Hometime 
8	Football 	Gardening club 	Baking club 	ICT club 	No clubs today

Nightly Organiser

Sunday evening	Monday evening	Tuesday evening	Wednesday evening	Thursday evening
 <p>I pack for <u>Monday:</u> Football boots/trainers</p>	 <p>I pack for <u>Tuesday:</u> Wellies</p>	 <p>I pack for <u>Wednesday:</u> PE Trainers and apron</p>	<p>I pack for <u>Thursday:</u></p>	 <p>I pack for <u>Friday:</u> Recorder and an old shirt for Art class</p>

Literacy Skills

Reading

- ❖ Select material to match current ability and interest level
- ❖ Build automatic recognition of **key words** through games and flashcards
(Memory/Matching Pairs, Go Fish, Snap, create board games such as Connect 4, Snakes & Ladders etc. daily practice will help develop automaticity)



- ❖ Use a bookmark or an overlay so the pupil does not lose their place
- ❖ Allow extra time to complete reading
- ❖ Give the pupil the 'right to pass'
- ❖ Provide modelled, shared and guided reading opportunities
- ❖ Teach skimming and scanning skills
- ❖ Use paired and peer reading methods
- ❖ Repeated Reading: practice reading and re-reading short passages or poems
- ❖ 'PPP' When listening to the pupil read: if they do not know a word Pause, Prompt and Praise
- ❖ Be patient, avoid unhelpful negative comments and non-verbal body language
- ❖ Encourage the use of reading different materials: comic magazines, catalogues, TV guide, sports pages, map reading, timetables and menus

Comprehension

- ❖ Emphasise comprehension by re-reading and highlighting target words and phrases using coloured pens
 - ❖ Use cloze procedure passages
 - ❖ Use sentence completion exercises
 - ❖ Where possible, provide a clearly printed photocopy of class texts, so key information can be highlighted, and notes made in the margin
 - ❖ Use keywords, highlighting the main ideas and how they link - make a graphic organiser (storyboards, bullet points, spider diagrams)
 - ❖ Put keywords into a summary box to let the pupil get an idea at a glance
 - ❖ Use a diagram as a prompt to guide the pupil when re-writing the paragraph in sentences using his/her own words
 - ❖ Provide opportunities for discussion, questioning and thinking activities to develop comprehension skills
 - ❖ Use cue cards to encourage question generation (Who, What, Why, Where, When)
 - ❖ Ask open and closed ended questions about the text
 - ❖ **Reciprocal reading** is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that pupil can use to improve their reading comprehension. For information, resources and videos of the intervention in practice in **NI schools**, see: [Reciprocal reading - CCEA](#), and **Appendix 13**
 - ❖ The **Florida Centre for Reading Research** has extensive and freely available structured, cumulative, comprehension lessons that can be used with any texts. For examples, see: [Florida Centre for Reading Research](#) and scroll to bottom.
- Phonological Awareness, Phonics, Spelling and Fluency** teaching programmes are also available for **free**. Such activities may be useful for others in the class and

support inclusion through group work. Please do check out the **wealth of resources** available from **FCRR** for other year groups beyond the example link attached.

- ❖ Insert or draw pictures/ symbols to assist the pupil in making connections with the text and his/her own experiences
- ❖ Access to a range of audio books will limit the cognitive load of having to decode words as well as comprehend text simultaneously, in addition, provide books that contain images to support comprehension, and select reading material related to favourite subjects, pre reading activities should include **vocabulary instruction** to support comprehension
- ❖ Microsoft Office includes a tool called *Immersive Reader*, which can be supportive when using the applications, immersive reader can help improve reading comprehension
- ❖ Discuss the key features of examination/assessment questions, explicitly demonstrate how to break questions and assignment instructions down into step-by-step procedures

For further ideas and resources on how to support with reading please refer to: [DENI SEN Resource File: The Beginning Reading Programme \(Dr S McMurray\)](#)

Spelling

- ❖ Follow a cumulative and multi-sensory spelling programme
- ❖ Teach 'See it right' spelling strategy (use a 'try page')
- ❖ Accept logical spelling (do no overcorrect)
- ❖ Use colour to highlight the syllables/tricky part e.g., **reproductive**

- ❖ Use mnemonics/ picture association for phonically irregular words, (tricky words should have a visual hook) e.g., island:

An island is land surrounded by water



(Encourage the pupil to create his/her own versions for tricky words)

- ❖ Segment and blend sounds in unfamiliar words and use 'Post It' notes for word building
- ❖ **Onset & Rime:** provide spellings in onset or rime groups e.g., (onset) flat flag fled / or (Rime)and sand stand

(Rime - is a vowel sound to the end of the words and is consistent in *both* sound and spelling. Onset is everything before the vowel: cat - /c/ /at/.) Pupils with dyslexia often have difficulty recognising, identifying and mapping spelling patterns. Pupils with literacy difficulties do not learn these patterns implicitly and require explicit instruction to move beyond a 'one-letter/one sound' approach.

- ❖ Encourage the pupil to spell as much as they can, then tell them the 'tricky bit'
- ❖ Break down words into chunks (syllables), **fan/tas/tic**, **ba/na/na**
- ❖ Use the Look, Say, Cover, Write, Check Strategy (*see Appendix 5 for procedure*)
- ❖ Use **Simultaneous Oral Spelling (SOS)** for learning spellings of phonically regular words (saying the letters out loud, as opposed to the sounds: *see Appendix 3 for procedure*)
- ❖ Use the **NLP Spelling Strategy** for irregular words or tricky high-frequency words (Visual Spelling Strategy - look at the word, picture it in your mind, write it

down and check the spelling: see **Appendix 6** for routine. Break longer words into chunks of 3 letters)

Trial a range of strategies for learning spellings with the pupil to find out WHICH strategies works best for them.



- ❖ Decorate or illustrate words
- ❖ Use games to develop spelling skills and knowledge e.g., Hangman, Word Bingo, Boggle, homemade Connect 4 word-games or track games etc.
- ❖ Record spellings on a talking peg, mini microphone, tablet or iPad to help overlearn tricky words
- ❖ Give appropriate spellings, placement tests can be used
- ❖ Cursive writing will aid fluency and accuracy
- ❖ Give the pupil time to proofread written work (e.g., using COPS strategy: Capitals, Omissions, Punctuation, Spelling - see **Appendix 11**)
- ❖ Make use of a subject keyword/definition vocabulary book
- ❖ Use a spell checker, upper KS2 (if available)
- ❖ Use **Guided Discovery** and **Stimulus Response Routine** when introducing new letter-sound correspondence (see **Appendix 1 & 2**)

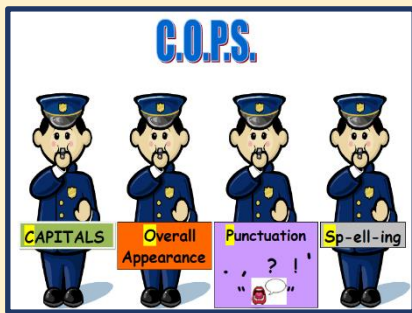
For further ideas and resources on how to support with spelling please refer to: [DENI SEN Resource File: Spelling - The Importance of an Integrated Approach \(Dr S McMurray\)](#)

Writing

- ❖ Encourage the use of mind mapping, drawing, using bullet points to present ideas



- ❖ Allow use of a recordable talking peg, mini microphone, or iPad to record speech
- ❖ Make a list of keywords available either on word mats or displayed on the board: visuals may be needed where possible
- ❖ Numbered words are useful to refer to especially during whole class activities
- ❖ Use different colours for different lines on the class whiteboard
- ❖ Minimise copying and avoid lengthy dictation
- ❖ Provide handouts preferably on cream paper
- ❖ Teach how to structure and sequence writing, use writing frames and teacher modelled writing examples
- ❖ Provide a range of keywords, sentence starters and phrases (suggested by the pupil) which he/she can refer to during the writing task
- ❖ Provide **pencil grips** and consider using a **writing slope**
- ❖ Continue to provide opportunities to produce work using **ICT** (e.g., Clicker 8; Texthelp's Read & Write e.g., word prediction, MS Dictate)



- ❖ Encourage proof reading using **COPS** (Capitals, Omissions, Punctuation, Spelling)
See *Appendix 11*
- ❖ Encourage pupils to 'have a go' at difficult spellings on their whiteboards
- ❖ Use word books to record difficult words alphabetically, using visuals as required
spell checkers and electronic talking dictionaries may be useful for KS2 pupils (if available)
- ❖ Plan for writing: **POWER** - Plan, Organise, Write, Edit, Redraft
- ❖ Where possible allow extra time to complete in-class assessments/tests

Handwriting

- ❖ Encourage correct posture and positioning when seated and working;
model/demonstrate good handwriting technique (this could take place at the beginning of each lesson). remind pupils to pay attention to letter formation, height, size and position, and to anchor letters to the line
- ❖ Some pupils may benefit from hand exercises to help pencil grip e.g., use of trigger spray bottles
- ❖ Teach upper case letters once lower case are **secure**
- ❖ Provide opportunities to match lower-case letters with their upper-case partners
- ❖ Use hand huggers to encourage good tripod grip

- ❖ Teach cursive writing as early as possible, preferably P3
- ❖ Use iPad apps to reinforce letter formation
- ❖ Use a laptop/AT device for support: use software such as [Doorway Online](#) to enhance word processing skills particularly in KS2
- ❖ Use broad lined paper
- ❖ Matt/coloured quality paper



- ❖ Consider a sloped writing board

Click on the following link to find out more about how to develop good handwriting practice - [National Handwriting Association](#)

Strategies to support Working Memory

Working Memory involves the ability to keep information active in your mind for a short period of time to use it for further processing. Working Memory involves manipulation and transformation of verbal and/or visual information.

- ❖ Keep instructions short and simple and give one at a time - repeat key words and phrases



- ❖ Restructure complex tasks - break down tasks into independent steps
- ❖ Write or print instructions/steps in different coloured pens
- ❖ Support active reading - e.g., use highlighters, sticky notes, bullet points in margin
- ❖ Provide information in multi-sensory ways - involve Visual, Auditory and Kinaesthetic channels



- ❖ Provide suitable memory aids e.g., help board, word banks, printed notes, colour coding topics, mnemonics, personalised topic dictionary for each subject/topic, task instructions on post-its for desk
- ❖ Play card games - snap, pairs, bingo, go fish etc. - e.g., use specific topic words & support meanings/definitions with dictionary finds

- ❖ Play auditory and visual memory games, using iPad apps or letter sequences, gradually increase the difficulty level when the pupil is ready
- ❖ Use a buddy to help prompt or give reminders about the task



- ❖ Use a WALT board at beginning of lesson and set aside time at end of lesson to summarise what has been learned



- ❖ Allow extra time for thinking: encourage the pupil to take thinking time

Please refer to the SEN Resource File for further recommendations by clicking on the following link: [DENI SEN Resource File: Understanding Memory Difficulties \(Dr S McMurray\)](#)

Strategies to support Processing Speed Difficulties

Processing speed is a way of describing how the brain receives, understands and responds to information. Not everyone thinks at the same pace. A pupil with slow processing speed may struggle to follow lessons and complete tasks.

- ❖ Provide an overview of the topic at the start and define what needs to be achieved by when - make sure the pupil understands what they need to do



- ❖ Speak slowly in simple terms
- ❖ Allow extra thinking time and extra time to finish tasks and tests, for learners with difficulties in Processing Speed just because they do not respond immediately does not mean that they do not know the answer, encourage pupils to take thinking time



- ❖ Use 'thinking sticks' to select pupil names to ensure the same pupils are not asked questions all the time, remind pupils that no one is to shout out the answers and

that everyone will have 'thinking time', whole class timers or whiteboard timers are good for this providing they do not cause anxiety



- ❖ Allow use of Word Processing - provide time for practice and skills development



- ❖ Find ways to provide increased processing time e.g., deliberately leave time between instructions/information to allow pupil to process what they have heard and to formulate their response
- ❖ Provide learning/brain/movement breaks during lessons and tests



- ❖ Keep instructions simple and give one at a time - repeat key words and phrases
- ❖ Break down tasks into independent steps, use visual prompts and clues e.g., visual instructions for task boards, visual daily timetables, mind maps, writing frames, flowcharts, graphic organiser, calendar, diagram, picture

- ❖ Provide a model of what the completed task should look like - this can alleviate stress



- ❖ Allow pupils to use systems that work best for them - focus on their **strengths**
- ❖ Provide opportunities for group work where each person has a particular role in the group - collaborative learning



- ❖ Encourage pupils and promote success - build their confidence
- ❖ For more information See **Appendix 14**

To find out more about classroom accommodations for Processing Speed difficulties click: [Classroom Accommodations For Slow Processing Speeds](#)

Strategies for Motivating Pupils with Slow Processing Speed and Executive-Functioning Difficulties

- ❖ **Setting expectations that pupils can reach** will improve motivation
- ❖ **Develop a growth mind-set that encourages effort**, anyone can make strides toward success when they put their mind to it and they have the right support
- ❖ **Show appreciation for effort and interests in and out of school**, this can help pupils internalise motivation across many other areas of their lives, this could be a display board in the classroom celebrating extra -curricular success or a mention at whole school assembly
- ❖ **Gamify**, it is easier to be motivated when something is fun, use topics a pupil is interested in to make literacy and numeracy assignments more engaging, learn more about gamification by clicking [here](#)
- ❖ **Give context**, explain your rationale for doing something the pupil may perceive as hard **before** the work starts, understanding why they are doing something can help pupils with processing speed and executive-functioning issues who routinely struggle to complete tasks
- ❖ **Model persistence and grit**, this goes hand-in-hand with the growth mindset, grit helps individuals to overcome hardships such as those experienced by pupils with slow processing speed and executive-functioning difficulties

- ❖ **Set personal goals**, it is important to explicitly show pupils how to improve on something that is difficult for them. Achievable, short-term goals offer frequent experiences of success and achievement
- ❖ **Use competition to motivate and identify effort**, set up short-term competitions where the improvement is more important than the outcome/performance, have pupils in competition with themselves rather than with others

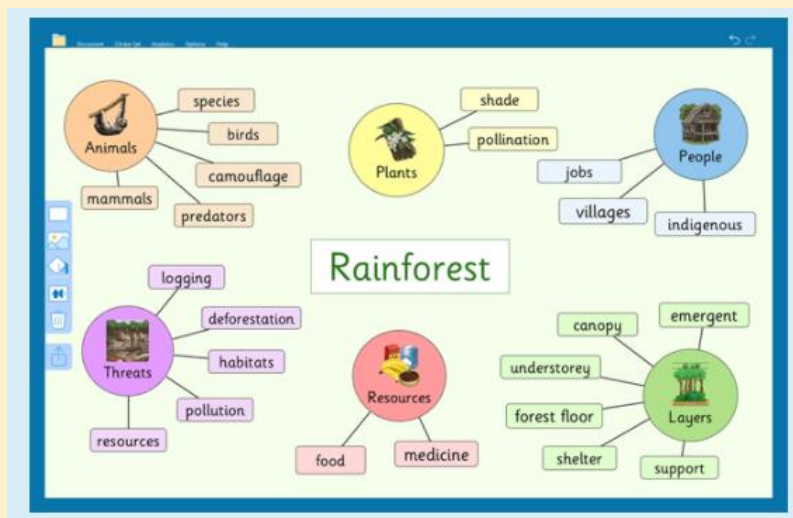
Graphic Organisers

Graphic organisers have great benefits for pupils with visual strengths (some pupils will better understand and retain information when it is linked to a corresponding image). Visual learning helps learners to organise information and to integrate new learning with their existing knowledge in this area. Connections between concepts and ideas are more easily made, understood and recalled.

- ❖ **Mind Maps**

Visual form of notetaking that gives an overview of a topic. It uses colour, images and words to expand from the central idea outward to look at the topic in more depth. Mind maps can also be very useful revision tools, enabling pupils to use their visual strengths to recall and link information when revising for tests and exams.

Clicker 8 - Clicker Board



An effective way to start mind mapping is by asking questions such as who/ what/ where/ when/ why, and then use this structure to begin to 'branch out' from the main idea.

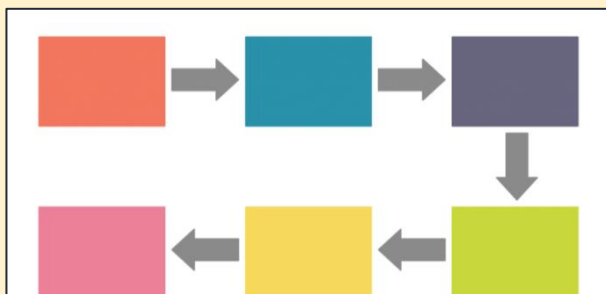
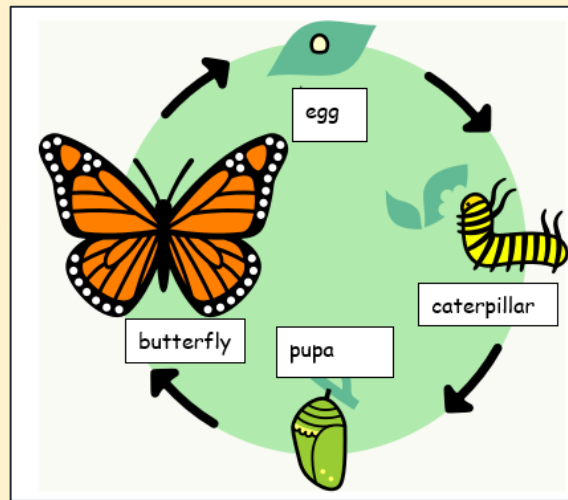


Mind maps can be used to plan and structure writing activities such as recount writing.

Mind maps can also be very useful revision tools, enabling pupils to use their visual strengths to recall and link information when revising for tests and exams.

Mind maps can also be used to plan and structure writing activities, such as recount writing. See **Appendix 12** for some recount writing prompts.

- ❖ A Flowchart helps with visualising the order of steps of a process or a timeline of events such as the life cycle of a butterfly.



❖ Story Map

A story map can be used to identify the different elements such as characters, character plots, themes, techniques, etc. in a book being read. It is a useful tool that teachers can integrate into the lesson to improve pupils' comprehension. Alternatively, it could be used as a framework for planning creative writing.

Regular use of graphic organisers will help pupils to become confident and competent in their use and to begin to use them independently. It is probably best to stick to introducing one type at a time and to ensure the pupil is confident in using it before moving on to another.

There are a range of free and commercial software packages which facilitate the creation of graphic organisers online. A few of these are detailed below. Pen and paper are equally effective however and will be the preferred option of many pupils.

Story Map		
Title		Author
Characters		Setting
Beginning	Middle	End

©2010 Delta Books

Web Links to Software

Free software:

- ❖ [Win Portal website](#)
- ❖ [X Mind website](#)

Commercial software:

- ❖ [I Mind Map website](#)
- ❖ [Inspiration website](#)
- ❖ [Learning works for kids' website](#) (app for younger pupils)

Screenshots taken from a presentation by Glenys Heap from 'Ask an expert' on [Parent Champions Website](#)

Other images from: [Creately - Graphic Organisers](#)

Clicker 8

- ❖ Clicker 8 is produced by the company **Cricksoft**. It can be accessed via C2K
- ❖ It contains child friendly word processing software which can be installed on computers
- ❖ Clicker Writer can be installed on iPads and Chromebooks, it can be downloaded at home for **FREE**
- ❖ Clicker 8 features speech feedback, talking spell checker and word predictor tools to help learners **tackle writing tasks**
- ❖ There is a 'writing grids' feature which contains a number of sentence sets to help pupils **write basic sentences**
- ❖ Clicker 8 Word Banks provide alphabetical or topic-based word lists to use alongside the keyboard to write about any subject, there are a large number to choose from
- ❖ There is also a new 'Picturize' button to instantly adds pictures to any clicker grid, which helps learners find the word they want, there are over 45,000 Clicker curriculum pictures or you can use your own
- ❖ Use of Clicker 8 to support writing and sentence building/structure, click on the following links for more information and guidance: [Clicker 8 Website](#)

[Installing Clicker 8 on a Personal device - Google Drive Link](#)



or scan the QR code.

Read and Write NI Landing Page



Read and Write is now free for all pupils, teachers and classroom assistants to download on to personal devices. To install Read & Write on to your device(s) **click the following link** to access Texthelp's dedicated landing page for *Supporting Students in Northern Ireland*: [Texthelp NI Schools](#)

The new updated version of Read & Write is available for free on the C2k network. Here you will find a range of useful resources to help you get to know the R&W Toolbar and the different ways it can help you. This may be useful for some pupils in KS2.

Quick Reference Guides

- ❖ R&W for Windows
- ❖ R&W for Google Chrome in G Suite
- ❖ R&W for Google Chrome in Office 365
- ❖ R&W for Mac
- ❖ R&W for iPad

Toolbar Tours

- ❖ R&W for Windows
- ❖ R&W for Google Chrome
- ❖ R&W for Mac

Webinars for teaching staff

- ❖ Customer care webinars

- ❖ Getting the most out of R&W
- ❖ Coffee Cup Webinars

YouTube Playlists

- ❖ R&W for Windows
- ❖ R&W for Google Chrome
- ❖ R&W for Mac

Webinars for students

- ❖ The Student Room

Links to Teacher Training

Guidance on Use in Exams

- ❖ Texthelp also offer to schedule online webinars, phone-calls or even an onsite visit

Please share this information and link with colleagues and parents/carers:

[Literacy support for students in N. Ireland](#)

Or scan the QR code:



Read & Write Study Guide: Control Click the following link to bring you to the PDF format of the R&W Study Guide: [PDF Format: Read and Write Study Guide](#)

Read and Write Study Guide

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Study Guide

Read&Write is packed full of great tools to help you study, revise and increase understanding. So, if you have notes, booklets, material or practice papers in Google Docs, Word, PDF's or even webpages, here's how they can help:



Highlighters - think of these as you would physical highlighters. Make revision notes as you go by highlighting key parts of any text, then press 'collect highlights' to collate notes into a new document. Great for revision, but also brilliant for summarising and simplifying notes. Writing an essay? Research and compile notes using the four colours to group ideas or topic areas and provide a framework for your writing.



Play - Use the play button to listen to text read aloud. Play back and listen to notes to make it easier to understand text and your content. When preparing for tests, use this to listen to questions, then playback your answers to ensure they are clear and your spelling, punctuation and grammar sounds right. If you're studying a language, change the language in options to listen to new words and help practice for oral exams.



Audiomaker - do more with text to speech and listen to class notes, comprehension pieces, booklets or revision notes whenever and wherever works best. Select the text, press the icon and get an MP3 file - email it to your phone and listen to text through headphones to help you focus on the text wherever you are most comfortable. Turn anything into an audiobook!

Remember to set a routine to use these tools and tips to focus on building your notes and understanding everytime you are learning. Explore and be flexible, be creative and use them in ways that help you best.



Vocab tool - a great way to help with new key terms or vocabulary. Use the highlighters to highlight new words as you discover them, or keywords to learn within a topic when revising. For modern languages, select new words to practice and build your vocabulary. Once you've identified the words you need to learn or practice, press the icon to create a brand new document which will contain the word, its definition, a picture reference and an area to make notes.



Voicenote - When studying new content, or revising, select any text, press voicenote and leave your own explanation for new concepts or terms in your own voice. So next time you re-read or revise that content, hit the play button and get your own explanation played back. It's the best way to put learning or helpful reminders or references in your own words, literally!



Web Search - new word or concept in a web page or your notes? Need to explore it further and read more about it? Select the word and use this tool. You'll be taken right to Google, with all the search results you need to explore it further. It's a great way to expand your knowledge, or gather more more background information.



Remember, you can get Read&Write on any device to study where it suits you best. Check in with your school for download links.

Check out the student room for more helpful tips, tricks and video guides!

the
student
room



student support webinars

Texthelp: OrbitNote - Access & Edit PDFs



OrbitNote allows you to create, transform and experience your digital documents in a whole new way. It provides a robust suite of tools for reading, editing, collaborating and interacting with digital documents such as PDFs.

OrbitNote is particularly beneficial for remote learning as it allows both pupils and teachers to easily and effectively edit PDFs. It bypasses the time-consuming scenario of a teacher e-mailing a PDF worksheet to a pupil who then has to print it out and annotate by hand, before taking a photo of it to e-mail back to their teacher.

OrbitNote is currently freely available to your school. To learn more about OrbitNote, how to access it and to book a 1:1 tutorial on how you can use OrbitNote within your own school, please either scan the QR code below or click on the purple button.



Find out more



Intervention Support: Sample R&W Targets

Learning intentions	Strategies/Activities	Resources
1. The pupil will be able to log-on to his/her EA laptop/other device and connect to the C2K network through 'My School.'	❖ Structured, explicit and cumulative lessons. The EA Literacy Service holds a set of lessons for this software. Please contact us if you would like a copy.	EA Literacy Service laptop/or another device Read&Write software (through the C2k network)
2. The pupil will be able to use the basic features of Read&Write to tailor settings to his/her personal preferences.	❖ Use of AT (assistive technology) to support reading, writing, spelling and research/revision.	Read&Write software (through the C2k network) Overdrive app - Libraries NI (at home) Libraries NI
3. The pupil will be able to use the text-to-speech feature within the Read&Write programme to listen to text presented on word and web	❖ Use of the EA Literacy laptop (if available)/or other device to support literacy in the classroom and during all subjects.	Read&Write software (through the C2k network) e.g., C2K NI NewsDesk
4. The pupil will use the screenshot reader feature of Read&Write to read inaccessible text on web pages, photographs and electronic presentations, such as PowerPoint.	❖ Use of the laptop/device to support literacy during homework and study periods.	Headphones USB pen Access to school printer
5. The pupil will be able to use the Word	❖ Liaison with the school SENCo to develop links	text.help/ni-schools

Prediction feature to write with greater spelling accuracy and speed. This is to enable him/her to complete work on time.	with the school curriculum.	
6. The pupil will use the Dictionary and Picture Dictionary within Read&Write to develop knowledge and understanding of new vocabulary.	❖ Use Libraries NI and enrol the pupil as a member.	Libraries NI Libby App Overdrive App
7. The pupil will use the research features within Read&Write to support research and revision related to school-based topics. He/she will select key words and create vocabulary lists which will aid memory.	❖ Touch-typing practice.	Typing programmes: BBC Dancemat Doorway Online Typing Study Website
8. The pupil will be able to use Assistive Technology (AT) to read a greater range of text using the NewsDesk app in MySchool and Overdrive app - Libraries NI at home.	❖ Development of home/school links	Libraries NI C2K NI NewsDesk



MICROSOFT EDUCATION

What is the Immersive Reader?

The Microsoft Immersive Reader is a free tool, built into Word, OneNote, Outlook, Microsoft Lens, Microsoft Teams, Forms, Flipgrid, Minecraft Education Edition and the Edge browser, that implement proven techniques to improve reading and writing for people regardless of their age or ability.



Scan the QR code to watch a Microsoft video about Immersive Reader.

Building a foundation for future success

Inclusive education tools give more students personalised access to their curriculum, optimise teacher time, and improve learning outcomes.



Students grow their potential and gain independence



Teachers are more empowered to engage every learner



Schools build reputations as positive places that promote equity and inclusion

What does it do?

Immersive Reader can help improve reading comprehension by

- Increasing fluency for English language learners or readers of other languages
- Helping to build confidence for emerging readers learning to read at higher levels
- Offering text decoding solutions for pupils with learning differences such as dyslexia
- Provided translation of words, or the entire text into over 60 languages (over 40 of them can be read aloud)

FEATURE	PROVEN BENEFIT
Enhanced dictation	Improves authoring text
Focus mode	Sustains attention and improves reading speed
Immersive reading	Improves comprehension and sustains attention
Font spacing and short lines	Improve reading speed by addressing "visual crowding"
Parts of speech	Supports instruction and improves writing quality
Syllabification	Improves word recognition
Read Aloud Math	Benefits pupils who see to see and hear equations out loud. Story problems with numbers mixed with words
Real-time translation	Helps non-native speakers with dyslexia (ELL in the United States) with reading

Control Click to find out more:

[All About Immersive Reader](#)

[Microsoft Educator Centre](#)

OneNote:

Where is it available?	Online	Desktop	Windows 10	iPad
Read Aloud	✓	✓	✓	✓
Spacing and Font Size	✓	✓	✓	✓
Syllables	✓	✓	✓	✓
Parts of Speech	✓	✓	✓	✓
Dictate	✓	✓	✓	
Line Focus	✓		✓	✓
Picture Dictionary	✓		✓	✓
Translation	✓	✓	✓	✓
Math Equation support	✓		✓	

Word:

Where is it available?	Online	Office 365	Mac	iPad
Read Aloud	✓	✓	✓	✓
Spacing and Font Size	✓	✓	✓	✓
Syllables	✓	✓	✓	
Parts of Speech	✓			
Dictate	✓	✓		
Line Focus	✓			
Picture Dictionary	✓			
Translation	✓			
Math Equation support	✓	✓		

Outlook:

Where is it available?	Online	Office 365	Mac	iPad
Read Aloud	✓	✓	✓	✓
Spacing and Font Size	✓		✓	✓
Syllables	✓		✓	✓
Parts of Speech	✓		✓	✓
Dictate		✓		
Line Focus	✓			✓
Picture Dictionary	✓			✓
Translation	✓			✓
Math Equation support	✓			✓

Other:

Where is it available?	Teams	Forms	Flipgrid	Minecraft	OfficeLens
Read Aloud	✓	✓	✓	✓	✓
Spacing and Font Size	✓	✓	✓	✓	✓
Syllables	✓	✓	✓	✓	
Parts of Speech	✓	✓	✓	✓	
Dictate					
Line Focus	✓	✓	✓	✓	
Picture Dictionary	✓	✓	✓	✓	
Translation	✓	✓	✓	✓	
Math Equation support					

Microsoft Lens (getting print content into apps)

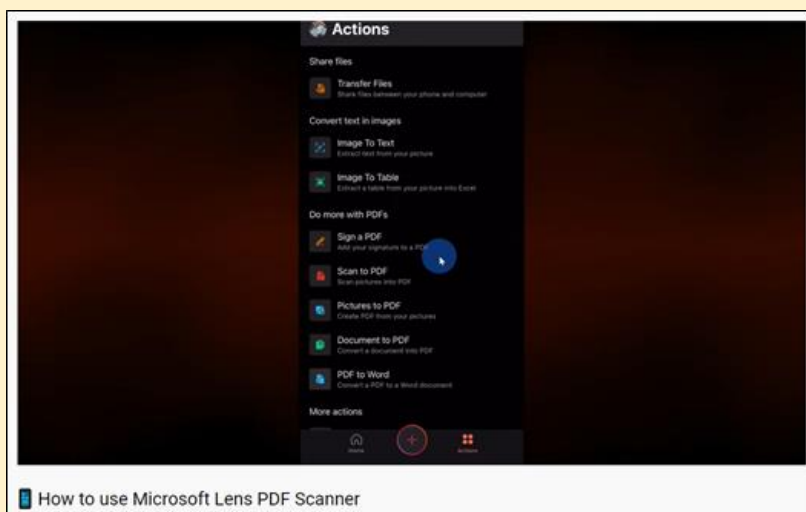


Microsoft Lens (formerly "Office Lens") is a great way to capture information from documents, whiteboards, business cards, receipts, menus, signs, handwritten memos, or anything else containing text that you want to import but not manually type out yourself.

Microsoft Lens is great for capturing sketches, drawings and equations too — even images without text. When capturing images, Microsoft Lens gets rid of shadows and odd angles, so your final captures are easier to see.

You can upload your captured document and whiteboard images to Microsoft OneNote, Word, PowerPoint, or OneDrive, and you can also save them as PDF files or send them in an email (Microsoft, 2021).

Ctrl + Click on the screenshot below to watch a short video guide to using Microsoft Lens



Downloading Microsoft Lens

Microsoft Lens can be downloaded to an Android device from the [Google Play](#) Store; Microsoft Lens can also be downloaded to an iOS device from the [App Store](#). The functionality remains the same across both operating systems and the app is **FREE** of charge.

Microsoft Lens for Android

- ❖ Choose what to Capture (and what mode to use)
- ❖ Take the picture (or import an image from your device)
- ❖ Review and edit
- ❖ Save and share

Helpful information on using Microsoft Lens with an Android device can be found here:

[Microsoft Lens for android](#) or scan the QR code:



Microsoft Lens for iOS

- ❖ Choose what to Capture (and what mode to use)
- ❖ Take the picture (or import from your device)
- ❖ Review and edit
- ❖ Save and share

Helpful information on using Microsoft Lens with an iOS device can be found here:

[Microsoft Lens for iOS](#) or scan the QR code



For further help, advice and support Control Click: [Microsoft Support](#)

NI Library Books

How to download eBooks and audio books from NI Libraries



1000s of eBooks and Audiobooks are available to download for free from Libraries NI. Google Libraries NI or click the following link:

Then follow the instructions on the screen (the instructions are also set out below).

Note: This is not available for use in a school setting, only for personal use.

Instructions:

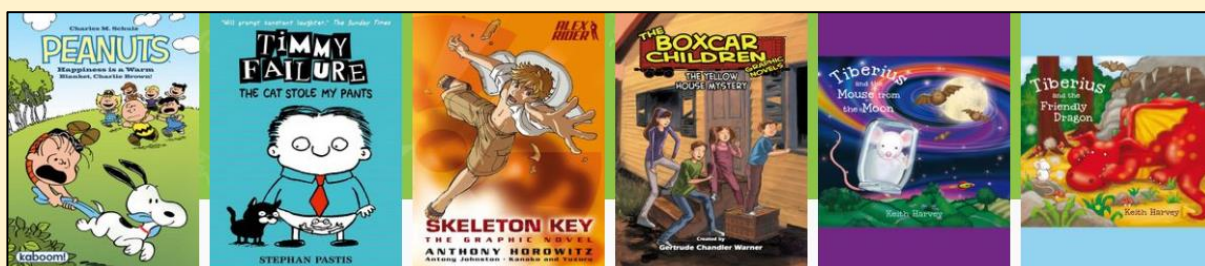
To use this service, you will need to be a Libraries NI member with a membership number. If you already have a Libraries NI membership number go straight to **step two**.

- **Step one:** To make use of this free service you need to have a Libraries NI membership number. If you are not yet a member you can [join online](#) and get a membership number in a matter of minutes. You can also watch a short video which explains [how to join](#).
- **Step two:** On your smartphone or tablet device, download the **Libby App** or **Overdrive App** and create an account (Choose Libraries NI as your library). For PCs/ laptops please install [Adobe Digital Editions](#) (ADE) software.

You can also watch a short video which explains [how to log in on the app](#).

- **Step three:** Sign in to the [NI Libraries - Kids - Sign in](#) using your membership number.
- **Step four:** [Browse the collection](#), choose a book and click borrow. If your chosen book is not available, request it by selecting the 'Place a Hold' button.
- **Step five:** Click Account to go to your Bookshelf. You can read your book here or click download to save it to your device.

You can borrow up to eighteen eBooks and audiobooks at a time for three weeks. There is no need to worry about overdue books as they will automatically delete themselves at the end of the loan period. Loans can be extended in the app/account if required.



Other resources and recommended reading:

Libby



- ❖ Use Libby to download a book to your Android or iOS phone or tablet

Overdrive



- ❖ Overdrive: the "classic" app, is compatible with more devices, including Kindle Fire, Macs, PCs, & Windows mobile device

For more Literacy Service resources please visit the Education Authority Literacy Service landing page by clicking the following link: [EA Literacy Service Landing Page](#)

Key Documents

The following documents should be available for all staff in all schools. Control Click to access:

[The Good Practice Guidelines](#)

[DENI SEN Resource File](#)

[Dyslexia-Friendly Learning Environment \(DE/ETI\)](#)

Recommended books:

Supporting Children with Dyslexia - Nasen, 2nd edition

Dyslexia Guidance - GL Assessment

Removing Dyslexia as a barrier to achievement - The Dyslexia Friendly Schools Toolkit -

Neil Mc Kay

Appendix

Appendix 1. Guidance on Introducing a new Lesson Sound

Appendix 2. Stimulus Response Routine

Appendix 3. SOS Spelling routine

Appendix 4. Flashcard routine for Keywords/HF words

Appendix 5. Look Say,Cover,Write,Check routine

Appendix 6. Neuro-Linguistic Programming routine

Appendix 7. Multi sensory Spelling activities-Visual focus

Appendix 8. Multi sensory Spelling activities-Auditory focus

Appendix 9. Multi sensory Spelling activities-Kinaesthetic focus

Appendix 10. Procedure for Dictation

Appendix 11. COPS Proofreading routine

Appendix 12. Recount writing prompts

Appendix 13. Reciprocal Reading routine

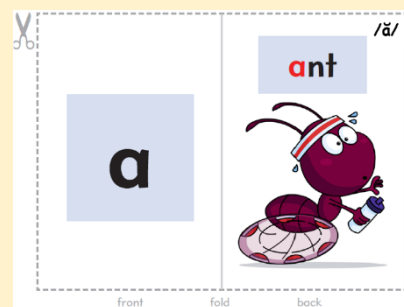
Appendix 14. Slow Processing Speed Information

The following Appendices include a number of routines that could be used with pupils under the guidance of Teachers and Classroom Assistants.

Appendix 1: Guidance on introducing a new letter/sound or concept

Before completing the *Stimulus Response Routine*:

- Introduce the new sound/phoneme using **guided discovery**: **auditory, visual or tactile methods**, guide the pupil to 'discover' the target sound, for example, teacher says words beginning with target sound: pupil repeats each word and identifies the common sound (**auditory discovery**), ensure **pure sounds** are demonstrated and produced
- Explore and discuss articulatory features in a hand mirror
- Guide pupil to name the letter(s)/grapheme that represents the sound
- Teacher provides or pupil makes a flashcard with letter(s) on front, 'a'; and on reverse the sound /ă/, clue-word **ant** and a picture
- While holding the **flashcard** the pupil should look at the letter(s) on the front while providing the letter(s) sound and clue-word, the pupil checks by turning the card to look at the picture on the reverse side: e.g., "/ă/, **ant**", as cards are added the same steps can be used with the whole pack during revision in subsequent lessons (i.e. before introducing the next new sound) to provide opportunities for overlearning and to develop automaticity



- Demonstrate how the letter(s) is/are formed using **Handwriting Routine**

Step 1 1. Adult writes target lower case letter(s) in cursive script. Adult models three examples 2. Pupil traces over letters, saying sound <u>and</u> letter names 	Step 2 Adult writes one example, Pupil traces over and forms 3 more, saying sound <u>and</u> letter names
Step 3 Sky writing - Pupil practices letters in the air, holding bicep of writing arm to get a 'sense' of the letter Hide letters above. writes letters from memory, saying sound <u>and</u> letter names 	Step 4 Pupil closes eyes and writes letter without looking, saying sound <u>and</u> letter name

Handwriting Routine

1. Pupil **traces** over the teacher's demonstration.

2. Pupil **copies** the letter.

3. Pupil writes the letter from **memory**.

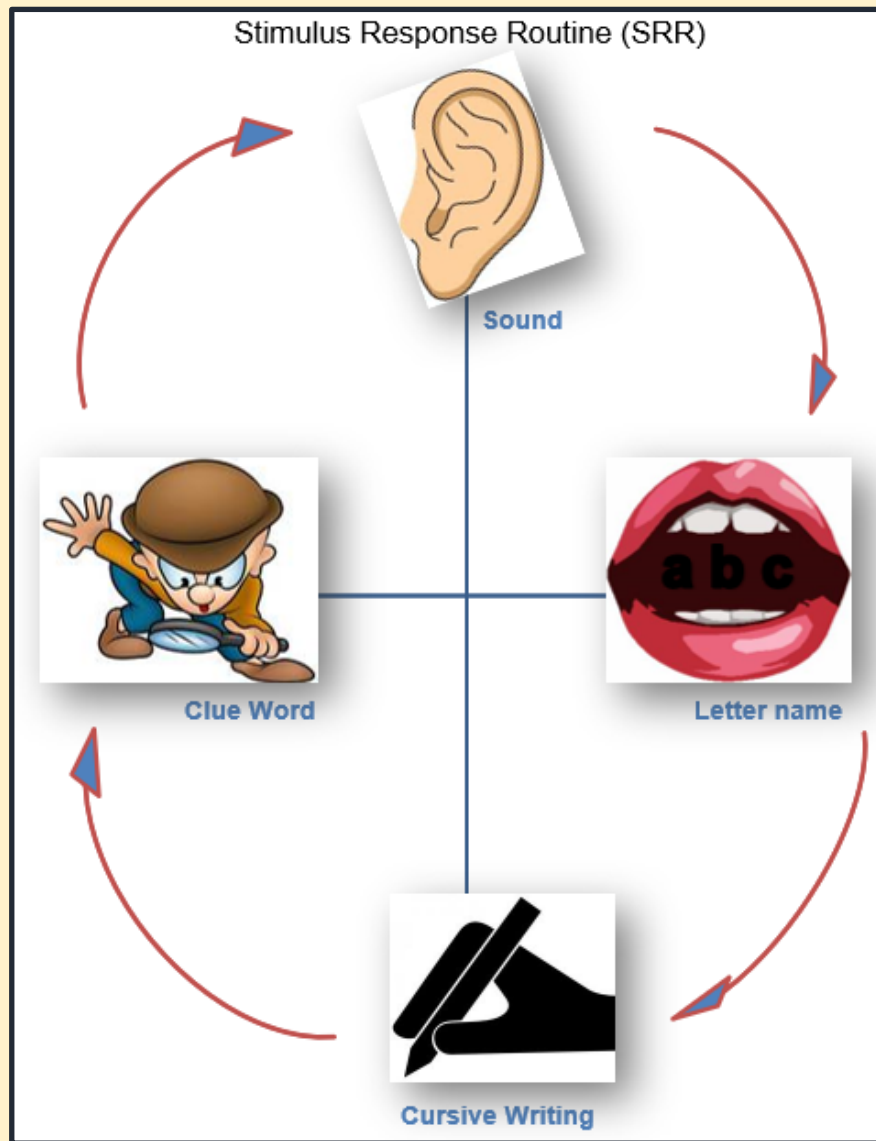
4. **Finally, the pupil** writes the letter with **eyes closed**.

During each step, the pupil should articulate the **sound** and say the **letter name**.

<p>Step 1</p> <p>1. Adult writes target lower case letter(s) in cursive script. Adult models three examples</p> <p>2. Pupil traces over letters, saying sound and <u>letter names</u></p> <hr/>	<p>Step 2</p> <p>Adult writes one example, Pupil traces over and forms 3 more, saying sound and <u>letter names</u></p> <hr/>
<p>Step 3</p> <p>Sky writing - Pupil practices letters in the air, holding bicep of writing arm to get a 'sense' of the letter</p> <p>Hide letters above. writes letters from memory, saying sound and <u>letter names</u></p> <hr/>	<p>Step 4</p> <p>Pupil closes eyes and writes letter without looking, saying sound and <u>letter name</u></p> <hr/>

Handwriting Routine

Appendix 2: Stimulus Response Routine procedure



- Teacher makes the sound /ă/
- Pupil moves around the other three points in a clockwise direction: says 'a' (letter name), writes 'a' and then says the clue-word 'apple'
- The teacher then starts from step 2 by saying the letter name and the pupil responds by going 'clockwise' around the other 3 steps

- The routine is repeated until all four starting points have been used by the teacher, once familiarity with the steps has been established, it should become a quick routine to develop automaticity (less than 1 minute)

Appendix 3: Simultaneous Oral Spelling (SOS) procedure

Hole Punch for file.	<div data-bbox="584 591 1197 636" data-label="Section-Header"> <h4>SOS- Simultaneous Oral Spelling</h4> </div> <div data-bbox="256 685 826 725" data-label="Section-Header"> <h5>Use with phonically regular spellings</h5> </div> <p data-bbox="256 819 1465 927">After introducing the new spelling pattern or concept and ensuring the pupil can read in-structure new words for spelling:</p> <ol data-bbox="256 954 1497 1532" style="list-style-type: none"> 1. Helper says the target word (e.g., rink) while the pupil looks at closely at the helper's mouth. 2. Pupil repeats the word - 'rink'. 3. Pupil names the letters - 'r' 'i' 'n' 'k'. 4. Pupil writes the word, naming the letters aloud as they write. 5. Pupil looks at and reads the word. 6. Pupil repeats the word across the page: 2-3 repetitions at least. 7. Pupil checks the word against the model (proofreading). 8. Repeat procedure for the next word. <div data-bbox="557 1563 1110 1733">  </div> <div data-bbox="397 1738 1256 1879" data-label="Text" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Remember:</p> <p>Say the letter names aloud as you write the word.</p> </div> <p data-bbox="308 1912 1474 1951">Adapted from: Kelly & Phillips (2011, p. 137) Alternative strategies on pp. 389-391</p>
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Appendix 4: Flashcard Routine for Keywords/High-Frequency words

- Build speed of **keyword/high-frequency word** recognition through games and flashcards (Memory/Matching Pairs, Go Fish, Snap, create board games such as Connect 4, Snakes & Ladders etc)
- Keywords/high-frequency words can be difficult for some pupils because the words tend to be abstract: *is, was, there*, learners with literacy difficulties often require continual repetition and overlearning opportunities, over-learning means building cumulatively by revisiting previous learning prior to introducing new learning
- With Keywords/High Frequency words, a **daily flashcard routine** can help not just in retention for reading but also with retention for spelling
- **To make the flashcard:**
 - Show the card with the new word written on the front
 - help the pupil verbalise the word in their own sentence
 - teacher writes that **sentence** on the reverse of the flashcard
 - the pupil draws a **picture** above the sentence
- **Procedure for keyword/HF word flashcard routine:**
 - Pupil holds their flashcard pack, looks at the **keyword on the front**, reads the word aloud and tries to **recall the sentence on the back**
 - Pupil then turns the card over to **check accuracy** or to remind them of the sentence
 - When words are secure those cards can be removed from the pack as new ones are introduced
 - Daily practice provides overlearning to develop **automaticity**, this can be supplemented with puzzles, wordsearches and games (table-top and online/onscreen)

Appendix 5: Look Say Cover Write Check

LSCWCh is a visual based learning strategy. Use with irregular spellings or tricky High Frequency words.

1. Pupil **looks** closely at the word.
2. **Says** the whole word aloud and **says** the letter names aloud.
4. Pupil traces over the letters with pencil.
5. Pupil **covers** the word.
6. Pupil says the word aloud again and says the letter names as they write the word in joined handwriting.
8. Pupil **checks** the word against the model to see if it is right.
9. Repeat at least 2-3 times even if they got it right first time.

Appendix 6: NLP Spelling (Neuro-Linguistic Programming)

NLP is best reserved for irregular spellings or tricky high-frequency words. Initially, use should be limited to 2 or 3 words weekly. Pupils with difficulties in visual perception may find it difficult to visualise letters or pictures. However, with explicit instruction on how to use visual learning routines such as NLP they may be able to do this with practice. For pupils with a strong visual channel this can become a speedy and successful method.

Demonstrate remembering visually for the pupil: Ask the pupil what something looked like the last time they saw it – their room, a birthday cake, favourite present from last Christmas. Point out that in trying to remember what something looks like we look **up and to the left**: this engages the visual part of the brain. If we hold the target word so that we must move our **eyes up and to the left**, we will make a stronger connection with the correct part of our brain for remembering visually.

Ask the pupil to take a “photograph” of the word with the “camera” in their “**mind's eye**”. They can test this by closing their eyes to find out if they can still “see” the word. Allow the pupil to take as many attempts, and as long as they need to remember.

Ask the pupil to keep their eyes closed and to look at their “*photograph*” of the word.

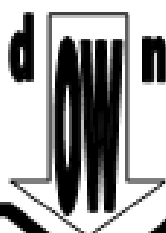
1. Ask them to spell the word aloud using letter names.
2. How many letters can you see?
3. What are the first/last two letters? 2nd and 4th? First and last?
4. Are there any tall/small/double letters? How many? What are they?
5. What colour have you made your word? If there are any tricky letter combinations ask the pupil to change the colours of these letters or make them sparkle.

6. If the word is a homophone, ask the child to superimpose the word onto a picture e.g., '**meat**' on a sausage.
7. Ask the pupil to name the letters for the word in order. Now ask the pupil to spell the word backwards. They will only be able to do this if they have constructed a visual image of the word.
8. If correct, have the pupil open their eyes and immediately write the word down saying each letter aloud. **This connects all three memories of the word - auditory, visual and kinaesthetic - providing a multi-sensory experience.**
9. If any errors are made during questioning allow the pupil to look again at the word and use their camera. *(Note: This can also be useful for building a sight vocabulary of high frequency words).*

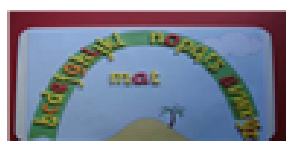
Appendix 7: Multi-Sensory Spelling Activities - Visual Focus

Multi-Sensory Spelling Activities - Visual Focus

Draw a picture to remember the tricky bit.



Use the rainbow alphabet to make your word.



Look at the word and take a photograph. Close your eyes and see your word.



Look for small words.

little

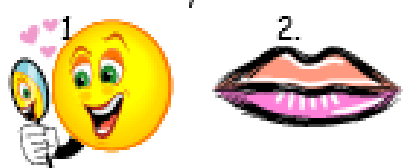
Write the tricky part of your word in a different colour.

people

Look in the mirror.

Say your word.

See how your mouth moves.

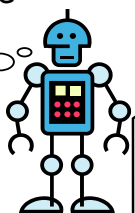


Appendix 8: Multi-Sensory Spelling Activities - Auditory Focus

Multi Sensory Spelling Activities - Auditory Focus

Sound your word one
phoneme at a time
like a robot.

s-i-t



Say your word and each
letter 3 times.

Word = w-o-r-d
Word = w-o-r-d
Word = w-o-r-d



Say your word and count
the syllables. Write each
syllable in a different
colour.

fan tas tic

Say your word.
Clap and say each
phoneme.
Clap and say each
grapheme.



Make up a mnemonic...

busy = A bus is always
busy



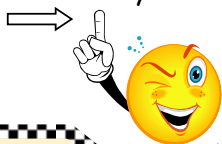
any = ants never yawn



Appendix 9: Multi-Sensory Spelling Activities - Kinaesthetic Focus

Multi-Sensory Spelling Activities - Kinaesthetic Focus

Write your word on **sandpaper** with your finger. **Say** the letter names as you write.



Write the word in **sky** writing as you say the **letter names**.

w-o-r-d



Write your word on your partner's **back**, one letter at a time. Can they **tell** you the word?



Write your word **big** on the whiteboard or large page.



Make your word using **plastic** letters or letter tiles.



Say your word. Feel your **chin** drop and **count** the syllables.



Make an elephant **trunk** with your arm. **Swing** your trunk to **write** the word and **say** the letter names.

word



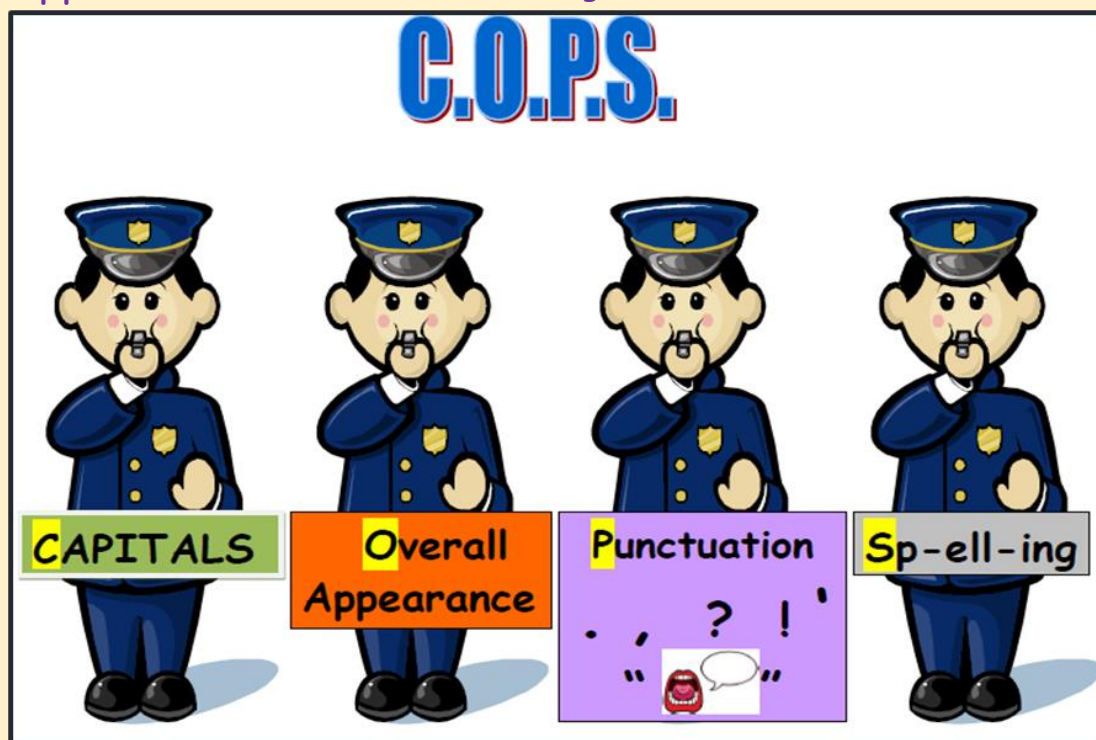
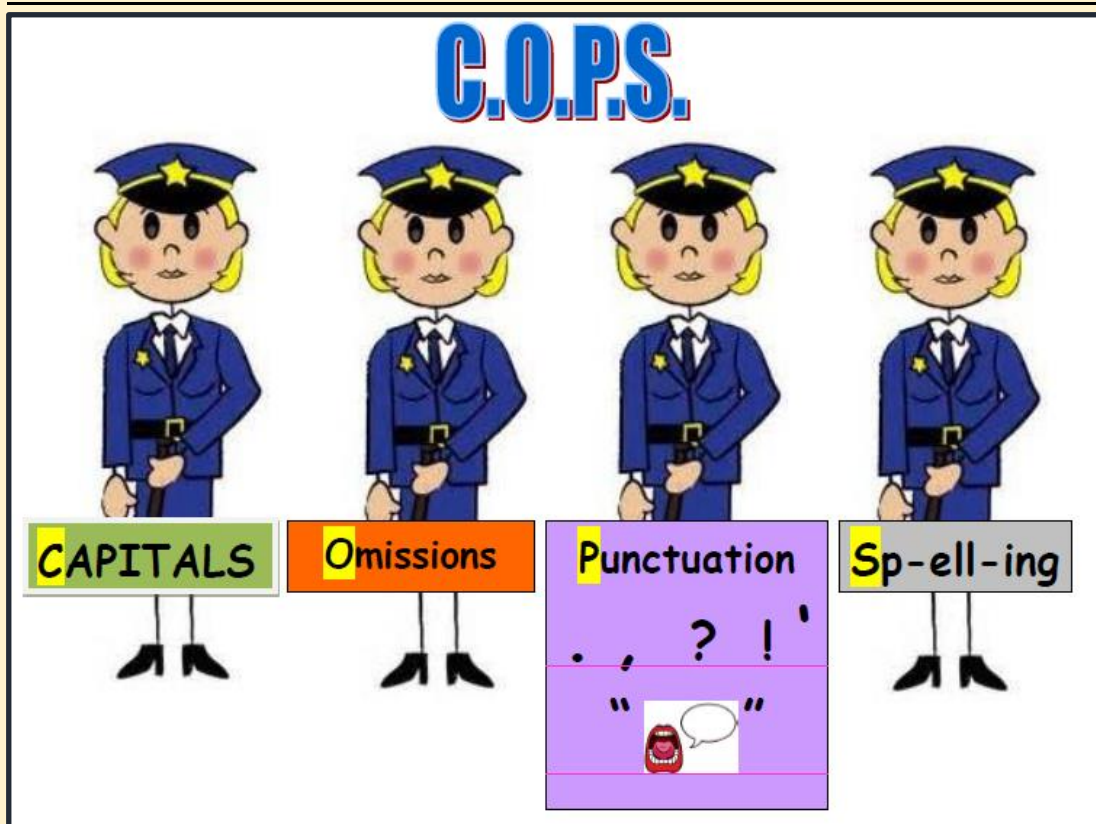
Appendix 10: Procedure for Dictation

For dictation to be effective for learners with literacy difficulties, they need to be confident that all attempts at words will be valued. Mistakes made by all pupils need to be seen as interesting, with discussion as to why the mistake was made and what can be learned from it. Calling mistakes '*learning steps*' helps this. Mistakes should be viewed as 'opportunities for learning'.

Drill for dictation:

- Teacher dictates whole sentence at normal speed
- Pupil repeats
- Dictate again at slower speed, split into phrase if necessary
- Pupil writes sentence, saying it aloud as they write
- Pupil reads aloud exactly what is written and makes any corrections they notice, use **COPS procedure** below to structure proofreading
- Teacher prompts for other error(s) if necessary
- Give attention to punctuation as well as spelling
- Pupil self-checks work (against model)

Appendix 11: C.O.P.S. Proofreading routine



Appendix 12: Recount Writing Prompt

Recount Writing Prompt - When, Who, What, Where?				
When?  What day?	At the weekend	 Saturday & Sunday	During the holidays 	
Who? Who were you with? 	my parents,  my Mum  my Dad  my family and I	 my sister/ brother  my grandparents my best friend  	 my friends  my dog my auntie, my uncle, my cousin, my teacher	
	What? What did you do? First, Next, After that, Finally	went, walked 	saw, watched 	caught a bus, train  
	rode my bike  bought 	ate  swam  watched Youtube 	stayed home  played xbox, playstation 	
Where? Where did you go? 	house  party  swimming pool 	shop  cafe  park 	beach  forest  cinema 	

Appendix 13: Reciprocal Reading

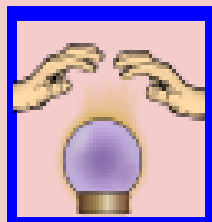
Control & click [Reciprocal reading - CCEA](#)

Routines are adapted from the Education Endowment Foundation (EEF, 2021) Improving Literacy in Key Stage 2 Guidance report, Ctrl & Click below:

[Improving Literacy in Key Stage 2 | EEF \(educationendowmentfoundation.org.uk\)](#)

What Is Reciprocal Reading?	
	A guided reading activity that encourages active thinking and learning
	Improves reading comprehension
	Used with small groups - teacher models/pupils take on different roles
	Uses 4 components: Prediction, Clarification, Questioning and Summarising
	Activating Prior Knowledge - adapted from Education Endowment Foundation (EEF, 2021) Improving Literacy In KS2: Guidance Report

Prediction - Teacher Prompt



What do the title and the front cover tell me?

Is the author giving me hints about what to expect?

Can I find and use hints and clues to make my predictions?

Oh, I didn't expect that to happen...
Can I squeeze more evidence from what I've read to make new predictions?

Clarification - Teacher Prompt



Keep a careful eye on what's happening. If you get lost, look at the words or phrases you're unsure of.

It helps to go back and re-read if you are not quite sure what happened and why?

Let's annotate any words or phrases we're unsure of.

Let's check out the meaning of those words.

Questioning - Teacher Prompt



Keep a note of the questions you have as we are reading. Mine are on the whiteboard.

Where is the story set? What do I know about the country or that time?

Why did the author choose that word? What does it tell us about the character?

I wonder if...

Summarising - Teacher Prompt



To really enjoy this text, it's important to summarise after each chapter. Think about the main theme - what is it?

Take note of your summary - it should be short - so everyone can understand it.

A summary could be a quick picture with annotations.

A post-it note summary could help you remember the story at home.

Activating Prior Knowledge



What do you know about the story setting?

What have we learnt about this in our lesson?

Can you make a link to any other text we've read?

That's right we learnt about this before. What do you remember about it?

Appendix 14: Slow Processing Speed

Slow Processing Speed

● is real.

Having slow processing speed means the brain needs more time to take in and respond to information. But having slow processing speed doesn't mean someone isn't smart.

● can be a hidden struggle.

People with slow processing speed might feel blindsided when they suddenly can't keep up. It can make them "freeze up" with anxiety.

● is a hot topic.

Scientists are still learning how differences in the brain affect processing speed. They're also researching ways to help improve processing speed.

▲ Slow processing speed isn't a problem of intelligence or laziness.

Trouble areas

- ▶ Finishing tests and assignments
- ▶ Making decisions
- ▶ Keeping information in mind long enough to use it
- ▶ Following multi-step directions
- ▶ Taking notes
- ▶ Keeping up with conversations
- ▶ Daily routines and transitions
- ▶ Anxiety

Ways to help

1. Starting routines early to avoid rushing and feeling anxious
2. Practicing a specific skill or task over and over to get faster at it
3. Having more time for assignments and tests

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