

# Provide reading supports for literacy in NCEA

A suggestion for implementing the strategy  
'Supporting literacy and numeracy in NCEA'  
from the Guide: [Dyslexia and learning](#)

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## **Includes:**

- Use a reading guide
- Practice skimming and scanning
- Remove barriers to comprehension
- Useful diagnostic tools

Inclusive Education

From

Guide: [Dyslexia and learning](#)

Strategy: [Supporting literacy and numeracy in NCEA](#)

Suggestion: [Provide reading supports for literacy in NCEA](#)

Date

12 May 2024

Link

[inclusive.tki.org.nz/guides/dyslexia-and-learning/provide-reading-supports-for-literacy-in-ncea](https://inclusive.tki.org.nz/guides/dyslexia-and-learning/provide-reading-supports-for-literacy-in-ncea)

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## Use a reading guide

A **three level reading guide** can help ākonga with comprehension and analysis of complex texts.

Use this document to **develop your own reading guide**.



Video hosted on Vimeo <http://vimeo.com/260172217>

No captions or transcript

**Source:**

[ESOL Online \(NZ\)](#)

<https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading/Three-level-guides>

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## Practice skimming and scanning

Skimming and scanning are valuable life-long literacy skills:

- **Skimming** is reading to get the overall meaning of the text.
- **Scanning** is reading to search for specific information.

Create opportunities for ākonga to practice these skills in pairs or small groups:

- Look down a table of contents (or navigation headings online) to identify where to look in a larger text.
- Look down the page by reading the headings and decide whether the information will answer your question.
- Use a highlighter (real or virtual for online) to highlight key ideas.
- Annotate texts, using a notes function (online), or sticky notes to identify key ideas or specific answers to questions.
- Use a graphic organiser to record important ideas. Akonga can use these to make a plan for writing.
- Highlight unfamiliar words and make a personal glossary doc.
- For reading hardcopy, to help ākonga focus on the text and not lose their place, demonstrate how to move a pencil or pen along the lines in a smooth motion.
- On-screen reading – Use the highlighting or text-to speech tool to focus on important information only.

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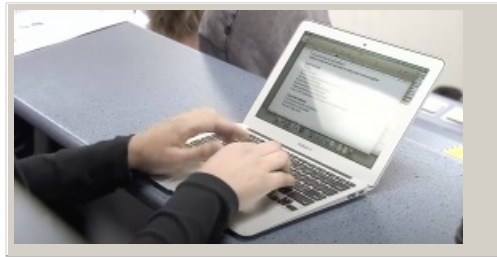
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## Remove barriers to comprehension

Student, Ryan and dyslexia expert, Sue Dymock, talk about accessing text using a screen reader, charts, diagrams, and YouTube clips.



Video hosted on Youtube <http://youtu.be/iUMP8W-6k-w>

Closed Captions

Source:

[NZCER \(NZ\)](#)

[https://www.youtube.com/playlist?](https://www.youtube.com/playlist?list=PLvmDzSqKe9JBj9FOJR6ldP4-sXahNf8G6)

[list=PLvmDzSqKe9JBj9FOJR6ldP4-sXahNf8G6](https://www.youtube.com/playlist?list=PLvmDzSqKe9JBj9FOJR6ldP4-sXahNf8G6)

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## Useful diagnostic tools

The [Literacy Pedagogy Guides \(LPGs\)](#) provide authentic literacy-rich contexts in each learning area.

Trial small, effective teaching steps outlined in the [Effective Practices to Support NCEA Literacy](#) to find what works best for each ākonga across a range of contexts, so they are reinforced and become transferable.

Use the L5 Assessment Resource Banks (ARBs) [Learning Progression Framework – Reading map](#) to practice the different aspects of reading.

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