

# Provide reading and writing supports for numeracy in NCEA

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

- 
- Includes:**
- Understand what the question is asking
  - Break questions down into steps
  - Support working memory
  - Make the abstract concrete
  - Useful resources

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

Suggestion: [Provide reading and writing supports for numeracy in NCEA](#)

Date

26 June 2026

Link

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

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## Understand what the question is asking

Scaffold learners to find the “mathematical and statistical clues” in the context of the question.

Highlight how everyday words can have a different meaning in maths and statistics e.g. mean, average.



Video hosted on Vimeo <http://vimeo.com/97295513>

Closed Captions

Source:

[Ministry of Education \(NZ\)](#)

<https://vimeo.com/educationnz>

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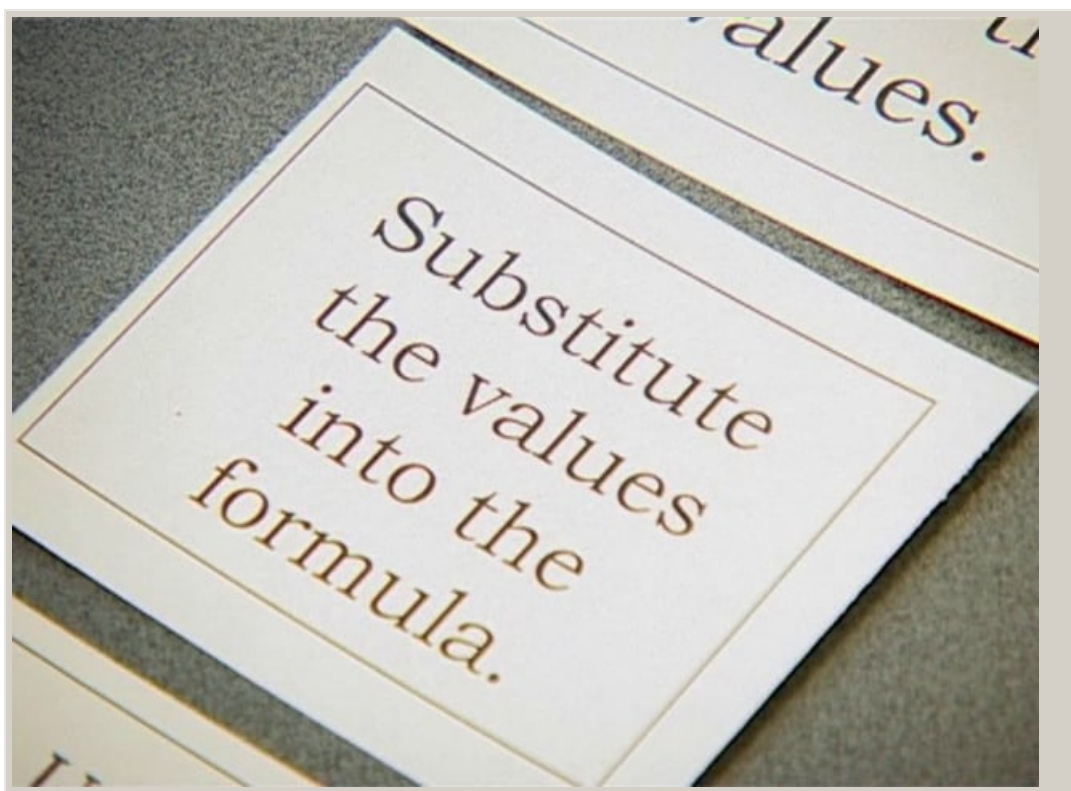
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## Break questions down into steps

Use cards to break down the question.

This can help ākonga identify the steps needed to solve the problem.



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## Support working memory

Following multi-step directions and operations requires ākongā to hold information in their heads whilst they work.

Here are some useful strategies to support this working memory:

- ✓ Work with ākongā to find an approach for breaking apart multi-step directions that works for them. They may draw lines between each step, or highlight, cross out, or number each step.
- ✓ Encourage ākongā to write down their thoughts and observations to support mental calculations on paper.
- ✓ Give your learner examples to look at in order to decrease the cognitive load.
- ✓ Provide frequent practice to build competency.
- ✓ Encourage the use of physical objects, manipulatives, drawing and visual representations.
- ✓ Identify and use assistive tools where applicable e.g. calculators, text-to-speech.
- ✓ Allow ākongā to move at their own pace. Be considerate of the time it takes to read and interpret questions.

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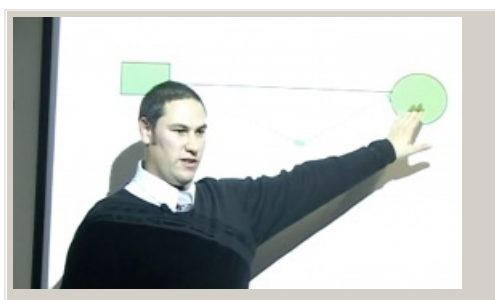
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## Make the abstract concrete

In this video, ākonga manipulate cards and draw diagrams to help understand the maths and statistics in the context.



Video hosted on Vimeo <http://vimeo.com/9729512>

Familiar contexts support links to prior knowledge.

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## Useful resources



## How does dyslexia affect maths?

This video outlines the different ways mathematical learning can be affected by dyslexia.

Publisher: Made by Dyslexia

[Visit website](#)



## Resources to Support Numeracy Across the Curriculum

The Numeracy Pedagogy Guides (NPGs) and Numeracy Enhanced Plans (NEPs) link authentic and meaningful contexts that are numeracy-rich from your learning area to the content ideas in Unpacking Numeracy.

[Visit website](#)



## Numeracy

This page of the NCEA website contains information to support building effective relationships, and effective practices that support NCEA numeracy.

[Visit website](#)



## Dyslexia and mathematics fact sheet

Read time: 4 min

This factsheet describes the effects of dyslexia and teaching accommodations that support dyslexic learners are described. This includes: working memory, language, processing speed, and anxiety.

Publisher: Code Read Dyslexia Network

[Visit website](#)

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