

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](#)

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

10 July 2026

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/provide-reading-supports-for-literacy-in-ncea

Use a reading guide

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



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>

[Inclusive Education](#)

From

Guide: [Dyslexia and learning](#)

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

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

Date

10 July 2026

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/provide-reading-supports-for-literacy-in-ncea

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.

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

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

Date

10 July 2026

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/provide-reading-supports-for-literacy-in-ncea

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)

[Inclusive Education](#)

From

Guide: [Dyslexia and learning](#)

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

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

Date

10 July 2026

Link

inclusive.tki.org.nz/guides/dyslexia-and-learning/provide-reading-supports-for-literacy-in-ncea

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.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.