Inclusive Education

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Provide writing supports for literacy in NCEA

A suggestion for implementing the strategy 'Supporting literacy and numeracy in NCEA' from the Guide: Dyslexia and learning

Includes:

Model structures for writing

Offer writing templates

Provide supports for spelling

Provide constructive feedback and feedforward

Useful resources

Model structures for writing

Use exemplars and planning sheets help learners see text structures and organise their ideas.

- Explanation frame
- Persuasion frame

Provide consistent supports across departments.

Video hosted on Vimeo http://vimeo.com/100662338
Closed Captions

Source:
Ministry of Education, inclusive education videos (NZ)
https://vimeo.com/album/2950799

Inclusive Education
From
Guide: Dyslexia and learning
Strategy: Supporting literacy and numeracy in NCEA
Suggestion: Provide writing supports for literacy in NCEA
Date
16 September 2025
Link
inclusive.tki.org.nz/guides/dyslexia-and-learning/provide-writing-supports-for-literacy-in-ncea

Offer writing templates

Model how to use templates to organise ideas.

This will help reduce the cognitive load during the writing task.

Use these templates in **Effective strategies for literacy in Years 9-13** to scaffold writing:

- Report template (p. 166)
- Writing frame, scaffolded template (p. 168)
- Using connectives and signal words template (p. 169)
- Graphic organiser templates (pp. 163–164)

Useful acronyms to support organisation:

- **P**oint, **E**vidence, **E**xplain, **L**ink – PEEL
- **T**opic, **I**dea, **D**etail, **E**nd – TIDE

Provide supports for spelling

Ākonga can be empowered in their spelling by knowing that they have access to a range of tools and supports to help them.

- ✔ Provide short sentences for students to connect and rewrite into compound and complex sentences.
- ✔ Help students to see root words and prefix/suffix additions. Older students with dyslexia rely on words' meaningful parts to support their spelling.
- ✔ Display new vocabulary on a word all or at the top of an assignment to support usage.
- ✔ Use text-to-speech so students can hear their writing read back, this helps them identify errors.
- ✔ Investigate practice programmes for learning words/decoding such as StepsWeb and Wordchain to supplement instruction.
- ✔ Encourage use of spell check tools.

Provide constructive feedback and feedforward

Feedback and feedforward may include a focus on skills, attitudes, or task completion strategy.

- ✔ Provide feedback/forward halfway through first draft rather than just at the end.
- ✔ Discuss draft writing plan, and how relationships and connections between points are made.
- ✔ Encourage ākonga to self-correct by asking them questions rather than saying, “That’s wrong.” Be positive and praise frequently.
- ✔ Frame feedback positively. Where there are errors, show a model of correct working or outline specific steps to guide progress.
- ✔ Consider the volume of feedback. Keep feedback focused on agreed specific learning goals and avoid overwhelming a student by correcting everything.
- ✔ Empower learners with good self-monitoring and self-checking skills, tools and strategies.

Useful resources

StepsWeb

This is a structured support for literacy programme that integrates the principles of Scarborough's Reading Rope (2001) with explicit teaching strategies.

Publisher: StepsWeb

Visit website

Word Chain

This is a selection of fluent blending exercises at all levels, to promote fluency in decoding.

Publisher: Word Chain

Visit website

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.