Literacy and Numeracy for Learning and Life
Literacy Session 3
Moderate General Learning Disability

Literacy and Numeracy for Learning and Life
Link Teacher

- Leading Literacy Core Team
- Support & CPD
- Raising Awareness & Understanding
- Assessment
- Collaboration
- SSE
- Literacy
- Communication
- Resource Building
- Teaching

Handout - Reflection
Interventions
Communication and Language

What interventions are used in your school?

What interventions have you found useful?

What new interventions may be useful?
The New Junior Cycle

- New perspective on Junior Cycle assessment and qualifications
- Curriculum components
- Focus on quality of learning
- Literacy and numeracy outcomes
- Junior Cycle Level 2 and Level 3
- Junior Cycle Level 1
- Statements of learning and Priority Learning Units
New Junior Cycle - Level 2

The PLUs focus on developing the social, pre-vocational and life skills of the students involved. There are five PLUs:

- Communicating and literacy
- Numeracy
- Personal care
- Living in a community
- Preparing for work

[www.ncca.ie/level2toolkit]
Elements: Communicating and Literacy

• Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener
• Using non verbal behaviour for a variety of purposes
• Reading to obtain basic information
• Use a range of writing forms to express opinions
• Use expressive arts to communicate
• Using ICT for a range of purposes
Using assessment to promote learning and promote teaching: Level 2

- Identify the starting point for learning
- Select appropriate PLUs and develop a Learning Programme
- Students learn in an environment that enables optimum learning
- Students find out when they are successful and when they need help to succeed
- Students record their progress and success in their portfolio

Special Education Support Service
Generating, gathering, judging and reporting on evidence of learning at Level 2
A Reading and Language Intervention for Children with Down Syndrome
Teacher’s Handbook

Kelly Burgoyne, Fiona Duff, Paula Clarke, Glynnis Smith,
Sue Buckley, Margaret Snowling and Charles Hulme
Using the Curriculum

Guidelines for Teachers of Students with General Learning Disabilities

Communication and Language
Guidelines for Teachers of Students with MODERATE General Learning Disabilities

www.ncca.ie
Resources

Category Workshop

Help for Vocabulary

Special Education Support Service
Structured Teaching

Early Phonological Skills
- Rhythm
- Rhyme
- Words
- Syllables

Sounds Abound
- Newell Literacy
- Jolly Phonics
- Fundations
  www.wilsonlanguage.com

Vocabulary
- Naming
  Categories
- Category Workshop
- Help for Vocabulary
  www.linguisystems.com

Special Education Support Service
• big picture understanding

• good assessment

• focused and purposeful interventions
The link teacher for literacy is a facilitator of change for improvement.

A number of key components inform the planning, teaching and assessment of literacy in the context of your school.
Working Together
Norms

When?
First meeting but always thereafter

What?
Procedural & Interpersonal

Why?
Open dialogue, trust, productive work
A river without banks is a pond. Likewise, a team without relationship norms leaves itself open to potential interpersonal problems.
Your next step is...

We are here to help
Contact Details

Special Education Support Service
c/o Cork Education Support Centre
The Rectory, Western Road
Cork

Website: www.sess.ie
Telephone: 021 4254241
Callsave: 1850 200884