Session 2
Reading
Role of the Literacy Link Teacher Considerations

Who are our students – what do they need?

What resources do we have?

What works well in our school?

What needs to be changed?

Is there something new for us to try?

What does this mean for me in my role?
Students with physical and attending difficulties.

- Broad range constituting degrees of physical disability.

In addition:

- Learning disabilities.
- Specific co-morbidities
  (ADD, ADHD, Dyslexia, Dyspraxia, Autistic presentations.)
- Speech and language Difficulties.
- Communication difficulties
  (including nonverbal)
- Processing, short and long term memory difficulties.
- Visual and hearing impairments.
- Behavioural difficulties.
- Social and emotional difficulties.
Get to know your Pupils
The Cognitive Foundations of Learning to Read: A Framework

1. big picture understanding

2. good assessment

3. focused and purposeful interventions
Profiles / Grouped characteristics of Reading competencies across School

- Are our school populations similar in profile?
- Is the diversity of reading abilities similar?
- Are the competencies within the class levels recognisable?

Ref: Handout 1
Which approach to Literacy does your school focus on or emphasise, ensuring access to literacy?

• Literacy as a social practice - to shape lives, to develop shared cognitions, to communicate values and beliefs.

• Literacy as a vehicle for maintaining or challenging structures, how ideas are presented in texts and developing critical literacy.

• Literacy as a technical approach investigating literacy as reading, writing and spelling skills.
The Reading Process

- Bottom-up
- Top-down
- Interactive

Which of or both reading processes? When and for whom?
The Cognitive Foundations of Learning to Read: A Framework


Special Education Support Service
Framework Summary

The ability to read and understand a passage of text depends upon two equally important skills:

• the ability to decode the words in the text
• the ability to understand the language the text is written in
Integrated Reading & Writing

BRAIN

Listening

Reading

Speaking

Writing

If I can think it... I can say it. If I can say it... I can write it. If I can write it... I can read it. And so can others!
Stages in Reading Development

- Role Play
- Experimental
- Early
- Transitional
- Proficient
- Accomplished

Website Handout Reading Stages
Reading in the curriculum
Other Publications

NCCA Guidelines

Curriculum Access Tool
General Learning Disability (CAT-GLD)

Reading

Other sources

L & N Strategy

Special Education Support Service
What are the important elements / components of reading?
How do we get to good reader behaviours.
Good readers….

• Use letter and sound patterns to pronounce unfamiliar words.
• Pronounce words accurately
• Pronounce words automatically
• Read fluently with accuracy, speed and expression
• Attach meaning to words
• Learn new words and refine the meanings of known ones
• Construct visual images
• Ask questions of themselves and the author and read to find answers
• Form and support opinions on ideas in the text
• Monitor comprehension and repair comprehension breakdown
• Connect what they know with the information in the text
• Determine what is important in the text
• Recognise text structure
• Summarise and reorganise ideas in the text
• Make inferences and predictions
(adapted Martin Gleeson)
Reading Core Components

- Motivation / Enjoyment
- Vocabulary
- Comprehension
- Phonological Skills
- Fluency

Special Education Support Service
Accessing the Curriculum

The Curriculum Access Tool – General Learning Disability

CAT - GLD

A tool for accessing the curriculum
Curriculum Access Tool
General Learning Disability

- Mild
  - Communication and Language
  - Maths (not yet available)

- Moderate
  - Communication and Language
  - Maths (not yet available)

- Severe and Profound
  - Communication and Language
  - Maths (not yet available)

- Mild, Post-Primary (not yet available)
## Visual Map

### Curriculum Access Tool
**General Learning Disability (CAT-GLD)**

#### GLD Level: Mild

**Curricular Area: Communication and Language**

<table>
<thead>
<tr>
<th>Strand - Oral Language</th>
<th>Strand - Reading</th>
<th>Strand - Writing</th>
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<tbody>
<tr>
<td><strong>Strand Unit - Receptiveness to Language OL</strong></td>
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<td>Developing Receptiveness to Oral Language (1)</td>
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<td>Developing Receptiveness to Oral Language (2)</td>
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<tr>
<td>Strand Unit - Competence and Confidence in using Language OL</td>
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<td>Strand Unit - Developing Cognitive Abilities through Language OL</td>
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<tr>
<td>Strand Unit - Emotional and Imaginative Development through Language OL</td>
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<td>Developing Emotional and Imaginative Life through Oral Language (1)</td>
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<tr>
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</table>

| Strand Unit - Receptiveness to Language R |
| Developing Concepts of Language and Print |
| Developing Strategies |
| Strand Unit - Receptiveness to Language W |
| Creating and Fostering the Impulse to Write (1) |
| Creating and Fostering the Impulse to Write (2) |
| Strand Unit - Competence and Confidence in using Language R |
| Reading for Pleasure and Information |
| Developing Reading Skills and Strategies |
| Strand Unit - Competence and Confidence in using Language W |
| Developing Competence, Confidence and the Ability to Write Independently (1) |
| Developing Competence, Confidence and the Ability to Write Independently (2) |
| Strand Unit - Developing Cognitive Abilities through Language R |
| Developing Interests, Attitudes and the Ability to Think |
| Developing Interests, Attitudes, Information Retrieval Skills and the Ability to Think |
| Strand Unit - Emotional and Imaginative Development through Language R |
| Responding to Text (1) |
| Responding to Text (2) |
| Strand Unit - Emotional and Imaginative Development through Language W |
| Developing Emotional and Imaginative Life through Writing (1) |
| Developing Emotional and Imaginative Life through Writing (2) |
| Strand Unit - Emotional and Imaginative Development through Language W |
| Clarifying Thought through Writing (1) |
| Clarifying Thought through Writing (2) |
| Strand Unit - Emotional and Imaginative Development through Language W |
| Developing Emotional and Imaginative Life through Writing (1) |
| Developing Emotional and Imaginative Life through Writing (2) |
The Cognitive Foundations of Learning to Read: A Framework

1. **big picture** understanding

2. **good assessment**

3. **focused and purposeful interventions**
Assessment
Reading

What assessment procedures are used in your school?

What assessment tests have you found useful?

What other type of assessment information do you gather?

Refer: Website Assessment Reflection
Assessment
Informal

Running Records
Checklists (General)
Checklists (Specific)
Assessing for gaps

Drumcondra Profiles - Curriculum based

www.frameworkforinclusion.org

Use of checklist information to identify exact gap

Downsed Publications - Vocabulary, sentences, grammar

Special Education Support Service
Assessment Reading

- Diagnostic Reading Analysis
- York Assessment of Reading for Comprehension
- Neale Analysis of Reading Ability
- Oral and Written Language Scales
- Young Cloze Reading Tests
Assessment
Literacy Skills

Phonological Skills
- Sound Linkage
- Phonological Awareness Profile
- Phonological Abilities Test
- South Tyneside Assessment of Phonology (STAP)

Spelling
- Diagnostic Spelling Tests 1–3
- Graded Word Spelling Test
Reading Core Components

- Motivation / Enjoyment
- Vocabulary
- Comprehension
- Phonological Skills
- Fluency

Special Education Support Service
What are the challenges for your students?

Refer Q2 Workshop Handout
## WS Approach to Reading

<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>• Read Alouds</td>
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<tr>
<td>• Guided Reading</td>
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<tr>
<td>• Independent Reading</td>
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<tr>
<td>• Guest Readers / Storytellers</td>
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<tr>
<td>• Mobile Libraries</td>
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<tr>
<td>• Readathons</td>
</tr>
<tr>
<td>• Write / Read for others</td>
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<tr>
<td>• School Newspaper</td>
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<tr>
<td>• Inter schools reviews and book clubs</td>
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</tbody>
</table>

**Handout: Whole School Approaches**

Special Education Support Service
Motivation & Enjoyment

- **Print-rich Environment**
  - Choice / Variety
  - Interest
  - Using Fads
  - Films and TV
- **Reading to Students**
- **Reading Time**
- **Class created Books**
- **Parents**
Vocabulary

- **Explicit Instruction**
  - High frequency
  - Content specific
  - Social Sight Words
  - Question words

**Multi-sensory Approach**
Systematic Approach

- Word Awareness
- Syllable Awareness
- Onset and Rime Awareness
- Phonemic Awareness
- Phonics
Fluency

- Repetitive texts
- Paired / shared reading
- Talking books
- Focus on favourite book
- Record student reading familiar text
- Rehearsed Reading
- Word cards real and nonsense - rapid reading
- Echo Reading

Refer Repetitive Books Handout - website
Comprehension

- Coat-hook
- Outline / story map
- Pre-teach new vocabulary
- Graphic / picture cues to support comprehension
- Repeat reading
- Retell

Specific teaching of ‘Wh’ question words
Comprehension

Meaning

Reader
- Background knowledge
- Basic language ability
- Decoding skills
- Higher level thinking skills
- Motivation

Text
- Appropriateness of content
- Type font and size
- Vocabulary
- Genre

Context
- Individual, group, whole class
- Answer questions / generate questions
- Discussion in pairs / small groups
- Co-operative V competitive

Special Education Support Service
General Challenges for the Student

- Working Memory
- Generalise
- Sensory
- Sequencing
- Cognitive Ability
- Behaviour
- Attention/Concentration
- Organisation
- Processing Speed

Special Education Support Service
Role of the Literacy Link Teacher
Considerations

Who are our students – what do they need?

What resources do we have?

What works well in our school?

What needs to be changed?

Is there something new for us to try?

What does this mean for me in my role?