

# 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](#)

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## **Includes:**

- Model structures for writing
- Offer writing templates
- Provide supports for spelling
- Provide constructive feedback and feedforward
- Useful resources

Inclusive Education

From

Guide: [Dyslexia and learning](#)

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

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

Date

17 May 2024

Link

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

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## 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>

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## 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:

- Point, Evidence, Explain, Link – PEEL
- Topic, Idea, Detail, End – TIDE

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## 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.

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## 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.

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## Useful resources

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