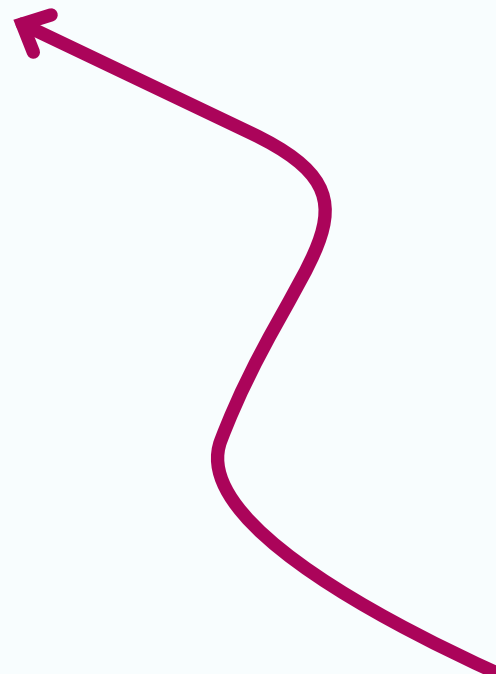


Approaching text with a learner with literacy difficulties

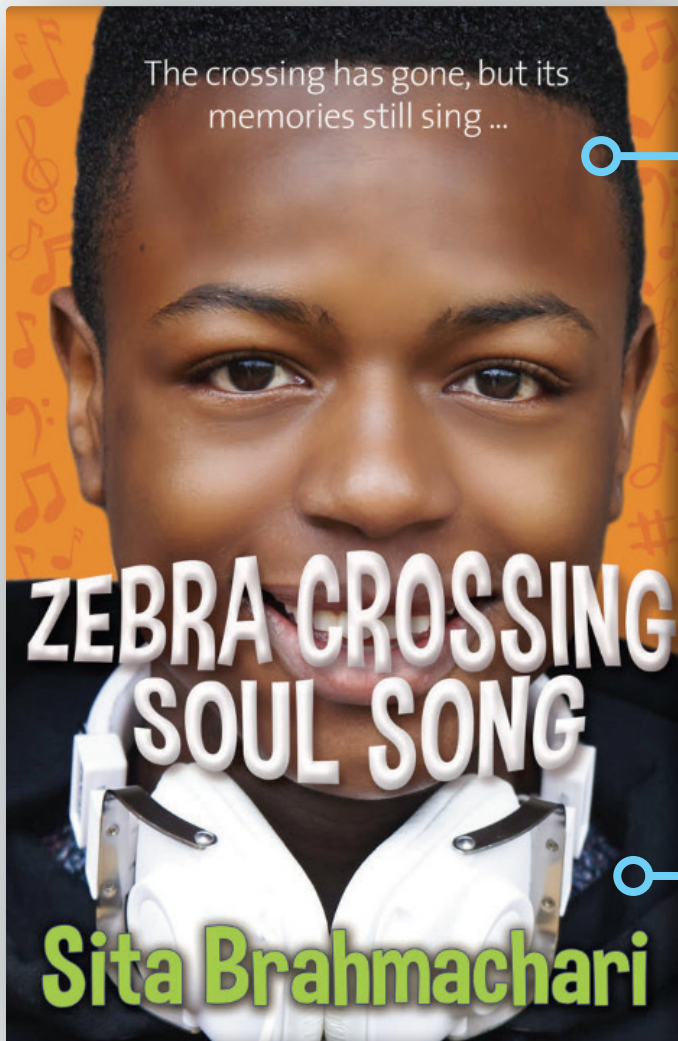


The following text excerpt has been kindly provided by [Barrington Stoke](#), a specialist publisher which publishes books for reluctant readers and those with literacy difficulties. The books are written by well-known authors who follow a strict criterion on content and level of words used. These books are contemporary and age-appropriate for a range of ability levels.



Start with the front cover

What clues does it give away about the book?



Is the author familiar?

Can you identify the genre? What is genre? This might need a recap.

Next supply the story outline



The purpose of this analysis is to encourage further reading so explain the story in detail then use these details to structure the analysis and highlight what learners should be looking out for when reading.

Photocopy or type out an excerpt from the text and place it in the middle of the page so that the learner can write around the edges. Add the suggested frames on the next page of this resource or create your own.

Below is the opening paragraph of Zebra Crossing Soul Song by Sita Brahmachari

Read through once before looking detail at the text.

**Word level
Highlight key words, unfamiliar words, adverbs/adjectives.**

Encourage reading out loud or echo reading. Line by line.

I step out onto the road. There is time to cross, but it's tight. A woman in a flash red car is revving it up like she would run me over if she could. She waits till the very last moment to slam on her brakes so I'm forced to run the final few steps to the kerb. She leans out of her tinted window and yells, "Why the hell don't you use the crossing?" Her cheeks are flushed and she's glowing redder by the second. She's nearly as red as her car now.

Once you've read through the excerpt together, have learners make notes on their first impressions of the text and let them showcase their understanding of the key points from the excerpt.

First impressions

What do you think will happen?

How does this opening paragraph link to the title or the picture on the cover?

Text level

Who?

Where?

What?

When?

How?

Once all the notes have been made, discuss each of the boxes as a class, small group or individually. It's particularly beneficial for those with literacy difficulties that the planning phase is discussion-based, with the teacher modelling possible answers. Start with discussion and draw out the key points of the book.

Use the following sentence starters as handouts or your own to structure both the discussion and the following written work. You could also use the [Different levels of questions to check comprehension](#) resource in our Literacy Hub.

The following text takes place...

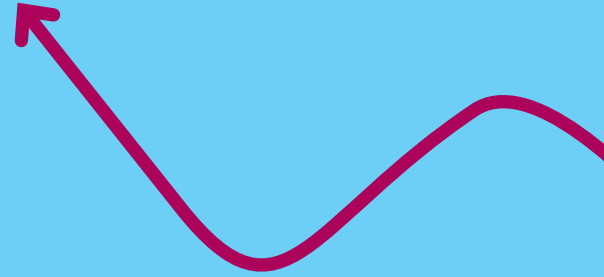
The main character could be...
Evidence of this is...

It is set in...

The author has used a lot of...
This indicates...

I think...will happen next





At Driver Youth Trust, we believe that every learner deserves an education that is responsive to their literacy needs. We work directly with teachers, TAs, school leaders and governors to equip them with practical and adjustable strategies, frameworks and resources to help them better support learners with dyslexia, literacy difficulties and SEND, and to transform literacy in their classroom.

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