

## Short guide 1: Where do I start?

### Getting started embedding literacy

Embedding literacy is about figuring out what reading, writing, listening and speaking learners need to do in your learning session and then breaking it down into manageable chunks. Below are a range of things that you could consider when planning your embedded lessons.



## Planning your lesson

### Language

What words to my learners know?  
What words do they need to know?

- Make the important words visible.
- Refer to these words throughout the session.
- Write them on the board.
- Label drawings or pieces of equipment.
- Have learners highlight the words as they come across them.
- Create glossaries with plain English definitions for each topic and hand them out.
- Give learners post it notes to create their own word banks.
- Show learners how to find the meanings of words they do not understand, e.g., Google, asking someone else.

### Reading

What reading skills do my learners have?  
What reading skills do they need in this session?

- Incorporate strategies before, during and after the learner has read the text to ensure they understand what they are reading.
- Tell your learners why they are reading and direct them to key features in the text such as images, headings and sub headings.
- Give learners a purpose, get them to find something, answer a question and engage in some way with what they are reading.
- Ask questions after learners have read to check understanding.
- Use think-pair-share and get learners talking about what they read.

### Writing

What writing skills do my learners have?  
What writing do they need to do in this session?

- Make the task clear, tell them why they are writing and who they are writing for. Give models so learners know what is expected.
- Brainstorm ideas and the keywords that will be likely to be included. Give learner key language to use in their writing.
- Give a 'frame' or template that learners can fill in when they are beginning. Give sentence starters. Give checklists so that key ideas are included. Give tools to find correct spelling.
- Create peer marking and self assessment checklists.
- Give feedback! Give opportunities to edit, make it OK to make mistakes.

### Assessment

What assessment strategies do my learners have?  
What kind of questions and answers do they need to complete in this session?

- Make sure the language in the assessment is able to be understood, explain terms and replace with plain English where possible.
- Show learners examples of the type of answer they are expected to produce.
- Do practice answers in class as assessment preparation and get groups to work on them together.
- Brainstorm ideas and words that learners may need to use.
- Where learners have to recall a process or procedure support them by getting them sequencing and breaking things down into steps using photos of the process or peer discussion to help.

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