

**Overview****Session 1:**

- defines needing additional support in literacy
- identifies students who need additional support in literacy

**Session 2:**

- introduces a teaching and learning cycle
- explores assessment and its implications for the identified students

**Session 3:**

- examines a model of explicit teaching
- explores several teaching strategies to assist students who need additional support in literacy

**Session 4:**

- explores the complexity of the task of writing
- examines a process to support the identified students as they write for KLA-specific tasks

**Session 5:**

- reviews strategies for teachers to use with students who have difficulty reading textbooks

**Session 6:**

- examines the issues of student grouping
- explores a variety of grouping strategies to use with the identified students

**Session 7:**

- provides advice and activities for each KLA to support the use of the documents, *Teaching literacy in ... in Year 7*, with the identified students

**Session 8:**

- provides suggestions for each KLA in programming to meet the needs of students as they work to achieve outcomes in the KLA.