

<b>Title</b>	<b>Assist in reading programmes for young people with reading difficulties</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	<p>This unit standard is intended for those who work in a role of assisting teachers or other education specialists with young people who have reading difficulties. This includes working in a manner appropriate to different cultural groups.</p> <p>People credited with this unit standard are able to: demonstrate knowledge of reading difficulties; demonstrate knowledge of ways to assist young people with reading difficulties; and assist with implementing reading programmes for young people with reading difficulties.</p>
----------------	---

<b>Classification</b>	Inclusive Education > Inclusive Education Practice
-----------------------	--

<b>Available grade</b>	Achieved
------------------------	----------

---

### Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in Education Support (Level 4) [Ref: 2761].
- 2 This unit standard should be interpreted in accordance with current Ministry of Education inclusive education policy, which can be accessed via the Ministry of Education's Learning Support webpage – <http://www.education.govt.nz/quick-links/special-education/>.
- 3 Definitions  
*Implement reading programme* involves carrying out a planned reading programme.  
*Young people* refers to children and/or adolescents.

---

### Outcomes and performance criteria

#### Outcome 1

Demonstrate knowledge of reading difficulties.

#### Performance criteria

- 1.1 Development of early reading skills is outlined.
- 1.2 Factors that facilitate early reading development are identified.

1.3 Common difficulties experienced by young people with reading difficulties are identified and described.

Range evidence of three difficulties is required.

1.4 Factors that contribute to reading difficulties are identified and described.

Range evidence of three factors is required.

## **Outcome 2**

Demonstrate knowledge of ways to assist young people with reading difficulties.

Range evidence of two is required.

### **Performance criteria**

2.1 Current reading programmes for young people with reading difficulties are observed in action and described.

2.2 Strategies for the introduction of new reading material are described.

2.3 Strategies for individual assistance with reading are described.

2.4 Ways in which young people can be assisted with reading in small group situations are described.

2.5 Strategies to increase reading enjoyment for young people with reading difficulties are described.

## **Outcome 3**

Assist with implementing reading programmes for young people with reading difficulties.

### **Performance criteria**

3.1 The role of a teacher assistant is defined in terms of implementing reading programmes.

3.2 Strategies for assisting individual reading in terms of specified outcomes are demonstrated.

Range evidence of two strategies is required.

3.3 Strategies for assisting small reading groups in terms of specified outcomes are demonstrated.

Range evidence of two strategies is required.

<b>Planned review date</b>	31 December 2023
----------------------------	------------------

#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	24 June 1996	31 December 2012
Revision	2	16 January 2001	31 December 2012
Rollover and Revision	3	26 January 2007	31 December 2012
Review	4	22 October 2010	31 December 2021
Rollover and Revision	5	20 August 2015	31 December 2021
Review	6	28 March 2019	N/A
Revision	7	24 October 2019	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0100
--	------

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Comments on this unit standard

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.