



Cap sur l'école inclusive  
en Europe



## Pedagogical sheet

Learning Reading and writing for children with an Individual Special Curriculum and who are in a Specialized Unit of Multi - Disability.

### Section of the module /E

Contact : Department of Projects

Etablissement : Agrupamento de Escolas João de Deus - faro



Site internet [www.aejdfarp.pt](http://www.aejdfarp.pt)

#### **Global definition/short description of the content:**

This worksheet aims at putting into practice mechanisms and simple methodologies, especially of functional character, for learning reading and writing, in order to promote the ability of the student in these two learning processes, which are essential for his life. Therefore, and having into account his functional profile, several strategies and activities have been implemented but they, in fact, complement each other.

#### **Use/area of application:**

This pedagogical worksheet is essentially aimed to students with great learning difficulties and who, most of the times, have already benefitted from an Individual Special Curriculum, but to who, for example, the method of the 28 words doesn't fit anymore, because of his profile of development and his age group. The aim is to endow the student of reading mechanisms that in the future and gradually will contribute to a better active life improving his level of development.

#### **Principles and theoretical fundamentals:**

In a realistic and objective perspective, the use methodology is a result of the practice and some experience in the area of the Special Education and also from the sharing of experiences with other colleagues. This methodology is essentially the mixture of different methods which, having into account the profile of the

student, are considered as efficient and appropriate and that, until now, have reached its goals.

### **Instruments/Presentation of the Methodology:**

Several instruments have been used among which the use of images and words (association), cards with syllables (to identify the same words and form new ones); a vocabulary exercise book (image/word/sentence).

The learning process began with words from a familiar context (like for example: father, mother, grandfather, grandmother) passing progressively to the learning of vocabulary of everyday life (like for example: shoes, Moto, car, ball, doll, cake) and also referring to the seasons (snow, blouse, boot, cap, among others).

Since the beginning of the school year the learning of small words was tried with the recognition of sound and spelling; when the learning was made it was possible to make small sentences and read them.

It is, no doubt, a process that is being built, little by little, with ups and downs, but I believe it may have positive results and contribute to a better and bigger autonomy of the student.





**Evaluation:** the student learns how to read and write and gains autonomy.