

## **ABSTRACT**

### **An Investigation Into the Teaching of Reading in a Form One S (Special) in a Secondary School**

*Heather Ovid*

This study sought to examine the instructional methods used to teach students with reading disabilities in a Form 1S class. Three students identified as reading at three different levels were given a pre-test using the Informal Reading Inventory (IRI), a test for locating reading difficulties in pupils. After exposure to an intervention, a post-test was conducted. Findings indicated that phonics was the main instructional method used by the teacher, and the skills and the strategies taught to the students were used in decoding unfamiliar words in the passage as they read. It was concluded that although phonological skill was an appropriate strategy, it should be used in conjunction with other methods of teaching and reading.

**Keywords:** Reading difficulties; Case studies; Reading instruction; Reading level; Secondary school teachers; Secondary school students; Teaching methods; Slow learners; Trinidad and Tobago