
LITERACY TOOLKIT



JANUARY 29, 2021

CBMDC

Learning Support, SCIL Team, 0-25 Specialist Teaching and Support Services, Children's Services

Primary Toolkit

The 'best endeavours' duty

"If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority must use its best endeavours to secure that the special educational provision called for by the pupil's or student's special educational needs is made. *

****(Section 66 of the Children and Families Act 2014)***

Class teachers should refer to the Best endeavours document to ensure they are making reasonable adjustments to meet pupil's needs. The Learning Support Team have filtered the document so that Learning Difficulties and Communication and Language Needs are separate (Pages 3-9)

These documents can be used as reference or schools may choose to use them to audit provision in place.

This toolkit has 7 sections; Memory and Processing, Phonological Awareness, Word Reading, Language and Reading Comprehension, Spelling, Handwriting and Writing Composition. In each section there are general strategies teachers can use in the classroom followed by 10-minute intervention ideas which can be dipped into depending on your pupil's areas of difficulty. Their weaknesses would be indicated from the Baseline Assessment.

For each section there are some resources which will complement the intervention activities.

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Bradford Best Endeavours Audit – Focus Learning Difficulties

Strategy for use in classroom/small group/1:1	QFT or additional	R,A,G	Comments
1:1 or Group multi-sensory evidence based numeracy programme delivered by trained facilitator such as Catch-up Numeracy.	Additional		
'Next steps' for learning derived from what the pupil can already do -referring back to earlier stages when necessary.	QFT		
Access to a wide range of practical resources	QFT		
Access to assistive technology to support literacy and/or communication	QFT		
Additional time to complete tasks if necessary	QFT		
Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders	QFT		
Clear explanation of Tier 1, 2 and 3 vocabulary (Elklan)	QFT		
Colour coded word walls in alphabetical order, include simplified word walls with picture cues	QFT		
Daily 1:1 reading, teaching through errors. Daily one to one reading following an approach based on direct instruction with on-going planning and reviewing	Additional		
Diagrams and pictures to add meaning alongside text			
Ensure key learning points are reviewed regularly throughout the lesson	QFT		
Ensure links to prior learning are explicitly made	QFT		
Explicit teaching and modelling of written responses with access to learning scaffolds such as writing, frames, closed procedure tasks and fragment sentences	QFT		
Explicit teaching of organisation and management skills such as resources, equipment, homework diaries, classroom routines and high expectations that these are in place	QFT		
Give opportunities for pupils to check solutions using a range of methods	QFT		
Give opportunities for students to make up problems using skills learned for their talking partner to solve	QFT		
Individualised pre-teaching concepts and vocabulary and a post teach check	Additional		
Instructions broken down into manageable chunks and given in sequence supported by visual guides and task plans	QFT		

Strategy for use in classroom/small group/1:1	QFT or additional	R,A,G	Comments
Key learning points reviewed at appropriate times during and end of lesson to address misconceptions, reinforce main ideas and articulate next steps on a learning journey.	QFT		
Key learning points reviewed at appropriate times during and end of lesson, and represented on task plan	QFT		
Key words and/or phoneme mats on desks	QFT		
Key words/vocabulary emphasized when speaking and displayed clearly	QFT		
Learning scaffolds e.g. alphabet strips/ word mats/ writing frames available at workspace	QFT		
Learning scaffolds including assistive technology which reduce cognitive load and working memory demands until the learner has a good level of proficiency in a previous learnt skill	Additional		
Make close observations of pupils to fully understand the mathematical strategies being used to solve problems - get them to 'talk through' what they're doing	QFT		
Make sure you know the level of difficulty of <i>any</i> text you expect the student to read	QFT		
Mark starting point for each line with a green dot	QFT		
Mark writing for content - encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later	QFT		
Minimise copying from the board - provide copies for pupil if necessary	QFT		
Occasional opportunities to work with a scribe - perhaps in a small group to produce writing for 'publication' e.g. displayed on the wall, read to others	QFT		
Opportunities for pupils to transfer and generalise learning across contexts	QFT		
Paired Reading sessions with trained facilitator	Additional		
Planned opportunities to develop consolidation, over learning of skills using effective teaching methods and where programmes are over seen by qualified teachers	Additional		
Planned opportunities to revisit concepts an increased number of times in different contexts	Additional		
Precision Teaching (daily) facilitated by a trained person	Additional		
Present tasks in a meaningful context	QFT		
Pre-teaching of subject vocabulary	QFT		
Pre-teaching of subject vocabulary with regular opportunities to use and embed	QFT		

Strategy for use in classroom/small group/1:1	QFT or additional	R,A,G	Comments
Provide - and teach use of - range of writing frames to aid organisation. Include additional scaffolding, sentence starters, word banks etc.	QFT		
Provide a talking partner for pupils to share/explain their mathematical thinking	QFT		
Pupils encouraged to explain what they have to do to check understanding	QFT		
Range of coloured overlays/reading rulers available	QFT		
Resources, equipment, homework diaries make use of consistent symbols and colour coding	QFT		
Revision sessions to revise and consolidate what has been learned	Additional		
Small group or 1:1 support for writing/reading - additional to literacy lessons	Additional		
Small group or 1:1 work on spelling programmes	Additional		
Specific, evidence based intervention for a specific subject area in cycles of 6-8 weeks with clear entry/ exit criteria and follow up evidence of transfer and generalisation of skills	Additional		
Specific evidence based intervention to develop Reading, Writing, Spelling and Mathematics skills which are planned, monitored and evaluated by qualified teachers	Additional		
Students are given a range of ways to demonstrate understanding e.g. diagrams, mind maps, exit tickets, answering key questions, low stake quizzes, multiple choice questions	QFT		
Students encouraged to explain what they have to do to check understanding	QFT		
Support for pre-teaching concepts and vocabulary - Access to assistive technology must be made available as appropriate to the pupil's needs. e.g. Clicker 7, TextHelp –Read&Write, Penfriend, audio recording devices such as Talking Cube or Talking Postcard	Additional		
A maths intervention/programme such as 'Talk 4 Maths' at least once weekly	Additional		
A programme such as Talking Maths which targets speaking and listening skills in the context of mathematical language, at least once weekly	Additional		
Tasks and presentation are personalised to the child's needs and monitored regularly to ensure that they remain appropriate	Additional		
Teach and model memory strategies (storage, retrieval, reducing working memory load) within specific tasks	QFT		
Teach keyboard skills	QFT		
Teach pupil how to use planners, task lists etc.	QFT		

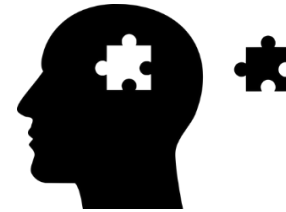
Strategy for use in classroom/small group/1:1	QFT or additional	R,A,G	Comments
Teach sequencing as a skill e.g. sequencing stories, alphabet , re-ordering texts, timelines etc.	QFT		
Text presented clearly - uncluttered, use bullet points and clear font	QFT		
Text presented clearly - uncluttered, use bullet points and clear font. Any visual aids to support an explanation are clear and concise and draw attention to key content of the lesson	QFT		
Texts which reflect interest and age range - good range of 'hi-lo' (high interest, low reading age) available	QFT		
To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.	QFT		
Use a range of alternative and assisted technologies as and when appropriate	QFT		
Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.	QFT		
Use IT programs and apps. to reinforce and revise what has been taught	QFT		
Use of ICT to support recording skills such as Crick Software, Clicker 8 or Clicker applications	Additional		
Use of literacy interventions such as Lexia, Nessy etc.	Additional		
Use squared paper - one digit per square	QFT		

Bradford Best Endeavours Audit – Focus Communication and Language

Strategy for use in classroom/small group/1:1	QFT or additional	R,A,G	Comments
Access to high teacher child ratio (1 to x) for y% of the day (will vary depending on level of need and activity)	Additional		
Active Listening for Active Learning (Johnson & Player)	Additional		
Additional classroom support to facilitate access to the curriculum (adult: pupil ratio of x:y for z% of the day)	Additional		
Adult speech should be clear and unhurried with normal intonation. Keep sentences short	QFT		
Allow time for YP to respond (processing time)	QFT		
Ask LSA to condense teacher's verbal input into a list of pertinent bullet points	QFT		
Ask YP to repeat back to check understanding - ensure this is done sensitively	QFT		
Attention and listening skills taught, modelled and regularly reinforced	QFT		
Avoid metaphors and idioms. Minimise abstract language where possible	QFT		
Be explicit re the different purposes/functions of language, give examples and model	QFT		
Classroom furniture and groupings considered so that YP with DLD can see visual prompts and the teacher	QFT		
Colourful Semantics (Bryan) - develops grammar. Go to: http://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantic-2/ website info on colourful semantics	Additional		
Communication phonics - a specific phonological awareness skills programme. Go to: http://www.thecommunicationtrust.org.uk/media/18865/communicating_phonics_final.pdf Can download document	Additional		
Communication temptations to support early language development	Additional		
Develop auditory memory through barrier games, memory games and 'circle time' activities	Additional		
Develop word finding skills through the use of categorisation activities	QFT		
Elklan provide training for staff in a range of interventions. Go to: https://www.elklan.co.uk/	Additional		
Emphasise keywords/vocabulary when speaking. Support with visuals where possible	QFT		
Ensure all key staff working directly with YP are aware of his/her communication preferences and their statutory responsibilities. Go to: https://www.thecommunicationtrust.org.uk/media/362413/ctc_all_sections_with_links.pdf	QFT		
Equipment, resources and programmes as advised by Speech and Language Therapist	Additional		
Give instructions in manageable chunks and in order. Support with visuals where possible	QFT		
If a verbal contribution is required, give rehearsal time with a talking partner to allow preparation of a few sentences	QFT		
If a YP finds group situations overwhelming, allow them to work in a pair, which only requires a 1 to 1 interaction	QFT		
If processing speed is affected by DLD, give less work or increase time allocation to ensure a quality product	QFT		
Language for Thinking (Parsons & Branagan) - develops verbal reasoning skills	Additional		

Strategy for use in classroom/small group/1:1	QFT or additional	R,A,G	Comments
Language learning environment:	QFT		
Language learning interactions:	QFT		
Language learning opportunities:	QFT		
Lighting, noise levels and access to quiet spaces considered	QFT		
Makaton https://www.makaton.org/	Additional		
Metacognition: explore what YP find easy/hard and what helps them to remember etc.	QFT		
Personalised language programme delivered by LSA (adult: pupil ratio of a:b, x times per week, y mins per session, for z weeks)	Additional		
Photographs of staff and pupils on display	QFT		
Picture Communication Symbols (PCS) https://goboardmaker.com/pages/picture-communication-symbols	Additional		
Precision teaching that targets specific language skills	Additional		
Pre-teach key academic vocabulary or tier 3 words (Beck et al;. 2013)	QFT		
Provide a simple comprehension monitoring strategy and built this into classroom routine (see Dollaghan & Kaston, 1986)	QFT		
Regularly reinforce new vocabulary and concepts in a range of context to encourage generalisation	QFT		
See communication friendly environments checklist. Go to: http://www.thecommunicationtrust.org.uk/media/643573/communication_friendly_environments_checklist_june_2018.pdf	QFT		
See Communication Supporting Classroom Observational Tool (pages 3 and 4). Go to: http://www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf	QFT		
See Communication Supporting Classroom Observational Tool (pages 5). Go to: http://www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf	QFT		
See Communication Supporting Classroom Observational Tool (pages 6 to 8). Go to: http://www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf	QFT		
See Strathclyde Language Therapy Manual "Principles and strategies for listening and talking" (pages 18/19). Go to: https://strathprints.strath.ac.uk/32807/1/language_therapy_manual.pdf (175 page manual)	QFT		
Spoken language supported and augmented via gestures, modelling, mirroring, objects of reference, pictures, symbols role-play etc.	QFT		
Stories for talking (Bergmann) http://www.qed.uk.com/stories.htm (book)	Additional		
Strathclyde Language Therapy Manual (free resource) - 1 to 1/small group activities for children with DLD. Go to: https://strathprints.strath.ac.uk/32807/1/language_therapy_manual.pdf (175 page manual)	Additional		
Suggestions and programmes that can support wave 2 and 3 targeted support:	Additional		

Strategy for use in classroom/small group/1:1	QFT or additional	R,A,G	Comments
Systems of visual feedback in place to allow pupils to show they have understood e.g. traffic light cards/smiley faces	QFT		
Talk Boost - a 10 week general language intervention for children with a language delay delivered by LSAs. Go to: https://www.talkingpoint.org.uk/resources/talk-boost I Can website	Additional		
'Talkabout' activities. Social communication development. Go to: http://alexkelly.biz/ A range of books for different issues	Additional		
Talking boxes to support early language development	Additional		
Teach phonological awareness skills (rhyming, alliteration, isolation, segmentation, blending, sound exchange)	QFT		
The Picture Exchange Communication System (PECS) https://pecs-unitedkingdom.com/pecs/ website with info	Additional		
Use key visual organisers to slow down the speed of teachers' delivery and act as a framework for expressive language	QFT		
Use LSA effectively to support YP with asking and answering questions	QFT		
Use of interactive word walls supported by visual cues	QFT		
Use of personalised visual timetables, choice boards, task organisers etc.	QFT		
Use shared storybook reading to develop and extend vocabulary of tier 2 words (Beck et al., 2013)	QFT		
Use talking frames to provide a structure for reporting, telling stories and sequencing etc.	QFT		
Visual cues:	Additional		
Wave 2: Time limited interventions to enable YP to reach ARE	Additional		
Wave 3: Highly personalised, longer term interventions to support YP in reaching his/her full potential	Additional		
Wellcomm (screening tool and interventions for early years) GL Assessment	Additional		
Wellcomm Primary (as above for primary aged children) GL Assessment	Additional		



Memory and Processing Skills

General Strategies

- Give extra processing time when answering questions – but be aware that if they forget the answer they will probably be unable to retrieve it.
- Encourage the pupil to make notes, repeat key information verbally, and explain back what they have to do.
- Break information down into smaller “chunks” – keep instructions short and check understanding. Keep language simple.
- Provide visual prompts and memory aids – pictures, diagrams, photographs, maths rule cards, number lines, word mats, key fact cards, interactive displays of key concepts (refer to them regularly), sentence starters cards, letter formation aids, objects/pictures to support topic specific vocabulary, speech buttons/dictaphones to record instructions. Videos will provide visual and auditory input. Allow pupils to take photos of powerpoints.

IMPORTANT - teach pupils how to use personal memory aids

- Graphic facilitation, encourage students to use self-talking strategies.
- Ensure the pupil can link to prior learning – show the ‘big picture’ and provide context. Use a mind-mapping approach (see Tony Buzan books).
- Ensure the pupil’s seating position gives them good access to the teacher and resources to support memory e.g. working wall, interactive displays etc.
- Provide step-by-step guides, task plans to help pupils complete activities.
- Ensure there is repetition of skills and over learning. Revisit and reinforce concepts.
- Model activities and provide examples of what they are aiming for eg WAGOLL (What a good one looks like)
- Supply checklists to help with personal organisation – e.g. Monday – PE kit, Tuesday – spellings etc.
- Use a multi-sensory approach to create multiple pathways to learning. Keep concepts concrete and provide examples.

Memory Activities – 10 minutes

- Auditory Memory Skills by Mark and Katy Hill LDA
- Visual Memory Skills by Mark and Katy Hill LDA
- See Pages 13 - 18

Some useful websites with games and activities for developing memory skills

15 Awesome concentration and memory games for all ages

<https://icebreakerideas.com/memory-games/>

Classic memory games

<https://www.activityvillage.co.uk/memory-games>

Organisation skills and to do lists:

<https://www.rememberthemilk.com/>

Visual Memory Games

1. Kim's Game –

This game can be used from early childhood to adulthood to aid memory and observational skills.

To play this game you must choose 6+ items that are within the students vocabulary such as objects, letters, pictures etc. Place them on a tray (make sure there are no distracting pictures or patterns).

Show them to the pupil allowing them to study them for a while (this is usually based on the age and the level of the pupil).

Cover them up and get them to name the objects. Alternatively you can remove one, two, three etc. The pupil has to guess what has been removed. Or you can roll a dice and the pupil has to name the number of items as indicated by the dice.


Below is an example of the game being played:

<https://www.youtube.com/watch?v=CNoZIHVSojM>






2. Letter recall:

Starting with 3 random letters and then covering them up. Then increase to 4 letters. You can make this fun by putting it in to a game. It could be in a noughts and crosses game or similar.



A H P	Cover up 	A H P
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3. Repeating a visual sequence.

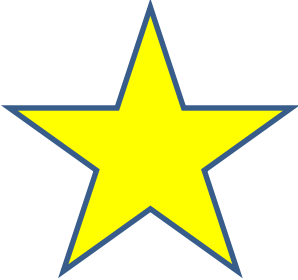

This can be pictures, letters, shapes, toys (Lego, pompoms, beads, farm animals) or words.
Start with 2 or 3 and increase. The pupil looks at the sequence and then has to repeat it with matching objects.



<p>Yes Yes Maybe No Yes Yes Maybe No Yes</p> 

4. 'Find the difference' pictures.

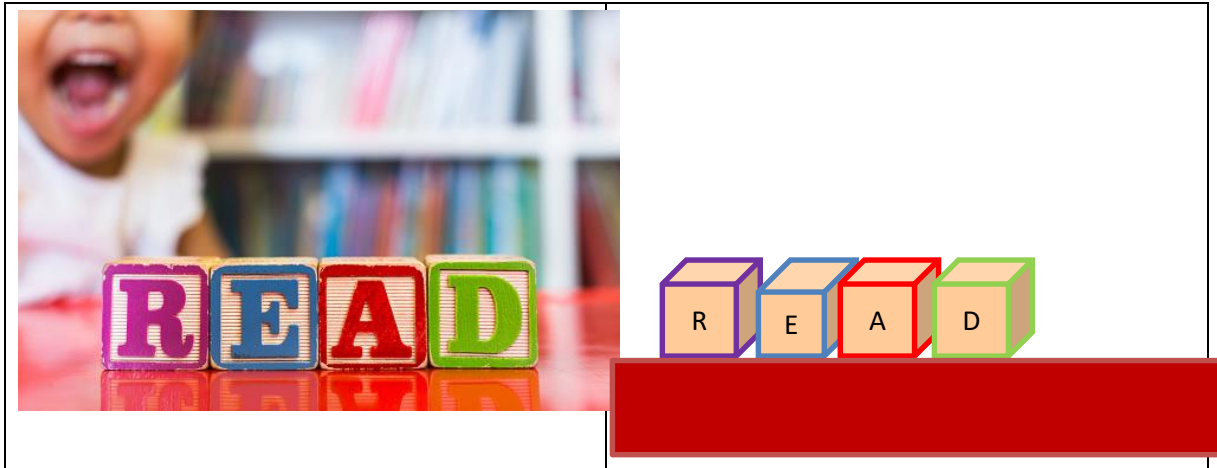
	
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5. Complete the shape – show the pupils a shape and then give them an incomplete drawing of the same shape. Ask the pupils to complete the shape from memory.

<p>Once shown – cover this up</p> 	<p>:</p>  <p>complete the shape from memory</p>
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6. Complete the picture – show the pupils a simple picture and then give them an

incomplete drawing of the same picture. Ask them to complete the picture from memory.



7. What can you remember game:

The pupil chooses a card.

They look at a picture card for about 10 seconds. The pupil turns the card over or looks away. They then shake one or two dice and recall that number of items from the card.

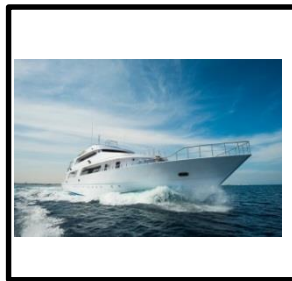
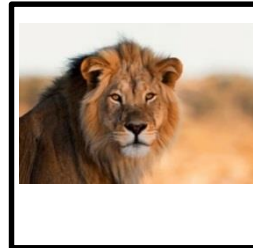
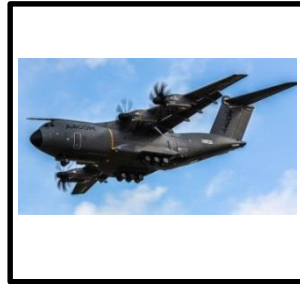


Auditory Memory Games

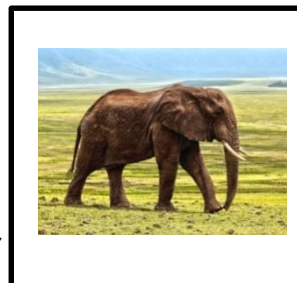
1. A Journey to Remember (resource provided). The pupil shakes the dice and moves that number of spaces to a square with a picture on it. They make a sentence referring to the picture to start the story. The next player does the same but they have to repeat the previous sentence and then add another (full instructions are on the resource pg 17).
2. I went to the shop and I bought..., I landed on the moon and I saw..., I went into the park and I played..., I went to the cinema and I saw...etc.
3. Pass the object, picture and add a comment about it, for example: **a viking ship**, you sail in it, the Vikings build it ... **a book**, you can read it, it has a picture on the front...
4. Simon Says with 3, 4, 5, 6 instructions e.g. after you turn around three times, touch your head, clap your hands and stand on one leg.
5. Shopping – put items on the desk and ask the pupil to select a number of items. Increase number and get them to place them in sequence to increase difficulty.
6. Give a series of instructions to a pupil to draw a picture. E.g. Draw a big square in the middle of your paper, add a door, two circular windows with red curtains etc.
7. Ask the pupil to repeat sequences orally. You can also extend this activity by giving the pupil a range of letters and asking them to make a word and then read the word out loud. You could also give the pupil some wooden letters and ask them to sequence them. Once sequenced ask them to make as many words as they can from the letters.
8. Odd One Out – give the pupil 3,4,5 words and they have to repeat them and then say which is the odd one out.
9. Opposites/Synonyms - Ask the pupil to recall sentences but tell them they have to give you opposites or synonyms of key words, e.g. The young girl got out of the car and started shouting becomes, The older boy got in the car and sat quietly.
10. Barrier games, Barrier Games are activities in which two or more people are working to achieve the same result without being able to see each other.
you can:
 - a. Make models with lego, bricks etc.
 - b. Make words with wooden letters then get the pupil to read the word. E.g. Put the letter **w** in the second square, an **s** in the first square and a **t** in the last. Then two **e**'s in squares 3 and 4. You can also have coloured squares, e.g. put an s in the yellow square.

A Journey to remember

START



FINISH



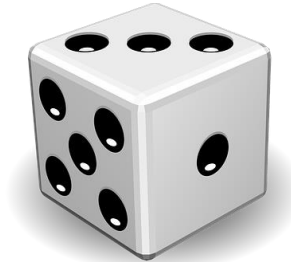
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A Journey to remember

How to Play



1. Roll the dice!
2. Move that number of places. Use the picture you land on to create a sentence about your journey, e.g. At the beginning of my journey, I saw a spotty dog running away.
3. The next player rolls the dice and moves to a picture. They then repeat the previous sentence and add another.
4. Play continues with each player repeating the previous sentences before adding a new one. If a player makes a mistake they move back 4 spaces and play moves to the next person.

The winner is the first person to reach the finish.

Language and Reading Comprehension

General Strategies

- Use of visuals and real objects as much as possible throughout curriculum (e.g. visual task plans and checklists to support activities and provide visual references for key vocabulary/reading).
- Use graphic facilitation to support learning. This is where visuals are recorded throughout dialogue in the classroom to support learners. This is further explained by the Education Detective!
<https://www.facebook.com/educationdetective/videos/285566969231425/>
- Pre-teach new vocabulary and follow up all learning with a post-teach check. Can they explain what they have been asked to do?
- Break up instructions and avoid 'overloading' with too much unnecessary language. Think about which are the important words needed to give meaning.
- Differentiate text and/or provide a reader. The link below takes you to a website that allows you to work out the 'readability' level of a given text.
<https://readable.com/>
- Use of ICT as a reader- e.g Clicker 8 (primary): <https://www.cricksoft.com/uk/clicker/8>
- Texthelp, read and write gold (secondary): <https://www.texthelp.com/en-gb/products/read-write/>
- Use of vocabulary/word maps to support understanding (Page 21).
- Further training and resources to support language development are provided by Elklan: <https://www.elklan.co.uk/>
- 2020 reading intervention is a holistic reading intervention that can be used to develop reading accuracy, fluency, comprehension, as well as language development. Please see <https://Skills4bradford> for Learning Support training on this intervention.

10 minute Activities for Developing Language and Reading Comprehension

Can be used in PKSS2 PKSS3 PKSS4 PKSS5 PKSS6 Y3, Y4

- Barrier Games
Play different variations of barrier games to develop understanding of language, listening skills and reinforce learning. These can take place face to face (easier with non-verbal communication) or back to back (more challenging without non-verbal communication), which is a way of differentiating. They work well for sharing information, solving puzzles collaboratively or giving instructions. For example one child (or teacher/TA) draws a picture and instructs their partner how to recreate their image. They can then compare pictures at the end.
- Lots of ideas are provided here:
<https://www.eal-teaching-strategies.com/barriergames.html#:~:text=%20Barrier%20games%20can%20include%20activities%20such%20as%3A,a%20life%20cycle%2C%20describe%20the%20bug%20More%20>

Develop Naming and Describing Skills-

PKSS1 PKSS2 and Blank levels 1 and 2-

- Play games with everyday real life objects, picture books and familiar stories/rhymes.
- Dig for treasure!

Bury everyday objects in sand- ask them to name them and show you what to do with each one (e.g a spoon, a pencil etc). Extend this by asking them to find another one the same and/or begin sorting related items together. Link to picture books and familiar stories- ask where/why/who questions (use Colourful Stories Elklan resource for support, see below). Develop new vocabulary within categories (e.g. vehicles, jungle animals etc). This game can also take the form of a scavenger hunt around the classroom or using a box of real life objects.



Colourful Stories (Elklan)- for supporting comprehension of familiar stories for pupils

PKSS2 PKSS3 PKSS4 and Blank level 2 and 3.

- Use of this resource as part of everyday classroom practice and/or as a short intervention activity. It can be used as a prompt to support understanding of a story and to support the development of narrative skills/re-telling.
- <https://www.elklan.co.uk/under-5s/colourful-stories#:~:text=%20Colourful%20Stories%20consists%20of%3A%20%201%20Coloured,Story%20Board%203%20Picture%20sequencing%20cards%20More%20>

Developing Narrative/Re-telling skills-

PKSS3 PKSS4 and Blank level 3-

- Practice arranging pictures in sequence and then retelling the story. (Pages 22,23,24)
- [Black Sheep Press](https://www.blacksheepress.co.uk/bestsellers/) - Provides lots of resources for sequencing and re-telling skills:

Develop Empathy and Understanding Skills

PKSS3 PKSS4 and relates to Blank level 3.

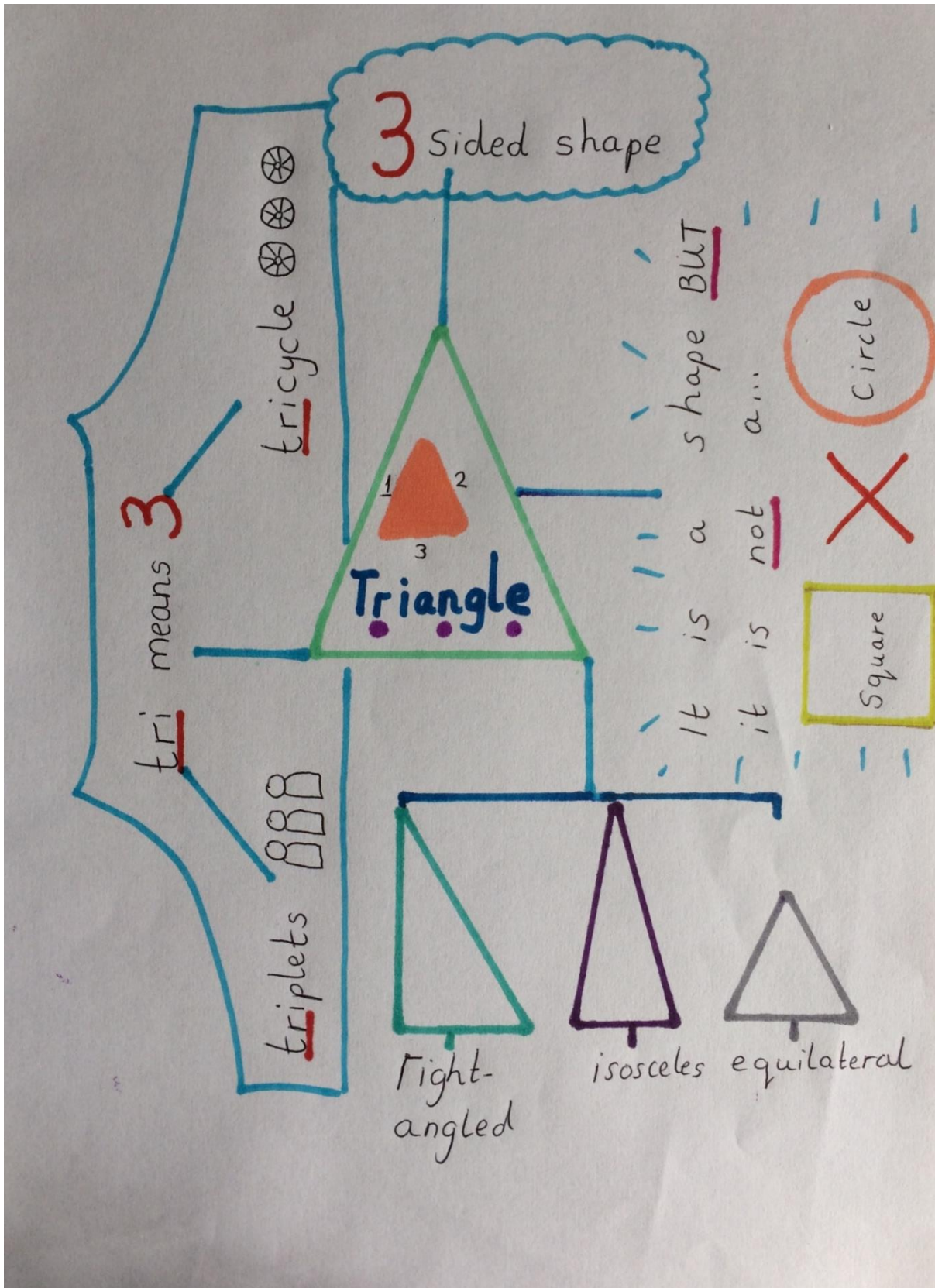
- [Comic Strip Conversations](#) (originally developed by Carol Gray, 1994) Used with pupils with Autism Spectrum Condition can be used to explore character's thoughts and feelings and to think about what they might say (Page 24). Link to picture books and familiar stories/rhymes. To extend this link to prediction skills- what might they do next? What might happen next? Further develop using role play.

Develop Inference Skills

PKSS5 and relates to Blank level 4.

- [Role play](#)
This builds on skills developed through 'Comic Strip Conversations'. Again based on picture books or familiar stories/rhymes. Act out scenarios or use toys/figures. Discuss problems faced by characters, relate to real life to support understanding. Discuss character's actions. Practice how and why questions- e.g. 'How does Jack feel?' Followed up by, 'How do we know?' Use pictures initially and then progress on to listening comprehension from familiar stories.
- [Film Clips](#)
As above but using well known clips from films as the prompt where pupils can draw upon both visual and then more abstract cues. See link below for a bank of film clips that could be used: <https://www.literacyshed.com/home.html>. There are also many examples of short extracts from PIXAR movies that are available on You Tube.

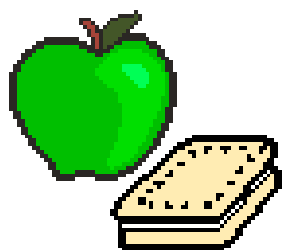
Word Map



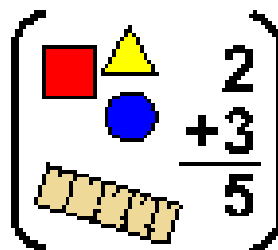
Sequencing Cards

Cut out the pictures and sequence them in order. Can you explain why you put them in this order?





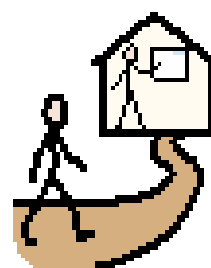
snack



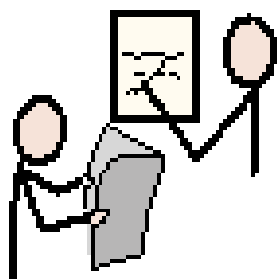
maths



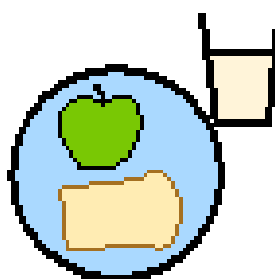
P.E



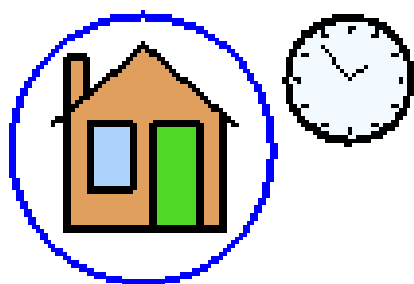
go to school



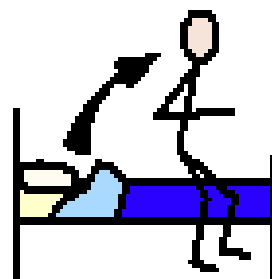
literacy



lunch

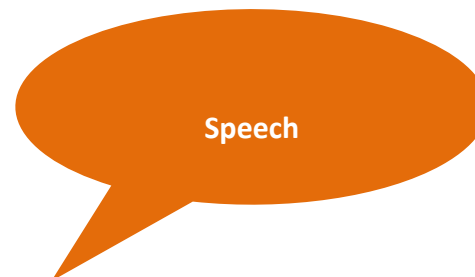
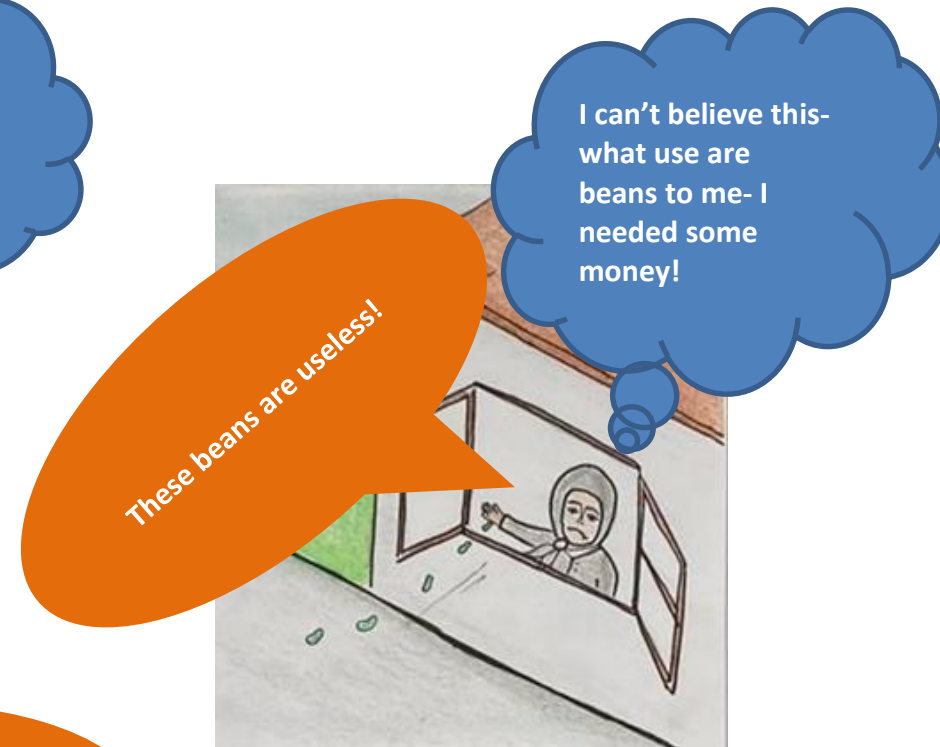


home time



wake up

Comic Strip Conversations



Phonological Awareness Activities –

General 10 minute activities - Can be used in in **PKSS2**

Alphabet Arc

Alphabet Arc is a multi-sensory intervention which uses wooden/plastic/foam letters to secure or help children to remember letter sounds and names, it helps with spelling and syllabification, sequencing and lends itself to practice letter formation. It can be used with children of all ages. The STASS deliver training on Alphabet Arc - <http://skills4bradford.co.uk/Page/14311>

Syllable awareness

- Play Syllable board game (Pages 36/37)
- Jigsaw syllable game (Pages 38/39) jig.....saw
- Syllable segmentation games to play with picture and word cards (Pages 27 - 34)

Sounds in a word

- Use pictures and phoneme frames (Pages 42/43)
- Segmentation and deletion (Page 44)

Start with what sounds are missing e.g. say bat.... Now say at – what sound is missing?

Say spring.... Now say ring what sound is missing?

Say spot ... Now say pot which sound is missing?

Sat hatch..... Now say hat – what sound is missing?

Beginning middle and end sounds

- Use pictures and phoneme frames

Rhyme

- rhyme games (Pages 45 - 49)

Some useful websites with games and activities for Phonological Awareness

Lots of rhyming books available on YouTube to support learning.

<https://www.ateachableteacher.com/phonemic-awareness-games/>

Free resources to support phonological awareness

<https://thisreadingmama.com/new-here/>

free printed syllable games

<https://thisreadingmama.com/print-play-syllable-games/>

Make an interactive spinner to support segmentation. You can also customize it according to the pupils you are working with.

<http://www.superteachertools.us/spinner/spinner.php?title=Segmentation+Game+&directions=Click+the+wheel+below+to+spin%3A&colorScheme=color5&labels=Remove+the+first+sound+%2CRemove+the+final+sound+%2CChange+the+last+sound+%2CChange+the+vowel+sound+%2CChange+the+first+sound+%2CMiss+a+go+%2CChange+any+sound+%2C+Change+the+vowel+sound+%2CChange+the+first+sound+%2C+Change+the+first+sound+>

Syllable Games

Syllable segmentation Games to play with picture and word cards

Syllable snap

This game is for two or more players. Give out the picture cards and word cards. (Deal them out to the players). Take it in turns to turn the cards over. If the card has the same number of syllables as the card the first player to shout “SNAP” wins the pair. When the player has run out of cards they are out of the game.

Charades

For any number of players. One player will choose a picture card and keep it hidden. They will tell the others how many syllables are in the word. They will then perform mimes to help the other players guess what picture card they have. The player who guesses the word correctly takes the next turn to choose a word.

Plastic Letter Games

For any amount of players that can read. Use letters to make polysyllabic words. One player will choose a picture card and the teacher will clap out the number of syllables in the word and the pupil will divide the word in to the correct number of syllables.

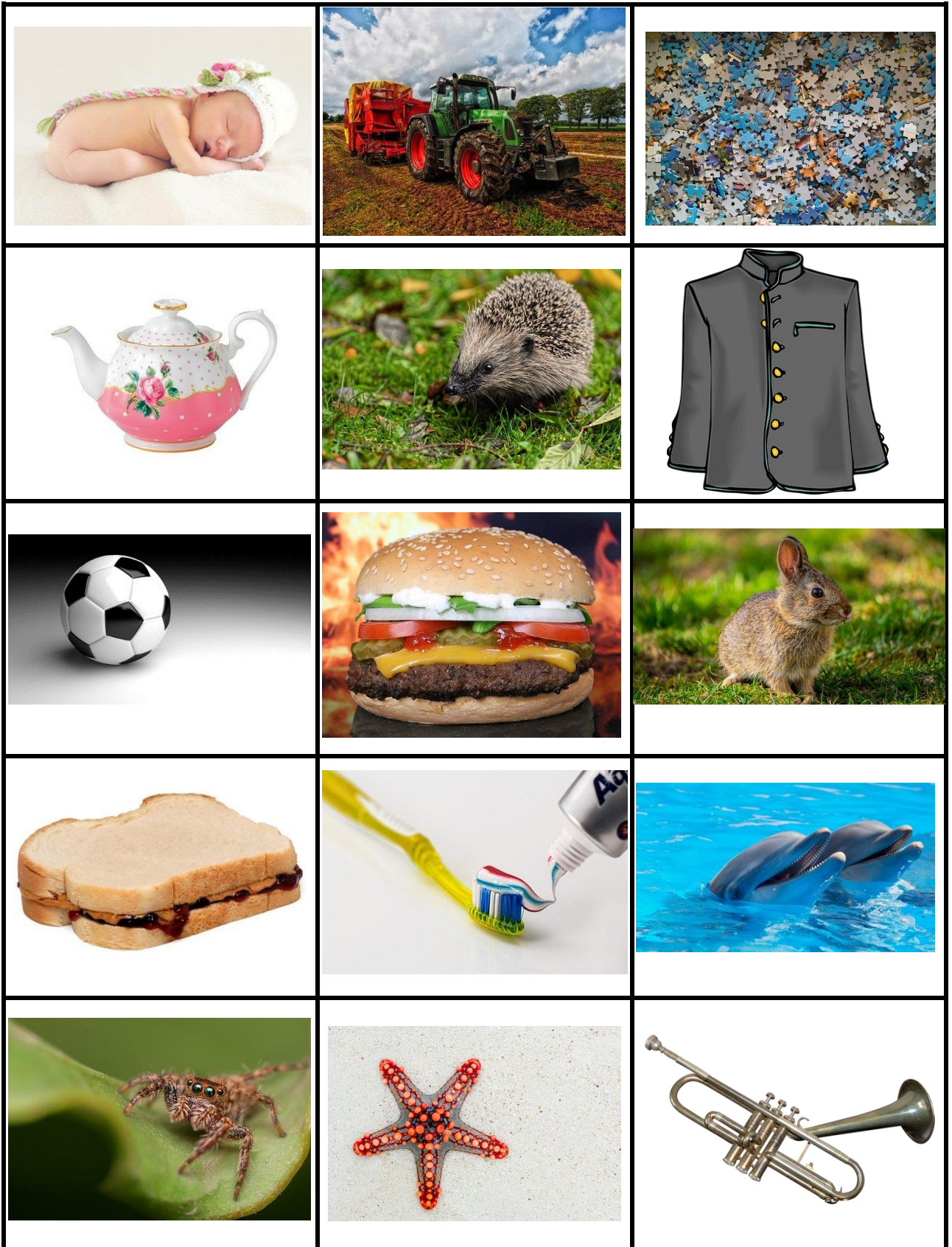
One Syllable words



One syllable words

ball	fish	rat
sheep	cat	swing
goat	cow	owl
spade	hat	drum
horse	watch	ring

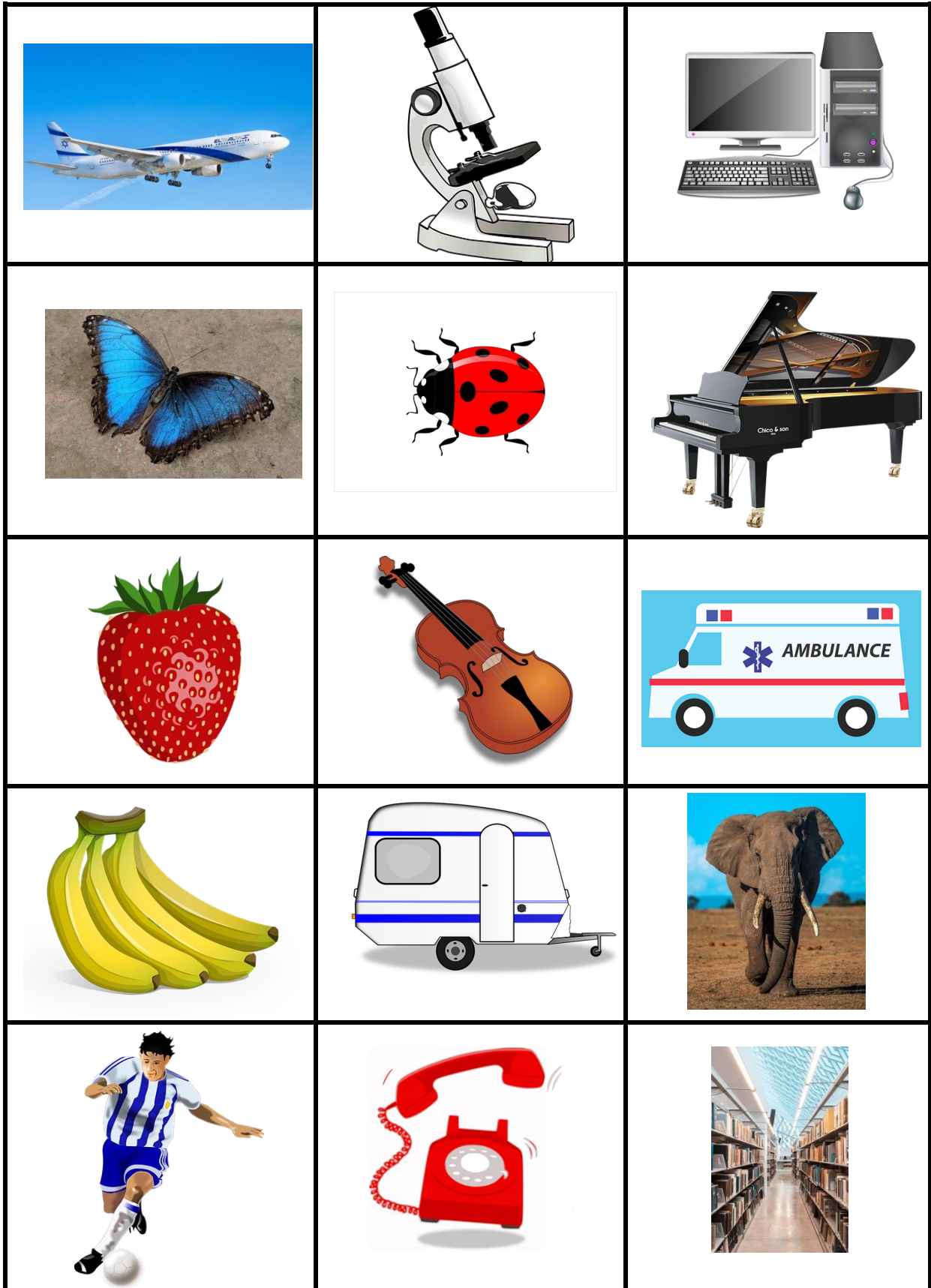
Two Syllable words



Two Syllable words

baby	tractor	jigsaw
kettle	hedgehog	jacket
football	burger	rabbit
sandwich	toothbrush	dolphin
spider	starfish	trumpet

Three Syllable words



Three syllable words

aeroplane	microscope	computer
butterfly	ladybird	piano
strawberry	violin	ambulance
bananas	caravan	elephant
footballer	telephone	library

Four Syllable words

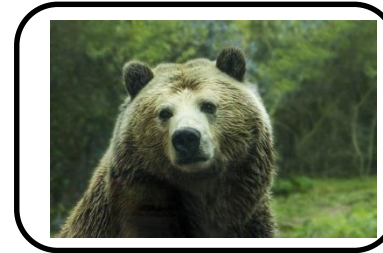
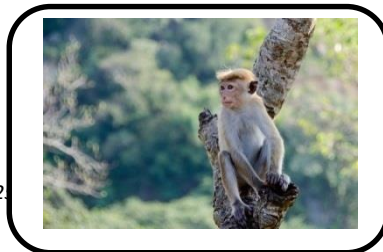


ballerina	calculator	helicopter
certificate	alligator	binoculars
caterpillar	television	rhinoceros
stegosaurus	cauliflower	thermometer
supermarket		



Syllables Board game

Roll the dice, what do you land on? Name the animal. How many syllables does it have?



Syllable board game Animal names:

lion	flamingo	zebra	bear
elephant	gorilla	crocodile	parrot
hippopotamus	polar bear	snake	
tiger	giraffe	panda	
rhinoceros	monkey	pelican	

Syllable jigsaw

ham ster

car pet

win dow

ti ger

week end

hap pen

spi der



5/10 Minute A Day Letter Sounds/ Grapheme Recognition Intervention

Session Outline And Suggested Activities.

Daily sessions of 5 to 10 minutes.

On Monday introduce new letter/grapheme using 2 multi-sensory activities: Make sure the letter sound is being modelled by the adult and repeated by the pupil each time the letter is touched.

Order of Teaching Letters

If the child only has a few gaps in their letter/grapheme recognition, focus on unknown graphemes– the most useful first and don't teach similar ones at the same time i.e. b/d. If they only know a few letters teach in the order of Letters and Sounds so they can begin to make words quickly with the letters taught.

<https://longmoorcps.co.uk/wp-content/uploads/2020/05/Overview-of-Letters-and-Sounds.pdf>

Suggestions of Multi-sensory activities:

- Target grapheme and initial sound with objects buried in a sand / rice / lentil tray,
- Tracing over a roll 'n' write letter or make a tactile letter using sand paper or textured wallpaper.
- Make a rainbow letter/grapheme – tracing over in different coloured pens to give a rainbow effect.
- Make the letter with pipe cleaners / play dough or wikkisticks.
- Sorting game – can they match pictures to the correct letter sound?

Tuesday to Friday complete 3 daily activities as detailed below:

1. Quick recognition game:
2. Initial sound activity:
3. Consolidation:
 1. **Quick recognition game:** (using all letters taught)
 - Using flashcards or wooden / plastic letters can the child give the correct letter sound?
 - Can the child identify letters correctly by feeling them in a feely bag – try to avoid putting similar letters in the bag.
 - Letter bingo – can they use a bingo dabber to mark the letter you say?
 - Have large letters on the floor – can they jump on the letter you say?
 - Can they say the letter sounds as they jump on them?
 - Tracking sheet with mixed up letters – can the pupil circle all of the letter 's' in red, 't' in blue? This could be letters you write on a piece of paper for them to identify.
 - Letter splat – have letter flashcards with a ball of play dough on each one. Ask the pupil to splat the play dough on the letter you say.
 - Letter swat – spread the letters on the table – give the child a fly swatter and ask them to swat the letters as you say them.
 2. **Initial sound activity:** can they match objects or pictures to the correct initial sound?

- Can they match the picture to initial sound by drawing a line on a worksheet or sheet you draw?
 - o A posting activity i.e. have two boxes, one with 's' and one with 'a' – can they correctly post initial sound pictures into the boxes.?
 - o Can they go on an initial sound hunt around the classroom / school looking for items for a target letter?
 - o Pairs game – matching picture to initial sound.
 - o Any other initial sound game you can think of.

- 3. **Consolidation** – this could be an iPad game, a colouring worksheet for one of the current sounds, a craft activity linked to one of the letter sounds or a game.

If at the end of the week the child is not secure with the new letter continue with this letter for another week until secure rather than introducing a new letter.

Make sure you use multi-sensory methods of teaching throughout.
Most importantly make it fun!

5/10 Minute A Day Letter Sounds/ Grapheme Recognition Intervention
Planning Record

Child _____ Date _____ Focus letter _____

Day	Planned Activities	Evaluation
Monday 10 minutes - introduction of new letter / sound	Introduce new sound: use multi-sensory activities:	
Tuesday - Friday 5 minutes a day completing 3 quick activities:- 1. Quick recognition game, 2. Initial sound activity and 3. Consolidation activity.		
Tuesday	1.	
	2.	
	3.	
Wednesday	1.	
	2.	
	3.	
Thursday	1.	
	2.	
	3.	
Friday	1.	
	2.	
	3.	
Next Steps:		

Phoneme Frames

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Pictures for phoneme frames

<p>PKSS 3</p> 	<p>PKSS 3</p> 	<p>PKSS 3</p> 
<p>PKSS 4</p> 	<p>PKSS 4</p> 	<p>PKSS 4</p> 
<p>PKSS 4</p> 	<p>PKSS 4</p> 	<p>PKSS 4</p> 
<p>PKSS 4</p> 	<p>PKSS 4</p> 	<p>PKSS 4</p> 
<p>PKSS 4</p> 	<p>PKSS 4</p> 	<p>PKSS 5</p> 

Sound Deletion

1. Say spring...now say ring. What sound is missing?
2. Say spot...now say pot. What sound is missing?
3. Sat hatch...now say hat. What sound is missing?
4. Say pray...now say ray. What sound is missing?
5. Say black... now say lack. What sound is missing?
6. Say blow...now say low. What sound is missing?
7. Say snag...now say nag. What sound is missing?

8. Say smile...now say smile without /s/
9. Say bleach...now say bleach without /l/?
10. Say mist...now say mist without /s/?
11. Say grace...now say grace without the /g/?
12. Say clock...now say clock without the /c/
13. Say party...now say party without the /y/
14. Say farm...now say farm without the /m/

15. Say tulip, say it again but don't say 'ip'
16. Say rice, say it again but don't say /r/
17. Say leg, say it again but don't say /l/
18. Say splice, say it again but don't say /l/
19. Say blank say it again but don't say /l/
20. Say mother, say it again but don't say /er/



Rhyming Games to play with picture and word cards

Rhyming snap

You could use all of the picture cards and deal them out to all the players (2 or more). Take it in turns to place a picture card face up in the middle of the table. If two rhyming cards are put on top of each other shout 'snap' and the player takes all the cards. Keep playing until one player runs out of cards. You could play this game with the word cards instead of pictures.

Rhyming pairs

Choose 12 pairs of picture cards. Mix up the cards well and place them face down on the table or the floor. Take it in turns to turn over two cards, if they rhyme, keep the pair and have another go. If they don't rhyme, turn them back over and it's the next players turn. The winner is the player with the most pairs.

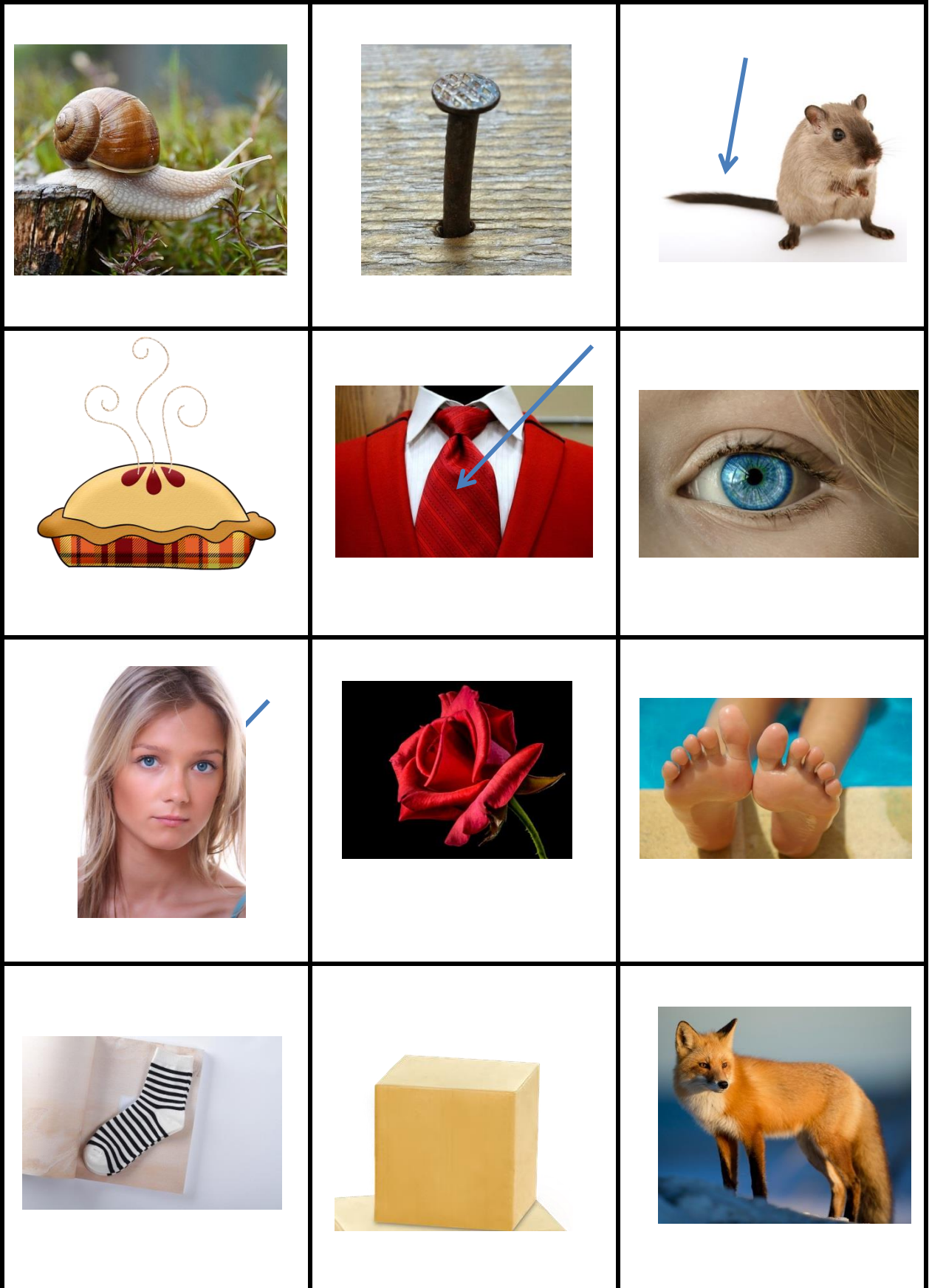
Find the odd one out

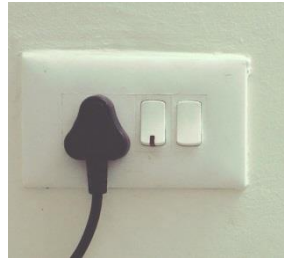
Select sets of three picture cards, two which rhyme and one which doesn't, ask the child to find the odd one out. For an added bit of fun, if they are confident! Time how long it takes them. Can they beat their record?

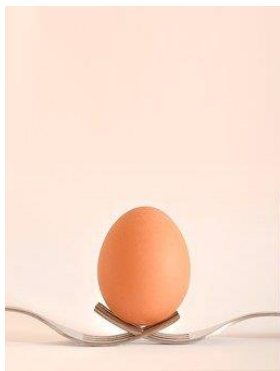
Snakes and ladders

Using a snakes and ladders board or any suitable board can be used for this game for 2-4 players. Use the picture cards or word cards, place them in a pile face down. Before each player can roll the dice they have to turn over a card and think of a rhyming word to go with the picture, if they can think of one they can have their turn, if they can't they miss a turn.

snail	nail	tail
pie	tie	eye
nose	rose	toes
socks	box	fox
candle	handle	sandal
shower	tower	flower
rocket	socket	pocket
holly	trolley	lolly
knee	tree	bee
rake	cake	snake
egg	peg	leg
dog	log	frog
hand	band	sand
bear	chair	pear
knight	kite	light









Word Reading

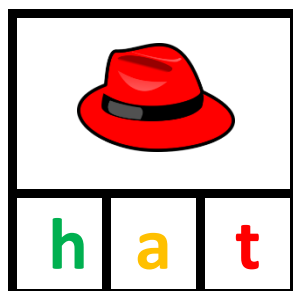
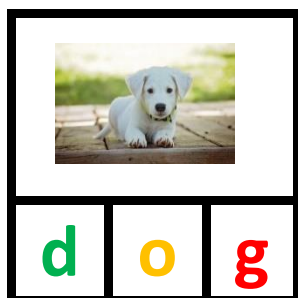
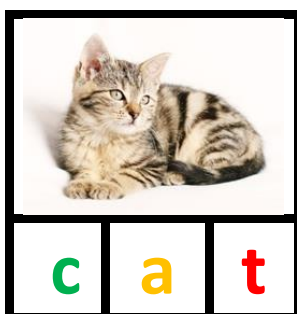
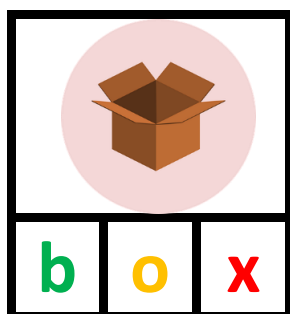
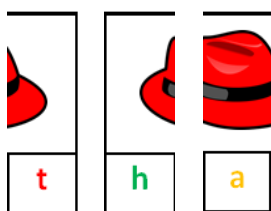
General Strategies

- Use technology to support reading (Clicker 8 for Primary Docs Plus/ Read Write Gold for Secondary)
- Consider paired work to support reading
- Provide a reader for some literacy tasks
- Pre-teach reading vocabulary and only provide reading materials with known words and phonic strategies the pupil can use or is working on.
- Visual aids to support text (e.g. Communicate in Print)
- Audio recording devices.

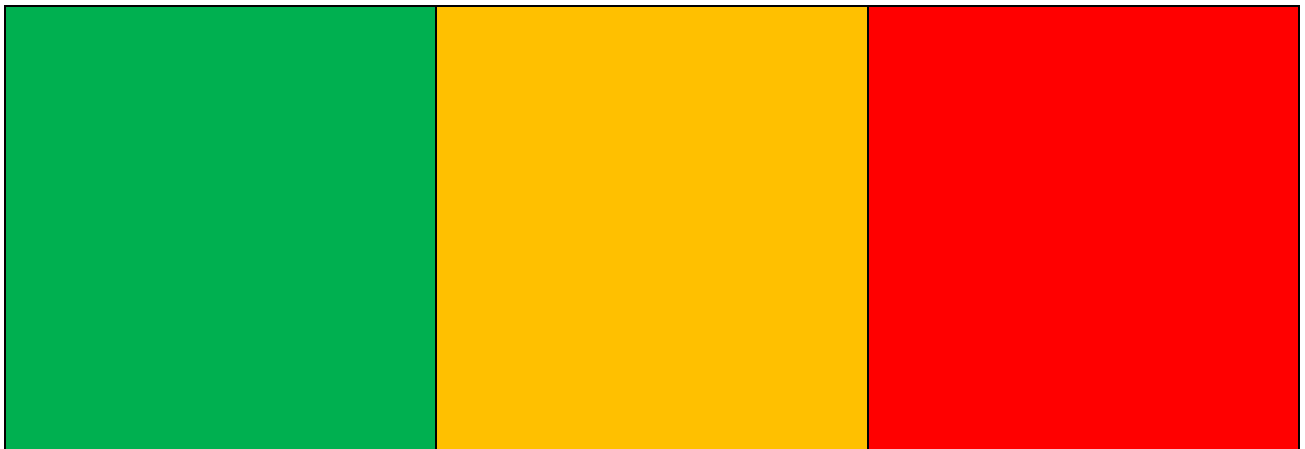
10 minute activities

Can be used in in **PKSS2** **PKSS3** **PKSS4**

- 5/10 Minute A Day Letter Sounds / Grapheme Recognition Intervention (pg39)
- Blending to read CV / VC / CVC words – colour coding can help, e.g. using green for initial sound, orange for middle and red for the final sound. See picture cards below. These can then be cut into 3 and used to make the correct words. The colour coding and picture clues will support the child in sequencing in the correct order. Use a simple string of 3 beads as a prompt to the colour coding – see below for examples and sample cards.



- Phoneme frame activities – make CVC words using a colour coded – green/orange/red phoneme frame and use pictures or concrete objects as a prompt for the words i.e. a pen or a peg. Use wooden, plastic or foam to make the activity multi-sensory.



- A slinky or spring is a good prompt to show blending sounds together. When the spring is stretched say the individual sounds and as the spring contracts say the sounds quicker – to make the word. The adult may need to model this initially.
- 20:20 Reading intervention – This is an intervention to develop word reading, fluency and comprehension. Training for this can be provided by the SCILs team. www.skills4bradford

Word Level Activities

Can be used in in **PKSS2** **PKSS3** **PKSS4** **PKSS5** **PKSS6** **Y3**, **Y4**

Use the word cards from the baseline assessment or make your own on flash cards.

- Helicopter game

You will need blank flash cards

Write letters/ sounds/ common exception words

Display 5 or 6 cards and the child has to read the flash card before you put your finger on it.

- Tracking a letter, sound or word.

Photocopy a page from the child's reading book and ask them to track a letter, sound or word

- Gap sentences

Using the child's reading book, find a sentence, write it on a white board with a missing letter/ sound or common exception word and ask child to fill in the gaps.

- Snap

2 sets of letters/ sounds/ common exception words in a pack of cards

- Pairs

2 sets of letters/ sounds/ common exception words in a pack of cards

- Precision teaching – Training available from Skills4Bradford – Educational Psychology Team - <http://www.skills4bradford.co.uk/Search/precision%20teaching>

Introducing whole words

Make large flash cards of the words. Make sure the print is large. Create a *words I am learning/have learnt* wall/box. When teaching words, choose up to 5 words relevant to the pupil



Activities:

- Match word to word, use a lotto board or simply have pairs of cards.
- Turn the cards over and play pairs.
- Have several copies of each word, group the words which are the same together.
- Hold up a flash card whilst saying the word and ask the pupil to find a matching word from their set.
- Find the word card from an oral prompt
- Make the words using wooden/magnetic letters. Only give them the letters they need to make the words – jumble them up, provide them with a model to copy.
- Use words that can make simple sentences, e.g. This is a, Here is a.

Make simple books using the vocabulary that link topics, class books, hobbies, likes, family etc... For example: This is me. This is mummy. This is my dog, fish etc...

•

Some useful websites and resources with games and activities for word reading

This website has lots of free online reading games

<https://www.education.com/games/word-patterns/>

Games linked to letters and sounds – cvc words

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://www.readsuccessfully.com/> - Trugs Reading Games

Spelling

General Spelling strategies:

- Break up words in to syllables

Ask the pupil to break the word up into its syllables. A syllable is a part of a word that contains sounds (phonemes) of a word, it usually has a vowel in it, a syllable is also called a beat. Say the word out loud, write each syllable differently, study the syllables and see which bits include the tricky parts using a phoneme frame.

im	poss	i	ble
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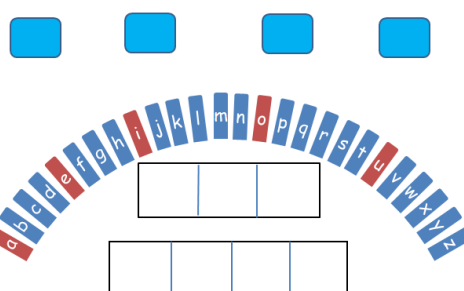
im/poss/i/ble

- Phonics

Support children through phonics, becoming confident to identify the graphemes and phonemes and understanding the different sounds made when certain letters are together. For further support with phonics use the “Letters and Sounds” Document.

- Use Phoneme frames to support spelling.

Phoneme frames are used to help identify phonemes in to words. The boxes are split and they help as a visual aid to identify the sounds in words. Examples of Phoneme frames in Phonological Awareness section (Page 42)

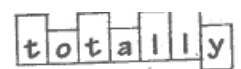


- Personal Alphabet arc displayed in the front of a pupil’s writing book to help with visual memory of letters. Training on Alphabet Arc is provided by the SCILs Learning Support Team. (Page 57)

- Word shapes

Pupils can draw words in shapes to help them remember how many letters are in the word and support them to remember the word.

You can make your own worksheets for word shapes on this website
<https://tools.atozteacherstuff.com/printable-word-shapes-worksheets/>



- Rainbow writing

Pupils can use this multisensory activity to write each letter in different colours



to help them remember or they might also choose to have certain letters in the same colour.

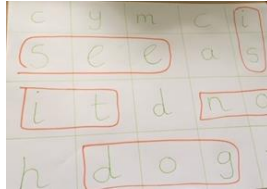
- Rhymes and remembering

Use any silly rhymes, sayings, or ways of saying the word that will help to remember tricky bits.

e.g. Friends never end (end is at the end of friend)

- Word Puzzles

Word puzzles such as word searches, crosswords, hangman and anagrams. These can help pupils think about the word carefully, how it sounds, how many letters are in the word and any word patterns that may be in it.



- Make word displays

Words in the environment so the pupils can see them frequently and be encouraged to read and spell that in many different contexts.

- Class dictionary

Make a class dictionary and add words together as a class where children can use/ practise spelling words.

- Mnemonics

Mnemonics is generally those words that do not follow a spelling rule. (Can be known as tricky words). Mnemonics can be used in many ways such as you may draw a picture and this may help you remember how to spell the word. The most common type of mnemonic that is used is an acrostic. This is where you make up a sentence where each word starts with the letters in the word to be learnt

e.g. "because" Big elephants can always understand small elephants.

- Tracing/ Speed writing

This is when a pupil copies out the words that they need to learn using their best handwriting. Once this is complete, place some tracing paper over the writing. The pupil will then write on top and trace over the words they have written. This can be useful for kinesthetic learners as they are doing something hands on and more physical.

- Speed writing is when the pupil will continuously write the word for a number of minutes until they have remembered how to spell it. Choose a word they have learnt and they can time themselves. How many times can they write the word in one minute?

Impossible	Impossible	Impossible				

For more multisensory activities around spelling see (pages 58-61) .

Spelling Activities – 10 minutes Activities

Can be used in in **PKSS2** **PKSS3**

- 10 Minute A Day - Pre-writing and Letter Formation Intervention – see below
- Initial Sounds – Play games where the child matches a picture with its initial sound. Limit this to the sounds the child knows and with just a selection of 2 or 3 sounds initially.
- Writing the child's full name – Have a template with the outline of the child's name – the child places the letters over the top of their name – see photos 1. Gradually increasing the letters. Stage 2 (see photo 2) the child writes their name, gradually increasing the amount of letters they write.

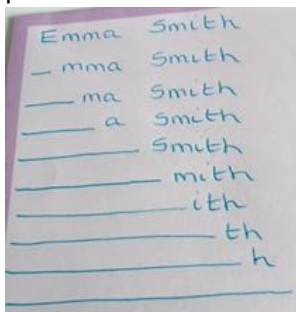
Photos 1



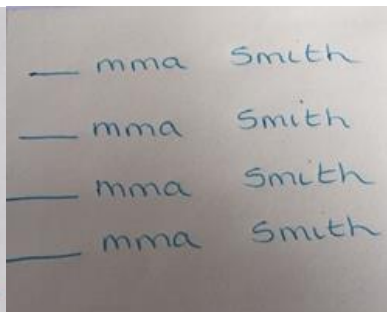
Cut letters out of wrapping paper to link to a child's interest to engage them in making their name.

Photos 2

Overview of process



Starting point



It may take several weeks to get to this point.



Work through each stage slowly – only add extra letters for the child to write when they are secure with the previously introduced part of their name.

- CVC – Play games where the child makes CVC words with letters.

The Alphabet Arc intervention has many activities to develop early spelling skills.

Alphabet Arc Alphabet Arc is a multi-sensory intervention which uses wooden/plastic/foam letters to secure or help children to remember letter sounds and names, it helps with spelling and syllabification, sequencing and lends itself to practice letter formation. It can be used with children of all ages. The SCIL Team deliver training on Alphabet Arc -

<http://skills4bradford.co.uk/Page/14311>

Can be used in in **PKSS3** **PKSS4** **PKSS5** **PKSS6** **Y3** **Y4**

- Look, Say, Cover, Write, Check

LOOK – Look in detail. How many letters? Are there any known letter strings in the word. Are there any surprises? Which is the difficult bit? Which bit might you get wrong? Underline it. Practice that first.

COPY the word over and over on a piece of paper while saying the letter names until you can see the word in your head without looking. Keep doing this until you are sure.

COVER the word up and try to visualise it.

WRITE the word from memory, saying the letter names as you write and then the whole word e.g. 'T' – 'H' - 'I' – 'S' – 'This'. It is important that the whole word is written in one go. Any hesitation – start again

CHECK – Have you written it correctly? If yes go on to the next word, if not start again from the beginning. If you got it wrong which bit was wrong? Why? Practice that bit on its own first. Then the whole word again.

Spellings	Look	Say	Cover	Write	Check

- Alphabet soup

Divide pupils into groups. Give each group a can of alphabet soup or letters, tray or a pan. Have someone from each team pour the soup onto a pan or tray. Pupils have to spell words with the letters in the soup. Give out an alphabet soup spelling list and score sheets. Add up the points earned at the end and give the winning team a prize.



- Dictation

This is where the child or young person will write down what is being said to them. Pupils are given a group of words to learn and there are sentences for each group of words learnt to write at each level. Programmes to support Year 1 has been included in the toolkit (Pages 62 - 75)

- Precision teaching

Precision teaching involves short 1 minute tasks that build up skills as you practise them daily. It is a 10 minute intervention and helps you track and monitor a pupil's progress. Training available from Skills4Bradford – Educational Psychology Team -

<http://www.skills4bradford.co.uk/Search/precision%20teaching>

- SOS (Simultaneous Oral Spelling)

Overwrite over the word, saying the letters and the word as you are writing it.

Copy the word by looking at the previous box.

Fold over the paper and write the word from memory without looking at the other boxes, thinking about the letters, sounds and any patterns in the word.

Close your eyes and think about what the word looks like, how many letters are in the word, what sounds you can hear when you say the word. Write the word from memory. Please see (Page 76) for the SOS template

Some useful websites with games and activities for spelling

<https://www.education.com/games/word-patterns/>

50 free hands-on spelling activities

<https://thisreadingmama.com/hands-on-spelling-activities/>



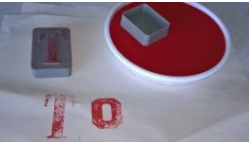







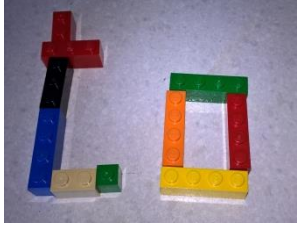

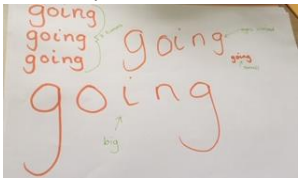



A large arc of letters from 'a' to 'z' is arranged in a semi-circle. The letters are on blue rectangular tiles, with the letters 'a', 'e', 'i', 'o', and 'u' highlighted in red. Below the arc are two empty rectangular boxes for writing practice. The top box is divided into three equal-width sections. The bottom box is divided into four equal-width sections.


Multi-sensory activities to support the learning of Spellings

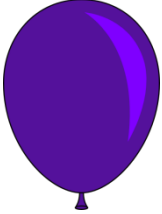






(will also support the learning of letters and numbers)

When carrying out these activities make sure the pupil is saying the letters and then the word as they write them .

<p>Play Dough Words - use play dough to form letters to spell out a word.</p> 	<p>Pipe Cleaner Words - use pipe cleaners - bend and form to make letters and words.</p>	<p>Wool Words - supply some wool and scissors and let the child snip and create letters to spell out the words.</p> 	<p>Letter Beads - use alphabet letter beads and pipe cleaners or string to thread and make words</p> 
<p>Stamp It! - use alphabet stamps and ink pads to stamp out words or let child use fingerprints to write words if you don't have letter stamps.</p> 	<p>Paint It! - use a paintbrush and paint to spell words.</p> 	<p>Chalk - write words with chalk on a chalkboard, on black sugar paper or outside on the playground.</p> 	<p>Water writing - an alternative to writing words on the chalkboard. Use chalk to cover the chalkboard and have your child use a paintbrush (or their finger) dipped in water to write their words in the chalk.</p>
<p>Type It! - ask children to type their spelling words on the computer/iPad /laptop/phone.</p>	<p>Rainbow Words - spell words using different coloured felt tip pens or crayons for each letter.</p> 	<p>Sand/rice/lentils/glitter Tray - write the words with a finger in the tray saying the letters and then the words.</p> 	<p>Trace - have fun and let the child trace their word on your back or palm or in the air. Have them focus on properly forming each letter so you can feel it being drawn.</p>

<p>Finger Paint - let them get messy and have some multi-sensory fun and finger paint their spelling words.</p>	<p>Shaving foam - Make a thin layer of shaving foam on a tray and ask you pupil to write the words with their finger.</p>	<p>Picture Words - ask the child to draw a picture and then write the target word in each segment of the picture i.e. a flower or house.</p> 	<p>Build a Word with building bricks-</p> 
<p>Alphabet Rocks - If you have a set of painted ABC rocks these can be a fun way to build and spell words. You could even make your own pebble letters.</p> 	<p>Cotton Bud Writing - Use Cotton Buds and paint to dot letters to spell the word or write the word using the cotton bud as a paint brush.</p>	<p>Alphabet Stickers - build words using alphabet stickers</p>	<p>Small/Medium/Large Words</p> <p>Get the pupil to write the word 3 times as quick as they can, as big as they can, as small as they can and with their eyes closed.</p> 
<p>Glue & Glitter/rice/sand - Write out spelling words in glue and sprinkle some glitter on top. Glitter makes everything fun, doesn't it?</p> 	<p>Wikki Stix - bend the wikkisticks to make your spelling words</p> 	<p>Paint Bags - Pour paint into a ziplock freezer bag and seal. Secure with some tape. Use fingertips to write words on bag. To erase, simply squish bag and you are ready for the next word.</p> 	<p>Magic Painting Spelling Words - on a white piece of paper let your child write out the spelling words using a white crayon or candle. Once all words have been written use watercolour paints to make hidden words appear.</p>

<p>Scrabble Spelling - use scrabble tiles to build words.</p> 	<p>Coin / buttons / counters Spelling - use coins/buttons to make letters and spell out words.</p> 	<p>Print Words - Use newspaper or magazine print to cut out fun letters. Ask the child to make words using the clipped letters.</p>	<p>Stick Letters - use lollypop sticks, cotton buds or crayons to build letters and make spelling words.</p> 
<p>Tracking - make a simple sheet with a target word hidden amongst other letters in a line - can the child find the word?</p> 	<p>Peg Words - Write letters on clothes pegs and ask the pupil to make words on the edge of a box or a washing line if available.</p> 	<p>Cereal Words - using cereal like Cheerios or Rice Crispies make letters to form the target spelling words.</p>	<p>Bounce a Ball - bounce a ball as you spell words - 1 bounce per letter</p> 
<p>Skipping Rope - while orally spelling the words.</p> 	<p>Hula Hoop and spell words out loud.</p> 	<p>Hopscotch Spelling - Write letters outside in chalk or play indoors with large letter cards on floor. Hop from letter to letter to spell words.</p> 	<p>Make tactile letters for the pupil to use to make words- Textured wallpaper  foam </p>

<p>Balloon Bop - challenge the pupil to keep a balloon up in the air while spelling a word.</p> 	<p>Hop & Spell - can the pupil spell a word as they hop on one foot?</p> 	<p>Scavenger hunt 1 - Hide the letters around a room - how quickly can the pupil find the letters to make a word you say?</p>	<p>Wordsearch - make a simple word search containing the words your child is learning how to spell.</p> 
<p>Mystery Letters - write words with missing letters. Child must figure out which mystery letters are missing in order to complete words.</p>	<p>Word building - use magnet letters or letter tiles for each word, mix them up and ask the child to put the letters in the correct order to spell words.</p> 	<p>Smelly words- Use scented felt pens to write the words</p> 	<p>Magnetic board spelling</p>  
<p>Water fun! Using a squirty bottle in the playground ask the child to squirt the shape of the letters to make the target word.</p> <p>OR</p> <p>Give the child a paintbrush and a bucket of water - can they 'paint' the words in the playground?</p>	<p>Scavenger Hunt 2 - Write words onto paper and cut apart the letters. Put letters in plastic tubs (yoghurt pots) plastic eggs or other such container and hide around the room. Ask the child to find the words you've hidden and to put words together correctly like a word puzzle.</p>		

Cumulative Multi-sensory programme to teach the Year 1 Common Exception Words

This intervention has been designed to help children to be able to read and spell the Year 1 Common Exception Words using dictation activities to help generalise the pupils reading and spelling skills.

On the following pages there all the resources you will need;

- *A list of the year one common exception words and additional words needed for the dictated sentence exercises.*
- *A reading sheet for the child to read from when assessing which words they know with automaticity. (Read across the sheet)*
- *A recording sheet to mark which words they can read.*
- *A spelling recording sheet for the pupil to write the words.*
- *A list of the dictated sentences.*
- *Flash cards for all the words, you will need to print them out and laminate them.*
- *Words to cut out and laminate to make a sentence maker. Note there are two sets, one set has words beginning with a capital letters.*



Teach the words going across the grid using multisensory strategies e.g. Trace/Say Cover, Write, Check. When the pupil can spell the words in the line ask him/ her to write the sentences to Dictation. Include the punctuation. As the sentences contain words from previous words from Reception, the pupil should be able to write each sentence correctly.

I	go	to	a
school	come	he	has
they	love	was	today
where	were	you	are
push	pull	the	my
house	is	full	said
here	says	she	friend
your	our	there	ask
his	put	me	some
do	once	one	by
of	no	so	be
we			

Additional words used in the sentence dictation activities

Child's name	at	going	park
can	car	rope	have
say	am	mine	not
her	give	will	sweets
homework	shop	it	

Assessment - Reading and Spelling

Child reads from this sheet

I	go	to	a
school	come	he	has
they	love	was	today
where	were	you	are
push	pull	the	my
house	is	full	said
here	says	she	friend
your	our	there	ask
his	put	me	some
do	once	one	by
of	no	so	be
we			

Additional words used in the sentence dictation activities

Child's name	At	going	park
can	car	rope	have
say	am	mine	not
her	give	will	sweets
homework	shop	it	

Recording sheet for reading assessment

Make notes if the child sounds out, self corrects or reads a word incorrectly. Also make a note if it takes the child more than 6 seconds to say the correct word.

I	go	to	a
school	come	he	has
they	love	was	today
where	were	you	are
push	pull	the	my
house	is	full	said
here	says	she	friend
your	our	there	ask
his	put	me	some
do	once	one	by
of	no	so	be
we			

Additional words used in the sentence dictation activities

Child's name	at	going	park
can	car	rope	have
say	am	mine	not
her	give	will	sweets
homework	shop	it	

Spelling assessment

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.
41.	42.	43.	44.
45.			
46.	47.	48.	49.
50.	51.	52.	53.
54.	55.	56.	57.
58.	59.	60.	61.
62.	63.	64.	

Dictation Sentences

I go to a school.

Come to school_____.

He has to go to school.

My school is here.

They were here.

Was she at school?

They said "no" once.

She says she was there.

He was at school today.

They love to go to school.

Your house is full.

We love your friend.

I will ask his friend.

Our friend has some sweets.

One school is here.

He is by the school.

I do my homework.

Will you put me some sweets here?

Will you be my friend?

He is a friend of mine.

I will ask her to pull the rope.

Are you going to push it?

Where were you?

He is at the shop so he can get some sweets.

Can you pull the car?

_____ will you go to the park?

Flashcards

I

go

school

come

they

love

where

were

push

pull

house

is

here

says

your

our

his

put

do

once

of

no

we

Child's name

at

can

car

park

have

say

am

homework

shop

to

a

he

has

was

today

you

are

the

my

full

said

she

friend

there

ask

me

some

one

by

so

be

going

will

rope

her

mine

not

give

sweets

it

Sentence maker

I	go	to	a
School	come	he	has
They	love	was	today
Where	were	you	are
Push	pull	the	my
House	is	full	said
Here	says	she	friend
Your	our	there	ask
His	put	me	some
Do	once	one	by
Of	no	so	be
We	.	.	.
Child's name	at	going	it
Can	car	rope	big
Went	day	mine	not
Her	rope	big	sweets
homework	it	.	?

I	Go	To	A
School	Come	He	Has
They	Love	Was	Today
Where	Were	You	Are
Push	Pull	The	My
House	Is	Full	Said
Here	Says	She	Friend
Your	Our	There	Ask
His	Put	Me	Some
Do	Once	One	By
Of	No	So	Be
We	.	.	.
Child's name	At	Going	It
Can	Car	Rope	Big
Went	Day	Mine	Not
Her	Rope	Big	Sweets
Homework	It	?	?

SOS (Simultaneous Oral Spelling)

<i>Over-write</i>	<i>Copy</i>
<i>By memory</i>	<i>Eyes closed</i>

- Overwrite over the word, saying the letters and the word as you are writing it.
- Copy the word by looking at the previous box.
- Fold over the paper and write the word from memory without looking at the other boxes, thinking about the letters, sounds and any patterns in the word.
- Close your eyes and think about what the word looks like, how many letters are in the word, what sounds you can hear when you say the word. Write the word from memory

Handwriting

General Strategies

- Work on fine motor skills before letter formation
- Teach cursive writing early
- Consider a sloping surface to ease pressure on the wrist. A ring binder could be used.
- Have a variety of pencil grips, alternative pens and scissors available
<https://www.sensorydirect.com/life-skills/fine-motor/pencil-grips.html>
- Provide templates for paper position if needed
- Consider paper with raised lines or coloured lines if required
<https://www.thedyslexiashop.co.uk/a4-raised-line-handwriting-paper-with-wide-lines.html>
- On the whiteboard, mark the beginning and end of each line with a shape or number (different colour for each line)
- Limit copying from the board
- Left-handers sit to the left
- When writing in books, use green and red spots to show start and finish – ‘stop & go paper’
<https://do2learn.com/activities/writingtools/index.htm>
- Furniture sizes – with adaptations – make sure the child’s feet can reach the floor. If they can’t use a block or tray.
- Use on-screen word and sentence banks e.g. Clicker 8
- Encourage alternatives ways of recording/planning

Handwriting interventions

- ‘Write from the Start’ by Lois Addy and Ion Teodorescu – a perceptuo-motor approach to handwriting. LDA/Amazon
- ‘Start Write Stay right!’ by Alison Harris & Janet Taylor - Whether introducing handwriting or helping older children with difficulties, this book is packed with practical help. Taking a holistic approach, it addresses the environmental, postural and physical elements required for effective and automatic writing. Activities include: ready to write assessments, handwriting fundamentals, review and assess worksheets.
- ‘Speed Up!’ by Lois Addy– programme for children aged 8-13 with slow laborious handwriting – helps to reduce pressure used.
- A wide variety of different grips/pens/scissors/ slopes/resources are available from
www.tts-group.co.uk
- Nessy Fingers – ICT programme to develop keyboard skills.
- BBC Dance Mat - free typing skills
- The Jungle Journey – KS1 whole class fine & gross motor skills programme. LDA.
- Motor Skills United - A programme to develop the core skills which underpin all areas of motor development. Suited for use in small groups of whole classes with students aged from 5-14 years
Develops hand/eye co-ordination, proprioception, eye-tracking, core stability, bi-lateral integration and spatial awareness .
- website for cursive writing – www.kidzone.ws/cursive/
- This is a handwriting demonstration tool which demonstrates correct letter formation. It works well as a whole class activity on an interactive whiteboard or in a group situation on a tablet. It also includes a cursive writing option.
<http://www.ictgames.com/mobilePage/skyWriter/index.html>

10 minute activities to encourage the development of fine motor control

- Sit at a table. Move fingers as if playing fast piano music.
- Sit with heel of hands together with fingers curled, fingertips apart. Touch corresponding tips one at a time. Try and do it faster and faster.
- Use playdoh/plasticine/clay to squash, roll and make letters.
- Provide lots of opportunities for mark making. Playing with playdoh, plasticine or clay to practice rolling and squashing. When the child is ready take a multisensory approach to letter/numeral formation- practice 'programming his robotic arm' by forming the letter shapes large at first in paint with their fingers and then tracing over them, then in wet sand or glitter, skywriting, writing on a chalk board etc whilst saying the letter out loud simultaneously. Once they are ready to make the letter shape smaller, practice tracing the letter shape, copying the letter shape, then writing it from memory and then doing it with their eyes closed, always saying the letter out loud at the same time. Focus on one letter at a time. Provide opportunities for overlearning for automaticity.
- Use pegs to clip onto a card or paper plate.
- Pop bubble wrap with thumb and index finger.
- Place a soft ball in palm of hand. Tap it with one finger at a time.
- One hand at a time, wriggle fingers individually. Try keep other fingers still.
- Turn cube/ dice in fingers.
- Put pegs in a pegboard and take them out.
- Build a tower with building blocks or play Jenga.
- Use tactile & kinaesthetic awareness to reinforce learning – air writing letters with whole arm & body movements.
- Finger painting
- Sand/lentil tray to trace letters or words
- Trace letters on table or hand
- Scissor activities



10 Minute A Day - Pre-writing and Letter Formation Intervention

Session Outline And Suggested Activities

1. **Modelling** - this is a short activity where the child will have some sort of model of the letter / pre-writing skill to trace over or copy. This may be the adult modelling first or one of these suggested activities:
- iPad Apps - Dexteria Jr. / LumiKids Park
 - iPad App - tracing the correct formation of a letter i.e. Spooky letters.
 - Roll'n'write letters
 - Tracing over a sandpaper letter.
 - Tracing over an outline of the letter on paper.

2. **Practicing**- this is the main part of the session and **MUST** be multi-sensory.
Suggested activities: (make sure you and the pupil are saying the letter name / sound each time you touch /write the letter)
- Write in sand/rice/glitter/lentil tray
 - Whiteboard and pen
 - Shaving foam
 - Chalk and black poster paper
 - Rainbow letters - using felt pens write the letter in one colour and then write over the same letter in different colours - the end result is a rainbow letter.
 - Finger paint
 - Paint with finger dipped in water on the table.
 - Write with finger on their hand.
 - Write with chalk on the playground floor.
 - Sky write - write in the air with your finger.
 - Make a pipe cleaner letter to trace over with your finger - this could be used in section 1 of future sessions.
 - Corn flour and water.

3. **Consolidation** - this is a short worksheet or written activity in a book or on paper. Try to engage the child by using coloured paper and different writing mediums.
Activities:
- A range of worksheets - many can be obtained online.
 - Write in a nice notebook - it's good to make this a special book to tie in with the child's interest. Print a cover and spiral bind with different coloured paper inside.

- If at the end of the week the child is not secure with the letter continue until secure rather than introducing a new letter.
- When secure with a letter ensure this is practiced daily at a different time to this session.
- Put 'multi-sensory letter formation' into a search engine for more inspiration on making letter formation practice fun and engaging.

10 Minute A Day - Pre-writing and Letter Formation Intervention

Planning Record

Child _____ Date _____ Focus letter _____

Day	Planned Activities	Evaluation
Monday	1.	
	2.	
	3.	
Tuesday	1.	
	2.	
	3.	
Wednesday	1.	
	2.	
	3.	
Thursday	1.	
	2.	
	3.	
Friday	1.	
	2.	
	3.	
Next Steps:		

Writing Composition

General Strategies

- Pictures, mind maps, talking tins,
- Use word banks, writing scaffolds (ensure pupils can read the words on them)
- Use alphabet arc templates
- Pre teach vocabulary (Word Aware)
- Punctuation mat for reminders.
- Use alternative methods of recording including ICT (Clicker 8, primary, Gleam or relevant iPad applications, Docs Plus, secondary).
- Puppet pals 2 – Create animated stories and make the animations come to life.
- Scanning pen: stretch the pen across the printed text and it will read it back to you. It is also good for translating and converts in to 48 languages. Can be used in exams and takes away the use of a reader.
- Mobiles with the right approach are a powerful tool: Both Android and Apple are good to use, however Apple does have more apps that you can purchase. All mobiles have features built in that you can use:

Read back text
Text with voice
Drawings to make notes
Text to type and word prediction
Camera to take photos



Writing Activities – 10 minutes

Early composition/Expressive language

Can be used in in **PKSS3** **PKSS4**

- **Multisensory play-based approach to developing vocabulary** (see it, touch it, say it, taste/smell where possible) with real objects and in real experiences wherever possible in categories. Link to picture books. This can include dressing up and role play, cooking (including sequencing) categorising activities –how are things similar/ different – picking the odd one out and discussing why.
- Consolidate new vocabulary learning through making books to share with the class. Use of Clicker 8 or Clicker Books iPad application will allow you to make books with oral recordings. See below for link to Clicker iPad applications:
<https://www.cricksoft.com/uk/clicker/ipad>
- **PORIC** (Personal, Objects, Representation, Independence, Consolidation approach) this is based on Ann Locke's Living Language Programme and targets concepts in developmental levels by Elklan:
<https://www.elklan.co.uk/under-5s/poric>
- **Story bags/sacks** related to familiar stories as a prompt to developing vocabulary and expressive language skills in narration and retelling. The link below will take you to some examples:
<https://www.earlyyearsresources.co.uk/literacy-c17/storytelling-c54/story-sets-c1478>

- **Talk Boost**- is a targeted and evidence based language intervention aimed at supporting pupils with a language delay provided by the Communication Trust, see below:
<https://www.thecommunicationtrust.org.uk/projects/talk-boost-ks1/>
- **Time to talk** to develop oral language and social interaction skills and is recommended for Reception and KS1, see below:
<https://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/time-talk/>
- **Socially Speaking** focuses more upon social skills development and is aimed at pupils with learning difficulties, see below:
<https://integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/socially-speaking/>
- **The Literacy shed** <https://www.literacyshed.com/home.html> and the thinking shed <https://www.literacyshed.com/the-thinking-shed.html> for images and ideas to support writing and expressive language development.
- **Colourful Semantics (created by Speech and Language Therapist, Alison Bryan)** can be used as a support for developing oral grammar and vocabulary and can then be transferred to written sentence structures. See below:
<http://tailormadefortalking.com/colourful-semantics/>
- **Clicker 8 or Clicker Writer** focus upon sentence structures and are particularly useful for developing grammatical sentence structures for composition. See below:
<https://www.cricksoft.com/uk/clicker/apps>
(See for pricing details)
- **Talk for Writing** approach (developed by Pie Corbert and Julia Strong).
<https://www.talk4writing.com/>
- Mind maps, concept maps, organisers: (signal licence £49)
<https://www.inspirationat.com/inspiration/>

Developing composition skills

Can be used in in PKSS4 PKSS5 PKSS6 Y3, Y4

- Focused writing activities using a picture and word banks (see examples on Pages 83-88).
- Finish the sentence activities – give the child a sentence from their reading book with the ending missed off, ask the child to finish it off.
- Write a super sentence – have a bank of ‘adjective’ ‘noun’ ‘verb’ and ‘adverb’ cards for children to pick and ask them to write a super sentence with their cards. (Pages 89-92)
- Give a child a simple sentence and ask them to make it better. Alternatively, use the child’s writing to edit and improve.
- <https://www.lauracandler.com/super-sentences/> this website has published resources to help with sentence writing.
- <https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/RapidWriting/RapidWriting.aspx> Rapid Writing intervention is ideal for small groups or can be delivered on a one to one basis.
- Develop typing skills – free websites <https://www.typingclub.com/> BBC Dance Mat

The Playground

Cut out the words or write the correct the sentence.



We	to	the	park.
walked			
down	went	the	I
slide.			
played	I	the	swing.
on			

Holiday

Cut out the words or write the correct the sentence.



I	to	the	went	beach.
was	It	hot.		cold.
I	swing.	on	the	played
The	cold.	sea	was	

Under the Sea



the	is	Under	sea
beautiful.			
are	There	lots	fish.
of			
treasure	I	a	saw
chest.			
killer whales	The	are	big.

Adjectives, Nouns, Verbs and Adverbs Game

Adjectives

small	large	hairy
fierce	fat	short
cross	angry	shy
tiny	funny	timid
huge	scary	old
furious	pretty	little
friendly	giant	tall
happy	sad	creepy

Nouns

dog	mouse	cat
man	pony	monkey
lady	girl	hippo
boy	baby	ogre
child	bird	owl
giant	lion	tiger
spider	frog	horse
worm	snake	

Verbs

jumps	skips	crawls
shouts	hops	cries
climbs	talks	growls
runs	walks	laughs
slides	spins	slithers
jogs	howls	whispers

Adverbs

loudly	quickly
carefully	slowly
angrily	quietly
furiously	sadly
crossly	silently
moodily	expertly
cheerfully	briskly
accurately	