**Cognition and Learning**

**Reading strategies**

*Phonics Games*

*Sight words*

*Reading Strategy games*

*Reading Comprehension*

**Writing Strategies**

*Spelling*

*Hand writing*

*Sentence structure*

*Extending sentences*

*Imaginative writing*

*Structuring and organising writing*

**Cognition**

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**and**

**Learning**





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**Reading Strategies**

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Phonic Games

Phonics teaching tips;

* Model the pure sounds – ie, c, d, f (not cuh, duh, fuh)
* Always say the sound with the grapheme representation
* Always read vowel digraphs as whole sounds ie, ea not e-a makes ea
* Teach alternative word endings (rimes) where possible – ie, cat, fat or cow, bow, now
* As much as possible show children the sound within a word as well as on it’s own (they don’t need to read the word yet but recognise the sound)
* Identify with the child the orientation of the sound within the word, ie, c-a-t (‘a’ is in the middle)

Phonic Teaching Order;

* Single sounds (eg, s,a,t,p,I,n)
* Sh, th, ch
* Double consonants (eg, ss,ll,ff)
* Digraphs (st, fl, pr, fr, sp, sl)
* Vowel digraphs (ee, ea, ie, igh, ai, ay)

(for lists see SEN or Phonic resources)

**Learning Sounds Independently**

**Flashcard Games;**

* **Snap or pairs** – find a match with face up or face down pairs, snap for a faster game
* **Tracking** – child has a sound on a card and has to track a text from left to right with finger and stop every time they find a match in the text (they do not need to read any other words)
* **Kim’s game** – put 5 key words on a tray, take one away, which one has gone (either read all the others to find the missing one or, to make it easier, child has a grid with all 5 words to work out which one is missing)
* **Treasure Hunt** – Hide sound flashcards in an outside or inside area. Pupil must find either from verbal instruction (where is ‘ea’?) or from visual matching card ‘ea’ or a word with this sound in ‘leaf’. This could also be played where a word card is given to the pupil and they have to find the sounds within the word and put it together, eg, find l-ea-f to make leaf (please note that vowel digraphs should be shown as one sound ‘ea’
* **Sound detectives** – pupils use sound flashcard to search for the sound in words within a text
* **Sorting** – words with the same sounds. Sort the words into piles with the same sound. This is good to separate phonemes such as; ee/ea
* **Sound lotto or bingo** (this can be verbal or from the visual sound)

**Active Games;**

* **Sound catch** – sounds marked on balls, catch and say the sound
* **Relay sounds** – pick up a sound, run to the next person, say the sound or a word with that sound in, either pick a new sound and repeat or keep to words with the same sound
* **Hopscotch sounds** – put the sound on the hopscotch and play as usual, saying the sound as you pick it up. Another way, say a word with that sound
* **Wheeled vehicle sounds** – draw sounds or words in large letters on the playground. Ride scooters or wheeled equipment around the sounds starting at the correct point

**Tactile methods;**

* **Sounds of sand** – writing sounds in the sand or shaving foam
* **Plasticine sounds** – making sounds using playdough or plasticine, pipe cleaners
* **Squeezy bottle sounds** – large movements squeezing water from bottles into sound shapes
* **Feely bag sounds** – use tactile sounds on cards or shaped letters to feel and say the sound or match to the grapheme representation

**Blending sounds**

* **Blending grid game** -

|  |  |  |
| --- | --- | --- |
| b | ea | t |
| s | d |
| wh | p |
|  | | |
| st | o | n |
| fl | a | t |
| ch | e | p |

How many words can you blend on the chart, the bottom one is more challenging. This can be used from cvc words, ccvc, vowel digraphs and prefixes and suffixes. It aids with spelling as well.

* **Blending jigsaws** – cut words into phonemes to make jigsaw shapes, pupil puts them back together
* **Blending hats** – use head bands to show each sound. Stand all children with hats on together to blend the word
* **Hand patterns** – point to each sound (with hands together) as you say it c-a-t, then sweep your hand across from left to right (or in reverse if you are modelling and facing a child) as you blend the word
* **Treasure hunt** –
* **Blending atalanta** – pick up each sound and say it as you move along the line, put it together verbally or visually and blend the word

|  |
| --- |
| c |
| l |
| o |
| p |

* **Robots** – use a robot voice to blend sounds of a word and pupil tells you the word or switch to model it yourself to a child
* **Blending walls** – put the sounds on building bricks or 2D brick shapes and build a wall of sounds to make a word

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ea | | t | |  |
| sh | | o | | p | |

* **Nonsense blending** – blending game that children are free to make any nonsense words they like. The object of this is that if they blend the correct sounds, it doesn’t matter the outcome of the word

**Rimes *– words that rhyme and are spelt with the same ending;***

(all of the above games can be used but with rime endings such as; and, ing, op

**How do I know if the child really knows the sound? Ask the following questions..**

* Can they hear the sound?
* Can they recognize and say the sound when shown the visual representation? (say the sound)
* Can they recall the visual representation when the sound is called? (choose the correct letter)
* Can they recall the visual representation and write it down correctly? (write the sound from memory)

For lists see shared area

**Sight Words**

**Sight Word Strategies**

These words cannot be worked out using phonic methods. The following strategies help to teach sight words;

* Look for words within the word such as;
* Split up compound words such as; forget (for-get)
* Use syllable counts to help remember
* Mnemonics such as; because (big, elephants, can…)
* Singing and rhymes – to remember tricky sight words
* Look at and learn the shape of the word – ‘they’ (has 2 tall letters and one under the line)
* Visualise the word and each letter and its order (see visualisation strategy for spelling)
* Use actions in conjunction with learning words (kinaesthetic)

**Sight Word Order**

* In KS1 start with tricky words and complete these first
* Move onto first 100 frequency words (Literacy strategy)
* Most common 200 words (Literacy strategy)
* Common miscues in pupil’s own reading

**Flashcard Games; *(for explanations see above in phonic games)***

* Snap or pairs
* Tracking
* Kim’s game
* Treasure Hunt
* Feely bag words
* Word detectives

**Active Games;**

* Word catch – balls
* Relay words
* Hopscotch words
* Wheeled vehicle words
* Sight word orienteering – hide the letters within the word for the children to collect (they should have the flashcard of the word) Winner finds all the letters and puts them in the right order

**Multi-sensory methods;**

* Words of sand
* Plasticine words
* Squeezy bottle words
* **Singing rhymes for sight words** – use well known nursery rhymes or tunes from well known songs to learn the sounds in words, ie, ‘ch-i-p spells chip

sh-o-p spells chip

chip shop is my favourite’

* **Mnemonics** – this works better with older children. Find a way of remembering the order of letters within a word, ie, windows-or- doors spells ‘w-or-d’
* **Shape matching** – matching words by their shape ‘they’

* **Letter ordering** – children find the correct letters from a pile that are in their word and order them according to the word card, ask questions – what is the first, middle, last sound? Make it harder by arranging the letters but in the wrong order (without the word card) More of a challenge? order with the sounds from memory without the card
* **Missing letters** – leave a sound out of the word for child to recall, ie, str\_\_t, r\_memb\_\_

**Reading Strategy Games**

**Top tips for reading with children;**

* Children should be able to read the majority of words on the page, if they can’t then consider a lower level of book
* Use the pictures as visual cues to context words
* Always model the reading strategy to show the child what to do
* Encourage the child to read the word themselves and give enough time for them to think
* Ask questions to prompt them remembering the reading strategy, sounds or discussing the text content
* Model making mistakes and self-correcting
* Relate the content of the story/subject to real life
* Ask lots of questions

**Reading Strategies for decoding words**

1. Go on, go back, guess – child misses out tricky word and reads to end of sentence, goes back and uses the context of the sentence to decode or uses one of below strategies.
2. Split into syllables
3. Phonic strategies
4. Words within words
5. Use context cues (pictures)

* **Paired reading** – this can be reading one page each or adult reading and leaving out words that the child can read (adult can model the reading strategies when they are reading text)
* **Context scanning** – scan through text to go through context with pupil before reading
* **Tricky word scanning** – find and match tricky words from the text
* **Catch up reading method** – see catch up training notes
* **Matching tricky words to text** – pick out all the words that the pupil will find difficult in the text and put them on cards. Find them and go through them first
* **Picture talk** – telling the story in sentences using the pictures, what do they notice in the pictures? (details)
* **Finding sentences** – A sentence from the book is on a flashcard and pupil has to read it, think about where in the text it might fit and find it, match it.
* **Word and sound detectives** – use tricky words or sounds on flashcards to find in the book or on the page
* **Talk card speaking sentences** – pick out a sentence to practice fluency (pointing out punctuation), pupil reads it on the speak card, does it again and tries to better their fluency
* **Pupil questioning teacher** – after reading the book or page, pupil has to ask teacher several questions about the text
* **Looking for repeated words or phrases –** how many repeated words and phrases can you find on the page or in the book
* **Character reading** – teacher is narrator and pupil is character or (for a challenge) the other way round

**Reading** **Comprehension**

**Types of Questioning to draw out information from the text;**

1. Closed Questions – questions with only one answer, usually directly drawn from the text (What did Floppy do in the garden?)
2. Inference questions – questions related to feelings and empathy of characters, or description of setting, usually drawn from descriptions in the text or reading between the lines (not a direct quote)
3. High order questioning – questions that require opinion and problem solving, usually backed up by evidence in the text (eg, would you have liked to be Floppy? Why? What would happen if?)
4. Questioning about the structure and word choice – Looking for particular word choices or text types to answer a question (Which words did the author use to describe how he felt in the wood? Why was ’CRASH’ written in bold text?)

**Tips for Reading comprehension activities;**

* Choose small chunks of text where possible
* Use different types of texts that interest the reader
* Model your own understanding of the text (talk out loud about what you have found out).
* Encourage children to look for evidence in the text (clue – detectives) ie, words in the text, speech that indicates how a character feels
* Stop before the end of the text and ask children to predict or change the ending
* Use imaginative role-play (pretend to be the characters or recreate the setting)

**Activities to understand a text;**

* **Interviewing characters** – child or adult pretends to be the character and one interviews the other about the events, setting and relationships between other characters in the book
* **Hotseating** – adult or child pretends to be the character and other person or group ask questions directly to the character, they answer (ie, How did you feel when you first saw the big, bad wolf)
* **Character conversation** – use pictures of 2 characters from the book that have a relationship – either do a puppet show to show event or feelings from the story or use speech bubbles to write what they might say
* **Story maps** – draw a story map to show setting and sequence of events in the story/text. Add words or speech to show understanding
* **Matching adjectives to characters or setting** – choose the appropriate adjectives to describe the characters or setting (from a pile, put the words on the correct picture)
* **WANTED poster** – take a character from the story and write and draw all the aspects of their personality and facts related to the story, draw the character in the middle
* **Reading characters faces and expressions** – if book has pictures then look through to read each of the faces and discuss how the faces change as events happen, ie, floppy was sad at the beginning but when he got the bone he was happy again. For a Challenge – where there are no pictures, discuss how the characters feel and use this to draw own pictures of faces and expressions, maybe add adjectives to describe
* **Sequencing** – either using pictures from the story/text and verbally recalling the sequence, matching a sentence to each picture, writing a sentence for each picture
* **Sequence a story** – take photos and verbalise captions to sequence a story – plan what each character would do next and why?
* **Still Tableaux** – in a small group (adult could include themselves) make still statues reproducing parts of the story, ie Kipper’s family waving goodbye to Floppy. When there should be movement and you want to reproduce what happened next, shout ‘action’ and all the people in the still tableaux should act out or mime the next bit of the story. To extend the understanding of the text, pick out what each character should be doing and the feelings or expressions they should be showing.
* **Comic strip** – create a comic strip to show the sequence of a text
* **Find the Evidence** – children fill in the chart with statements from the text on one side and find the evidence to write down on the other

|  |  |  |
| --- | --- | --- |
| Statement | Evidence | Page Number |
| Floppy did not like the water. | He ran away from the bathroom. | P.10 |
| Mum was cross. | ‘Stop it, Kipper…’ she shouted. | P.2 |

* **Stile Comprehension activities –** Comprehension tasks books 1 – 8 (stile resources from SEN resources)

**Writing Strategies**

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**Spelling**

***Syllable count***

*Many of the strategies for teaching reading are the same as for spelling although the focus is on remembering the order of the letters and sounds*

***KS1 and Phonics****– In KS1 and with children working at very low levels (phonic blending and tricky word spelling) it may be advisable to use the games within the reading section to aid the spelling of words. The games within the Spelling section can be adapted for these children as well but lend themselves better to more complex spellings and where rules apply*

**Top tips for teaching Spelling;**

* Always allow children to have a go phonetically, encourage phonic blending verbally
* Encourage breaking the word up in syllables to spell it
* Encourage visual representation of the word (can you remember what it looks like?)
* When children are using spellings within their writing encourage ambitious spellings and accept phonetic attempts (we don’t always have to correct spelling if there are other foci)
* When marking spellings, tick each letter that is correctly orientated. This helps pupil to self-correct.
* Pick out no more than 5 key words from a text for a pupil to practise
* Words that have more than one syllable are called polysyllabic words. Breaking these longer words down into separate syllables can make them easier to spell and give children a real feeling of success.

**Activities to develop syllable-count**

* **Name count** – ask children to say each name in turn counting the syllables in the names on their fingers (Mar/tin, El/iz/a/beth).
* **Word count** – say a word and then ask pupils to use their fingers to count the syllables (yes/ter/day, Sun/day, Sep/tem/ber, yell/ow).
* **Syllable sort** – give each child in the group the first syllable of a three-syllable word and ensure that they can read it. Then see how quickly they can find the other two syllables to complete the word (yes/ter/day).

***Rhyme***

This strategy helps children to make connections between words that they can spell and new words. For example, if they can spell the word ‘can,’ then they can spell a range of rhyming words like *man, gran, pan, ran, van.*

**Activities to develop rhyme**

* **Rhyme pelmanism** – ask children to find the pairs of rhyming words from word cards face down on the table. Pupils take turns to have a go and remember the position of the cards.
* **Rhyme families** – collect a family of four words that rhyme (played like ‘Happy Families’)
* **Rhyme wordsearches** – these can be produced for the children or they can make up their own for other members of the group using some target words.
* **Rhyme time** – ask children to listen to a word. If it rhymes with a word that they have in their hand then they can keep it. The winner is the first person who collects five rhyming words.
* **Blends and ends** – place a number of initial-blend cards face-up on the table. Give each child a set of five rhyme-ending cards. The winner is the first person who collects five correct rhyming words.

**Visual memory**

Visual memory involves being able to ‘see’ the whole word in your mind. Use

the ‘look, cover, remember, write, check’ approach to develop this strategy.

**Activities to develop visual memory**

* **Speed spell** – ask children to write one of their target words at the top of a

strip of paper, look carefully at the word and then fold the paper over. Then ask

them to write that word correctly as many times as possible in a given time.

* **One for the Pot** – children to take turns in spelling their target words. They

have a counter for each word. If they make a misspelling they have to put a

counter in the pot.

* **Target** – children decide how many of their target words they can spell, at

one go, without looking. They set their own targets and test each other, in pairs.

**Phoneme blending**

In order to develop this strategy, children need to learn the 44 phonemes in

English. A phoneme is the smallest unit of sound in a word. Children learn these

phonemes gradually, and begin to blend them together to form words, as they

develop their spelling skills.

**Activities to develop phoneme-blending**

* **End sound** – the children take turns to pick up a CV (consonant/vowel card)

from a pack face-down on the table and find an appropriate consonant ending

from a range of consonant cards lying face-up on the table. The completed word

must be a recognisable word.

**Spelling Strategies;**

* **Look, say, cover, write, check**
* **Visualising the word**
* **Mnemonics**
* **Syllable count**
* **Tags**

*When teaching spelling rules refer to ‘support for Spelling document’ on shared area (School Ops – SEN- resources)*

* **Vowel challenge** – give the children a list of about 15–20 CVC (consonantvowel-

consonant) words, but with the vowels missing. Some of the words could

have the same consonants (b-g, b-d, b-t). Challenge the children to make as many

different words as they can in a certain time by replacing missing vowels.

* **Odd word out** – lay out word cards face up on the table (one for each child).

Ask each child to choose a word to read, using phoneme blending. Then ask

children to identify the odd word out (cat, hat, can, that, sat).

* **Sense or nonsense** – as for ‘Odd Word Out’ but ask children to identify the

word that does not make sense (brick, quick, stick, smick, trick).

**Spelling strategies and Activities**

**Sorting words – looking at rules or rime**

* Sort words into boxes marked with the vowel digraph, beginning or ending – this can be used for all spelling rules ie, sort different ways of saying ‘a’ as in ai,ay,ey,eigh. This can be done with rime endings (ie, ing, est) or prefixes and suffixes (ie, ed, ess)
* Words can be sorted using simple games such as; snap, pairs, detectives, etc (see reading game list)
* Suggestion: start with just two endings, digraphs or prefixes and then add more to sort or add a red herring for a challenge

**Prefix, suffix**

* Jigsaws – make words by adding a prefix or suffix, sort into words that can take the prefix/suffix and those that can’t. How many words can you make?
* Brick walls – build walls on cards using a word and prefix or suffix

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | jump | | ed | |  |
| un | | help | | ful | |

* Prefix/suffix lotto/bingo – collect the words you need to go with your suffix or prefix. Winner can make the most words at the end.

**Visualising**

* Ask the child to focus on a place in the room or on the page. Ask all sorts of questions about the place (what can you see? Etc).
* Ask child to pick a word from their target list that they think they will not be able to spell (ie, would)
* Ask child to look at their spot and say the first letter in the word ‘w’. They must use their nose to write the letter.
* Ask at least 5 questions about the letter…What colour is the ‘w’? How big is it? Where is it in the word?
* Go through each letter of the word in the same way, asking lots of questions about the orientation of the letters in the word… ie, can you remember what colour the ‘w’ is? Which was the 3rd letter? Which letter came before ‘l’?
* The idea of this process is that it is helping the child to visualise the word (this is not a natural skill for most children) and to have a list of questions and answers that trigger the long term memory. Each of the words that the children learn goes through this process as they gain the visual skill. As you learn new words you may add other strategies to the visualisation (ie, Can you see any words within the word? Or Can you add a suffix or prefix to change the word)
* Challenge – With some of these words there may be other words that children can find or work out (ie, would, could, should)

**Counting letters**

* Count the letters in difficult words when spelling.
* Miss out letters – this can be Kim’s game (all letters from word but one) or in cloze format

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| w | o |  | l | d |

* Re-order letters on cards to find the right spelling – allow children several attempts to self-correct if they notice it is incorrect

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| l | w | o | d | u |

Support adults may intervene to mark each correctly ordered letter

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| w | o | l | u | d |

* Hangman – If children guess the answer through reading skills they should be asked to fill in the missing letters to consolidate spelling skills
* Word searches – using a word search to find spellings from there key words
* Cross words – as an extension of above

**Counting sounds**

As above but using sounds per box, ie,

|  |  |  |  |
| --- | --- | --- | --- |
| s | t | ea | l |

This is more likely to be used when phonics is still being taught and only when the two letters make one sound. The above method is more likely to be used with exceptional spelling words where rules are not so easy to follow.

**Counting syllables**

* Clap the syllables of a word to remember the parts of it. Deal with the spelling of each part of the word and then put the parts back together

fan-tas-tic

* Play the above games with parts of words – reordering, missing syllables
* Beetle- drive – Each player rolls the dice and collects a part of a word with that number on the back. If they can put some parts together to make a word then they can show on the board and get rid of those cards. The winner is the one who can get rid of their cards. (This would work as a trading game as well).
* Bingo – 2 players collect letters to make key words, first person to make one of the words wins. Or collect different parts of words (like ‘beetle drive’) and the winner is the one who can make the most words

**Words within words**

* Word search style exercise to find words within words such as; bread (read). Any of the above games can be played
* Lettter scramble – write a long word on the paper or whiteboard. Children write down as many words as they can see in the word. Start to sort into 2,3,4,5 and 6 letter words.

**Christmas -** is, as, has, his, mat, cat, sit

**Mnemonics**

* Finding different ways to remember the order of letters in words using rhymes and sayings

**Rhymes and Catch Phrases**

The following rhyming phrase helps people to remember how to spell such difficult words as **receive**.

**I before E, except after C.**

Unfortunately this rule does not always apply. One common exception is the word **weird**, which has prompted some people to use the extended version of this mnemonic:

**I before E, except after C.  
And "weird" is just weird.**

Sadly there are many, many more exceptions. Nevertheless this remains a very popular memory aid for spelling. The following adaptation is somewhat better:

**I before E, except after C.  
Or when sounded "A" as in neighbor and weigh.**

Just don't rely on this one for spelling words like **weir** and **seize**!

**Spelling Acronyms**

The following **mnemonics** are sentences or phrases in which the initial letters of the words spell out a word which many people find rather tricky to spell.

**BECAUSE**  
**Big Elephants Can Always Understand Small Elephants**

**ARITHMETIC**  
**A Rat In The House May Eat The Ice Cream**

**GEOGRAPHY**  
**General Eisenhower's Oldest Girl Rode A Pony Home Yesterday**

**RHYTHM**  
**Rhythm Helps Your Two Hips Move**

**NECESSARY**  
**Not Every Cat Eats Sardines (Some Are Really Yummy)**

**ARGUMENT**  
**A Rude Girl Undresses; My Eyes Need Taping!**

**OCEAN**  
**Only Cats' Eyes Are Narrow**

To prevent confusion between **DESERTS** (like the Sahara) and **DESSERTS** (like Tiramisu) by remembering that the sweet one has **two sugars**.

**List Order Acronyms**

This is certainly one of the most popular mnemonic techniques.

Order of colours in the rainbow, or visual spectrum:  
**(Red, Orange, Yellow, Green, Blue, Indigo, Violet)**  
**Richard Of York Gave Battle In Vain.**

The order of planets in average distance from the Sun:  
**(Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto)**  
**My Very Easy Method: Just Set Up Nine Planets.**

\*\*Children may want to make their own mnemonic rhymes for spelling words. They are more likely to remember them.

*Hand writing is a physical skill that some children find difficult and can be painful to do for any length of time.*

**Tips for Teaching Hand writing;**

* In order to aid hand writing pupils must first understand how to make patterns such as; curves, zig zags, dots and circles (as these form most of the letter shapes)
* It is best for children to use cursive writing as this will aid fluency in joined writing later on.
* When teaching hand writing we can combine phonic skills by teaching blends and digraphs as a joined unit as well as on their own, ie, m ea t so that ea in the word are always joined. As their skills progress then the move to joining the whole words can be taught.
* Multi – sensory activities are the best way to secure handwriting shapes and gain control
* Other activities that develop fine motor control will also help children to develop their hand writing skills.
* Handwriting is as much about internalising the physical movement of writing the letter shape as it is about strength so give children opportunities for internalising the shape of the letter and the pathway to form it.

Books with useful information and games

*Demonic Mnemonics: Eight Hundred Spelling Tricks for Eight Hundred Tricky Words***by Murray Suid**

*Power Spelling: Ready-to-Use Lessons, Activities, and Memory Tools to Help Your Students Master Any Word***by Linda Skerbec**

**Hand Writing**

**Pre-writing and Hand writing Activities**

***Active Learning***

* **Ribbons –** use ribbons or string to make patterns for pre-writing skills or use to make cursive letters or even words (use writing hand)
* **Laser or torch patterns –** as above but with torches, laser or glow sticks
* **Dance a letter –** move in a particular way to help children remember letter shapes, ie, hop around tall letters, slide on descenders, tiptoe round circle letters (this will help pupils remember the types of formation)
* **Body shapes –** make letters with body shapes (at least 2 people) Photos could be taken of these (if they are good) and reference made to where to start, ie, start at the head, hand, etc
* **Drawing letters with different body parts –** use a foot, nose, finger or elbow to make a shape, pattern or letter in the air, on the wall, on the floor
* **Wheeled vehicles –** use scooters or other wheeled vehicles to ride around large letters or shapes on the playground. Place a large spot on the start and place arrows to get the right formation. This can also be played with small vehicles on a mat (toy cars, skateboards)
* **Squeezy bottles –** use squeezy bottles on the floor outside to make letters or shapes. You could use food colouring to make it more interesting
* **Chalk –** make large letters with jumbo chalk on a wall or on the floor. Walk round them using the correct formation. Progress to words and try to go round them increasing speed to internalise the movement
* **Crack the code** – children find tactile letters and feel round the shapes, copy them correctly to collect each letter and make a word to crack the code

**Multi- sensory Learning**

* **Plasticine sausages –** making sausages in plasticine and making the letter or word in the cursive formation
* **Roll ‘n’ write magnets –** a special magnet pen pulls the ball around the letter shape in the correct formation
* **Tactile letters –** making letters from different fabrics and tracing round with finger or nose or elbow. Use a tactile marker to show where to start
* **Writing in sand and shaving foam –** as it sounds
* **Tracing letters –** as it sounds
* **Write on my back –** In pairs, players write a letter on their partners back and they have to write on a whiteboard what they felt and say the letter or sound out loud
* **Feely bag letters –** tactile letters in a bag. Either take it in turns to feel the letter and guess or feel letter and describe to the other player for them to guess.
* **Sorting letter shapes –** sorting letters into ascenders, descenders, etc
* **Whiteboards –** as it sounds
* **Wikki-sticks –** small bendy sticks that can be manipulated to make letter shapes. They come with a board.
* **Finger painting –** as it sounds but generally using the hand they write with

**Auditory Activities**

* **Describe a letter –** as it sounds. What shapes can you feel? Is it long/short?
* **Rhyming letter formation –** making a rhyme for the letters you are forming and saying the rhyme as you write Eg, up and over the hill, back down again, round and under, down and flick **a**
* **Magic Finger or Magic Wand –** 2 players. 1 forms a letter in the air (you could use a torch) and describes what they are doing. Other player has to guess the letter and draw it on the whiteboard. An extension to this would be to each have a turn using letters that eventually make a word.
* **Draw on back –** Player 1 draws the letter shape or word on the player 2’s back slowly. Player 2 has to guess the letter or word

**Other Fine Motor Control Activities**

* **Kerplunk**
* **Tweezers and counters –** This could be combined with a sorting or counting activity
* **Coins –** picking up coins from a desk, soft to hard surface
* **Finger exercises –** this could be touching each finger with your thumb, making shadow shapes, saying a rhyme and moving fingers, counting using fingers
* **Jenga –** as it sounds
* **Theraputty –** special putty of different strengths designed to strengthen grip and develop fine motor control
* **Play dough and plasticine –** as above
* **Pegs and peg boards –** use pegs to make shapes, sort, count, etc
* **Geoboards –** make shapes by pulling and manipulating elastic bands
* **Stencilling –** as itsounds
* **Colouring –** as it sounds
* **Collecting rice and cereal (variation on the ‘Chocolate’ party game) –** pick up rice with sticks or fingers. Each player times how many they can do in a minute.
* **Cutting activities –** as it sounds
* **Lacing activities –** as it sounds
* **Tearing or screwing up paper –** as it sounds
* **Threading beads or buttons –** as it sounds

**Sentence Structure and extending sentences (Grammar)**

Before pupils can learn to write sentences they first need to be able to speak in sentences and understand how a sentence is made up. For older children you could start by explaining some of the rules of sentences. Teaching the punctuation as you go along

* Start by making a simple sentence (with a subject and verb)
* Understand word classes and where they fit in a sentence (verb, adjective, adverb, nouns,
* Add interesting word choices, replace words for more interesting ones
* Add connectives to extend the sentence
* Vary the starts of sentences
* Re-arrange parts of sentences (or clauses) in order to show how they can make sense
* Write complex sentences

**Word classes and types**

*Adjective + noun – seen together in sentences*

*“beautiful butterfly…”*

*Verb +adverb – seen together in sentences.*

*“walk silently…”*

|  |  |
| --- | --- |
| **Verb** | *be, drive, grow, sing, think* |
| **Noun** | *brother, car, David, house, London* |
| **Determiner** | *a, an, my, some, the* |
| **Adjective** | *big, foolish, happy, talented, tidy* |
| **Adverb** | *happily, recently, soon, then, there* |
| **Preposition** | *at, in, of, over, with* |
| **Conjunction** | *and, because, but, if, or* |

**Connectives**

* **Matching sentences –** choose a connective and two parts of sentences to make a sentence. Roll the dice and collect parts of sentences to go with your connective card. The winner is the first to make a sentence
* **Connecting sentence game –** player 1 picks up a card with the first part of a sentence and connective (ie, I wanted to go to the shop but…) the other player has to finish the sentence. This could be extended by pupils writing their sentences down.
* **Silly sentences –** Have a piece of paper with a connective at the start of each new line. Each player writes the sentence following the connective but leaves off the full stop. They fold over the paper to hide their sentence and the next player responds to the next connective and so on. When they have reached the end of the page, they can read their silly story.
* **Moving connectives –** Players write 5 simple sentences each (these can vary from simple to complex). At each turn the player may choose a connective that will work with their sentence. They get a point for every different place in the sentence they can use it (ie, beginning, middle, end). The player with the most points when there are no connectives left, wins.
* **Connective catch –** Take a plain ball and put connectives (on stickers) all over the ball. Play catch, each player must choose a connective to within a sentence. This could be verbalised, an adult could scribe or another player (on their team) could scribe.
* **Connective treasure hunt –** Hide some connectives on cards amongst the room, playground, etc. Prepare starts of sentences (ie, The bust stopped…) The players must look for one of the hidden connectives and finish the sentence. The player with the most connectives wins the game.
* **Connective detective** – Use a small tracker window (cut from card) or a magnifying glass to find and collect connectives. You could simply find them, write them in a list, look at where or how they are used in the sentence. To make it easier provide them with a connective card that lists the ones you want them to find.

**Past/present tense**

* **Word association game –** 2 player game where the adult starts with a word in the present tense and the child answers with the same word in the past tense (jump/jumped). This can be made easier by having picture or word cards to help.
* **Pairs or snap –** The pair should be a past and a present word that match (ie,help/helped). To make it harder use irregular tenses (ie, think/thought).To extend game further, ask the children to put each of the words of the pair into a sentence.
* **Charades –** Put verbs into past and present tense using actions. Take it in turns to pick a picture card or think o an action. Players put their hand up to answer in a sentence (you are jumping/you have jumped). Make sure they say both of the past and present sentences.
* **Sorting words (In a group larger than 8)** **–** Give each child a word (past or present) and ask them to find someone that has something in common with them (ie, the past or present equivalent). They can then work together to make a sentence with the word or look at how the spelling pattern changes.
* **Sorting words (In a group smaller the 4) –** Children sort the words into categories (either pairs of past and present/regular and irregular tenses/groups of words with similar spelling patterns.

**First and third person**

* **Puppet or toys –** Set up dolls in the house or puppets in a row. Act out situations to show what they are doing. Model the sentences – She is sitting on the chair, he has walked out of the house. Children write the sentence .
* **He/She/They –** children add the correct card for he/she/they to go with the picture. This could be extended by having the represented sentence where children place the card in the correct place in the sentence.
* **Action game –** A small group of children take it in turns to perform actions. Child A makes an action and says ‘I am hopping.’ The other say ‘She is hopping’ And write it down. Take turns to go round each player.
* **Sequencing –** children sequence pictures with he/she/they to show the third person. They could have photos of themselves also stating ‘I’.

**Simple sentences**

* **Human sentences –** Each child has a word card that is part of the sentence. They must re-arrange themselves without talking to make the sentence make sense. There should always be a full stop (this could be on the last word or on a card of its own). This can be done several times and read out in the wrong order for children to see that it doesn’t make sense. Ask questions to prompt them to say why.
* **Human sentences extension –** As above but keep a couple of children/words out of the sentence (adjectives, adverbs – colour if necessary). Ask the children to fit them into the sentence where they would sound the best. Can they go in more than one place? Which is best?
* **Jumbled sentences –** Time children on how fast they can un-jumble the sentence. This could be on large or small cards
* **Matching parts of sentences -**

**Varying sentences**

* **Human sentences –** give each child a phrase or clause, connective and ask them to make it make sense. Extend by getting children to move the clauses again to change the sentence.
* Sentence starterUse sentence starter mats to choose from a variety of sentence starters (SEN resource)
* **Sentence starter board game** – Make a sentence starter board (path way with sections each containing a sentence starter and picture if necessary). Take turns to roll the dice and say a sentence with the sentence starter you land on. Extend by having a picture so that each sentence has a context.
* **Sentence starter group game (silly stories)** – in a small group (with sentence starters on cards facing down on a surface) each player picks up a sentence card and says a sentence into the Dictaphone. Listen to the sentences at the end. You could use a stimulus for this (soft toy, story book, pictures).
* **Sentence starter bingo** – sentence starter bingo boards. A sentence is read out and child puts hand up if they have the sentence starter. This could be extended by child being the bingo caller and calling the sentences.

***The above games can be played with time connectives as well.***

* **Sentence starter sheet** – Have sentence starters written on each line. Children need to finish each sentence. This could be extended or supported by having a pictorial context, ie, a book that they are reading (Floppy goes to town).

**Complex sentences**

Sentences are made up of clauses. Every sentence has a main clause. For complex sentences more clauses are added. See below;

**Main Clause** – sentence that makes sense on its own.

**Subordinate Clause** – clause used after a connective that doesn’t make sense on its own and follows a connective or comma

**Embedded Clause –** extra piece of information that can be moved around within the sentence. Needs to be surrounded by commas or brackets

Example:

***The boy, who was in year 5, shivered and screamed loudly.***

Main clause – The boy shivered

Subordinate clause – screamed loudly

Embedded clause - who was in year 5

Some clauses in sentences can be moved around for effect;

* **Parts of sentences –** Pick out some clauses from a bag and put them together to make a sentence. Can they be moved around to make a better effect?
* **Embedded clauses –** Pull a sentence apart to add an embedded clause. You could use picture of the subject to provide ideas of information to embed.
* **Highlighting –** Children highlight the different clauses in the sentences to show understanding.
* **Clause collector –** Children search for main clauses, subordinate clauses and embedded clauses in a book. This could be extended by writing them on cards and sorting them. Then silly sentences could be made by putting the clauses together.
* **Simple sentence editor –** children write a simple sentence or one is written for them. Using a picture clue they should add an embedded clause and a subordinate clause.

**Speech**

* **Balloons and bubbles –** Children hold balloon up to mouth to show they are talking into a speech bubble/or they could use a large cut out speech bubble.
* **Human speech –** Children say something into a ‘talk card’. They place the large coloured speech marks on each side of the talk card to show their place. Children are able to choose from many speech verbs such as; shouted, said, screamed, whispered.

**Description**

* **Object game** – How many different words can you think of to describe an object – red, big, spotty, smooth, etc
* **Feely bag description** – Pass the feely bag around the group. Each child has a go at describing the object they can feel. The others have to guess what it is.

*(Extend either of these games by writing a descriptive sentence about the object – this could be scribed by teacher or recorded on a Dictaphone or talk card)*

* **Sorting adjectives** - Have a number of adjectives written on cards and objects/pictures. Ask the children to sort the adjectives that go with each picture/object. Write a descriptive sentence to go with each set.
* **Headbanz** – Either use pictures or words (objects) as the cards in the headbanz. Children take it turns to ask questions about their object, Is it red? Is it soft? (using an adjective each time). This could also be played with the other players just thinking of one adjective to tell that person about their object. Each player must guess their object.

**Punctuation**

Full stops and capital letters

Commas and question marks

Direct speech and speech marks

**End of Literacy**

**In class inclusive Resources and Strategies**

* Word and sound mats – either available for all children to choose in class, as a table resource or in books/taped to table
* List of spelling rules to remind when writing
* Ace dictionaries or other phonic dictionary
* Abridged versions of class text
* Enlarged text – best font for reading is comic sans or times new roman, coloured background if necessary
* Paired reading with support assistant
* Supporting adult to mind mapping main points of lesson or from class book to aid with independent tasks (100 ideas for Dyslexia P.17 SEN resource)
* Record child reading and playback for independent related work (or adult record for work)
* Use talk cards to record ideas for writing or other tasks
* Use Dictaphone to record sentences or speech, or a section of a story
* Children read what they have written into Dictaphone (straight away). This could then be scribed for marking purposes
* Create self-assessment questions (or success ladders related to targets) for children to check own work
* Display key vocabulary for different tasks to aid with reading or writing fluency
* Discuss key vocabulary or main points of lessons in order to provide meaning before or after input
* Record texts in class on Dictaphone for pupil ease and independence
* Use visual prompts (where possible) to aid with reading and writing ideas and texts
* Use story maps and mind mapping to plan texts visually
* Use writing frames for planning ideas and texts (Sue Palmer writing frames)
* Use mini whiteboards to practise attempts at writing