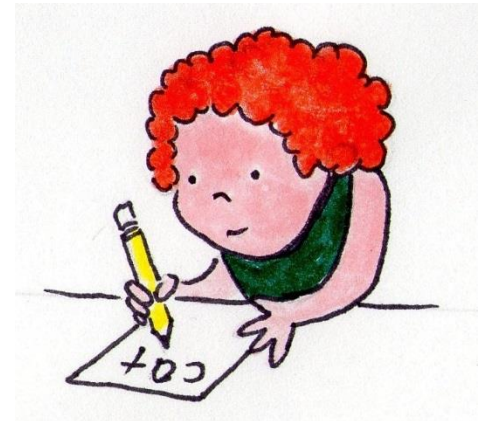
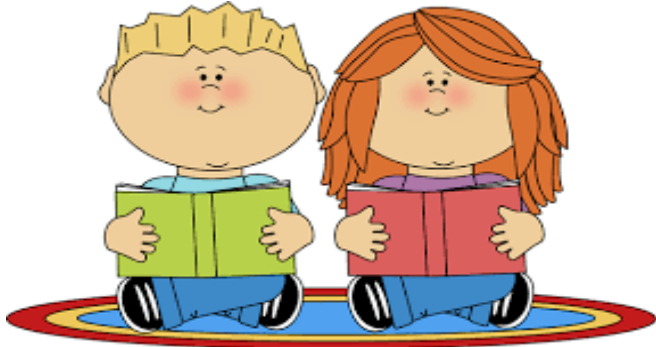


Practical activities to support reading, spelling and writing

EA Literacy Service 2019–2020



Objectives



- ❖ To provide a brief overview of the aim of additional support and the role of a classroom assistant
- ❖ A overview of dyslexia type difficulties
- ❖ What is reading
- ❖ The alphabet
- ❖ Supporting reading
- ❖ Supporting spelling and writing

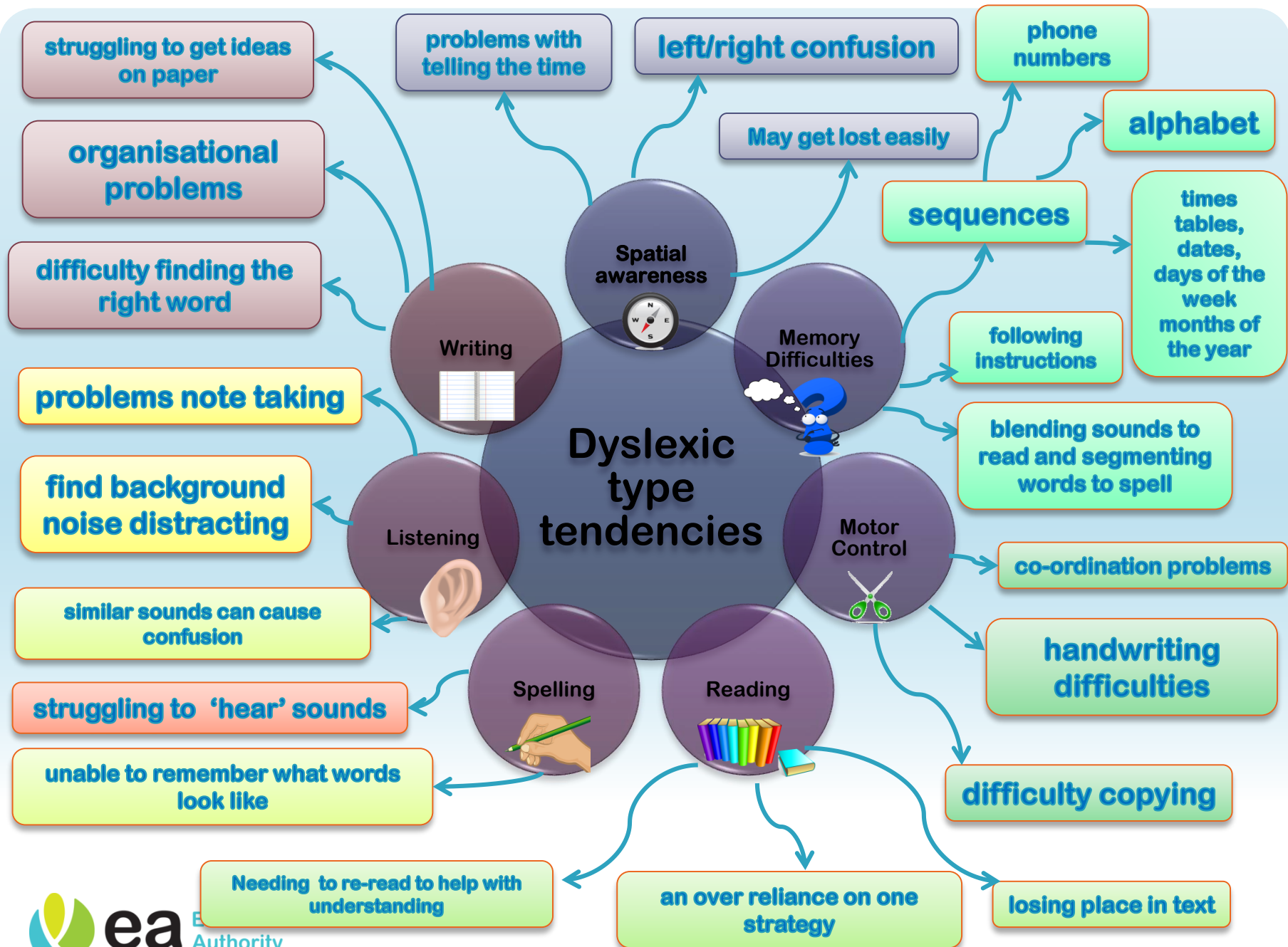
The aim of extra support:

- ▶ Give children access to the mainstream curriculum (what is being taught in the classroom). Act as a “bridge” for the child.
- ▶ Develop children’s independence and problem solving abilities. Let the child take responsibility for their learning. Avoid doing it for them.

A child “glued or velcroed” to a C.A. will prevent the child from becoming independent and self sufficient.

The role of the classroom/learning support assistant

- ▶ 'A good learning support assistant will offer the tools to help the child to succeed.'
- ▶ Work alongside the teacher either supporting the whole class or assigned to individual children with special needs.
- ▶ May be involved with record keeping, assessment, modification of, or provision of, teaching and learning materials.

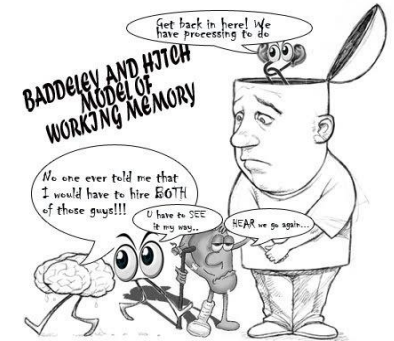
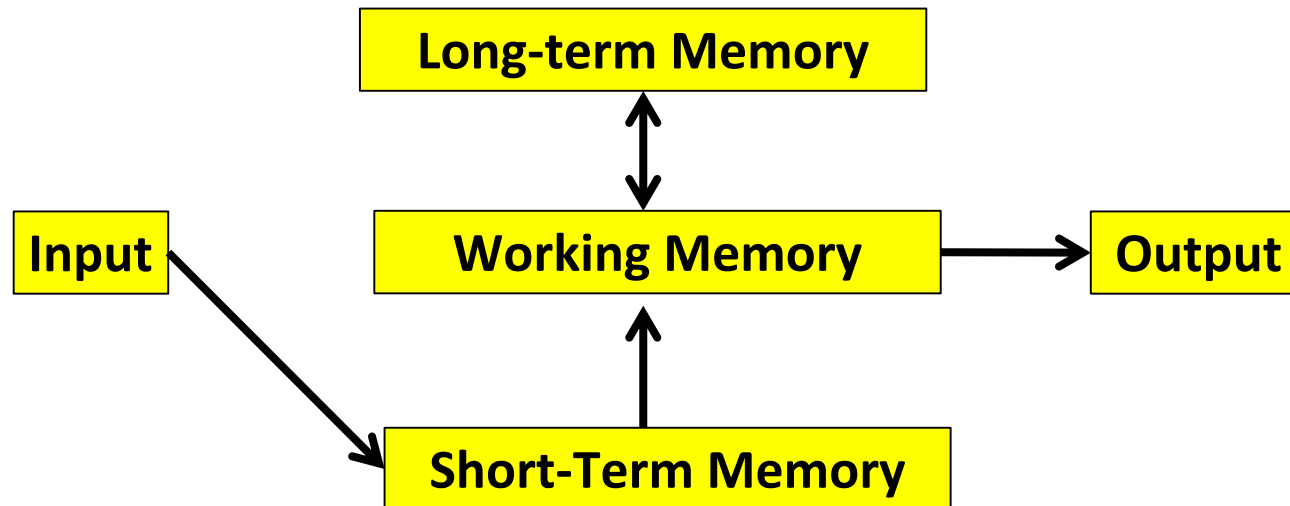


Memory

Acquiring

Retaining

Recalling



How do we support a weak working memory?

- Small chunks of information
- Making it memorable
- Engaging two or more senses simultaneously
- Connect it to something they already know
- Ask the questions to support understanding
- ‘Self talk’
- Rehearsal
- Repeat

Working Memory

Working Memory is the ability to work with information

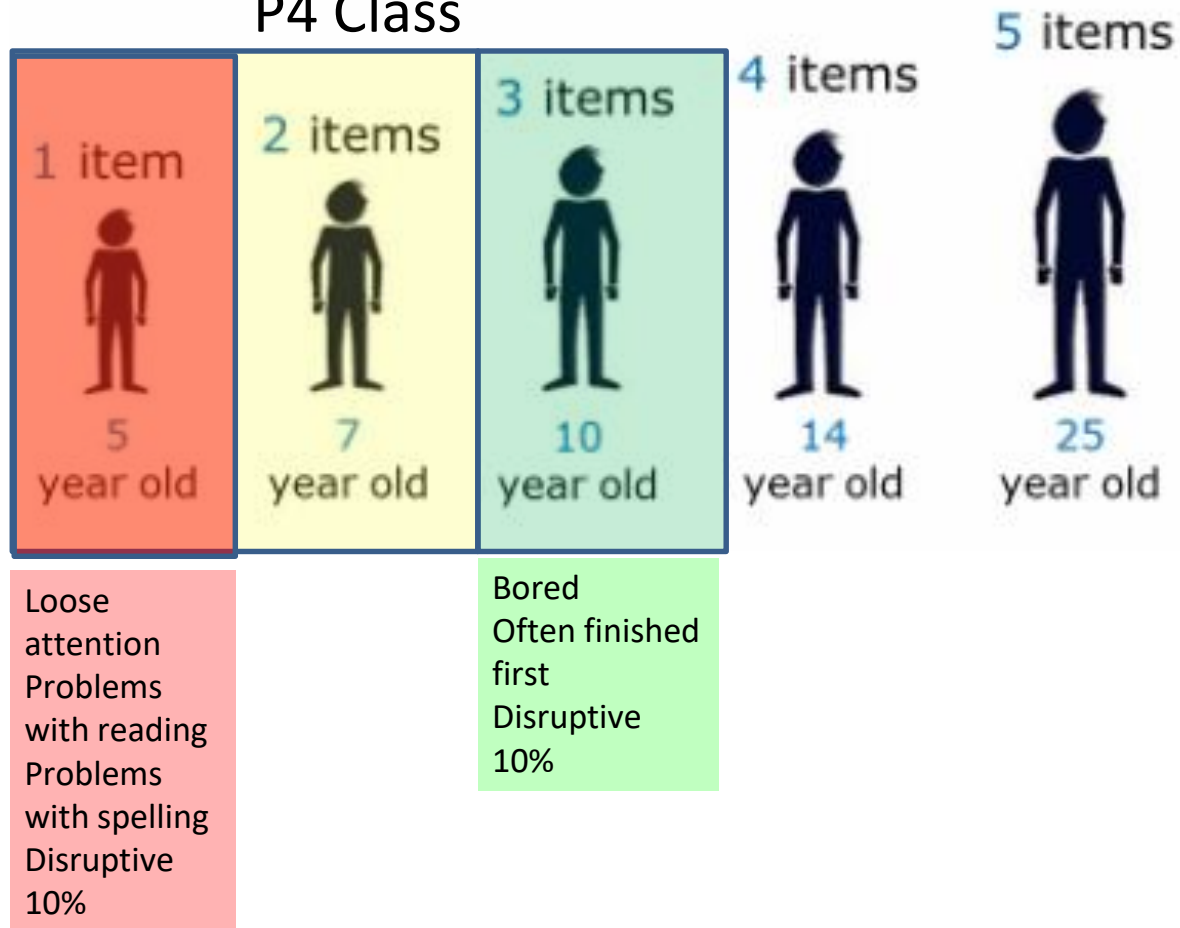
A strong Working Memory is paramount for success in our daily lives

A strong Working Memory is imperative in our fast paced world.

Working Memory is the number 1 indicator of learning ability, far greater than IQ.

Memory capacity in primary school

Average
P4 Class



Using multisensory methods to support reading: engaging the senses simultaneously



Sight, touch and sound
to connect letters with
sounds



Using two fingers air
writing : motor memory
sight and sound



Tactile touch memory
on sand paper



Word building using
colour coded tiles



Read it, Build it, Write it



Tap it out

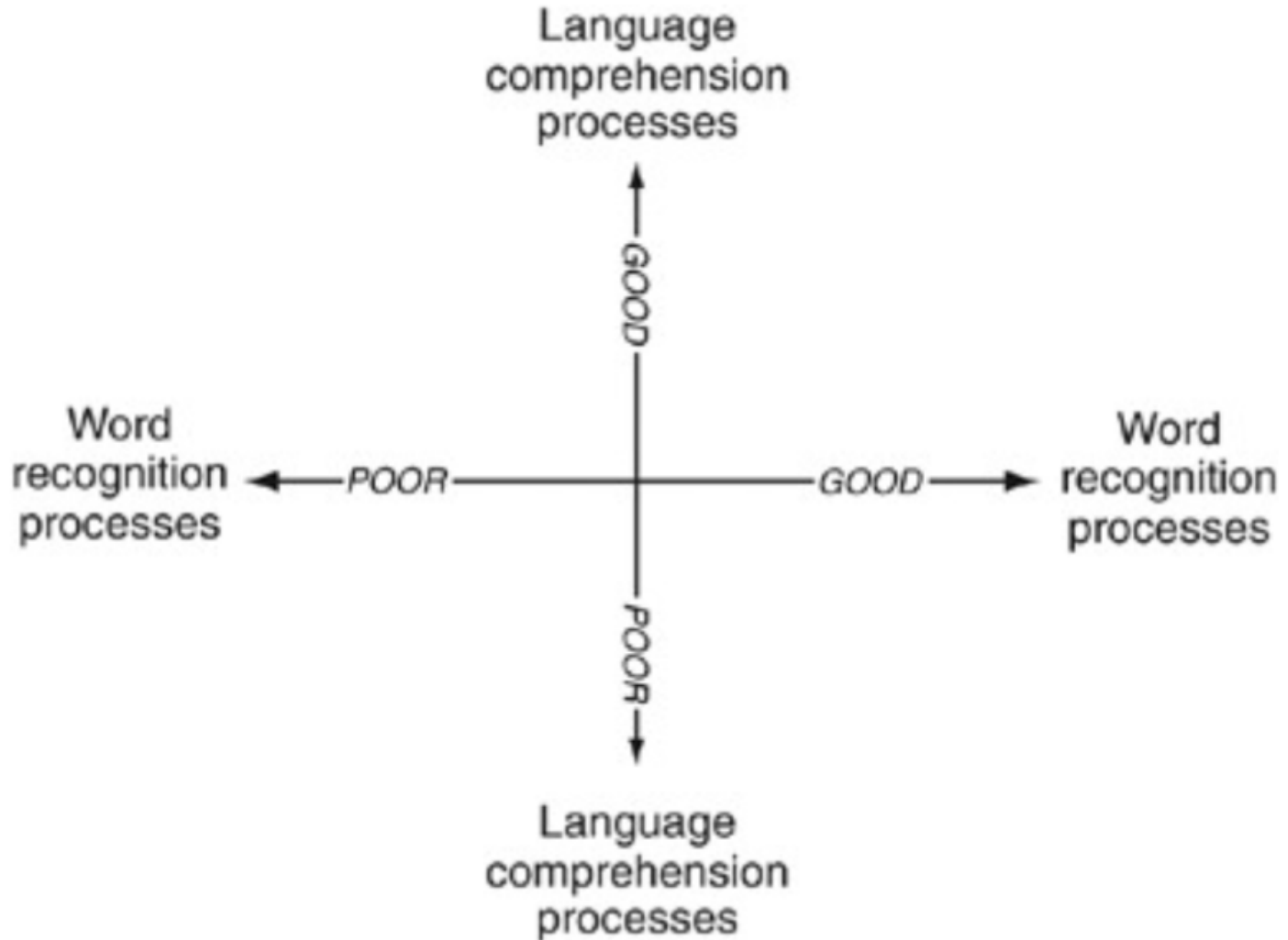


Words on a story stick



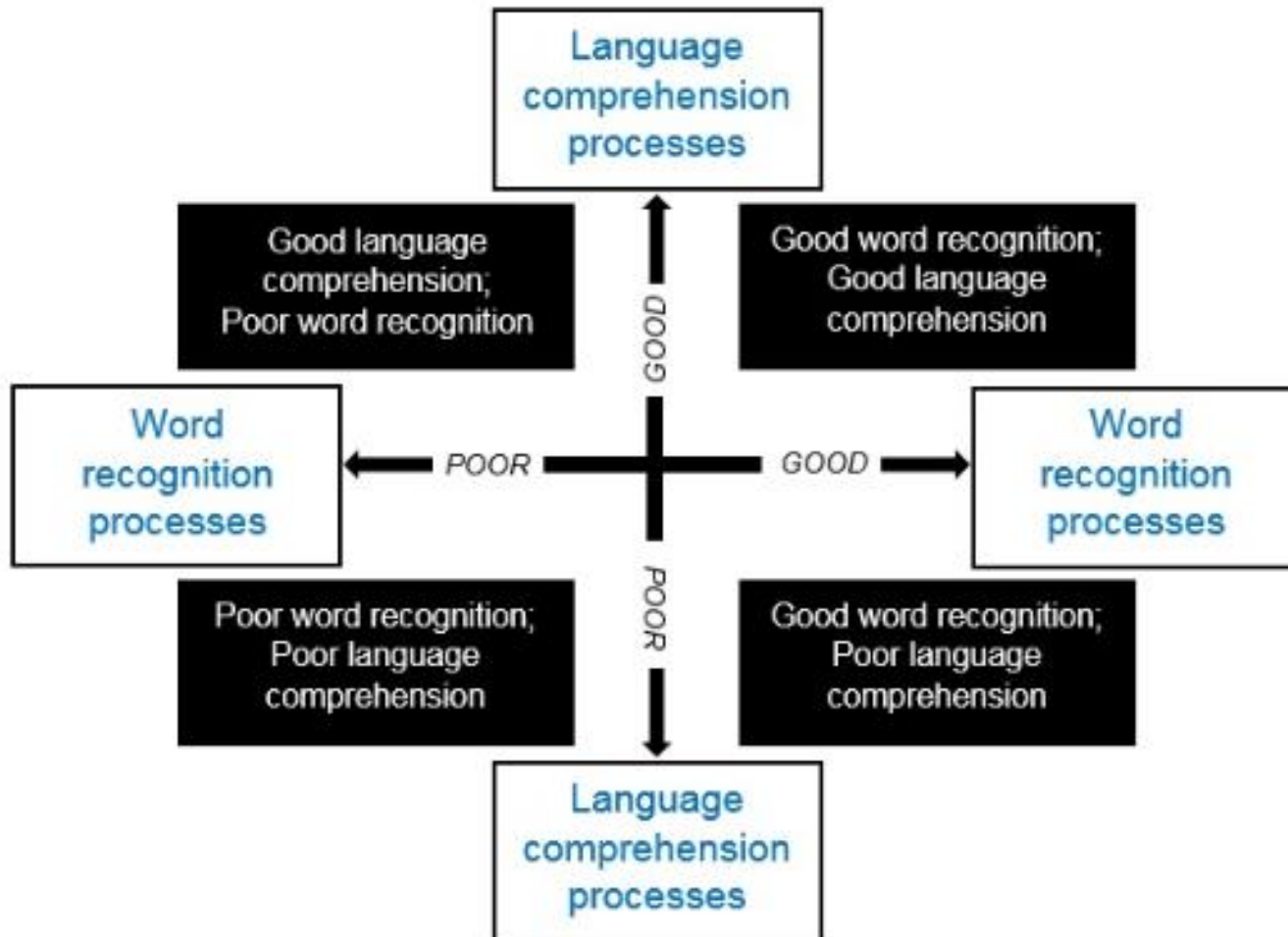
Word in a shared story

What is reading?



What is reading?

The Simple View of Reading

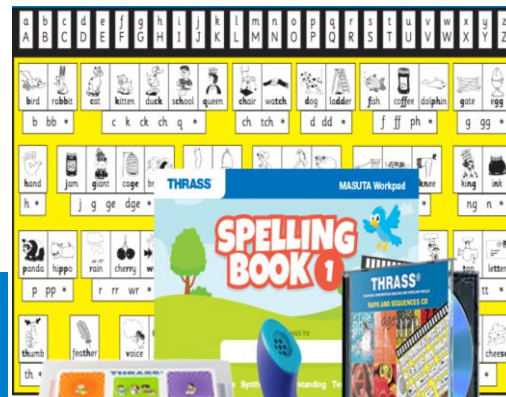
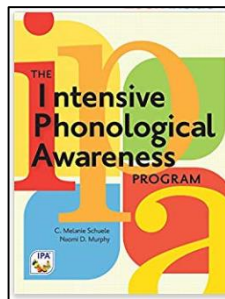
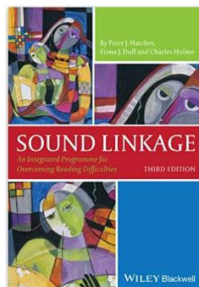


How is phonological awareness and phonics taught in schools?

- Jolly phonic
- Letterland (Story based approach)
- Letters and Sounds (UK national curriculum)
- Linguistic Phonics
- The CSP (Complete spelling programme)
- THRASS (Teaching handwriting reading and spelling skills)
- Sound Linkage
- Read Write Inc

Linguistic Phonics

Investigating Words



Letters and Sounds:

Principles and Practice of High Quality Phonics



Primary
National Strategy

Department for
Education and Skills
Creating Opportunities
for Learning
Improving Standards



Learning to read is a complex process

Early intervention is critical especially when there is evidence that phonological awareness been slow to develop in the early years

Reading consists of

Word Recognition:

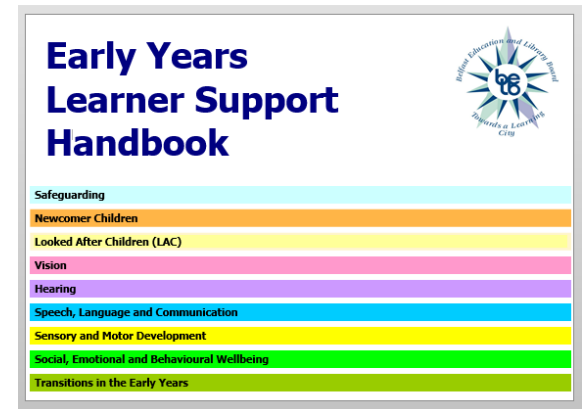
- ✓ Phonemic awareness
- ✓ Phonics
- ✓ Fluency (Sight vocab)

Language Comprehension

- ✓ Vocabulary
- ✓ Comprehension



Fostered in an environment of love of books , words and stories



Readers draw on four cueing systems to make sense and understand what they are reading

Semantic Cues: Using the pupil's existing background knowledge and experiences. e.g. The monkey ate a what is the pupil most likely to predict from their own understanding?

Grapho-phonemic Cues: Ability to match a letter/letters to particular sound

Syntactic Cues: Knowledge of the grammatical structure, rules and patterns of language. The cat has five kitten. 'this does not make sense and should be kittens. Does the text sound right.

Pragmatic Cues: Awareness of the social/cultural purpose of the words e.g. She turned on the as it was cold outside (likely to be heating.... as this is our cultural norm)

Reading Cue Cards to support reading strategies

Reading Strategy

I can use the punctuation to help me.

? ! "" , .

Reading Strategy

I can go back and read the word or sentence again.



Rewind

Reading Strategy

I can chop the word up into syllables.

un der stand
'Understand'



Reading Strategy

I can think about what is happening and make a picture in my head.



Reading Strategy

I can read on to see if the word makes sense in the sentence.

Fast forward



Reading Strategy

I can listen to what I have read to see if it makes sense.



Reading Strategy

I can think about what might happen in the book.



Reading Strategy

I can use words around me to help me out.



Reading Strategy

I can use the pictures to help me.



Reading Strategy

I can sound out and blend the letters in the word together.

'c', 'a', 't' cat



Reading Strategy

I can look for smaller words I might know.



teacher

Reading Strategy

I can ask questions to help with my reading if I don't understand.



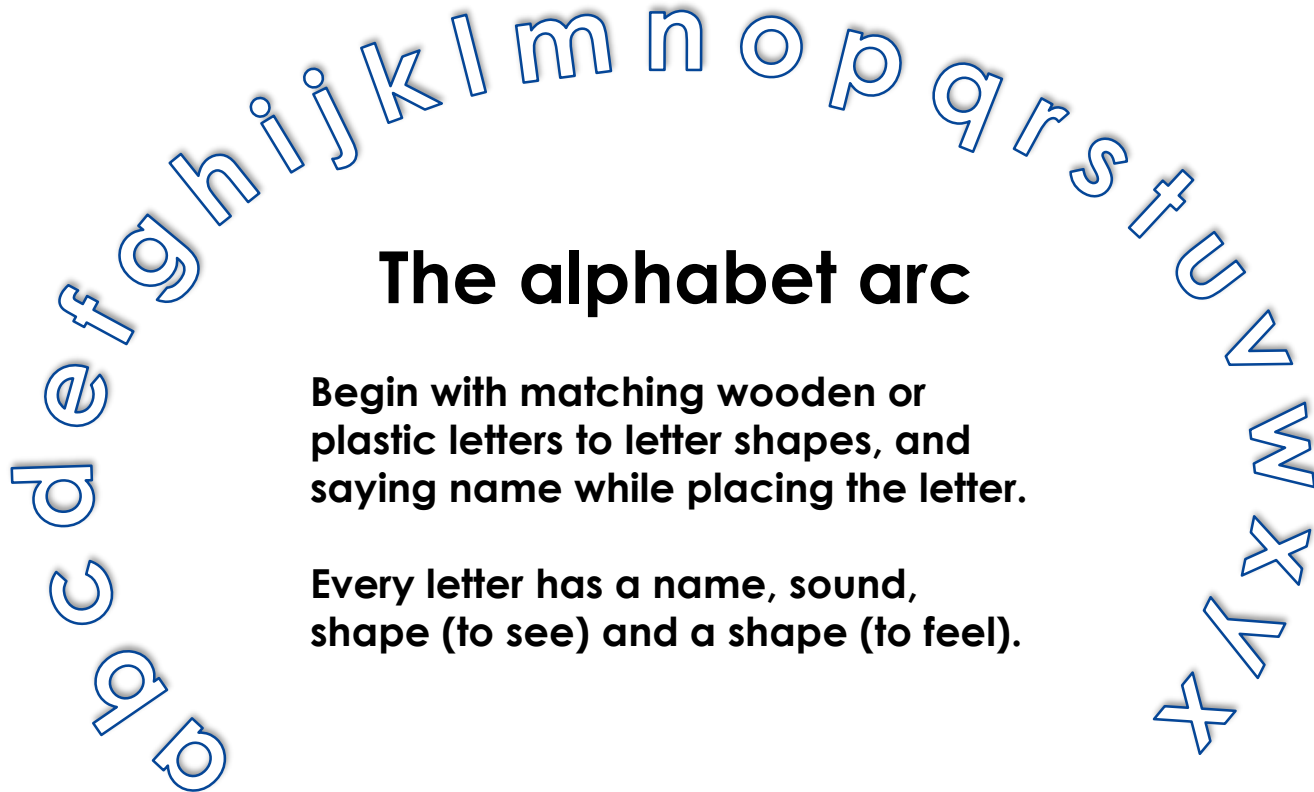
Alphabetical knowledge

- ▶ English is based on an alphabetic principle (26 letters of the alphabet, approximately 44 sounds).
- ▶ Children with literacy difficulties often have difficulties with remembering sequences.

- ▶ Alphabet Arc



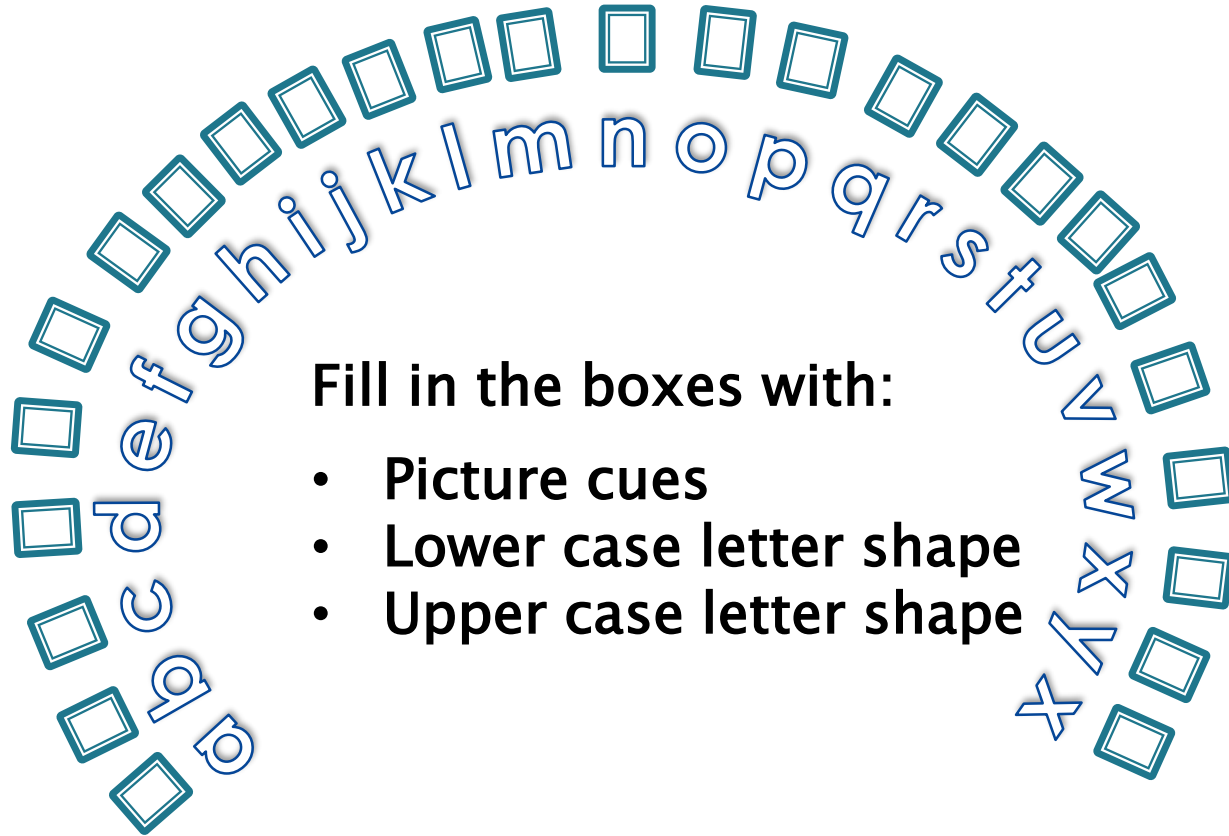
- ▶ What activities could you do with the alphabet arc? Work in pairs.



The alphabet arc

Begin with matching wooden or plastic letters to letter shapes, and saying name while placing the letter.



























Every letter has a name, sound, shape (to see) and a shape (to feel).



Fill in the boxes with:

- Picture cues
- Lower case letter shape
- Upper case letter shape

Picture cues for the alphabet

	a		i		q		y
	b		j		r		z
	c		k		s	Alpha to Omega visuals	
	d		l		t		
	e		m		u		
	f		n		v		
	g		o		w		
	h		p		x		



Using flash cards to support initial sounds and beginning blends

a b c d e f g

Start with a-g

a b c d e f g h i j k l m n

**Start with a-g,
then add h-n**

a b c d e f g h i j k l m n o p q r s t u

**Start with a-g,
then add h-n,
and o-u**

a b c d e f g h i j k l m n o p q r s t u v w x y z

**Start with a-g,
then add h-n,
o-u and
finally v-z.**

m

Lay out :
a beginning
z ending
m middle

o

n

m

Lay out only m





**highlight vowels
and
highlight
consonants**



**highlight vowels
and
highlight soft and
hard 'c' (sound)**



**highlight vowels
and
highlight soft and
hard 'g' (sound)**

a b c d e f g h i j k l n o p q r s t u v w x y z

**Remove one
letter
(leave a space)**

a b c d e f g h i j k l n o p q r s t u v w x y z

**Remove one
letter
(No space)**



a b c d e f g h i j k l m n o p q r s t u v w x y z

**Remove two
letters
(No spaces)**

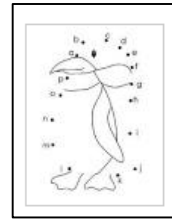


a b c d e f g h i j k l m n o p q r s t u v w x y z

**Transpose two
adjacent letters**

Other alphabet activities

- ▶ Block fitting
- ▶ Free writing in sand
- ▶ Dot to dots
- ▶ Jigsaw



- ▶ Tracking: s a c l c f o r e t f etc....
- ▶ Missing letter: a b c d _ f g h i j k l _ n o p q r s t v u w x y z (marked)

Missing letter: a b c d f g h i j k l n o p q r s t v u w x y z (unmarked)

- ▶ Using lower and upper case letters
- ▶ What next cards
- ▶ Wordshark games

ab_	bc_de_
fg_	hi_jk_
lm_	mn_no_
op_pq_	qr_
rs_st_	tu_
vw_wx_	xy_



- ▶ Visual support displayed in class, on desk or pocket prompt

a b c d e f g h i j k l m n o p q r s t u v w x y z

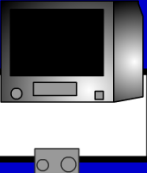
Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

abcdefghijklmnopqrstuvwxyz

Mark Lucy William Bob Kim James

Put the words into alphabetical order.


Click the button to check your answers.




© v2vtraining.co.uk

Alphabetical Order 1

This Alphabetical order activity is a simple to use word ordering exercise. Words are simply dragged from the left hand side of the screen to their correct place in the word order list on the right hand side. When all words have been placed in the list the user clicks on the check button to get feedback on their selected order.



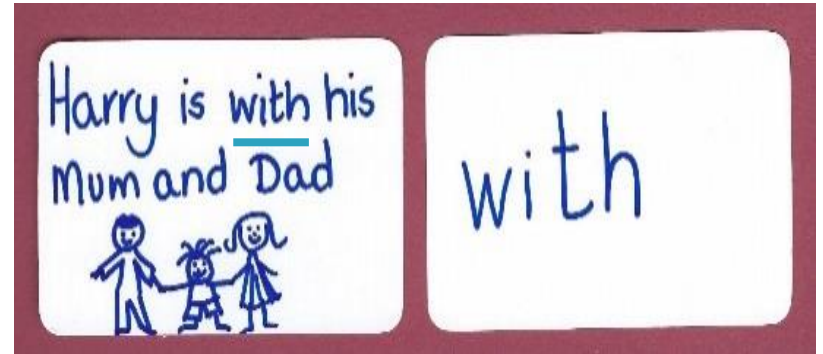
Games available on
the internet from
Googling
'Alphabet Games'

Developing a sight vocabulary for reading

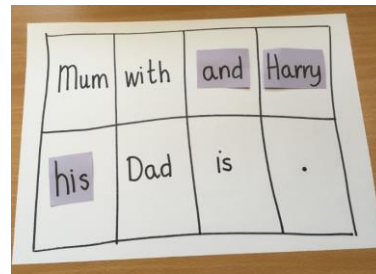
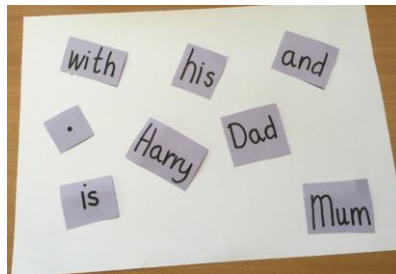
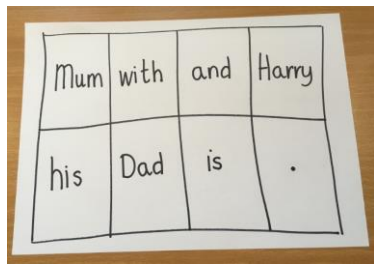
- ▶ High Frequency Words: First 100 HFWs make up 50% of words we read.
- ▶ Children often get stuck on many of these words such as “of”, “to”, “her”, “she”, “he”, “when”.
- ▶ These words often affect the meaning of a sentence.
- ▶ Knowing these words helps to make a child a faster and more fluent reader.
- ▶ They help to build a child’s confidence when reading.
- ▶ Some words are commonly confused e.g.
was/saw...of/for/from...no/on...there/them/then.

Activities to build a sight vocabulary

- Individualized flash cards for building sight word recognition



- Activities for sight word recognition: including matching, sentence building, reading and writing



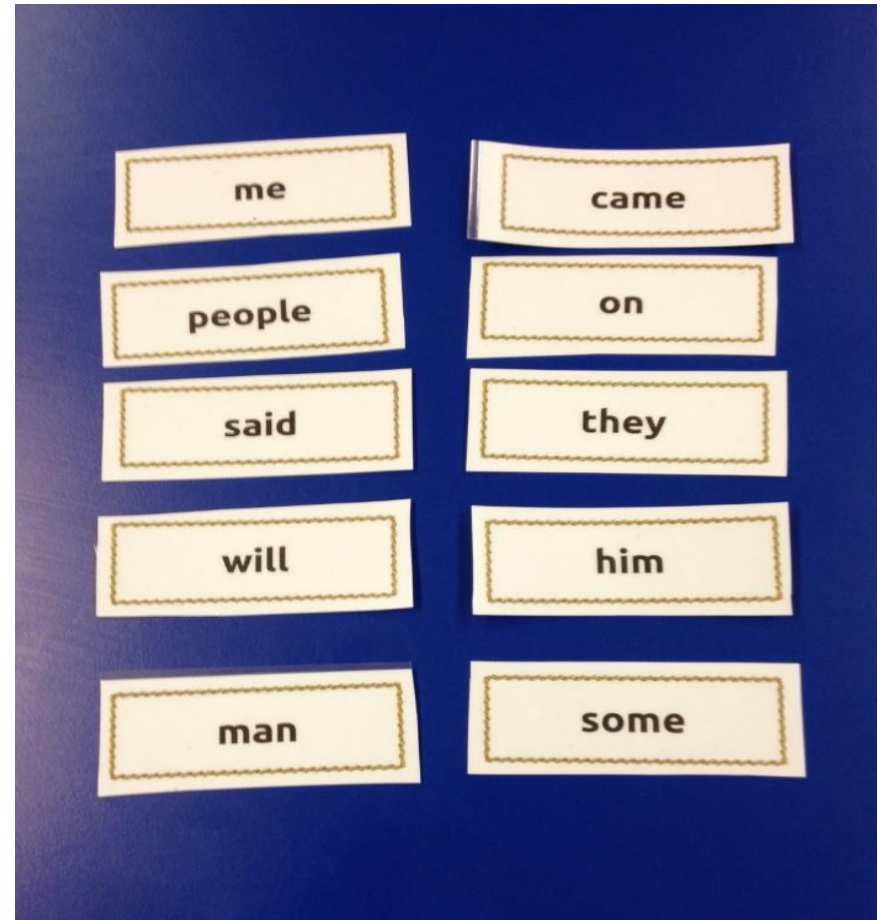
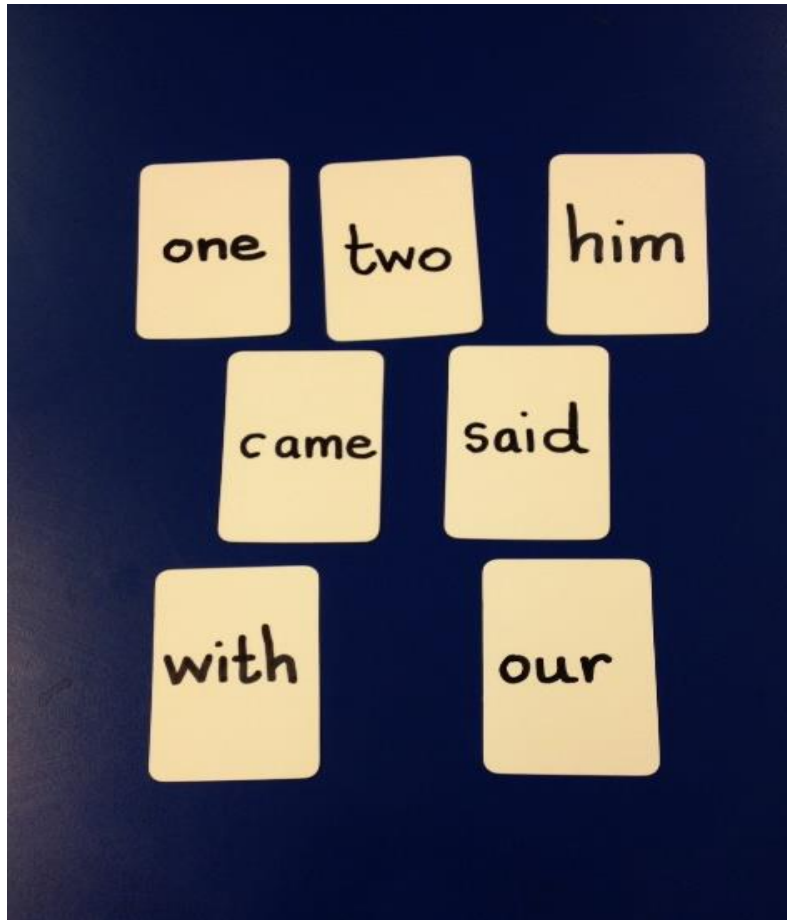
1. A4 page. Write in words to be used.

2. Show and read words to pupil.

3. Ask pupil to place each word. Repeat reading each word until placed.

4. Sequence words into sentence. Copy and write. Read, illustrate.

Flashcards to support building key word fluency



Word mats

My word mat

twinkl

www.twinkl.co.uk
Copyright © 2020 twinkl

to all get they
my mum on at me a cat
yes up we I he said is
look come for see day
big went it she the
going this are you am away
in can dog go no of dad
and play like was



High frequency words



snowman



gloves



boots



hat



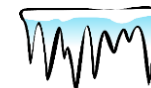
scarf



coat



slippery



icicles



sledge



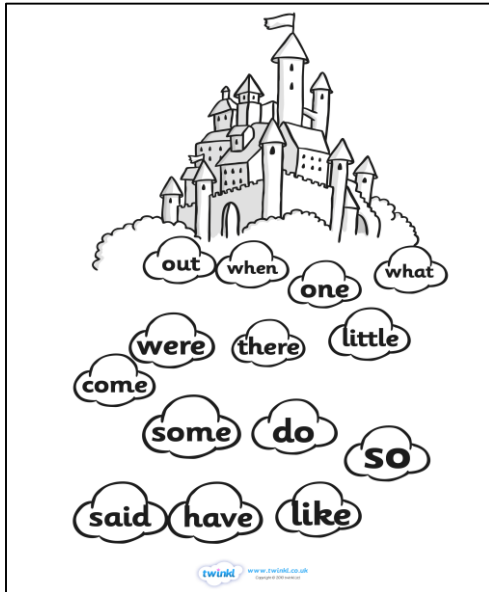
snowballs



cold

Subject specific words
with visuals

Practical activities



- Put on stickers to the know words
- Tick the words known
- Race to the castle
- Timed race to the castle door



4 In a Row - Board 1					
1	2	3	4	5	6
a	it	to	see	I	is
1	2	3	4	5	6
it	the	and	in	it	see
1	2	3	4	5	6
in	a	he	see	to	in
1	2	3	4	5	6
he	I	is	the	and	he
1	2	3	4	5	6
it	to	see	in	a	the
1	2	3	4	5	6
is	the	and	it	I	see

2 Syllables Compound Words					
1	2	3	4	5	6
inside	upset	handbag	whiplash	sunset	hillside
1	2	3	4	5	6
bedtime	pancake	maybe	sandbox	shotgun	campfire
1	2	3	4	5	6
bathmat	flagpole	homesick	bedroom	baseball	outside
1	2	3	4	5	6
snowball	bath tub	armchair	railway	handset	fireplace
1	2	3	4	5	6
upstairs	upon	into	armband	kidnap	herself
1	2	3	4	5	6
handcuff	popcorn	playtime	robin	outfit	password

Four in a row word games

Templates from:

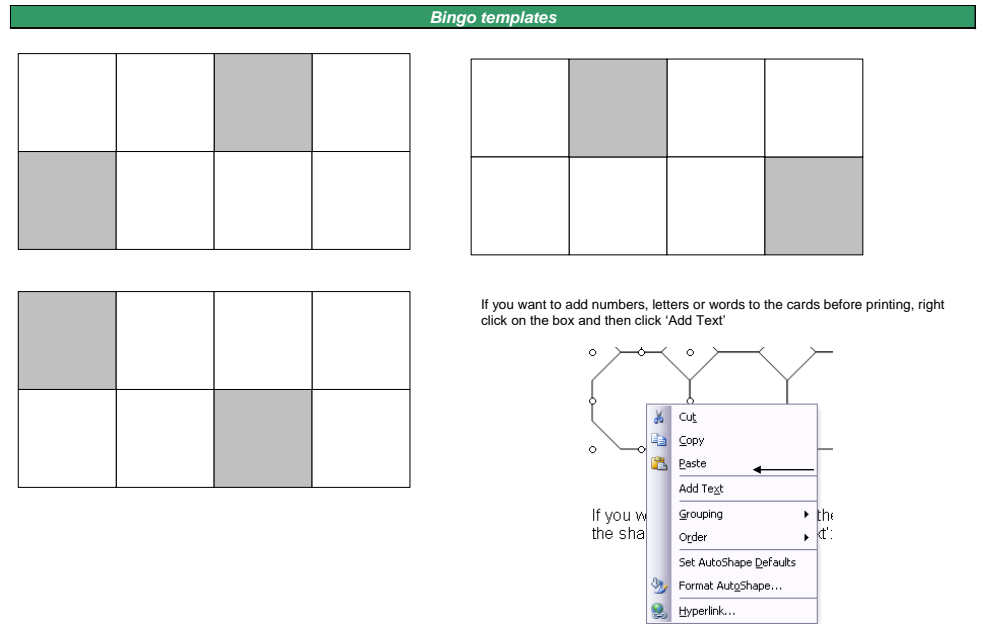
www.printablereadinggames.com

High Frequency
Compound
Time



4 In a Row TIME (days, months etc)					
1	2	3	4	5	6
Monday	June	year	fifth	February	ninth
1	2	3	4	5	6
first	December	seventh	October	hour	Thursday
1	2	3	4	5	6
July	Saturday	January	tenth	August	fourth
1	2	3	4	5	6
day	twelfth	second	Tuesday	minute	Sunday
1	2	3	4	5	6
sixth	April	month	May	eleventh	March
1	2	3	4	5	6
Wednesday	third	November	eighth	Friday	September

Games: BINGO Template from the Inclusion and Diversity service toolkit

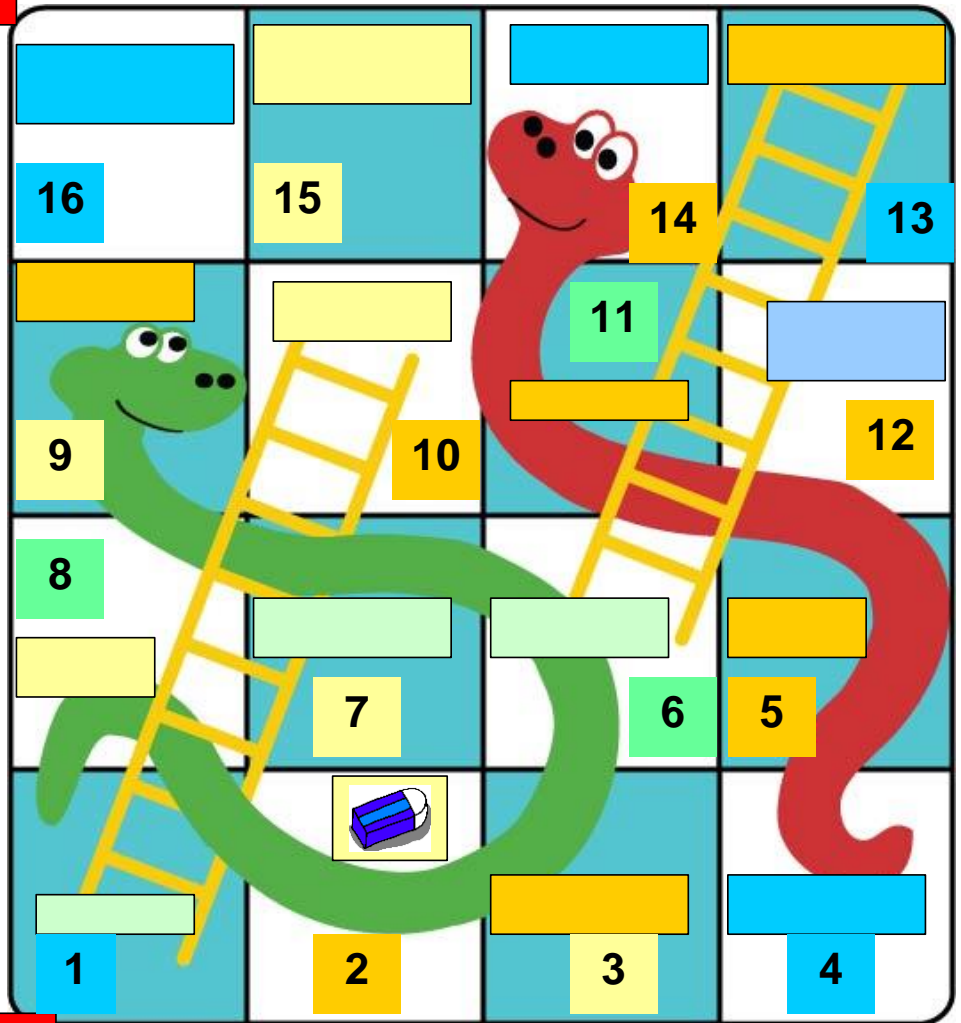


Games : Snakes and ladders

(Inclusion and Diversity Service Templates)

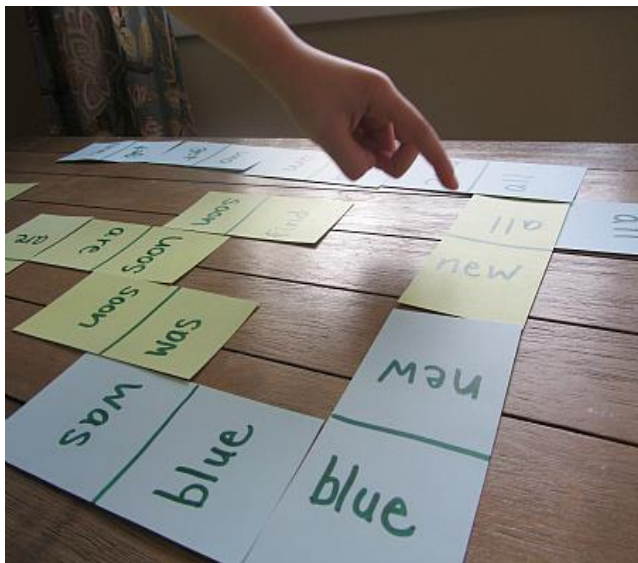


Finish



Start

Games: Dominoes



Inclusion and Diversity Service Templates

Dominoes templates

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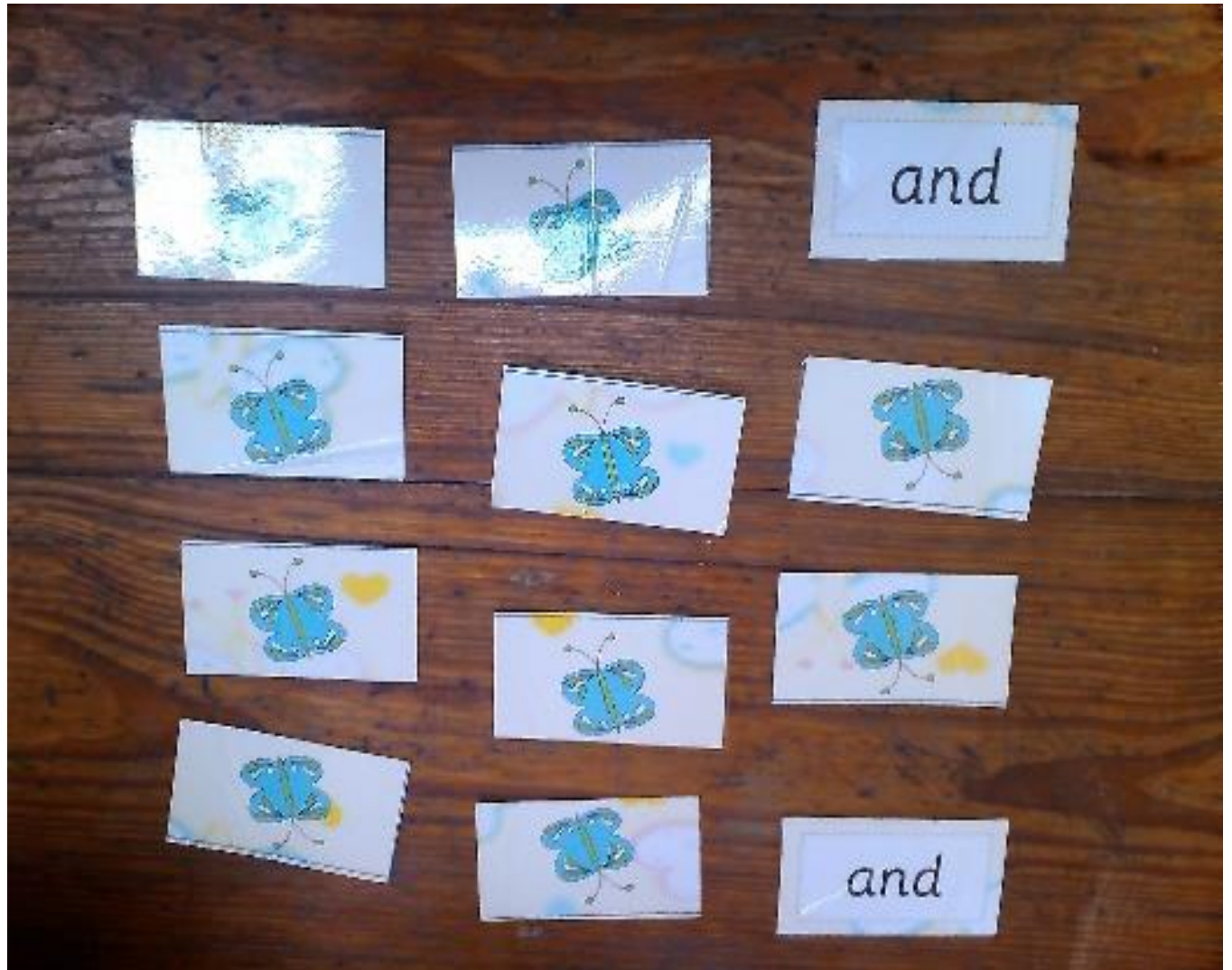
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If you want to insert words into the cards before you print, right click on the shape and click on 'Add Text':

Games: Pairs



Phonics to support word reading

Strategies:

- Break words into their individual sounds e.g.
f...r...o...g
- Can you suggest any drawbacks of relying on this approach alone?


Supporting word reading: looking for pattern

➤ Break into onset and end rime e.g. c **ap** c **ap**

What is an Onset?

An **ONSET** is...

the beginning sound in a word, before the vowel



fppt.com

What is a Rime?

A rime is...

The vowel and all the letters after

l **ap**

m **ap**

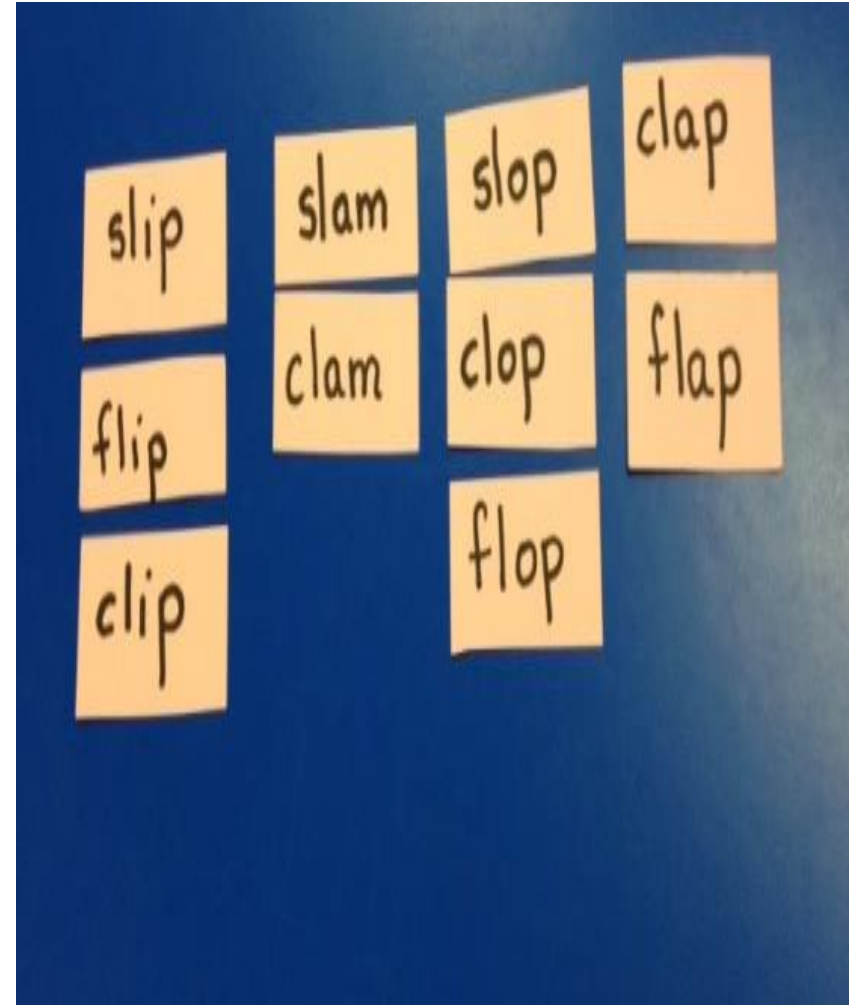
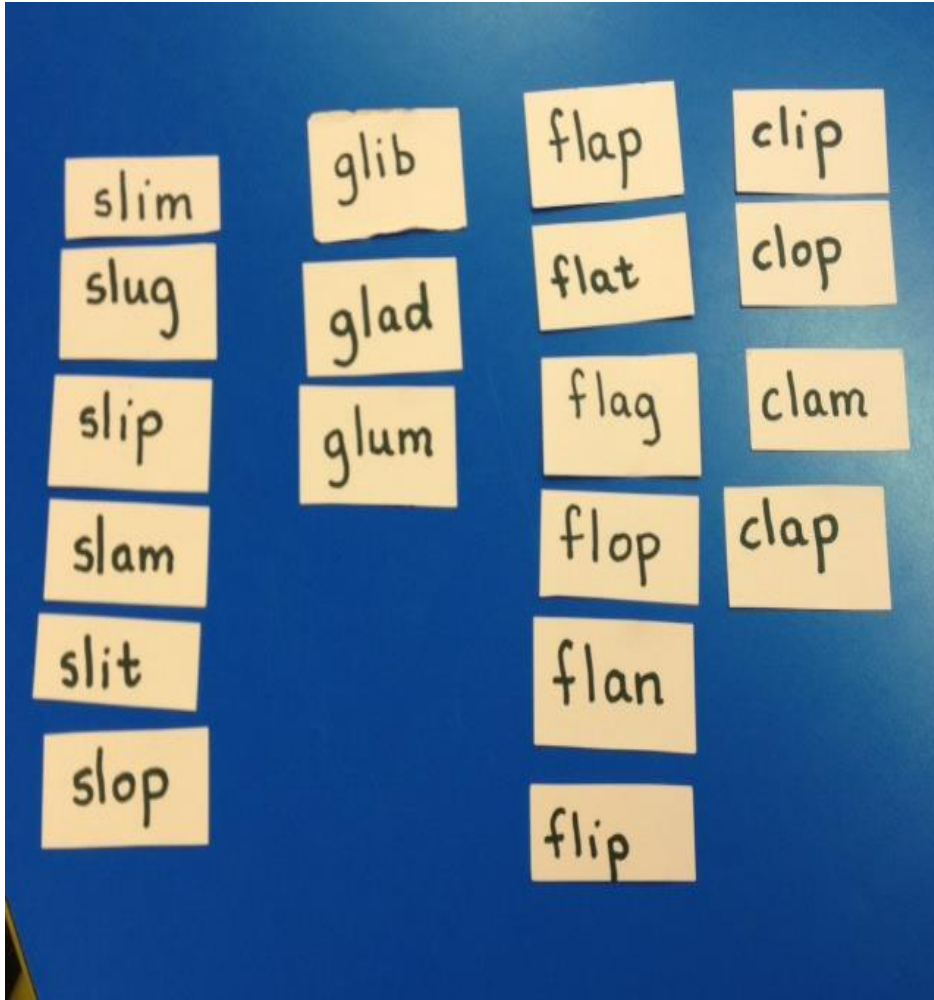
n **ap**

t **ap**

tr **ap**

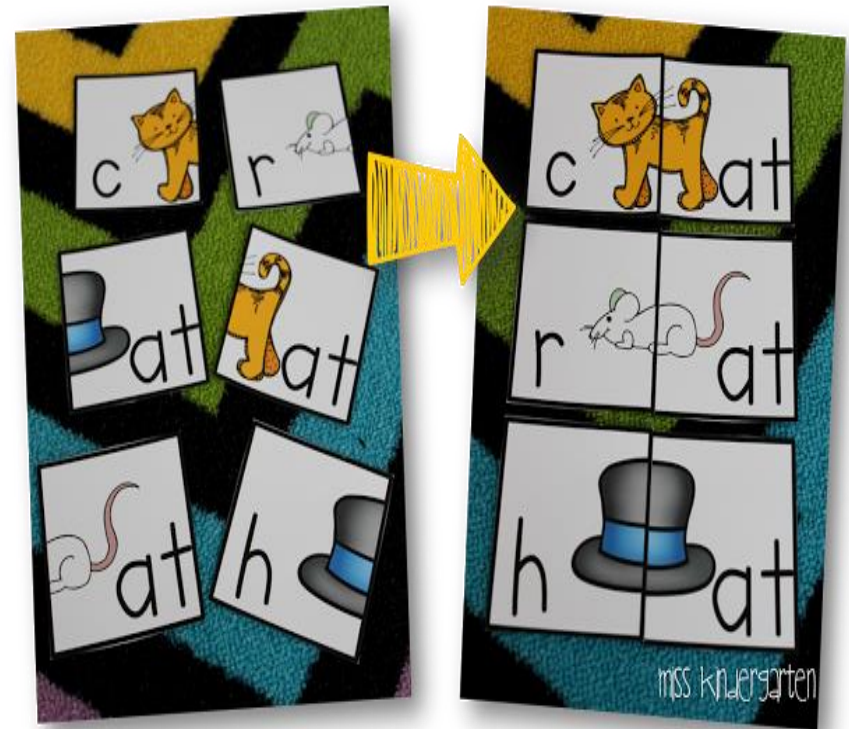
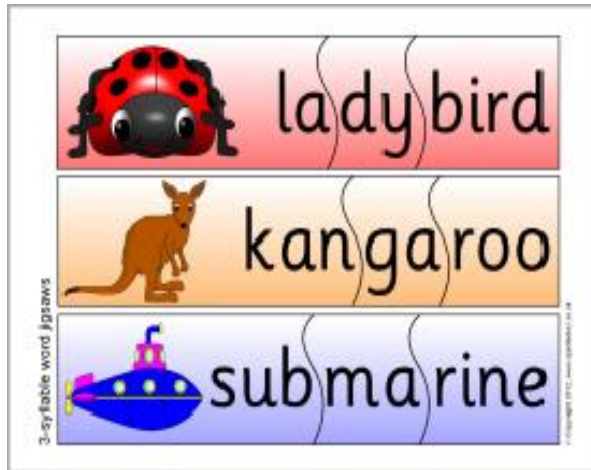
sl **ap**

Flashcards to support building fluency, focusing on initial blends and rime endings

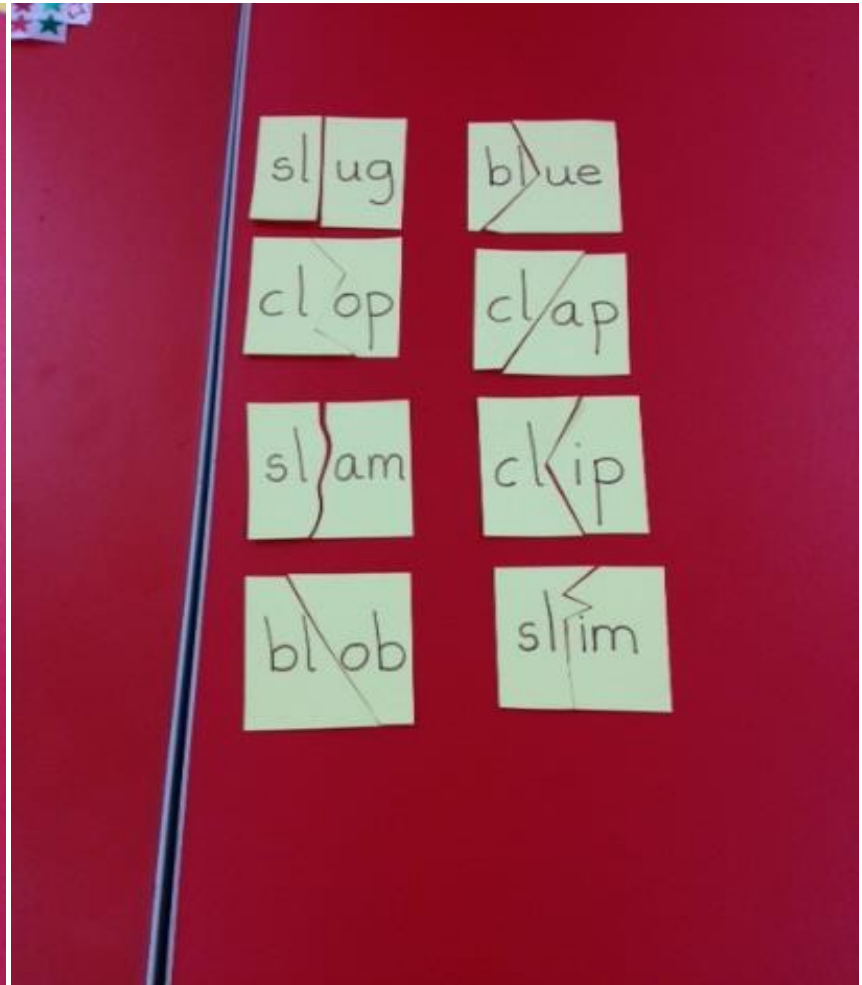


Activities: Word jigsaws

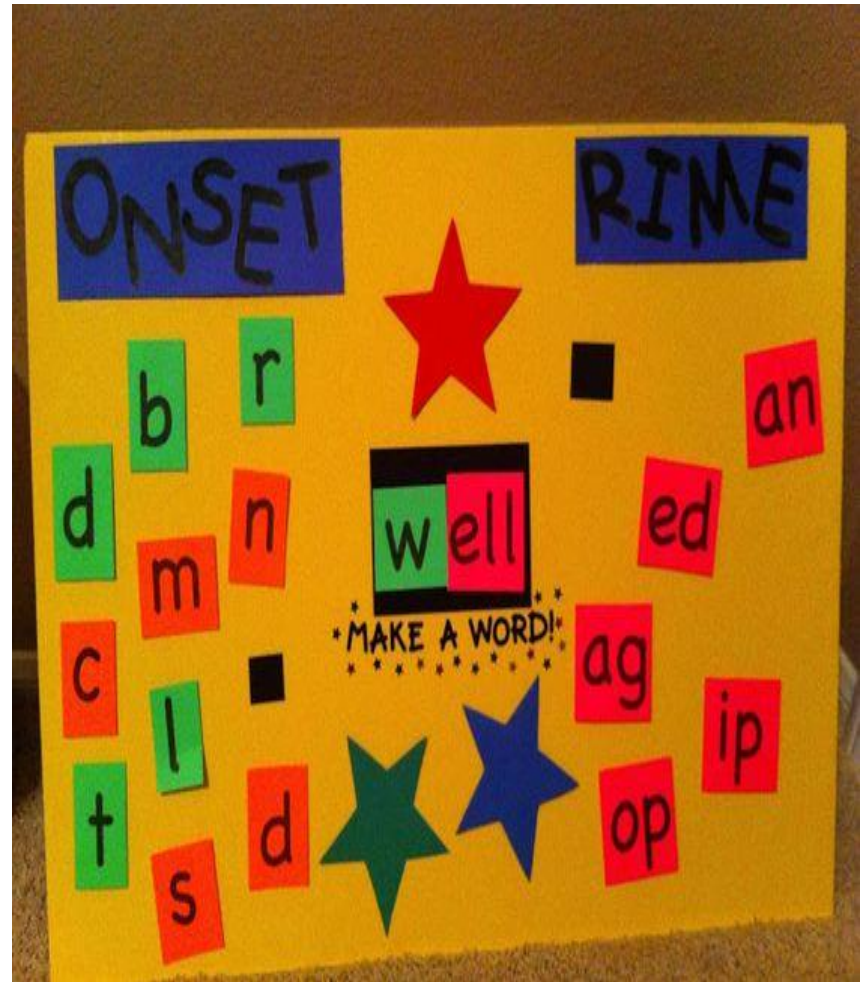
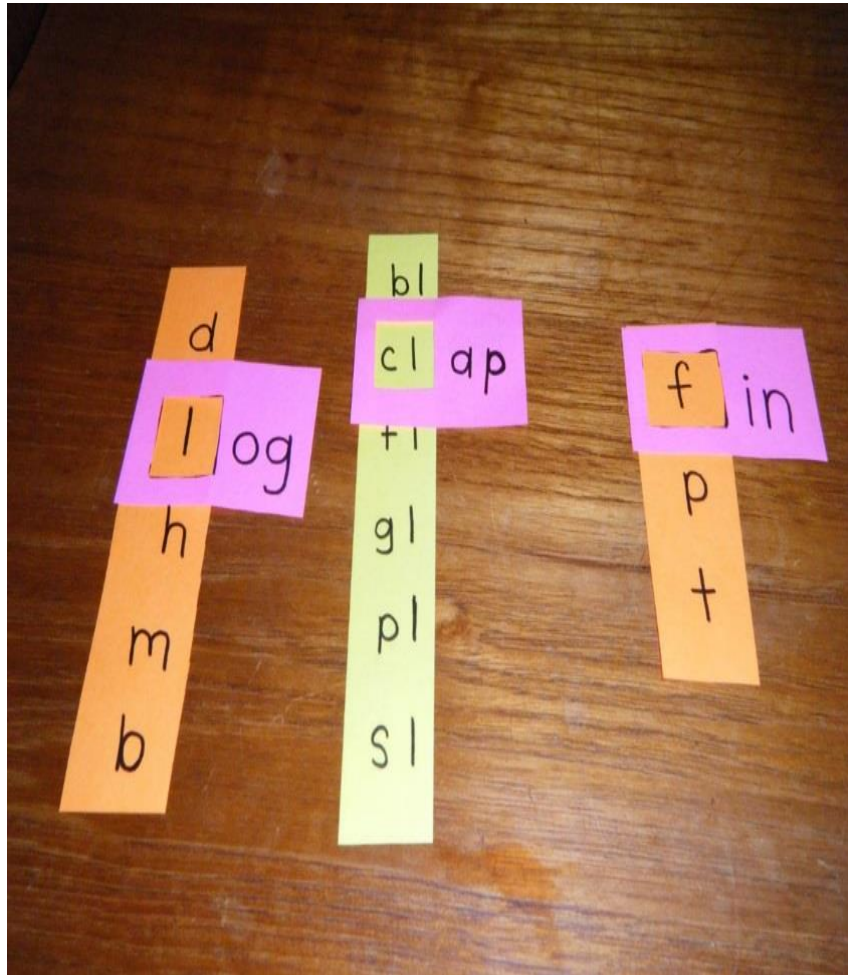
- ▶ Cut the words up and put them back together again
 - ✓ blends and end rimes
 - ✓ individual letters
 - ✓ syllables



Activities: Word jigsaws



Supporting word reading



Supporting word reading

- Chunk syllables e.g. fan tas tic
- Look for a small word e.g. his carpet
- Is there a word you know which has the same ending? e.g. you know “day” now can you read... “say”.

Supporting passage reading

If you are trying to encourage confidence and flow you can adopt the paired reading approach...5 second rule, tell the child the word if he/she hasn't worked it out after 5 seconds.

Shared reading (you share the reading. It also provides an opportunity to model reading).



Developing understanding

- ▶ Check that children understand what they are reading
- ▶ Extend their vocabulary. Check that they understand the meanings of words. “Do you know what is?”
- ▶ Ask questions about their reading.

Write down 3 questions you could ask a child before you read a book.

- 1.
- 2.
- 3.

Write down 3 questions you could ask a child during the reading of a book?

- 1.
- 2.
- 3

Write down 3 questions you could ask a child after reading.

- 1.
- 2.
- 3.

Question prompts for reading (1)

What sort of books do you like?

What is this book about?

What does the cover tell us?

How do we find out who wrote this book and who drew the pictures?

What do pictures in books help us do?

What sort of people can you find in story books?

What do we do at a full stop?

Who do you think is telling the story?

What do you think might happen next?

Is this book fiction or non-fiction?

Why does the author use pictures in this story?

Can you break down a tricky word?

What happened in the story?

Find a page in the story you really liked, why did you like it?

Find a page in the story you really disliked, why did you dislike it?

Is this book funny, why?

Would you share this book with your friends?

Why do authors include pictures?

Did you learn anything from this book?

What often happens to baddies in a story?



Was this story like any other story you have read?

Would you read this book again?

Question prompts for reading (2)

What sort of books do you like?

What made you choose this book?

What sort of book is it? How can you tell?

Based on the cover what do you think the story is about?

What would you like this story to be about?

Have you read a book by this author before?

How do you know someone is talking in the story?

How does punctuation help us to make sense of what we are reading?

Where and when do you think the story is set?

Who is the main character in the story?

Has the author put any words in bold or *italics*? Why?

Can you find any amazing adjectives?

What happened in the story?

What was the most exciting part of the story?

Which character in the story interested you most?

What is the main event in the story?

Can you think of another way to begin this story?

Where you surprised by the ending of the story?

Can you think of another way to end this story?

Was there any part of the story you did not like?

Do you think the illustrations add to the story?

Did you enjoy reading the book?







What makes a good story?

What features of the text tell you that this story is fact/fiction?

Dice Games to support comprehension







NONFICTION

Roll & Retell

	What was your favorite part? Why?
	What was the book about?
	What are 2 new facts you learned?
	What are 3 details from the book you learners?
	What are 2 questions you still have after reading?
	What does this book make you think about?

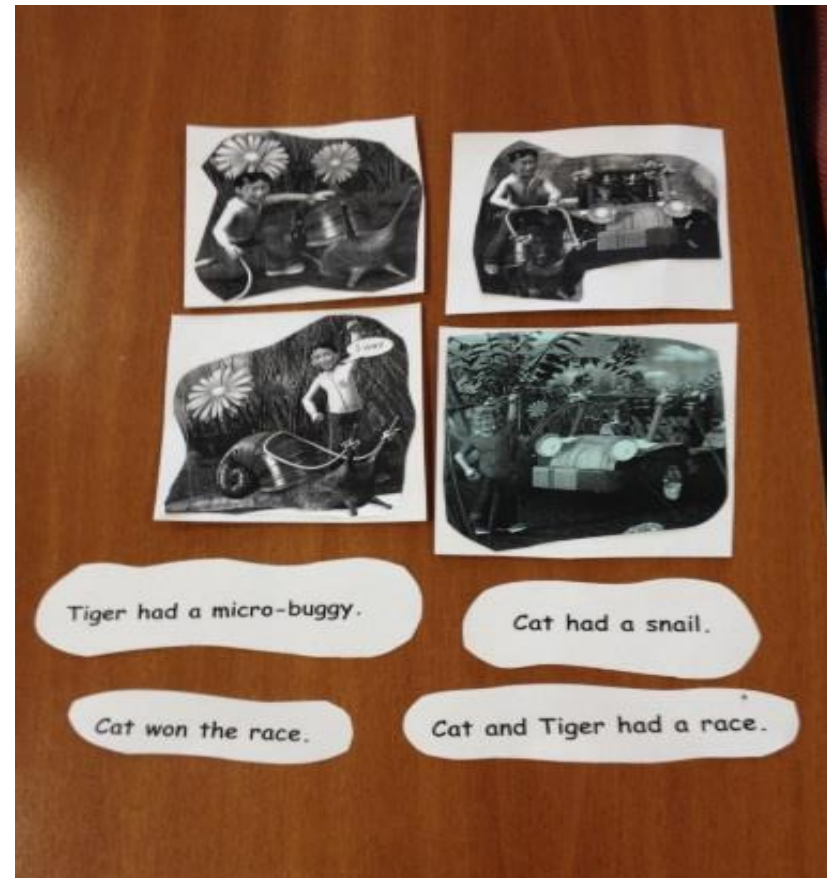
Roll & Chat

Take turns rolling the die and talking about the topic next to that number.

If you roll a...	Chat about...
	What was your favorite part of the story and why?
	What is your favorite illustration and what does it show?
	Pick 2 characters. Compare how they are alike and different.
	What is the setting of the book?
	What happened at the end of the story?
	Did you learn any lessons from the story?

Further Reading activities

- ▶ Sequence pictures from their reading into the correct order.
- ▶ Match words to pictures.
- ▶ Match phrases/sentences to pictures.



- ▶ To improve fluency you can get the child to record a page of their reading on the i-pad and play it back.
- ▶ Select a sentence from their reading, cut it up and have the child put it together again. You can cut it up into individual words or phrases.
- ▶ Listen to audio books (NI Libraries)
- ▶ Use software to read text (Immersive reader Windows 365, Texthelp)

General points about spelling

- ▶ Spelling is a different skill from reading.
- ▶ You must be able to read the word before you can spell it.
- ▶ You need to understand how to use the word...link to meaning.
- ▶ Encourage children to say letter names. Letter names are consistent.
- ▶ Be encouraging. Point out the positives.
- ▶ Try not to let a child get into the habit of writing a word incorrectly. Consistent incorrect spelling will be established in memory.

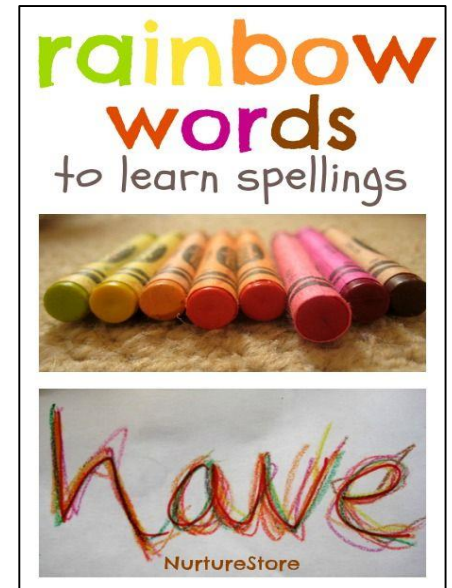


Supporting spelling

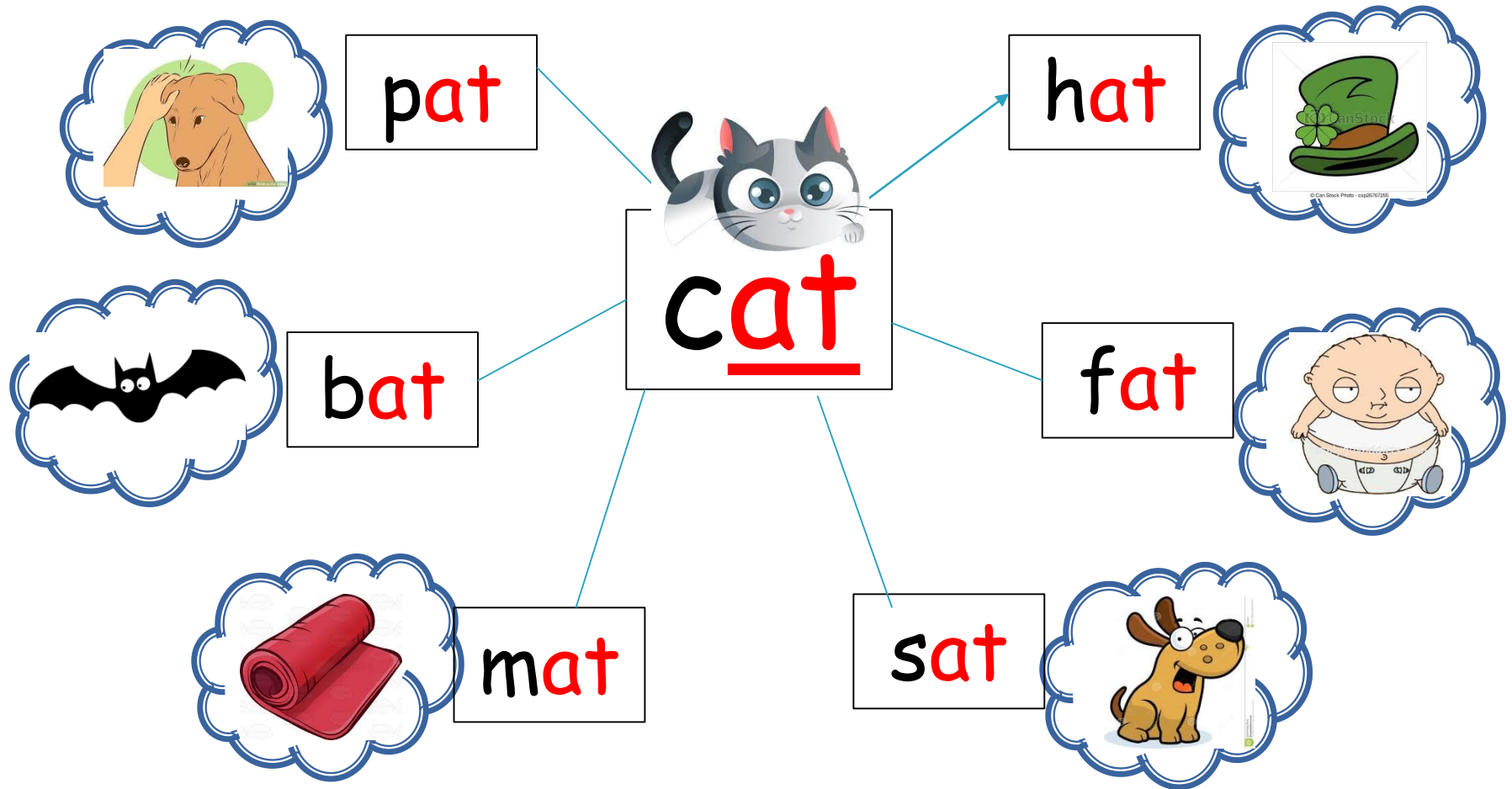
- **Assistive technology:** Use of computers, laptops, ipads, and tablets using software such as Wordshark, clicker, Texthelp Read&Write and accessibility tools built within the hardware
- **Hand held Spell-checkers**
- **Help mats** (similar to those used for single word reading) can be used to support spelling.
- **High frequency words or topic words** can be put on the desk or visibly close for reference in the class.
- **Rules and tricky words** can be displayed on the desk or visibly close for reference in class
- Provide on a **post-it note** quickly, avoid asking them to sound it out in front of peers

Supporting Spelling

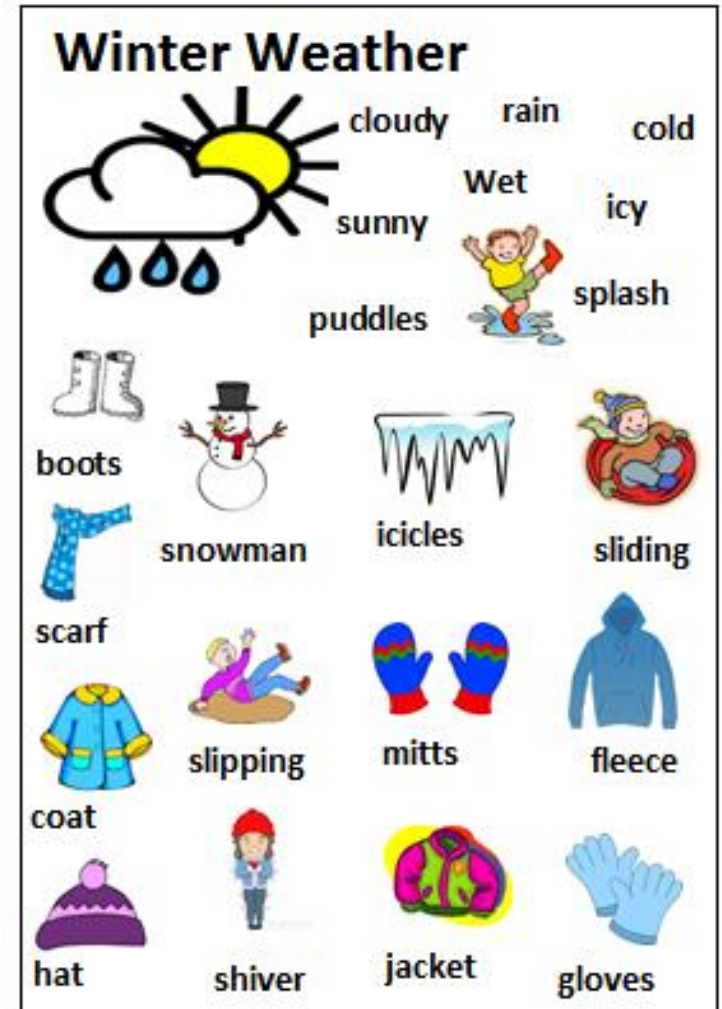
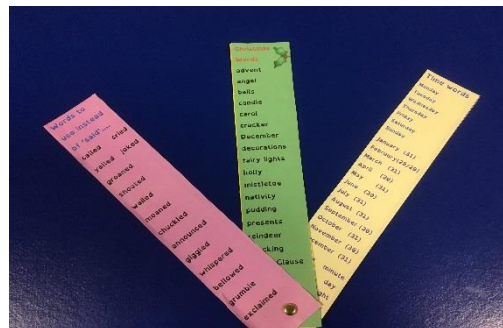
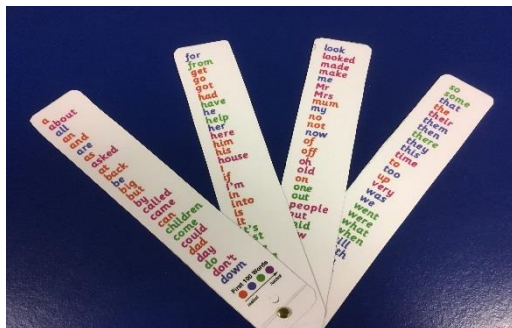
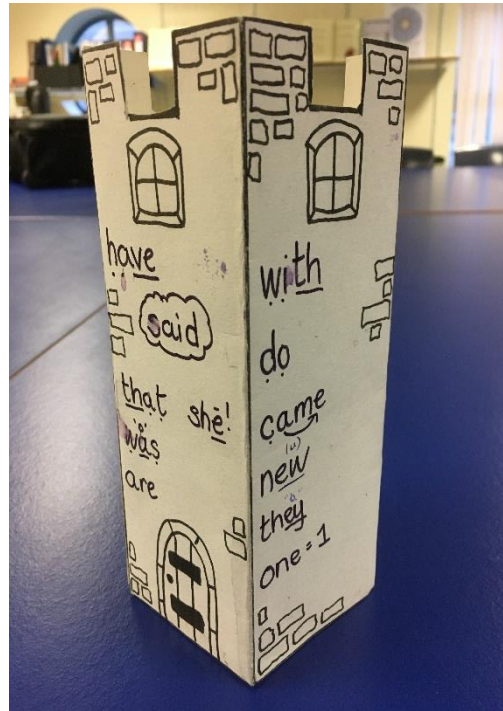
- ▶ Practise Look Say Cover Write Check or Read, Trace over, Copy and Spell
- ▶ Practise writing in different mediums if available saying the letters as they write them (sand/salt/flour).
- ▶ Practise rainbow writing (tracing over in different colours) saying the letters.
- ▶ Find a known word with the same end rime and use as an “anchor” word.
e.g. d**ay** now spell st**ay** pl**ay** w**ay**
- ▶ Wordsearch (use horizontal only)



Using 'anchor' words : cat



Examples of word mats, fans and towers to support spelling



Examples of some mnemonics used to remember tricky words

does



daddy often eats sweets

rhythm

Rhythm Helps
Your Two
Hips Move.



laugh

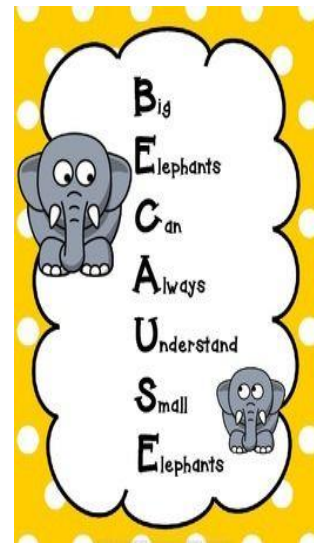
Laugh And U
Get Happy.



said



Sally Ann is daft



difficulty



Mrs D
Mrs I
Mrs FFI
Mrs C
Mrs U
Mrs LTY!

O U Good Horse



OUGH

ough

would

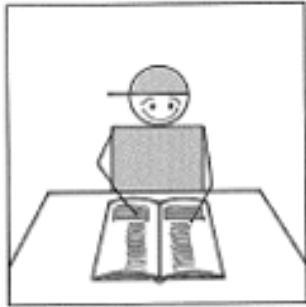
could

should

o u lucky duck



Making a mnemonic memorable



Choose a word that you find difficult to spell.



Think of a cartoon or story to make this word memorable. Funny, silly or cheeky ideas can be easier to remember.



Open up your mind and let your imagination run loose.



Think of the story behind each spelling mnemonic. Make sure you understand the connection.



Own your story; modify it so that it makes sense to you. Link your spelling to your own experiences.



Use the mnemonic on the same day as we tend to forget most of what we have learnt within 24 hours.



The best way to learn is to teach, so show your mnemonic to someone else and tell them how it works for you.



Be practical: **MULTISENSORY**
Make a poster or other artwork and display in the classroom and at home



Print out your mnemonic in black and white and have others colour it in

Examples of some visual prompts to support spelling rules, word meaning and unusual spellings

Watch out! Watch out!

I can see a witch about.

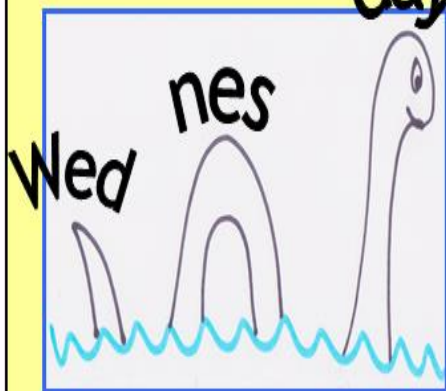
was
wand
want
what
wash
swan
swap
swamp
wander
swallow
watch
water



The wicked witch casts a spell on /a/ and turns it into the sound 'o'.

On Wednesday

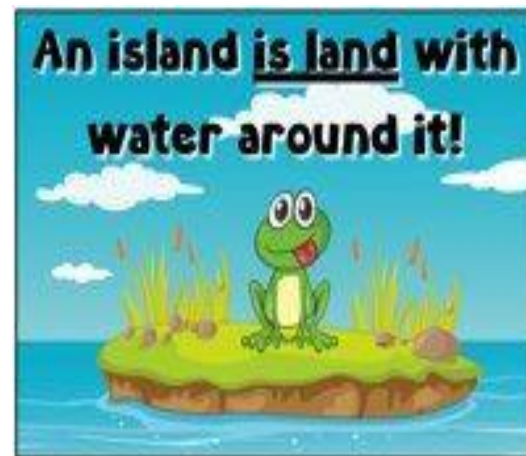
day



They went to see the Lough Nes monster.

Their
There

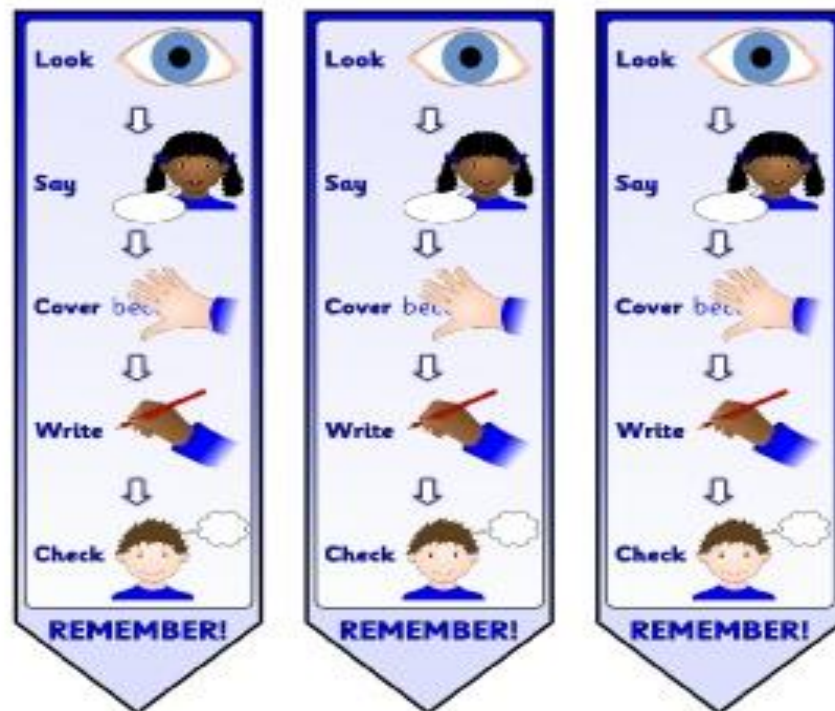
An island is land with water around it!





- Stretch out the word. What sounds do you hear?
- Does it sound like a word you know?
e.g. : look – cook
- Leave out the hard bit- then fill in the details later e.g. bec—s
- Use syllables -try to spell each little bit e.g.: fan / tas / tic
- Try the word out - pick the one that looks right e.g. sno / snoe / snow

Look, Say, Cover, Write, Check Reminder Bookmarks



Supporting Writing

- ▶ Give children prompt questions to help them structure their writing

When?	Who?	Where?	What happened?	Why?	How does it end?

I am going to think about all the things I want to say and draw some pictures to help me remember them.

I am not going to write a whole sentence yet. I'm just going to put some pictures and words to remind me what to say.

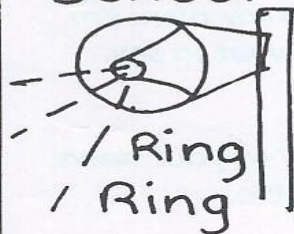
I am going to think about some interesting words to use to describe how I feel.

My News Plan				
When?	Who?	Where?	What?	Why?
				

When

Last
Tuesday

After
School



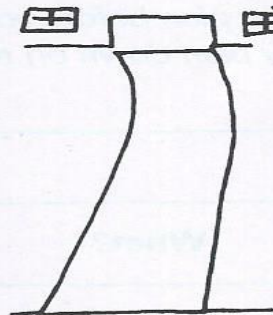
I ran
home

Where
on the
driveway

it ~~was~~ ^{is}
gery



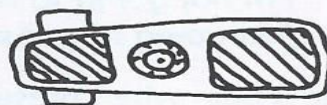
it is long



What



Skatbrooding



Pink
Windy

Who with

no one
just me



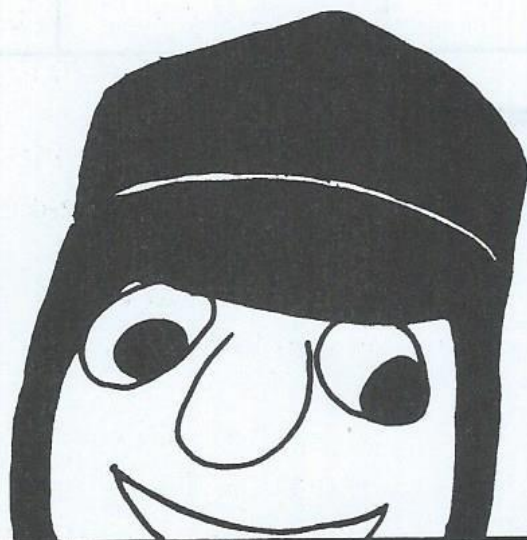
Why

have fun
going
fast



My news plan.

Last Tuesday I ran home when the siren rang at school. At home I was playing on my skateboard on the driveway outside my house. My driveway is grey and it is long and the skateboard is pink. The weather was windy. No one was with me, and I had fun because I was going fast.



Write a story







The dog is
running.

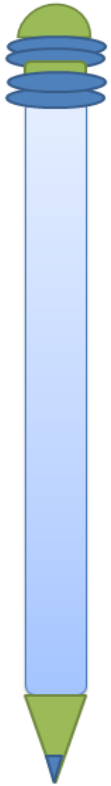
He is happy.


He is in the park.

The dog runs
after the ball.


Checklists and prompts

Writing checklist _____



☐ Use a CAPITAL letter at the beginning of a sentence
e.g. **T**he cat is mad. 

☐ Use finger spaces.
e.g. I like to play.


☐ Use ending punctuation
e.g. Can you see me? 

☐ Use a **WORD WALL** to spell words.
e.g. I am **good** at writing stories.

him	his	but	game
how	just	did	do
know	let	eat	four
live	may	get	good

Watch out for

COPS

Capitals

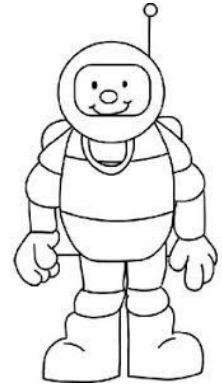
Words Left **O**ut

Punctuation

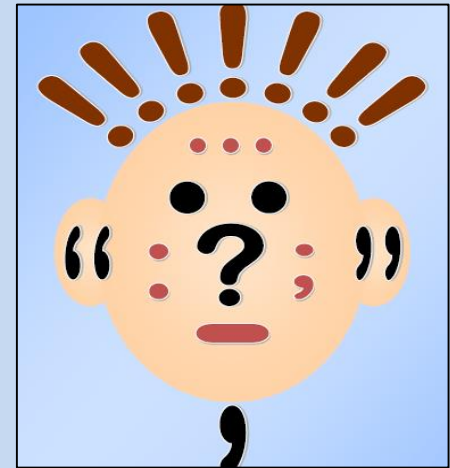
Spelling



Remember
your finger
spaces



Don't forget
Mr Punctuation.



Help mat to support independence



Help Mat:

A apple 	A acorn 
E egg 	E even 2 4 6 8
I itch 	I ice 
O octopus 	O open 
U up 	U units HTU 242 -131 -111

Sentence starters:

The...
Next...
Then...
When...
After...
I...
We...
They...
It...

Sentence starters:

Once...
On...
During...
Soon...
My...
So...
If...
However...
Meanwhile...

Colours

Black White
Green Navy
Yellow Red
Blue Orange
Purple Grey
Maroon Pink
Gold Silver
Turquoise
Brown

	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

1 One

2 Two

3 Three

4 Four

5 Five

6 Six

7 Seven

8 Eight

9 Nine

10 Ten

11 Eleven

12 Twelve

13 Thirteen

14 Fourteen

15 Fifteen

16 Sixteen

17 Seventeen

18 Eighteen

19 Nineteen

20 Twenty

	January	1	
	February	2	
	March	3	
	April	4	
	May	5	
	June	6	
	July	7	
	August	8	
	September	9	
	October	10	
	November	11	
	December	12	

The Seasons

Autumn

Winter

Spring

Summer

The Six W's writing frame:

Who?
When?
How?
What?
Where?
Why?

Watch out for COPS!



Please Check for:

- CAPITALS
- Words Left OUT
- PUNCTUATION
- SPELLINGS

does



daddy often gets sweets

said



Sally Ann is daft

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



They went to see the Lough Nes monster.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

We have 26 letters in the alphabet, 5 vowels and 21 consonants. We use 44 sounds to make our words.

Help Card from the BELB Peripatetic Support Service SB Sept 2011

Help mat to support independence

<p>No word ever ends in 'v' always always add an e !</p> <p>have shove give glove gave heave live leave move prove</p>				nouns naming words	verbs doing words	adjectives describing nouns	adverbs describing verbs
<p>Where are my shoes?</p>  <p>The children were looking out of the window.</p>  <p>I want to wear my big hat to the party.</p> 	<p><u>w</u>ould <u>c</u>ould <u>s</u>hould <u>o</u> <u>u</u> lucky <u>d</u>uck</p> 	<p><u>i</u>sland</p>  <p>An island <u>i</u>s <u>l</u>and with sea around it.</p>	<p>My house is over there.</p>  <p>The children play with their toys.</p>  <p>There're (there are) too many dishes to carry!</p> 				
<p>Where, wear and were</p> <p>? Because</p> <p><u>B</u>ig <u>e</u>lephants <u>c</u>an <u>a</u>lways <u>u</u>nderstand <u>s</u>mall <u>e</u>lephants.</p>							

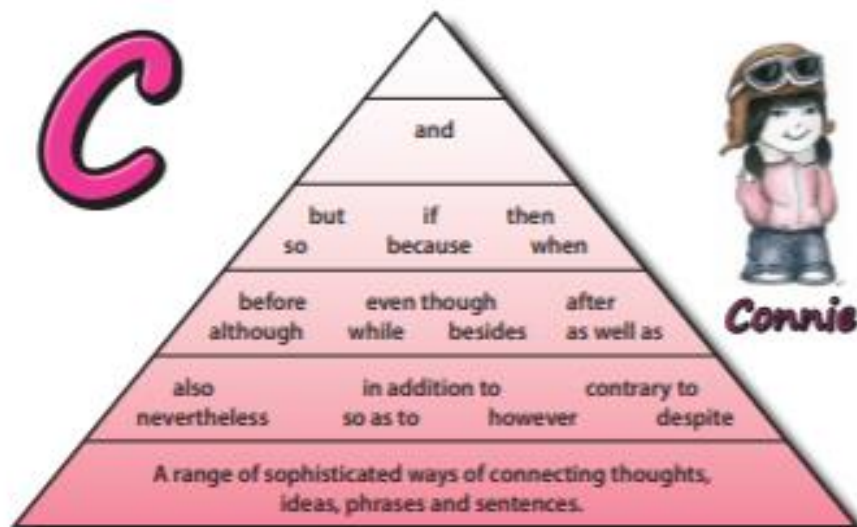
V



Vinny

Vivacious Vocabulary

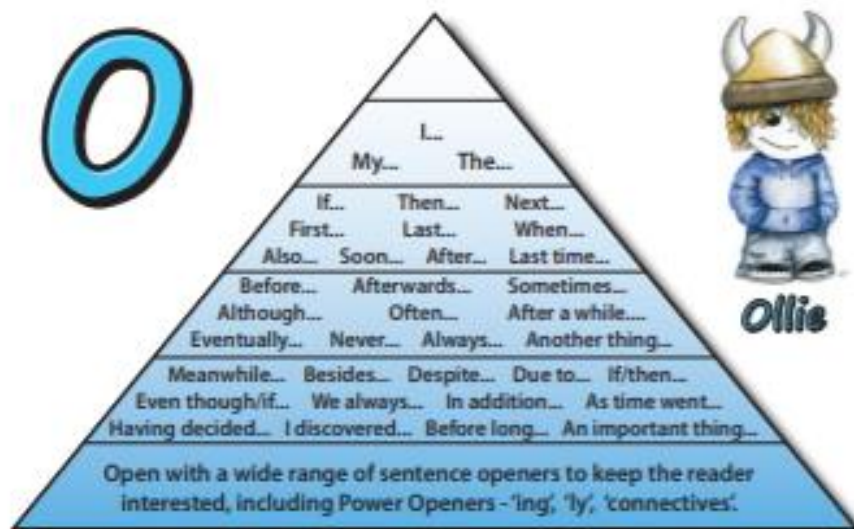
C



Connie

Cool Connectives

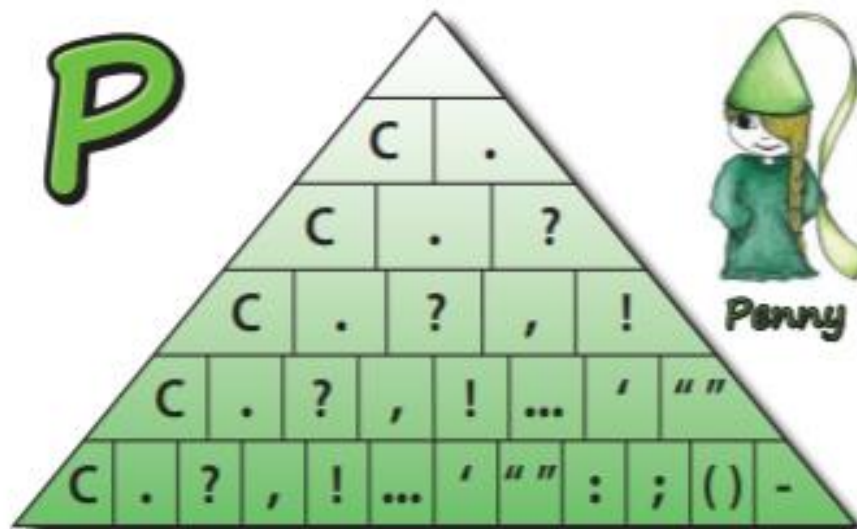
O



Ollie

Outstanding Openers

P

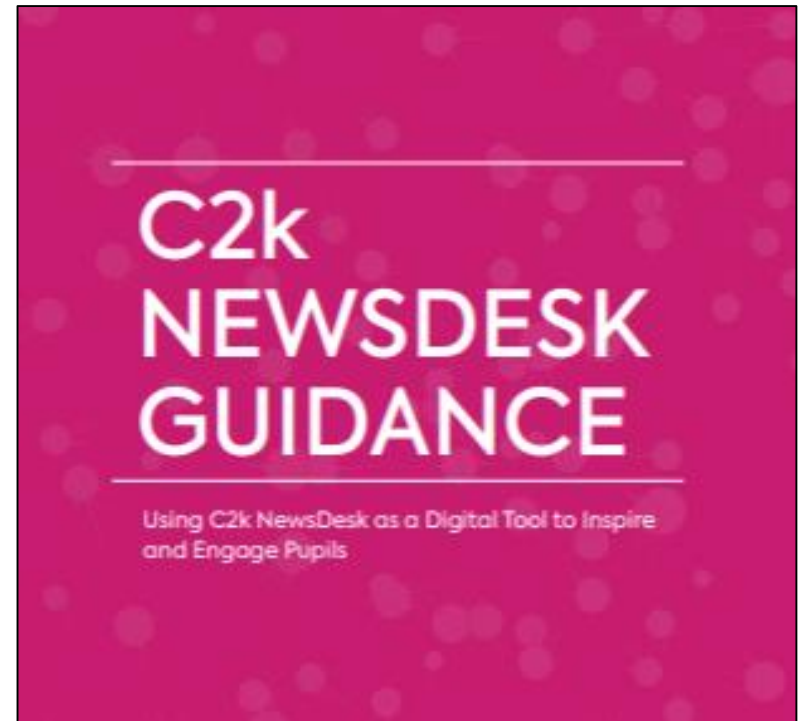
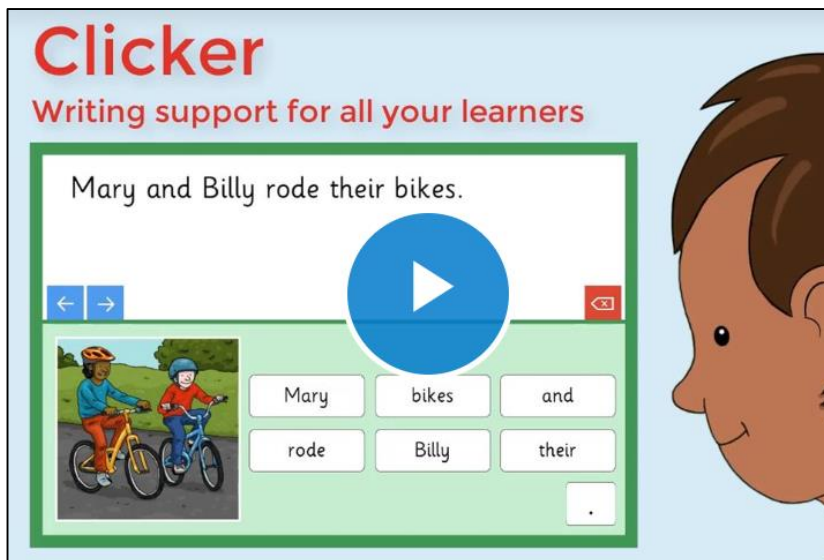
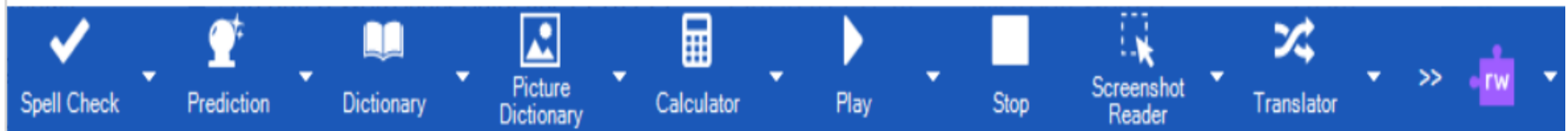


Penny

Powerful Punctuation

Assistive Technology to support writing

Read&Write for Windows (Gold Edition)



Not all pupils need the same thing

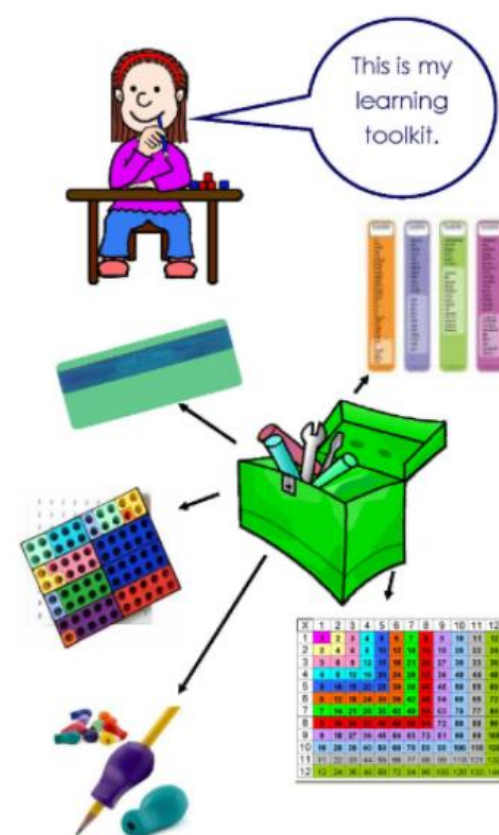
Hi... I'm Ben and I'm 8



Hi... I'm Jake and I'm 13



Hi... I'm Emma and I'm 10



Summing up

Three significant areas which contribute to literacy difficulties

- Working memory
- Speed of processing speed
- Phonological awareness and processing

How to support sight vocabulary recognition

How to support sound/letter recognition

How to support reading comprehension

How to support spelling and writing activities

