



Hands on Literacy

A multisensory activity programme
for the Early Years



Appreciation and thanks go to

Professor Angela Fawcett, Chair of Child Studies, Swansea University;

The children and staff of:

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Newton Primary School

Tremains Primary School

Mynydd Cynffig Infants School

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Debbie Avington, SPLD Consultant, who compiled this resource

Design by designdough



Contents

Introduction	1 - 2
Early Intervention Project	3 - 4
The Hands on Literacy Programme	5
How does it work?	6 - 12
Hands on Literacy Activities	13 - 32
Multisensory Learning	33
Creating a Multisensory Environment	34 - 44
Extension Activities	45 - 62
Appendices	
Appendix 1 - Case Study	63 - 64
Appendix 2 - Examples of Checklists for recording progress	65 - 68
Appendix 3 - The Way Forward – accessing support for children ‘at risk’ of SPLD	69 - 74
Appendix 4 - Research Results	75 - 88
Appendix 5 - References and Resources	89 - 92



Introduction

01

Introduction
The Hands On Multisensory Programme

It has been acknowledged for some years that the early years in school are the key to later success in learning. The importance of this stage has been recognised in the recent introduction of a new Foundation Phase in Wales, and the Foundation stage in the UK.

Despite the recent emphasis on introducing reading skills at an early stage, the proportion of children who struggle to learn to read has increased. This has led to a change in emphasis in early schooling, which now in both Wales and the UK is trying to develop strong foundations for later more formal schooling. In order to do this, we must emphasise the skills that children need to have in place before they are ready to learn.

In Wales, we are introducing a curriculum that includes up to 50% of outdoor play that is aimed at developing the spoken language skills that underlie successful literacy.

This is quite a challenge for the teachers involved, and so, as part of Bridgend's Inclusion Strategy, the authority are committed to developing effective early identification and

intervention strategies which can be used by Foundation Phase teachers in mainstream schools. In this book we introduce our attempts to help them to identify the skills which are needed to be successful, and put in place an intervention programme comprising strategies that can easily be delivered within an inclusive school setting, without the need for extra resources.

The approach we used was based on a screening and support system developed by Angela Fawcett and Rod Nicolson, which has been used successfully for early literacy development in children aged 5-7. (Nicolson et al, 1999, Fawcett et al, 2000). The original version was used in nursery school with children aged 4, who were followed up at ages 5 and 5.8 to see whether they had made lasting improvements in comparison with a small group of children within the same nursery system who had not received this support.

The intervention of 2000 was developed in association with an experienced teacher, Dr Ray Lee, who helped to develop tests and games suitable for pre-school children (Fawcett, Nicolson and Lee, 2000). This approach, delivered in 3 sessions weekly



over a 10 week period, tried to take the elements of a whole school approach and make it possible to deliver effectively and cost-effectively. The games were meant to be fun, and all the children enjoyed them, but it also had a lasting impact on the children's development. When the research started, all the children at 4 were showing mild risk for failure, but at 5 and 5.8, they showed no risk at all. The screening test used in the later stages of this research was the DEST, which is now published in a 2nd edition (Fawcett and Nicolson, 2004)

The research reported in this Handbook, was based on work undertaken by Bridgend LEA in two local schools in 2009. Here we used DEST-2, in conjunction with Language Links and teacher assessments and comments to identify children who would benefit from support, but other screening tests could also be used. The DEST-2 screening test was normed on over 1000 children, can be delivered in 30 minutes and was designed for teachers and teaching assistants to deliver. It allows the tester to see how each child performs in a range of tests, precursors of learning difficulties, in comparison with other children of the same age. It gives an overall risk level,

with 0.6 mild risk, and 0.9 strong risk. The areas covered are language, phonology and auditory skills; speed, memory and motor skills.

In Bridgend the children were selected for the intervention if they had an 'at risk' score of 0.6 or more, indicating mild risk, with 0.9 indicating high risk. After the intervention all the children had improved and 75% were no longer in the at risk category - a very positive result.

The research continues, including a Welsh version of the screening test that has been specially adapted, and interventions in the Welsh language.

Professor Angela Fawcett

If you want to read more about the research in Bridgend you will find details and results in Appendix 4.



The Hands on Literacy Project

The Early Intervention Project

All children in the reception year of the three pilot schools were screened using DEST and the results compared with other data (baseline assessment, Language Link). Children, who scored 0.6 or above in the DEST-2 and below 38 on Language Link, were chosen for the intervention from the two project schools.

Where staff had the opportunity to undertake the assessments themselves there was greater confidence in understanding the principles of early identification and intervention and the small step approach to the development of early literacy and physical skills. Staff felt that there had been some surprises in the children's' responses to skills testing and the act of assessment had given them an invaluable insight into individual development.

The intervention was developed in consultation with the teachers who were to deliver it, following an introduction to the principles of structured multisensory teaching through games and activities which were based on five areas of development, phonological awareness, visual, spatial and auditory memory and sequencing. It also draws upon fine and gross motor skill development as documented in the publication 'Do and

Discover - Fun activities to develop physical skills in the early years', which was prepared by Bridgend LEA in collaboration with Sharon Drew.

Staff asked for modelling of activities so that they could feel confident that they were giving children the best possible chance to develop appropriate skills. Recommendations for particular resources were requested and a detailed synopsis of ideas for developing multisensory boxes/ storage and display areas for the project.

Progress was evaluated following the intervention in comparison with children who had not participated in the intervention in the control school. Following feedback from project teachers it was felt that it would be better to limit some of the activities introduced in the early stages of the programme so that there was more 'practice time' and that new activities should be introduced on a fortnightly basis to allow for assimilation and transference of skills. Staff felt it was difficult to leave out any activities, however, as they were all popular with the children and appeared to have a positive effect.



The intervention was extended to twelve weeks and more activities were added, honing the intervention programme to meet the continuing needs of the identified children in the pilot schools.

In feedback interviews teachers felt they had gained knowledge and awareness of signs of specific learning difficulties. The experience had highlighted the importance of early intervention and they were now more confident in recognising and addressing the development of early literacy and movement skills.

They appreciated the influence and support of specialist staff who contributed to the programme throughout the project. The intervention therefore fulfilled its aims in enabling input from specialist staff which will contribute to the capacity, sustainability of knowledge and practice in participating schools.

All the children involved in the project enjoyed the multisensory activities and made progress but watching the children develop confidence and enthusiasm gave the greatest reward. The teachers thought that the project was interesting, informative

and relevant and that the intervention programme could be transferred into good whole class practice.

Evidence from teachers' and children's questionnaires, assessment results and overall statistical calculations point to an endorsement of the intervention programme in successfully facilitating accelerated development of early skills within the Foundation Phase classroom environment.

This handbook provides an overview of some multisensory activities, the principles behind them and the full 'Hands On Literacy' programme with details of the activities which we have developed and we hope that you will find it useful and adaptable in your own schools



The Hands on Literacy Programme

Why another programme for the early years?

Many intervention programmes produced for early years teachers focus on early reading development and include specific activities and games relating to letter knowledge, high frequency words and sentence building using words and pictures. This resource is aimed at suggesting a range of multisensory activities which utilise concrete objects and everyday tools to provide practice in skills at the pre-literacy stage. As children mature they may increase their understanding of symbols, moving from the concrete to the more abstract and they can then accept pictures for games instead of objects and eventually written words.

The programme will address all aspects of early literacy, physical development and readiness to learn and will be a useful resource for teachers who identify children who are struggling to interact independently in their learning environment within the Foundation Phase.

The aim of this resource is to give teachers the opportunity to focus on key developmental skills and to build an awareness and confidence in understanding and identifying the underlying specific needs of some children.

Early identification can then be supplemented with a short term intervention which engages the whole child in learning through play in accordance with the Foundation Phase pedagogical principles. It allows teachers to focus on individual progress and the development of each child.

The activities are designed to incorporate games which are fun for the children to participate in and which will engage them in activity-based learning which they will anticipate with enthusiasm and excitement within a structured plan. They will have the opportunity to establish secure learning pathways, talk about what they are doing and so consolidate the patterns and processes of skill development in which they are engaged. The programme has been developed with the support of teachers in the Foundation Phase who have piloted the structured activities and have given positive feedback and recommendations.



The Hands on Literacy Programme

How does it work?

The programme of activities has been developed to provide a range of opportunities to promote and practise various aspects of early pre-literacy skills. Each activity is presented under a heading which defines the area of development to which it relates.

Phonological Awareness

Auditory Memory

Visual Memory

Manual Dexterity

Gross Motor

The areas are colour coded and for ease of use, the colour follows through into the pages which explain the activities.

The activities should be adapted to fit themes and planning notes so that the activities complement classroom learning. Ideas can be changed slightly but should still maintain their structured, cumulative sequence. All the equipment and games should be easily found or made in a reception classroom and they are all designed to be interesting, motivating and enjoyable.

The activities are carefully structured to provide a balance of skill development and encourage multi tasking. They build in a small step by step approach so that children are assured

success and progress slowly and steadily. It is anticipated that the sessions should take place at least three times each week, that they should be approximately twenty minutes long and that the children should be experiencing the programme in groups of four at one time. The make-up of the groups should be dynamic and should be reviewed regularly in order to maximise learning and to allow for social cohesion and peer support.

The activities for the first week are designed to introduce materials and approaches to the children in an informal way. The following activities were designed for practise during the next one to four weeks, depending on the children's development and progress. Repetition and over learning are an essential element of the programme with children exploring fully the games and activities, extending experience with the additional suggestions where appropriate.

The next set of activities are for weeks five to eight and the next, for weeks nine to twelve but the activities should always be child-centred and the programme should only progress at the optimum pace for the child.

**These four pages are photocopyable for use in your school*



How does it work?

Phonological Awareness

07

How Does It Work?
The Hands On Multisensory Programme

Phonological awareness or sensitivity to the sound structure of words has been shown to be a powerful and stable long term predictor of reading achievement and a very important component of successful literacy development. Once children are aware of the patterns of sounds in words they hear, it is easier for them to develop their knowledge of how these patterns are represented in writing.

Research suggests that specific early intervention programmes based on all aspects of phonological awareness have a lasting influence on progress. Therefore the programme in 'Hands on Literacy' focuses on syllables, rhyme, and alliteration and suggests a series of games which should enhance the children's phonological awareness.

Syllables are introduced first as they are the largest units of sound and syllable segmentation has been shown to be easier for children to develop than phoneme segmentation.

Young children enjoy rhyme, making up new and nonsense words, singing songs with repetitive tunes and telling or singing

nursery rhymes. They may enjoy the music of the words for their own sake but they are also tuning in to patterns in words and developing their auditory sequential skills. Rhyme is an essential feature of the programme and, along with onset and rime games, should build up confidence in an enjoyable way. Children may use a visual approach to recognising whole words quite naturally but many have difficulty in distinguishing shape and pattern. An awareness of onset and rime allows them to apply analogies in order to learn new words.

Although there is a strong emphasis on developing phoneme knowledge in early years' classrooms there are still some children who show signs of underachieving in this area and who fail to acquire the alphabetic principles i.e. letter naming in particular. Therefore, a range of multisensory approaches to letter knowledge is suggested.



How does it work?

Introducing the phonemes

The majority of successful intervention programmes for early literacy focus upon the acquisition of letter sound knowledge in a prerequisite order -

i t p n s

The thinking behind this is based on the knowledge that young children's oral kinaesthetic awareness is the strongest sense and can be seen in their inclination to explore new objects by putting them in their mouth. The consonants 't p n s' are made with the lips, teeth, and tongue touching different parts of the mouth so that the oral, kinaesthetic feedback can aid memory of how to make the sound. Try saying the sounds slowly and notice how your lips come together and where your tongue and lips are when you make the sounds. They are also very different in shape so there is little scope for confusion.

The choice of only one vowel, 'i', being introduced is because the short vowels a, e, i, o, u are often the most easily confused of the letter sounds.

When you make these sounds your mouth stays open and there are only slight variations in shape from one short vowel sound to another which means there is very little differentiation in oral kinaesthetic feedback. In addition, short, top to bottom strokes are the easiest pattern for children to learn to copy first and children love adding the dot! - 'i' is much easier than a circular 'a' which has joins and verticals to learn.

When these letters are combined to make words there are many combinations including initial consonant blends e.g. sp, sn, st, to add to the various rimes of in, it, ip, is, plus the addition of the 's' in the plural or verb so that children are quickly introduced to a whole range of words which they can recognise, read and spell without the added complication of long vowels and phonically irregular spelling.

The next letter to be introduced is 'a' which opens up a new range of familiar phonically regular words. By this stage the children will be able to make the circles, loops and zig zag patterns of other letters.



How does it work?

Auditory memory

09

How Does It Work?

The Hands On Multisensory Programme

In order to learn effectively in the classroom environment it is important for children to develop good listening skills, to understand what they hear and to be selective in their listening. The development of auditory sequential memory skills is vital in order to distinguish and manipulate sounds in words. It is important when a child begins to use a phonic approach to decoding or to remember a sequence of words in a sentence or in a story.

It is possible to train a child to listen intently, to focus on specific sounds and to distinguish sounds accurately so that it can be a conscious act.

'Hands on Literacy' offers some complementary activities which develop listening and auditory sequential memory skills in particular, as these are areas of development which often show up as specific areas of difficulty. Games which focus on telling stories, singing rhymes and playing musical instruments in an unthreatening environment of small group play, should give children more confidence in developing these skills.

There appears to be a strong correlation between naming speed and reading skill and children who struggle with finding a word or use 'um,' 'thing' etc. often have parallel difficulties with word recall in reading and may become hesitant readers. Good readers need to be able to retrieve words rapidly from their own internal language store in order to match them with the equivalent squiggles on the page. Therefore the programme provides rapid naming games to give children with this specific need opportunity to practise.

The teachers in the pilot project found that these games were easily incorporated into classroom routines, sometimes adapting them so that the whole class could join in the fun.



How does it work?

Visual memory

Visual memory involves the ability to recall an object, picture or symbol once it has been removed from sight. The young brain can be encouraged to observe and develop memory skills through a step by step approach. It is already wired to develop strong neural pathways from the repetition of patterns and experiences.

Children who have difficulties with a 'look and say' approach to reading or with sight vocabulary will rely more heavily upon phonic approaches and could benefit from developing more efficient visual memory skills to read abstract symbols like letters and numbers. The skills need to be introduced and reinforced through a wide range of developmentally appropriate activities.

Visual memory games can boost short term memory skills, visual perception, attention to visual detail, visual motor integration and visual spatial awareness.

There are a range of games and activities in the programme which address these skills, some using objects and pictures;

others deal with labelling correctly and holding names in working memory. Copying and tracking activities are also explored as these develop familiarity with common shapes and patterns needed for writing fluency.

Other games for developing visual spatial memory may involve large apparatus and are best enjoyed outside. These games help children to remember sequences of movement e.g. a toy bear being jumped from cushion to cushion, or a frog jumping from one coloured 'lily pad' to another.

Many of these games can be presented in a circuit so that the children are enjoying a variety of activities and skills together.



How does it work?

Manual Dexterity

The programme has been developed to provide a range of activities which develop fine motor skills.

It is vital to develop the hand muscles and to model and practice specific movements and sequences of movements before children are expected to draw and write. Many children are unable to hold a writing tool effectively because they have insufficient practice with finger and hand exercises and their muscles are underdeveloped. They are often expected to write patterns in letters and words which they are not ready to copy. Multisensory activities which enable the child to explore pattern -making, in a structured progressive small step approach, using different media, have been selected for the Hands on Literacy Programme.

Sensory experience (touch and feel) and hand strength using different grips are explored for pulling, pushing and pressing. The activities develop manipulative skills, like picking things up and letting go with accuracy, holding and using toys for play and using tools like pencils and pegs.

Good eye-hand co-ordination is needed for language and perceptual development so there are activities using hands and eyes together for fine motor skills such as pointing, pencil skills, tracing, cutting and threading.

The range of activities includes threading and colour sequencing of various materials, games with pegs and tongs, using dough and ideas for flexing and stretching the hand muscles.

Finger rhymes are suggested – there are many finger puppets available which illustrate stories and rhymes and children will enjoy telling their own stories as well as singing or retelling familiar ones.



How Does It Work?

The Hands On Multisensory Programme



How does it work?

Gross Motor Skills - Do and Discover

The activities in this section are based on 'Do and Discover' - fun activities to develop physical skills in the early years' a publication compiled by Sharon Drew for Bridgend County Borough Council.

The activities address both gross and fine motor development which support strength and control of the muscles; co-ordination of both sides of the body; space and directional awareness; muscle memory and recall – kinaesthetic memory; balance and using hands and eyes together for larger motor skills, such as throwing and catching.

All the activities are multisensory and many of them relate to several areas of skill together, developing different parts of the body and exercising different aspects of motor memory simultaneously, all in one activity. All are fun for children and staff alike.

It is important to refer to the 'Do and Discover' Handbook to ensure that the principles and recommended practice is followed and it will give guidance to monitor the progress of

each child in relation to their overall development.

The materials for these activities can be found in most classrooms but it is important that outdoor activity is included. Besides those resources stored in the multisensory area, or box, in the classroom, there should be availability and access to larger play resources in the outdoor play area.



Hands on Literacy Activities

The Hands on Literacy Programme

13

- Principles**
- Use objects as far as possible rather than pictures.
 - Make as many games as active as possible.
 - When tracing and drawing use as much textural feedback as possible.
 - Use different media for similar activities.
 - Link the activities to topical themes and projects in the classroom

The photocopiable activity programme is reproduced on pages 15 - 18 and is explored in more detail with guidance notes on pages 19 - 30





Activities - Introductory week

Phonological awareness

- Nursery rhymes - introducing and revising popular rhymes.
- Alliteration - letter actions and matching game.
- Segmentation/syllables - names - clapping/tapping syllables in children's names

Auditory memory

- Recognising sounds and musical instruments.
- I went out to play with.....
- Rapid naming- pointing to and naming objects

Visual Memory

- What's missing - Place six objects on a tray, ask the children to look carefully. Name all the objects.
- Copying patterns -lines (top to bottom first)
- Frog jumps with bean bags (see page 23 - Do and Discover)

Manual Dexterity/ Sequencing and Colour - (one timed activity per week, fine and gross motor)

- Threading and sequencing large beads (see page 117 large beads - Do and Discover)
- Peg activities (see page 107 + 109 - Do and Discover)
- Finger rhymes (see page 79 Tall shops - Do and Discover)

Do and Discover

- Jumping from pad to pad with object reference
- Lines with various media on the table or outside on the playground.
- Making sausage shapes - rolling dough with both hands
- Walk the line (see page 39 - Do and Discover)
- Catching bubbles and balloons

Activities - Weeks 1 to 4

Phonological awareness

- Nursery rhymes. Matching objects which rhyme
- Alliteration – letter actions and matching game. Find the letters – letter hunt, round the room, in the playground/nature area
- Segmentation/syllables – names – clapping/tapping syllables. Matching groups of objects with the same number of syllables

Auditory memory

- Recognising sounds and musical instruments. Progression – Two instruments are played in order behind a screen. Each is played in turn and the children are asked to play them in the same order. Repeat.
- I went out to play with..., I went shopping and I bought...
- Rapid naming (one timed activity per week)

Visual Memory

- What's missing – Place six objects on a tray, ask the children to look carefully. Name all the objects. Remove one of the objects. Ask the children to say what is missing. Repeat until all the objects have had a turn at being removed. Repeat naming of objects.
- Copying patterns – lines (top to bottom first) progressing to circles
- Frog jumps with bean bags (see page 23 – Do and Discover)

Manual Dexterity/ Sequencing and Colour - (one timed activity per week, fine and gross motor)

- Threading and sequencing large beads (see page 117 large beads – Do and Discover)
- Peg activities (see page 107 + 109 + Tongs and tweezers page 115 – Do and Discover)
- Scrunching up paper and smoothing it out with one hand
- Finger rhymes (see page 79 Tall shops – Do and Discover)

Do and Discover

- Jumping from pad to pad with object reference
- Circles and lines with various media on the table or outside on the playground.
- Shape- making using play dough- rolling into a ball, pinching and poking
- Walk the line (see page 39, Circuit activities - Do and Discover)
- Catching bubbles and balloons

Activities - Weeks 5 to 8

Phonological awareness

- Matching objects which rhyme – cont. Net the rhymes.
- Alliteration – letter actions and matching game. Find the letters – letter hunt, round the room, in the playground/nature area
- Segmentation/syllables - revision of names. Add more objects as before. Cut up pictures e.g. rabbit linked to theme.

Auditory memory

- Recognising musical instruments – A selection of instruments are played in order behind a screen. Each is played in turn and the children are asked to play them in the same order. Start with two and build up to three.
- I went to the shop and I bought...or variations on the theme e.g. the rabbit went hopping and he met...
- Rapid naming (one timed activity per week) within other activities, using objects linked to theme.

Visual Memory

- What's missing – naming six objects on a tray - link to different theme. Rapid naming then remove two or three of the objects. Ask the children to say what is missing. Repeat until all the objects have had a turn at being removed. Repeat naming of objects.
- Copying patterns - lines and circles using chalk boards and materials e.g. carpet, cord, silk, velvet.
- Frog jumps with bean bags (see page 23- Do and Discover) increasing distance*

Manual Dexterity/ Sequencing and Colour - (one timed activity per week, fine and gross motor)

- Threading and sequencing (see page 117 – Do and Discover) using scrunchies, cotton reels and lids for sequencing colour and pattern.
- Peg activities (see page 107 + 109 – Do and Discover) + Tongs and tweezers (see page 115) progress to using ice cream tongs in the sand.
- Scrunching up paper and smoothing it out.
- Finger rhymes (see page 79 Tall shops, Peter Pointer, Ten Fat Sausages etc.)

Do and Discover

- Jumping from pad to pad with object reference.*
- Circles and lines with various media on the table or outside on the playground.
- Shape- making using play dough - rolls to make nests and balls to make eggs, building up to making letter shapes.
- Walk the line (see page 39 – Do and Discover) - using skipping rope on the floor.*
- Catching bubbles and balloons.*

Activities with could be in a circuit*

Activities - Weeks 9 to 12

Phonological awareness

- Matching objects which rhyme – cont. Net the rhymes. Rhyme bag sorting games.
- Alliteration – letter actions and matching game. Hunt the letters. Focus on those posing rapid naming difficulties.
- Segmentation/syllables – names – revision – add more objects. Cut up pictures. Build up to three and four syllables.

Auditory memory

- Recognising musical instruments – Selection of instruments are played in order behind a screen. Each is played in turn and the children are asked to play them in the same order. Build up to three instruments. Hone for better acuity and increase speed.
- I went to the shop and bought... Alternatives linked to theme
- Rapid naming (one timed activity per week) within other activities, using more objects. Link to theme.

Visual Memory

- What's missing – naming eight objects on a tray - link to theme. Rapid naming then remove several the objects. Ask the children to say what is missing. Repeat until all the objects have had a turn at being removed. Repeat naming of objects.
- Copying patterns - lines & circles using chalk boards & materials e.g. carpet, cord, silk, velvet. Introduce wiggly lines & zig zags.
- Frog jumps with bean bags (see page 23 increasing distance.*

Manual Dexterity/ Sequencing and Colour - (one timed activity per week, fine and gross motor)

- Threading and sequencing large beads (see page 117 - using scrunchies, cotton reels and lids for sequencing colour and pattern.) Introduce more items and complexity of sequence.
- Peg activities (see page 107 + 109 + Tongs & tweezers.) Page 115 progress to using ice cream tongs in the sand or ice cubes in coloured water.
- Scrunching up paper and smoothing it out.
- Finger rhymes (see page 79 Tall shops. Peter Pointer. Ten Fat Sausages etc.) Add more rhymes linked to theme.

Do and Discover

- Jumping from pad to pad with object reference. Focus on visual memory. *
- Circles and lines, wavy lines and zigzags, drawing and tracing with the finger using various media on the table or outside on the playground. Try various media, e.g. chalk or squirting water in plastic bottles
- Shape- making using play dough - building up to making letter shapes. Focus on those posing difficulty & revise it -*p n s & a e o u*.
- Walk the line (see page 39) using skipping rope on the floor. Introduce wiggly lines or change direction.*
- Catching bubbles and balloons.*

*Activities with * could be in a circuit*

Useful resources for the activities in Hands on Literacy

Phonological awareness

Nursery rhyme book

Cardboard letter templates of various sizes – lower case

Objects/ toys which can be grouped in bags according to

- number of syllables in name - 1, 2, 3 and possibly 4
- rhyme in name
- characters in a nursery rhyme
- initial sound in name

Small hoops or nets for sorting objects

19

Auditory memory

Set of small percussion instruments

Groups of familiar objects/toys

Visual memory

Changeable group of familiar objects on a tray

Patterns on cards – lines top to bottom, zigzags, loops, waves and circles for copying

Sand tray, shaving foam, slime bags

Variety of materials for finger tracing – cord, silk, velvet, fleece, fake fur, carpet

Collections of coloured sticks, buttons, large beads, straws etc. for copying sequences

Beans bags, hoops and floor pads for frog jumps

Manual Dexterity

Beads, cut- up straws, scrunchies, cotton reels, lids, plastic rods, straws, laces, strings, and small sticks for threading activities

Variety of pegs, paper plates, leaves, cut-up shapes, coloured socks

Variety of tongs and tweezers and collections of items to be picked up

Collection of finger rhymes with finger and hand puppets

Pictures linked to the theme to be scrunched up

Do and Discover (copy of book)

Coloured floor pads, hoops, bean bags or soft toys

Chalks, felt pens, squeezey bottles with water, dough, skipping ropes, bubbles and balloons





More about the activities

Phonological Awareness

21

More about the activities
The Hands On Multisensory Programme

Nursery rhymes - introducing and revising popular rhymes.

- Choose one or two familiar rhymes and practise singing them together, emphasising the rhymes.
- Use actions to illustrate the story (These take time to become embedded and will need a lot of practice but they are fun to do)
- The children will have some firm favourites.



- Collect objects which illustrate the rhymes e.g. star.
- Add other objects which rhyme with it e.g. car.
- Collect the objects in a rhyme prompt bag (This is especially helpful to familiarise rhyming pairs for some children who are having difficulty with the concept of rhyme.)
- Take one of the objects out of the bag - Can the children guess what the other rhyming object will be?

Alliteration - Letter actions and matching game.

- Make a collection of objects with the same initial sound and keep them in a bag or box. Play matching games asking the children to point, and say the letter and object name individually. Limit the activity to a few sounds at one time.
- Can the children make the action for the initial sound of the objects as they are put back in the bag?
- Organise a letter hunt in the classroom, playground or nature area.
- Use plastic letters, card templates or arrange e.g. sticks, in a letter shape and see who can find the most letters.
- Start with one letter at a time and build up to three. If there are some letters which are presenting problems choose that one on its own and practise several times.



Segmentation / syllables – names – clapping/tapping syllables in children’s names.

- Teacher says the first syllable of a name and the children say the second syllable and so on.
- Children point with each syllable at the child whose name is being used.
- Progress to familiar objects and ask the children to clap/ tap/ point out the syllables as they say the words.
- Collect objects together in syllable groups and play sorting and matching games. (Take care not to muddle phoneme and syllable counting - with phonemes the children count the sounds and with syllables, the beats.)
- Progress to using pictures as prompts.
- Collect pictures according to the theme and cut them up into the same number of pieces as there are syllables in their names (e.g. rabbit – 2 pieces)
- Ask the children to put them back together saying each syllable aloud as they pick up the pieces and place them together.
- Build up to three or four syllables.
- Later the syllables can be written on the pictures.





More about the activities

Auditory memory

Recognising sounds & musical instruments.

- Children close their eyes and identify sounds made e.g. tearing a piece of paper, bouncing a ball, jingling money
- Collect a small number of simple musical percussion instruments and let the children explore the sounds they make.
- Can they differentiate the sounds and give the names?
- Play two of the now familiar instruments in turn behind a screen and ask the children to listen carefully.
- Can they tell you which one you played first?
- Have duplicate instruments for the children to play and ask them to reproduce the sounds in the same order (This may need lots of repetitions before the children can do it confidently).
- Build up to three instruments but beware of moving on to more unless they are finding it very easy.





'I went out to play with...'

- Ensure that the children know each other's names and ask them to point to each other and say who they went out to play with
- Can they remember one or two names in sequence?
- Vary the game - 'I went shopping and I bought...'
- Or link to the theme or topic of the week- 'The rabbit went hopping and he met...'

Rapid naming - pointing to and naming objects

- Collect a range of familiar objects and place them on a tray.
- Can the children point to the objects and name them all?
- Start with a different object and name again.
- Start with a couple of objects and as they become familiar add more items and give lots of opportunity for practice.
- This activity can be linked to objects collected for rhyming games, alliterative games or can be linked to the theme.

- When the children become more confident the objects can be hidden and the children have to remember and repeat the sequence of the items they have named.
- This can be a timed activity using a sand-timer or a stop watch but beware of introducing the timed, competitive element until accuracy is achieved.





More about the activities

Visual Memory

25

More about the activities
The Hands On Multisensory Programme

What's missing

- Naming six objects on a tray - link to theme.
- Ask the children to look carefully and name all the objects.
- Build up familiarity with the objects.
- Discuss what they are used for, their colour, shape and texture.
- Encourage the children to pick them up and explore their properties.

Rapid naming

- Ask the children to point to each object in turn and name it.
- Then remove one of the objects and ask the children to look and say what is missing.
- Pointing at and naming those that are left may be helpful.
- Repeat until all the objects have had a turn at being removed. Repeat naming of objects.

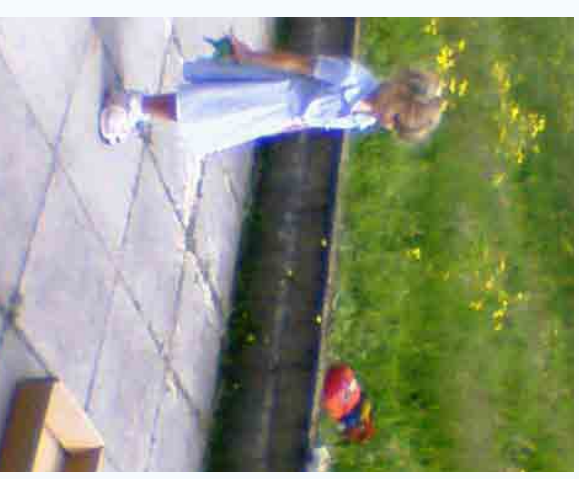




Copying patterns

- Patterns can be copied from a clear model using just their fingers on textured materials e.g. carpet, cord, silk, velvet or in shaving foam or sand to give good tactile feedback and to develop kinaesthetic memory patterns.
- Vary this by using coloured chalk on boards or outside – it will wash away!
- The children should find drawing vertical lines the easiest. Start with these drawn from top to bottom.
- Repeat patterns of two/three or four lines together.
- Progress to copying zigzags, waves and wiggly lines, circles, drawn clockwise and finally, figures of eight.
- Use felt pens in different colours to create a rainbow effect or use crayons, paints or squeezey water bottles in the playground. (Links with activities in Write Dance)

- Frog jumps with bean bags page 23 (Do and Discover)
- The children throw bean bags onto lily pads following a sequence the adult has modelled. Start with two and three throws.
- Start further away and increase the distance gradually. If they can cope with four or five in a sequence, practise frequently.





More about the activities

Manual Dexterity/Sequencing and Colour

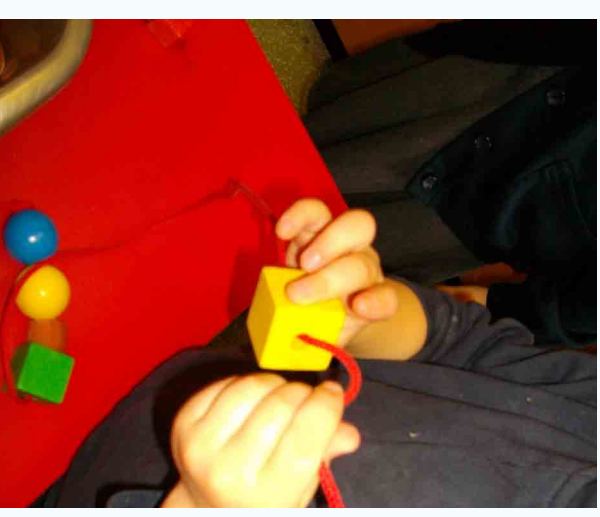
27

There are more activities in this section so choose one timed activity per week, fine and gross motor.

Threading and sequencing - see page 117 (Do and Discover)

- Use beads first then scrunchies, cotton reels and lids for sequencing colour and pattern.
- Gather together a collection of soft and hard discs, plastic bottle tops with holes in, large straws, cut into pieces, cotton reels, buttons, beads etc.
- Show the children how to thread onto a variety of strings, plastic rods, wooden dowels, coloured pipe cleaners and laces, and encourage the children to copy a sequence or colour pattern.
- Start with large beads and progress to smaller materials. Remember that threading soft materials like scrunchies develops a different set of finger muscles to open out the rings.
- Aim to encourage the children to copy a sequence/pattern according to object or colour.

- Start with one or two different items and gradually introduce more, lengthening the sequence and increasing the complexity of the sequence according to colour and/or pattern.
- Use lolly sticks or plastic cups in a sequence for the children to copy.





**Peg activities - see pages 107 + 109 + Tongs and tweezers
page 115 (Do and Discover)**

- Collect a range of pegs of different colours, sizes, shapes and strengths. Bulldog clips, hair clips and freezer bag clips can also be used.
- Explore the activities in 'Do and Discover' - Wash Day, Handipegs, Ray of Sunshine, Colour Match.
- Encourage the children to fasten the pegs using different fingers or sequence the pegs by colour or shape.
- Model clipping pegs in sequence on a string, on paper plates and onto shapes, including large cut out letters.





More about the activities

Manual Dexterity/Sequencing and Colour

29

More about the activities
The Hands On Multisensory Programme

Tongs and tweezers page 115. (Do and Discover)

Collect a range of tweezers and tongs of different sizes and strengths and ask the children to pick up objects from a tray or basket. Progress to using ice cream tongs in the sand or sugar tongs in a sink full of water.

This activity can be transferred outside to pick up leaves, twigs and pebbles.

Screwing up paper and smoothing it out.

- Find a picture related to the theme and ask the child to hide it by screwing it up into a ball.
- Then ask the child to smooth it out using one hand to reveal the picture.
- This activity will develop different finger and hand muscles. Allow them to screw it back up again so that their partner can do the same, guessing what the picture is going to be.





Finger rhymes - Page 77 & 79 (Do and Discover) e.g. Peter Pointer, Ten Fat sausages, Family of Fingers, Tall Shops etc.

- Model the finger rhymes and develop games using finger puppets to make wiggly movements with all the fingers
- Explore the rhymes in Do and Discover and add some more which will fit with the theme.
- There are plenty of publications which feature finger rhymes or find some on the internet.

Tall shops

Tall shops in the town (hold arms up)

Lifts moving up and down (arms go up and down)

Doors swinging round and round (swing/ circle arms)

People moving in and out (fingers walking back and fro)

Family of Fingers

This is the father short and stout (thumb)

This is the mother with children about (index)

This is the brother tall you see (middle)

This is a sister with a toy on her knee (ring)

This is the baby sure to grow (little)

And here is the family all in a row (hold up all five fingers)





More about the activities

Do and Discover

31 Jumping from pad to pad with object reference. Developing visual memory.*

- Place hoops or lily pads made of carpet tiles, rubber or even card on the ground and see if the children can jump like a frog from one to another.
- Can they follow each other from pad to pad?

Lines with various media on the table or on the playground.

- Use crayons on paper, water on the yard, paint, slime and goo bags to give children the opportunity to draw lines from top to bottom or left to right.
- Some children may need to trace with their finger over raised lines stuck onto the table first. Others may need to make the shapes in the air.





Making sausage shapes – rolling dough with both hands

- Use soft dough or soften it before use.
- Show the children how to roll the dough between their hands to make long sausage shapes.
- Repeat on the table – ensure the children use both hands together.



Walk the line page 39 (Do and Discover)*

- Lay out ropes in lines so that the children can walk along them keeping in a straight line.
- Lay out footprints for them to follow.

Catching bubbles and balloons*

- Blow bubbles and try to catch them or clap their hands together to pop the bubbles.
- Try different sized bubble rings.
- Blow up balloons and encourage the children to catch them gently – so they don't pop!

Activities marked by an asterix could be offered in a circuit in the playground so that the children have a variety of games to enjoy



The Hands on Learning Programme

Multisensory Learning

33

Multisensory Learning
The Hands On Multisensory Programme

Multisensory learning takes place when a teacher provides opportunities for a child to use all their senses together, seeing, hearing, touching (hands-on) saying (oral kinaesthetic) and sometimes taste and smell. The use of a multisensory approach to learning has been shown to be effective for all children. Multisensory learning is the most natural way to learn. People of all ages gather information for processing through their senses, but for young children their curiosity to explore the sensual world around them is what makes learning fun. Almost anything that children can handle can be used to engage and motivate them

Research suggests that a multisensory approach, which allows for integration of all the sensory pathways together, makes the learning process more effective. When all the senses are explored the multisensory activity will match any weaker skills and strengths enabling all cognitive skills to be addressed.

Using all the sensory pathways together means information is more effectively retained and if activities are introduced in small steps, within a structured programme the more efficiently and effectively skills are developed.





The Hands on Learning Programme

Creating a Multisensory Environment

The following activities and resources encourage the development and refinement of early literacy development, hand/eye co-ordination and fine motor skills. The Hands On Literacy Programme depends upon resourcing from a range of media but most items are easily found or prepared. These suggestions support those already included in the 'Do and Discover' book and should be used alongside them.

It may be useful to have a collection of resources readily available in one or more multisensory boxes. Laying out carefully labelled activities and covering the boxes with colourful stickers and pictures will help to attract the children and encourage them to return items to the area or boxes after use. The children should be encouraged to practise some of the fine manipulation skills essential to the development of early learning using a range of items in the boxes.

You may want to have a semi-permanent display of materials in an activity corner so that the children can play some of the games and activities at different times during the day. The activities should be modelled, structured and monitored to

have the most effect and to maintain interest they should be changed regularly.

Many of these materials are messy and the objects small. Great care should be taken to ensure that small objects are kept out of children's mouths and are returned to appropriate containers after use.

Whilst many of the most enjoyable activities are messy there should be built-in opportunities for washing and supervised clearing-up after use



What can we put in a Multisensory Box?

35

Creating A Multisensory Environment
The Hands On Multisensory Programme

Acorns, conkers, leaves, twigs and stones

Perfect for making patterns and letter shapes. These could be collected during outdoor activities and stored outside.

Beads, laces and lacing cards

Use different sized beads, hollow pasta shapes, hair scrunchies, pot tops and cardboard hoops as alternatives and make funky jewellery or encourage them to copy a pattern of shapes and colours

Bubble wrap

Different sizes of bubble wrap for snapping between fingers and thumb. This will strengthen fingers for writing

Bubbles and balloons

Blow bubbles and catch as many as you can before they fall to the floor. Throw, pat and catch balloons.





Cardboard letters and shapes

Use a template to make 2 D shapes and letter shapes out of card and hide them in the classroom or even better in the outdoor play area or garden and have a shape or letter hunt

Collections of small objects

Sort into alliterative groups, put into cloth bags and play matching and sorting games. Sort into rhyming pairs or groups and play matching games.

Coloured buttons

Encourage children to thread buttons in a sequence or hide them in the dough for children to 'feel and find'

Dough or plasticine

Encourage the children to roll, squeeze and model the dough into their favourite animals or monsters and eventually letters. Encourage rolling and squeezing as separate activities which develop different muscles in the hands and fingers.





What can we put in a Multisensory Box?

Fabric samples

Keep a selection of squares of fabrics for the children to trace on e.g. silk, velvet, corduroy, fake fur, suede, tweed, They will get good tactile feedback through their fingers. Start with shapes and patterns and progress to letter shapes,

Finger paints

Allow the children to paint on different textures and surfaces using their fingers

Finger puppets

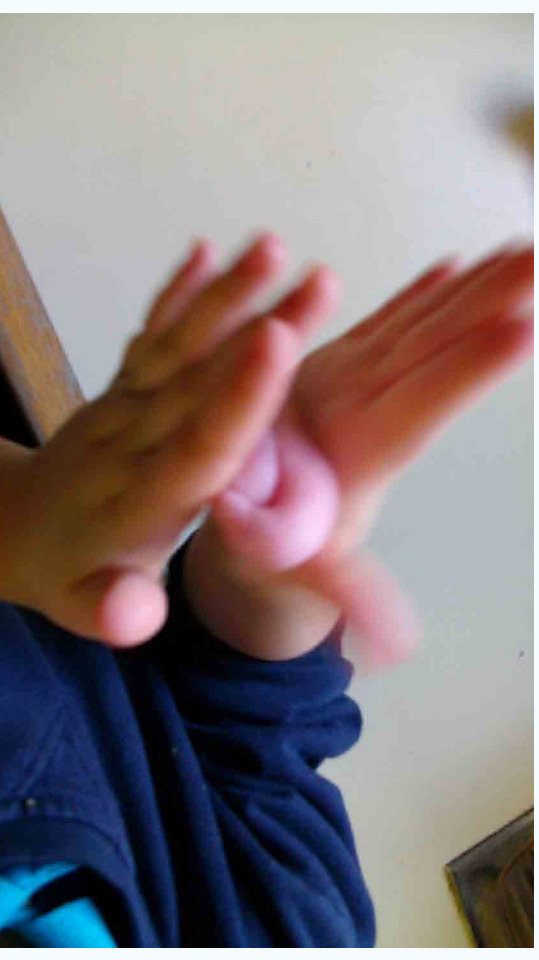
Encourage children to say finger rhymes, tell stories or perform plays using a variety of finger puppets

Floor pads

For jumping onto/around in a pattern. Ensure they are non-slip! Encourage the children to copy a sequence of jumps.

Letter templates

Make a large letter from a template and provide appropriate materials to stick onto the letter shape to reinforce sound/





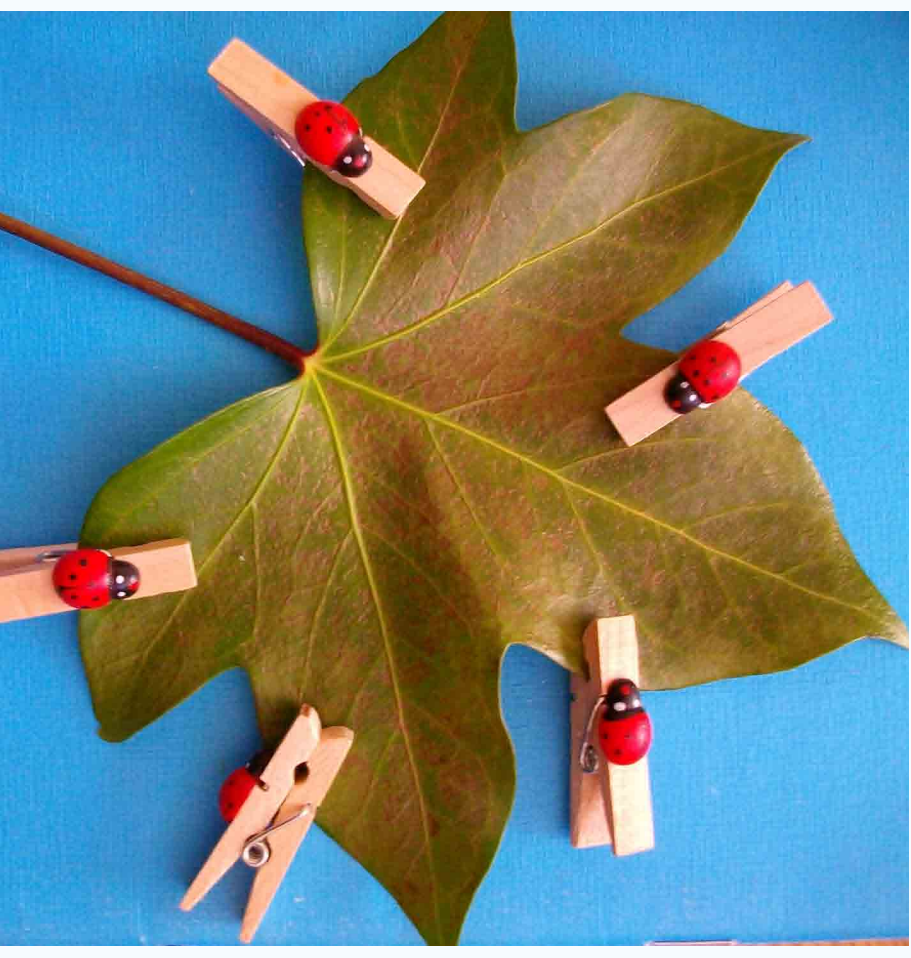
symbol correspondence e.g. feathers on f, purple scrunched-up paper on p, bear stickers on b, leaves on l. The children can keep them as reminders of letter sounds.

Marbles and tiddlywinks

Encourage the children to play games where they manipulate counters or marbles with their fingers

Musical instruments

e.g. a tambourine, a shaker , bells, and a clapper to encourage children to differentiate sounds and to copy a sequence





What can we put in a Multisensory Box?

39

Creating A Multisensory Environment
The Hands On Multisensory Programme

Pegs - coloured and novelty pegs

Provide a range of pegs and sort according to colour or size, peg to a paper plate or in sequence on a line. Play a relay game where children have to race to peg the number cards on a line in the correct order.

Pegboards

Make and copy designs to help manipulation skills. Keep the patterns simple and the variation of colour to two or three.

Pick-up sticks and coins

Encourage the children to pick up coins and sticks between finger and thumb acting like tweezers or make it more difficult and use real tweezers. Extend to scooping from wet sand with an ice-cream scoop or ice cubes from water with tongs.

Pipe cleaners

Collect a variety of coloured and sparkly pipe cleaners and twist them to make animal or letter shapes. .
plaiting – using different coloured thread, cord or strips of material. Start with two pieces and move on to three.

Scissors (a variety of easy grip, spring assisted etc)

Encourage the children to develop manipulation and dexterity using strategies suggested in the 'Do and Discover' pack

Shaving foam and sand

Talk through the shapes and pattern formations as children write in the foam and sand, then make it disappear and 'try again'. Encourage children to 'talk through' actions and patterns.





Slime or 'goo' bags

Make slime or goo with children (see instructions), put into sealable bags, show them how to squash the colours together and draw and make patterns or letters on the bags.

Small balls and bean bags

For throwing , catching and to encourage children to hide and find the balls and bean bags without leaving the place they are sitting. Model a pattern of throws and see if the children can copy the sequence.

Tweezers, tongs and scoops

A selection of different sizes and strengths to encourage squeezing actions with different parts of the hand and fingers

Water writing

Fill an empty plastic bottle with water and squirt shapes and letters onto a dry playground or wall

Weaving activities

Large scale at first , then smaller using a variety of materials

Wooden letters and shapes

Put a letter or shape in a feely bag and encourage the children to guess which letter/ shape it is by touch only. Encourage them to describe the shape of what they feel.





What can we put in a Multisensory Box?

Useful Guidelines

- Use and adapt whatever resources you have in school.
- Make the activities fun for all the children
- Photograph activities and display them near the materials so that the children can see what to do for themselves. This will encourage them to practise whenever it is appropriate and not just when assistance is available.
- Remember to model and demonstrate all activities for children and break down all tasks into small achievable steps.
- As children experience success they will feel more self-confident and motivated to learn.





What can we put in a Multisensory Box?

How to make slime and goo bags

What equipment do we need?

- Wooden spoon
- Small plastic bags with a strong seal
- Access to cooker hob

What ingredients do we need?

- 1/3 cup corn flour
- 2 cups water
- Just under 1/3 cup sugar
- Food colouring

What do we do?

- Pour the water, sugar and corn flour into the saucepan and mix, stirring the whole time
- Bring to the boil until it looks like Vaseline / paste
- Wait to cool
- Pour a small amount into plastic bags, add the food colouring and seal





What can we put in a Multisensory Box?

Some ideas to create a Multisensory Alphabet

43 A secure knowledge of letter/sound correspondence can be enhanced by providing a multisensory alphabet for each child.

Draw the outline of each letter on an A5 card. The children can glue a key material onto each letter shape and they have something of their own which will give them a way of remembering the letter sound.

Make letters from objects you find in the classroom or school garden.

Some multisensory activities will also ensure that the children remember the time when they made the letter and had some fun!





You can use your own ideas but here are some to get you started:-

- Aa** Draw ants on the template
- Bb** Blow up blue balloons, Play bat and ball or use the b shape to 'bat' a small ping pong ball into a box
- Cc** Eat carrots and stick counters onto the C shape
- Dd** Stick peel off dots onto the D shape and eat doughnuts
- Ff** Flip small plastic frogs onto the F shape. Stick fake feathers onto F.
- Gg** Glue green glitter onto the G shape and hunt for G letter templates hidden in the garden. Play guitar music. Strum the guitar.
- Hh** Attach small sticky heart shapes to the H and wear funny hats for the afternoon
- Pp** Stick purple or pink scrunches - up paper onto the P shape and eat pizza
- Uu** Push up cocktail umbrellas and say u...u...u... Shelter 'under' the umbrella





Extension activities What Can We Do?

Observation of children whilst playing and learning is useful to identify where extra practice is needed or where there is a range of confidence and competence with the skills. Some children will need further experience of the same activities but others may progress quicker in some areas, so there should be flexibility to repeat or extend the games according to the children's needs.

Teachers who piloted the programme were keen to have additional suggestions for developing each area of activity. The following pages show some recommended extension activities which can be used to supplement the programme.





Extension activities

Phonological awareness

Find that sound

Fill pairs of empty plastic screw top containers with a variety of dry things e.g. marbles, paper clips, lentils, chick peas. If the children fill the containers they will become familiar with the content names. Ask the children to use their shakers to find another one with the same sound.

Make up a rhythm and explore same and different, stopping and starting, loud and soft, fast and slow, first and last

Syllable Count

**Take care not to confuse counting syllables with counting phonemes.*

Finish the name – Say the first syllable of a two syllable name (e.g. Tom... Meg... or ham...). Then ask the children to complete it (Tomos, Megan or hamster).

Say the word (e.g. yesterday), then use fingers to count the syllables (yes/ter/day).





Extension activities

Phonological awareness

Rhyme using objects and actions

When children are listening to a poem or rhyme they need to make their own mental images to accompany what they hear or say. Using objects will help them and, later, pictures. Children need lots of practice with this because most have learned to depend on the television to provide images for them.

Rhyme round

Place a set of rhyming objects on the floor. The children sit around the objects. Throw a bean bag around the group one to one and say the name of one of the rhyming objects as they throw

Who is your partner?

Put two sets of rhyming objects on the floor. Give one to each child, two from each set e.g. cat and hat and frog and dog. The children find their partner and say the names of the objects together.





Number line song

- 1, 2 buckle my shoe – change to 'do up my shoe'?
- 3, 4 knock on the door
- 5, 6 pick up sticks
- 7, 8 stand up straight
- 9, 10 here's my pen

Listen to rhyme CDs whilst doing activities

Oral cloze with popular rhymes using traditional rhymes, action rhymes, songs and jingles. With practice the children will soon be able to give the rhyme at the end of the line.

Retell popular rhymes with a twist

Twinkle, twinkle chocolate bar

Rhymes using pictures instead of objects

Gather pictures of things in popular rhymes and sequence the pictures as you say the rhymes.

Rhyme families with pictures

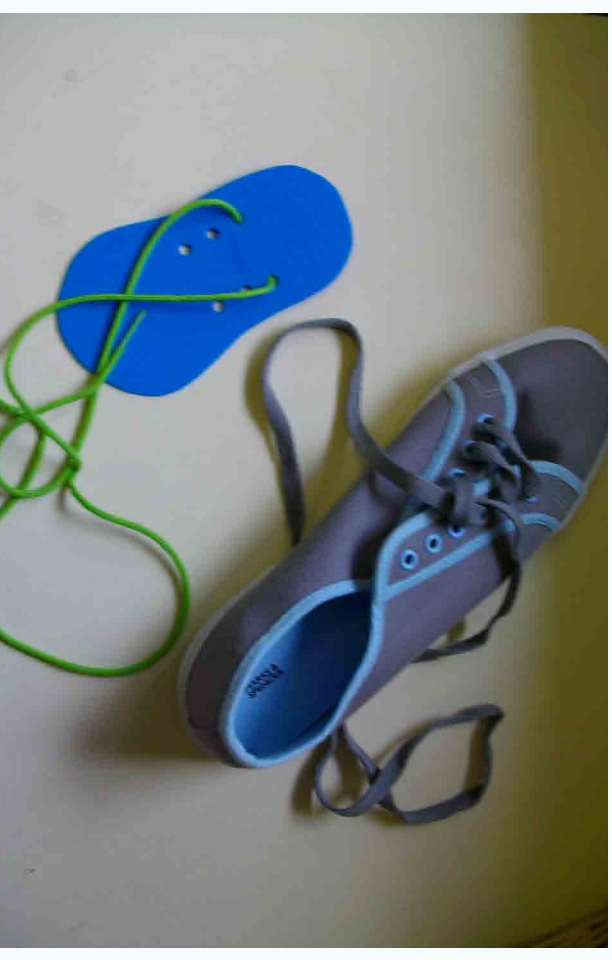
Collect rhyming pictures. Ask the children 'Can I have a picture that rhymes with ...?')

Rhyming snap

Limit the number of rhyming pictures to two or three for each rhyme to start and gradually increase more as confidence grows.

Rhyme activities using words

Thread rhyming words onto a lace
Peg rhyming words onto a washing line





Extension activities

Phonological awareness

49

Extension activities
The Hands On Multisensory Programme

Rhyme time

Ask the children to listen to a word. If it rhymes with the word that they have in their hand then they can keep it. The winner is the first person to collect five rhyming words.

Hunt for rhymes hidden in the garden and ask the children to read the rhymes to each other.

Initial Sound -Exploring the sounds and using everyday objects

I Spy

Initial sounds (everyday objects in the classroom) Start with objects which begin with letter sounds which can be held continuously e.g. sssissors, mmmarbles, rrruler and limit the sounds to about three or the children will become confused.

Name the object and exaggerate the initial sound. Increase the objects only gradually. The object is success.

I Spy

'I went to the zoo/ park/ seaside and saw something beginning with....' This time the game can be related to the current theme, story or event

Using pictures

Pairs

Matching pictures to initial sounds.

Sound/picture mapping

Matching pictures to sound by drawing lines or threading laces

Bingo

Matching pictures to initial sounds

Find pictures of objects which begin with the same letter as the picture on a card in their hand or find pictures of words in magazines that begin with the same letter.

Tongue twisters with a picture prompt – initial sounds and consonant blends (e.g. six silly seals swam sideways).



Using words

Ask the children to think of words that begin like e.g. Tom
Ask the children to tell which word begins like e.g. milk.

Say three words which begin like animal, mountain, bicycle

Find the word that is different at the beginning e.g. 'paper, pear, table, puppet'

Using Letters

Arrange a collection of magnetic letters in an alphabet arc.

Think of a word and ask the children to find the letter which

makes the first sound of the word and the letter that makes the last sound of the word.

This is not a spelling game but an activity to practise sound segmentation





Extension activities

Auditory Memory

Auditory attention

Remember that children who have difficulty attending to what they hear are often those children who are very easily distracted by movement around them and have difficulty sitting still to listen.

Sound patterns

Model clapping hands, bouncing a ball or beating a drum and ask how many beats you have made.

Ask the children to clap two, three or four times or give them the drum to use. They may need you to prompt them at first.

Can you hear me?

Play some quiet instrumental background music and repeat some sound pattern games. This will help children to learn to filter out particular sounds.

Hands Up!

Play a CD of different sounds in sequence and ask the children to put up their hand when they hear a particular sound.

Who is it?

One child is blindfolded or sits with their back to the group. Another child says a short sentence. The first child identifies the speaker by name.





Sound Order

Play a tune

Give the children an instrument each and point to each to play in turn. Practise playing in order. Change the order and play again. Develop some patterns and rhythms and practise.

Play Tidy Up!

When using the alphabet arc and it is time to tidy away, ask for three letters at a time and the children should put them in the box in the same order. Build up to four letters.

Loud or soft?

Play an instrument loudly and then softly. Ask the children to copy the sequence. Build up to three sounds in sequence and encourage the children to remember and copy the loud and soft sounds.

High or low?

This game is like loud or soft but can be played on a keyboard and the children have to stand up/ raise a hand for high notes and sit/ fold their arms for low sounds.





Extension activities

Auditory Memory

53

Extension activities
The Hands On Multisensory Programme

Auditory sequential

Tell and retell familiar stories and rhymes so that the children become more familiar with the events in sequence. They will begin to understand and recognise the patterns of the language used.

What's my story?

This needs lots of practice but will help the children to remember events in sequence.

The children retell a familiar story and other members of the group guess the name of the story. Start with pictures as prompts and gradually build up confidence.

Draw me

Describe a character in a story or a toy by giving a few precise and limited details. Ask the children to draw the character/toy from your description.

Colour me

A similar game to 'Draw me'. Give each child a simple picture to colour and ask them to colour each part according to your instructions.

Make my model

Have some construction kit pieces ready for the children to use. Make a simple model behind a screen and tell the children which pieces they should use step by step to copy the model from your instructions.



Rapid naming

An extension of the rapid naming games already played – these activities help children to focus on incoming words.

What's my name?

Collect a group of objects, a lipstick, pen, comb, sponge etc. Show them to the children and practise naming and describing them. Put the objects in the feely bag and ask the child with eyes closed to reach into the bag and find something e.g. slippery or bendable or hard. Use your imagination to give clues.

Opposites

Revisit the feely bag. Ask children to take turns to find the object you are thinking about. Describe the object by opposites e.g. Find something which is the opposite of soft. Of course, there can be many open-ended answers to the question.





Extension activities

Visual Memory

What happens next?

Model a series of movements e.g. clap hands, touch ear and put hands on knees. Don't give any verbal clues to the actions. The children then copy the actions.

Draw me

Trace a pattern on a textured cloth, in shaving foam or sand with glitter. The children copy the action. Build up to three or four patterns in sequence.

Games with objects

Where was I? - Place four or five toys or objects in a line in front of the child. Ask them to remember which one was first, second third, pointing to each one. Pick up the toys and give them to the child. Ask them to put them in the same order.

Games with pictures or symbols

Remember me - Show a picture - do not discuss it. Ask the children to look carefully and remember all they can see.

Either take the picture away or ask the children to shut their eyes. Take it in turns to be first to recall what they have seen or ask the children specific questions about the detail of the picture.





Which is different?

Print several copies of the same picture. Make a slight change to one of them and ask the children to pick out the picture which is different.

Add more copies as they find it easier or add another difference.

What's missing?

Show the children a simple picture and then show them the same picture which is incomplete. Ask them to add what is missing and complete the picture from memory

Some old favourites! - Snap cards

Picture pelmanism - Recall and sequence a series of three to four pictures which tell a story. Lay out an alphabet arc placing wooden or plastic alphabet letters in sequence. Start with just a few at the start of the alphabet and ask the child to copy the sequence with another set of letters.

Sequencing

Recall and sequence a series of letters on cards and copy the sequence with a duplicate set of cards

Lay out an alphabet arc

*A useful way of clearing away the alphabet arc is to show the child a card with a series of three letters on it and the child has to put the letters away in that order - no verbal clues!

Games with words

Word Bingo, Snap, Pelmanism are all familiar games. Use high frequency words which are the focus of the week or which relate to the current theme.





Extension activities

Manual Dexterity/Sequencing and Colour

Thread string and other things - thread breakfast loop cereals onto licuorice laces (yum)

Thread pasta tubes onto lace

Make fruit kebabs - thread foods onto skewers

Thread marshmallows onto dried spaghetti - careful not to break the spaghetti

Coloured paper shapes with a hole punched in the centre

**See Creature Connect activity, page 73 of 'Do and Discover'*

Draw some animals, but draw the legs separately - punch holes at the top of the legs and also at appropriate points on the animal's body. Use treasury tags to attach the body parts.

Make home-made lacing cards

Make shapes to match topics/themes

Collect tops from milk cartons etc. - Prepare tops by piercing a hole through the middle of all the tops. Thread to make a squiggly caterpillar





Clip, Clip and Peg

Use different size clothes pegs to pin up numbers, dolls clothes or play a matching game by pinning up socks on a washing line.

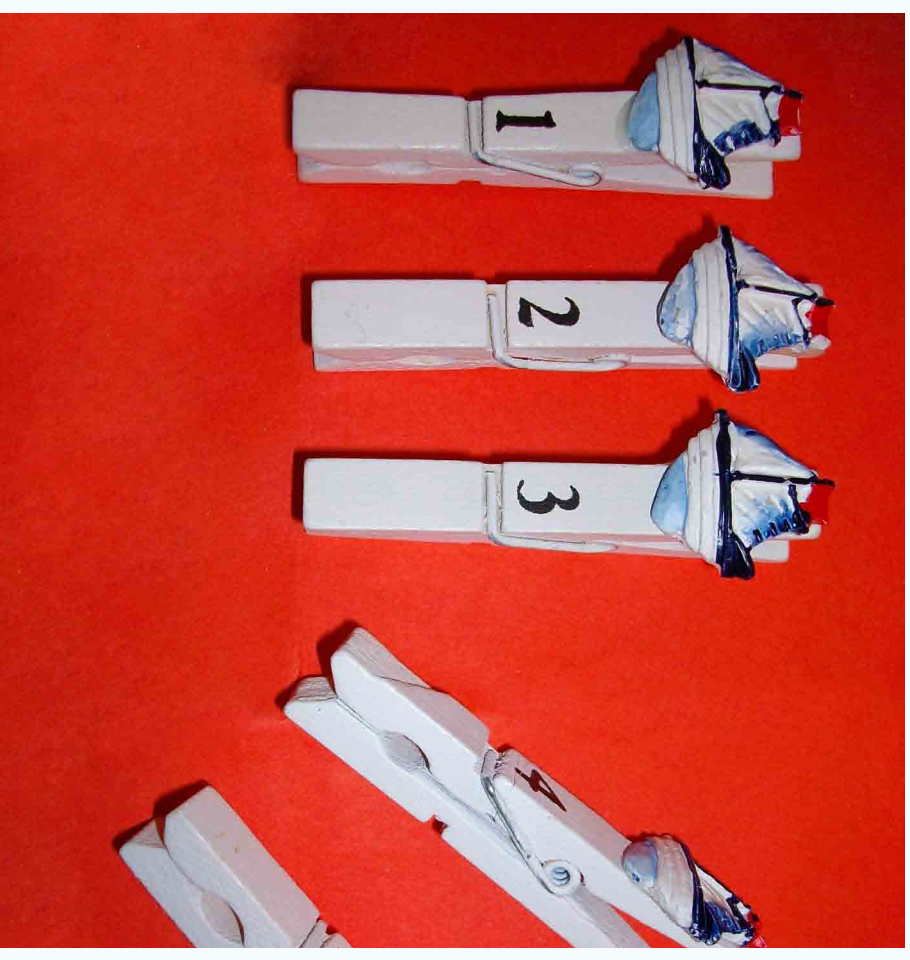
Sequence clothes pegs of different colours by clipping them onto one another.

Make a play dough base and insert the clipping end into the dough

Give the children some pegs each and see if they can build a peg tree by adding a peg on each turn.

Write the letters of the alphabet on small pieces of paper and tape them to clothes pegs or print the letters right on the clothes pegs.

Cut out magazine pictures, one for each letter of the alphabet, and have the children match the clothes peg letters to the beginning sounds of the objects in the pictures. They can clip the clothes pegs to the corresponding pictures as they find them!





Extension activities

Manual Dexterity/Sequencing and Colour

59

Extension activities
The Hands On Multisensory Programme

Pick Up Bits - Tongs and Tweezers

Use ice cream tongs in wet sand

Bury items in sand or other textures and encourage the children to find the items. See if they can remember what went into the sand and what is missing.

Make some ice cubes and let them float in water. See if the children can catch the 'icebergs' with their tongs.

Play as part of a gross motor activity.

Using tongs the children have to move cotton wool balls from one end of the room to the other as fast as they can.

Use different methods of travel each time (run, go sideways etc.)

See who has the most cotton wool balls in one minute for example, to make it more competitive.





Finger Rhymes

There are so many on the internet! They are best linked to the current theme or topic in order to narrow it down.

5 Caterpillars

Five caterpillars

Five caterpillars (hands out wiggle fingers)

Where have they gone? (curl fingers up into a fist)

Hiding away all day long.

Five Caterpillars,

Here they come

Wiggly squiggly one by one (release the fingers slowly)

Five Red Apples

Five Red Apples

Hanging on a tree (five fingers held up)

The juiciest apples you ever did see!

The wind came past

And gave an angry frown (shake head and look angry)

And one little apple came tumbling down.

Four red apples, etc.

Wiggle Worms (A Movement Rhyme)

Once there were some little worms.

And all they did, was squirm and squirm.

They wiggled and wiggled up and down.

They wiggled and wiggled all around.

(Let your children squirm around for a while)

They wiggled and wiggled and wiggled until,

They were tired and could sit very still. (Have children sit down)

Now they could listen,

Now they could see

All of the things

I have here with me.

The Spider Spins a Web (Tune: The Farmer In The Dell)

The spider spins a web. (spin and twirl)

The spider spins a web. (spin and twirl)

Round, round, up and down, (crouch low, reach high)

The spider spins a web. (spin and twirl)

Additional verses:

She spins it in and out.

She spins it to and fro.



Extension activities

Gross Motor - Do and Discover

There are many ideas for suggested activities in Do and Discover covering both fine and gross motor skills. If a child needs further practice in some movement skills there are a huge range of activities with pictures which will help a practitioner to devise, adapt and modify games to extend the experience in a fun way and to meet individual need or specific areas of difficulty.

Here are a few more ideas.

Hipperty Hop

More Froggy Jumps

Jump off low obstacles

Jump over low obstacles

Start jumping over chalk lines and then over low obstacles e.g. bean sticks resting horizontally on PE plastic flexi cones

Hopping on the spot

Jumping along 'lily pads' e.g. using plastic non slip coloured circles or small mats can be changed to hopping from lily pad to lily pad





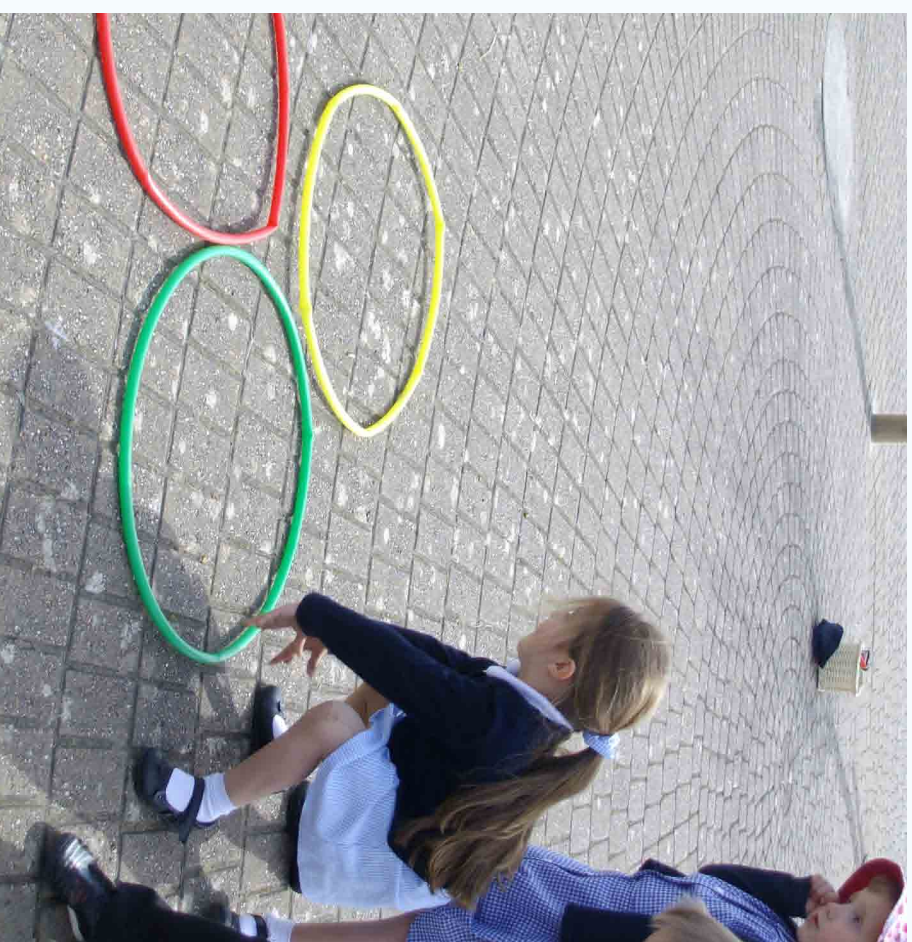
Leap over very low object

e.g draw two lines (short distance apart) to be the pond. The children run up and leap over the pond.

Jump or hop with a partner

Jump over a wiggling skipping rope

**All the activities can be completed individually or can be set up as a circuit so that the children have more fun practising a variety of skills together*





Appendix 1

Rhian – A case study

63

Appendix 1

The Hands On Multisensory Programme

Rhian was 5yrs 2months old when she was initially screened using the DEST (Dyslexia Early Screening Test). Her 'at risk' quotient was calculated at 0.9 which qualified her for focussed inclusion in the Early Intervention Project although her baseline assessment score and language link scores did not give rise for concern. Her class teacher described Rhian as a quiet co-operative member of the class and was initially surprised that screening had identified Rhian as requiring any intervention.

The screening identified areas of strength and weakness in Rhian's profile. The areas of weakness highlighted included poor phonological skills (the ability to analyse speech into its constituent sounds). Rhian struggled in particular with phonological discrimination (being able to tell the difference between two similar sounding phonemes, e.g. 't' and 'd'); sensitivity to rhyme; and identification of the initial sound in a word. There is strong evidence to suggest that children who have difficulties in acquiring phonological skills can struggle in the acquisition of early literacy skills and can go on to develop a dyslexic profile.

Rhian performed poorly on the short term auditory memory 'Digit Span' test. This measures working memory and a low score is commonly seen in a dyslexic profile. Rhian also struggled with auditory processing, which required her to decide on the order of sounds when presented close together. The 'Bead Threading' and 'Shape Copying' tests, which assess hand-eye co-ordination, and fine-motor manipulative skills, were both problematic areas for Rhian.

The class teacher organised activity areas both inside and outside the classroom where all the children were able to engage in a range of multisensory activities from the 'Hands on Literacy' programme designed to improve the skills assessed in the testing process. These included perceptual, listening, fine and gross motor, phonological and spatial skills. Rhian had access to pegging and threading activities as well as manipulating small items with tongs of various sizes. She was able to practise shape and letter formation using sand, foam and glitter and used playground apparatus to develop balance and co - ordination.



In order to give Rhian a more intense programme of support the class teacher also set aside twenty minutes each day, for her to work with herself and support staff in a more focused way within a small group of four.

Musical instruments (tambourines, drums, and shakers) were used to improve the children's ability to listen and follow patterns and to discriminate between different sounds. Action rhymes and poems were introduced along with games to promote the rapid naming of objects, visual and auditory memory and spatial skills. Rhian always joined in with the activities with enthusiasm and was delighted when she knew she'd made progress.

The most notable difference observed by her teacher was an increase in Rhian's confidence in the classroom and around the school. Both reception class teachers reported that all the activities in the programme are simply good early years' practice, which was easily embedded into classroom life and not onerous to organise either in terms of resources or time. At the end of the 12 week intervention programme all the

children highlighted as 'at risk' were retested using the DEST. It was particularly pleasing to discover that Rhian's 'at risk' score had dropped significantly from 0.9 to 0.2. Rhian showed a marked improvement in the areas of phonological skills, auditory memory and processing, shape copying, bead threading.

It is anticipated that the skills Rhian acquired during his involvement in the Early Intervention Project will have given her a stable foundation on which to build her literacy skills in the future - a very positive result.





Appendix 2

Checklists For Recording Progress

Whilst the activities are set out in weekly checklists (see pages 15 to 18) schools may find it useful to complete the photocopyable blank templates found in the following pages.

Staff can select the activities and adapt them for their own purposes, relating to individual school topics, themes, programme of study or to individual or group needs.

There is also a template for recording the children's responses to aspects of the programme and for monitoring their progress. As the programme is meant to be a dynamic intervention it can be tailored according to appropriate criteria.

Remember that the strength of the programme, with its range of multisensory activities, lies in its structure and practice elements and therefore it should not be 'dipped into' or rushed through too quickly.





Appendix 2

Activities

Subject	Session	Description
Phonological Awareness	Session 1	
	Session 2	
	Session 3	
Auditory Memory	Session 1	
	Session 2	
	Session 3	
Visual Memory	Session 1	
	Session 2	
	Session 3	
Manual Dexterity	Session 1	
	Session 2	
	Session 3	
Do and Discover	Session 1	
	Session 2	
	Session 3	

Appendix 2

Pupil Progress

Subject	Child	Comments
Phonological Awareness		
Auditory Memory		
Visual Memory		
Manual Dexterity		
Do and Discover		
Conclusions & Planning		



Appendix 3

The Way Forward

69

Accessing additional support for children who may be 'at risk'

When children enter the foundation phase they all have different learning experiences and they will not all have acquired basic skills for developing early literacy. Where there are gaps in learning it is important to intervene quickly so that self esteem is nurtured and enhanced. For example, poor skills in listening, concentration or phonological awareness may all contribute to early learning difficulties. Research has shown that early intervention can be effective if clearly structured and multisensory approaches are introduced promptly, including timely identification and assessment.

The Hands on Literacy programme supports training and mentor visits from the Specific Learning Difficulties Service to provide early years providers with the skills to identify, assess and deliver an appropriate programme of intervention.

If after the twelve week intervention the specific difficulties which were first identified continue to persist, then it is

recommended that a repetition or extension of the programme is implemented.

Further advice on the best way forward for the individual child can be sought from the SPLD Service. The referral process is outlined in the chart overleaf together with a referral form and a parental consent form which will need to be completed for each child being considered.

Appendix 3

Help

For some pupils the 12 week Intervention Programme will not be sufficient to remediate areas of weakness. What can you do if following intervention a pupil has made very limited or no progress?



OR



Repetition/ Extension of Programme during Autumn Term Year 1

Complete Inclusion Referral Form and seek advice from SpLD Service



- Specialist Dyslexia Teacher visits school and completes several classroom observations.
- Specialist Dyslexia Teacher gives advice and guidance on suitable programmes/classroom approaches to be delivered at SA.
- Progress is monitored and reviewed termly.



If pupil is still making insufficient progress in the acquisition of literacy skills, all information gathered is presented to SpLD Moderating Panel for consideration of a diagnosis of dyslexia.



Following diagnosis the SpLD Service will work with school to ensure appropriate support for the pupil.

Appendix 3

Bridgend Inclusion Referral Form



Meeting Special Educational Needs in Bridgend...

Pupil Name:..... Gender: M / F

DOB: Home Address:

N.C. Year:..... School:

SENCo:

What concerns you about this individual?

What strategies have already been tried regarding your concern?

What action of the Code of Practice has been put in place: School action/school action plus (please attach copies of current IAP)?

Relevant school based assessment scores (such as NFER Progress in English & Maths/CATS etc):

Agency involvement:

Agency:

Yes

No

Link Name:

Inclusion Service

Educational Psychologist

School Doctor

Occupational Therapist

Speech & Language Therapist

Physiotherapist

Language Support Teacher

CAMHS

Other

What do you hope to get from this consultation/assessment?

Any other comments or concerns?

Completed by: Date:

Designation:

Please complete and return to: Bridgend Inclusion Service
Ty Morfa,
Hafan Deg,
Aberkenfig,
Bridgend, CF32 9AW

For the attention of:

Please enclose a completed parental consent form.

**INVOLVEMENT OF THE
INCLUSION SERVICE
CONSENT FORM**

For the Attention of:

Name of the Child:

Date of Birth: N.C. Year:

School:

I agree to my child's needs being discussed or assessed by AIS.

Signed: Date:

Relationship to the Child:

Home Address and/or Contact Number:

.....
.....
.....

Parental Views (Please give a brief outline of your concerns or any information that you think may be relevant):

It is the school's responsibility to ensure that a copy of relevant reports and information is provided for parents.

Please return to:
Access & Inclusion Service, Hafan Deg, Aberkenfig, Bridgend, CF32 9AW

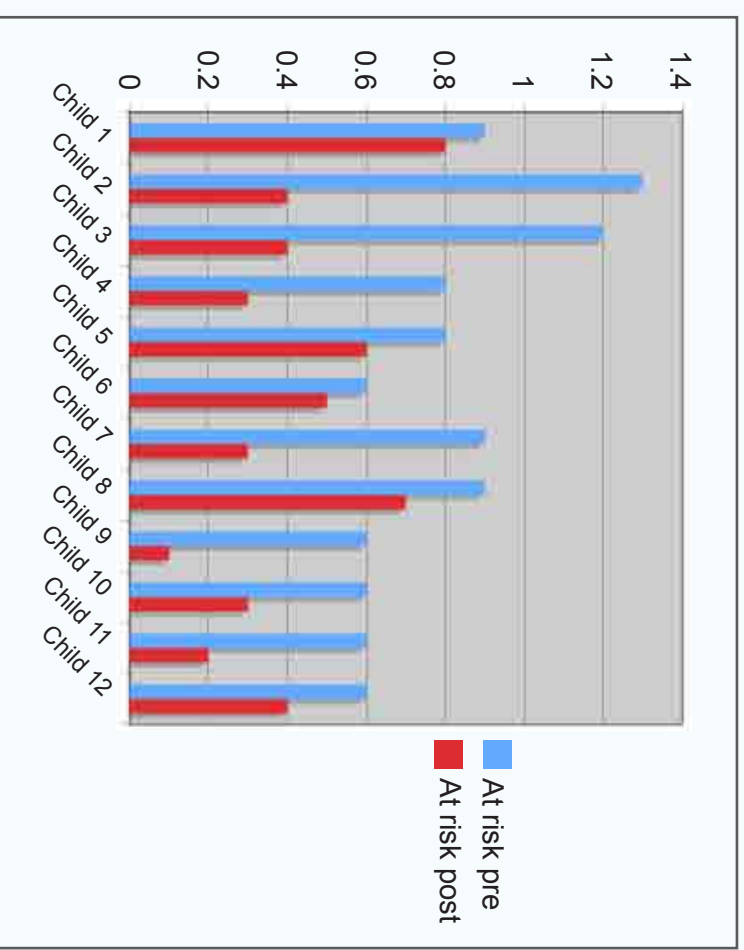


Appendix 4

Bridgend Early Intervention Project - Results and Further Information

75

Figure 1.
Effects of the intervention on the at-risk score. All children were selected for the intervention because they had an at-risk score of 0.6 or more, with 0.9 indicating high risk. After the intervention, all the children had improved and 75% were no longer at risk. Children with the greatest difficulties (2 and 3) made the most improvement.





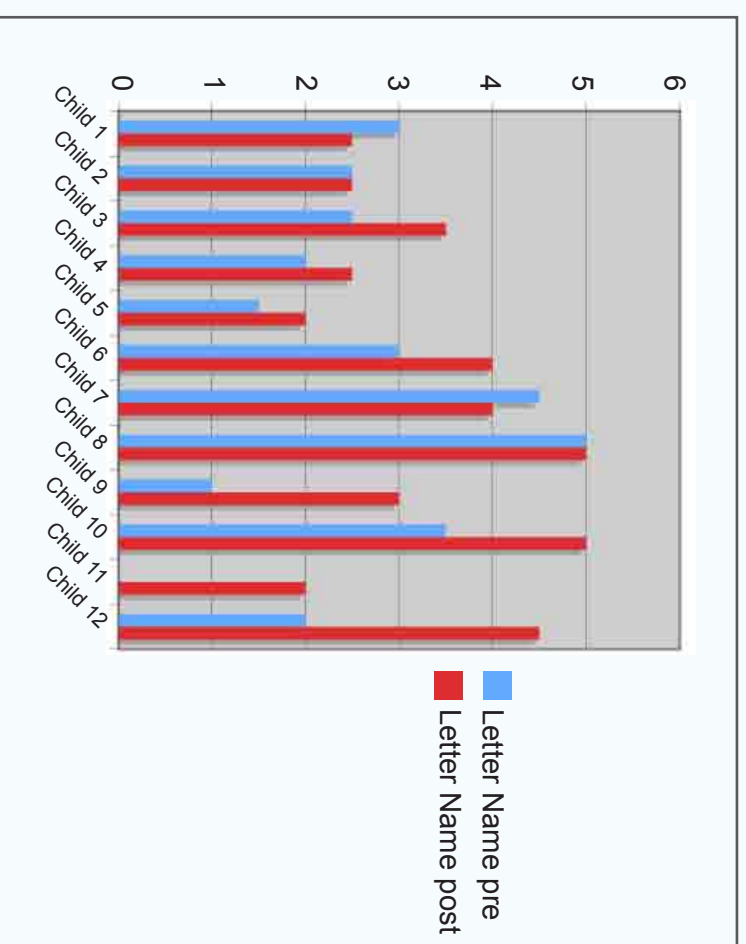
Appendix 4

Pre-literacy pre and post interventions

In the graphs below, where children continue to struggle despite the intervention, this suggests that they will continue to need extra support in this skill.

Letter naming

These results show that 67% of the children have improved their letter naming ability, one of the major predictors of reading success. Note child 11 whose score has improved from 0! The maximum score is 10



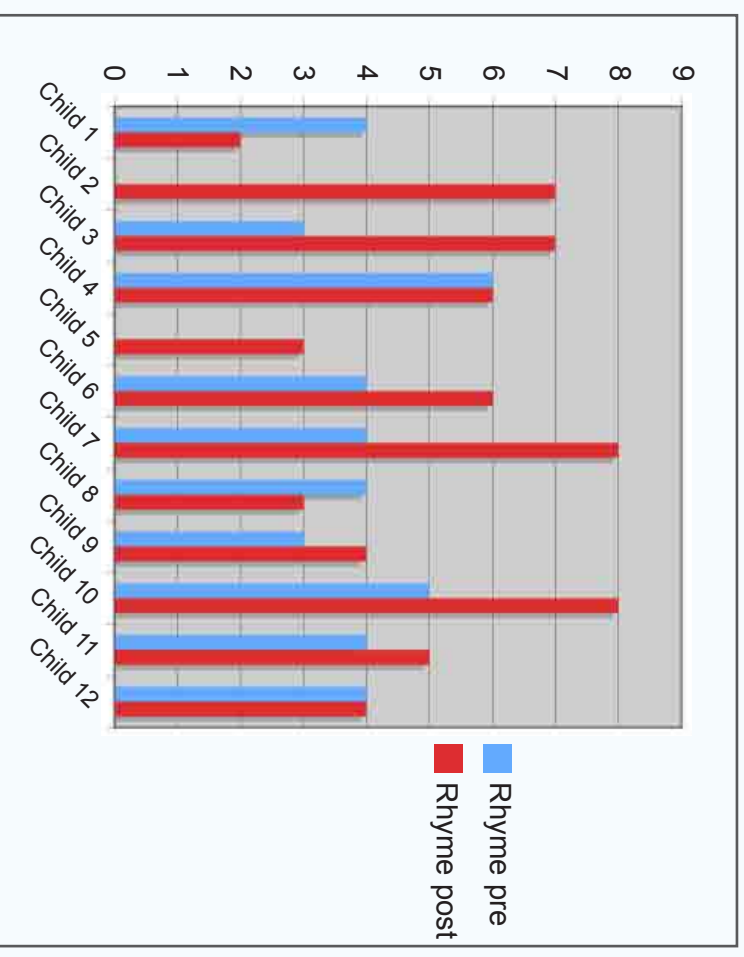


Appendix 4

Rhyming

This is an important language tool, which children need to be taught. Children who have strengths in rhyming usually make good progress in reading. 67% of the group made progress.

Maximum score is 8. Child 2 scores 0 at pre-test, and 7 at post-test, almost the maximum score!

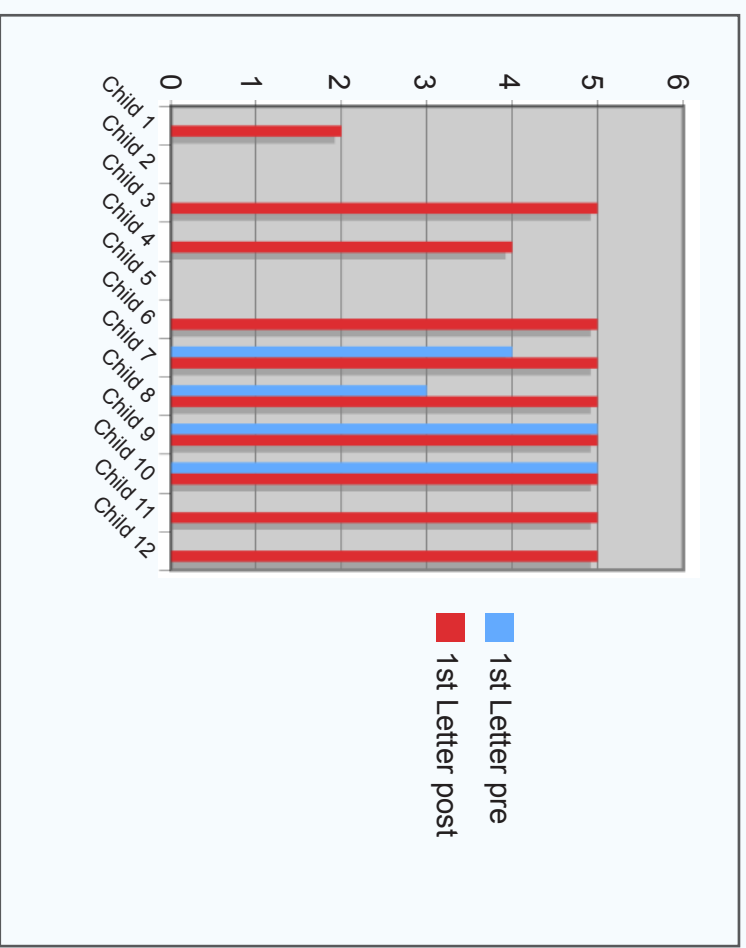




Appendix 4

Segmenting the 1st letter

The ability to break into a word and identify the 1st sound or onset is a key stage in learning to read. Two of the children were skilled at pre-test and maintained this at post-test. After the intervention the majority of the group made striking improvements. Note in particular that 75% of the children scored 0 at pretest and only 2 failed to improve! The maximum score is 5 and 75% of the children achieve this score



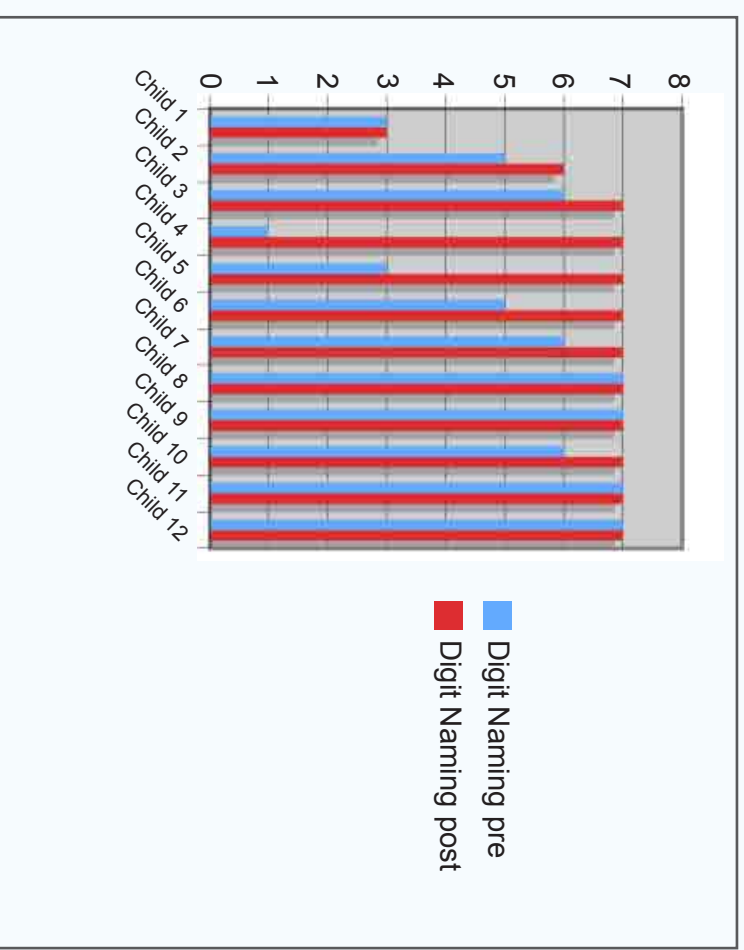


Appendix 4

Digit naming

79

Most of the children scored well at both pre-test and post-test. Those who showed problems all had improved scores at post-test, bringing the average from 5.25 to 6.58. Child 4 only recognised 1 number at pre-test, but recognised them all at post-test!



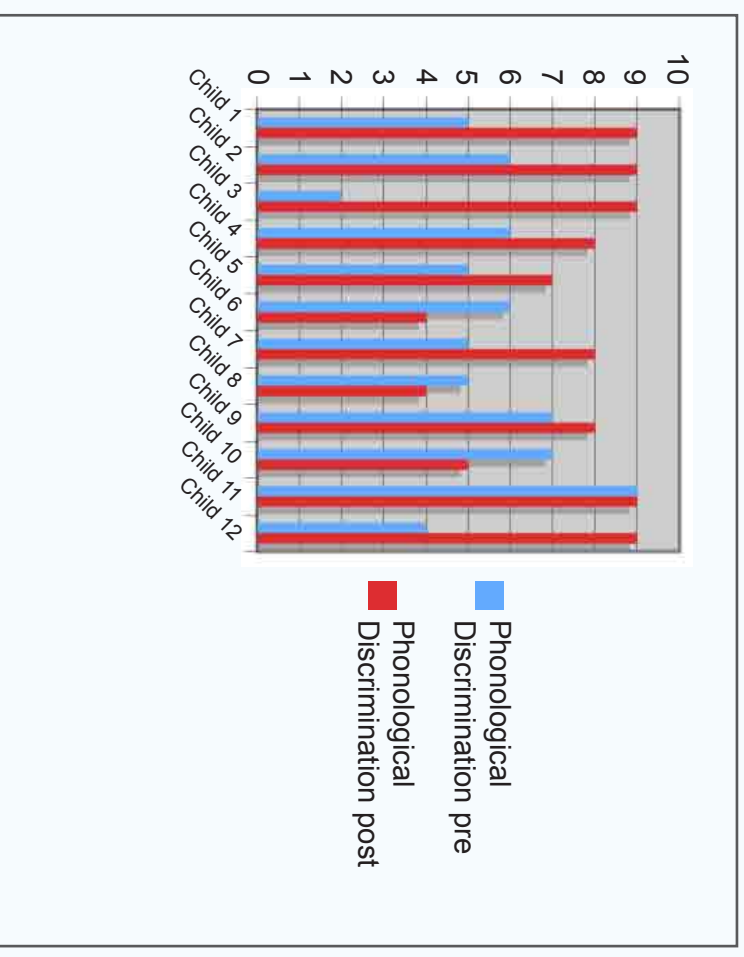


Appendix 4

Auditory processing

Phonological discrimination

Our research has shown that children with difficulties in discriminating sound are not able to benefit as much as other children from small group support. 75% of the children improved, maximum score is 9





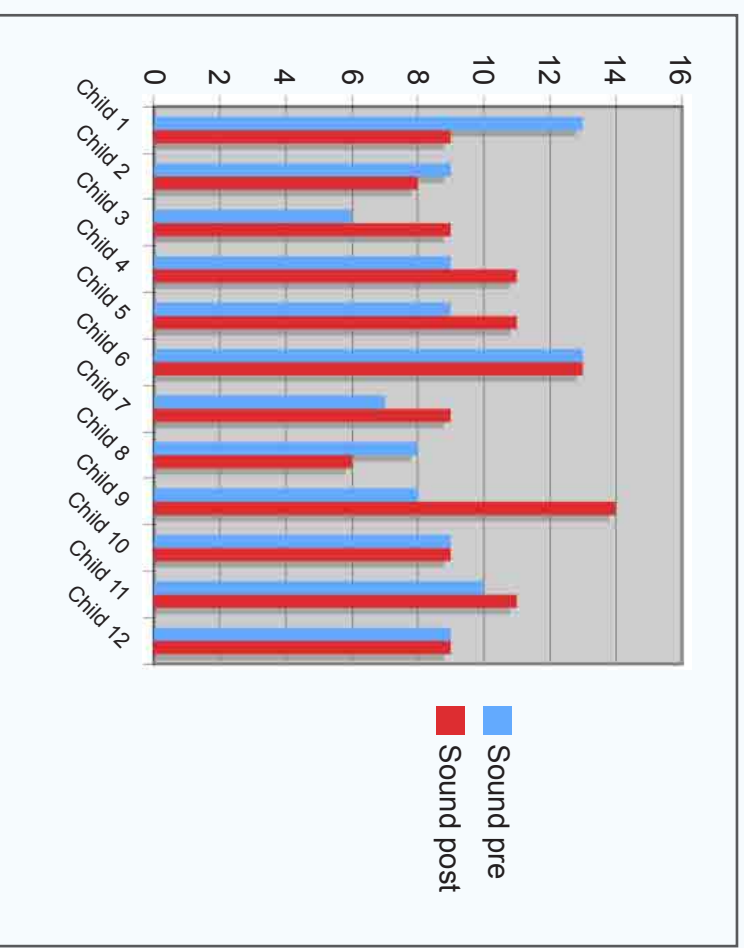
Appendix 4

Auditory processing at speed

In this test children are asked which sound came first, the mouse or the duck. The test starts with the sounds well differentiated and then moving closer together until they almost overlap. The ability to discriminate sounds that are presented within 50 msecs of each other is impaired in children with language difficulties and this means they cannot easily differentiate sounds in words, such as g and d. This type of problem may be found in children with 'glue ear' or repeated ear infections.

Sound order.

Around 50% of the children improved at post-test, with child 9 showing a striking improvement. There may be intermittent problems for children who have colds, which can explain the child who scored top marks of 15 at pre-test and declined to 9 at post test.



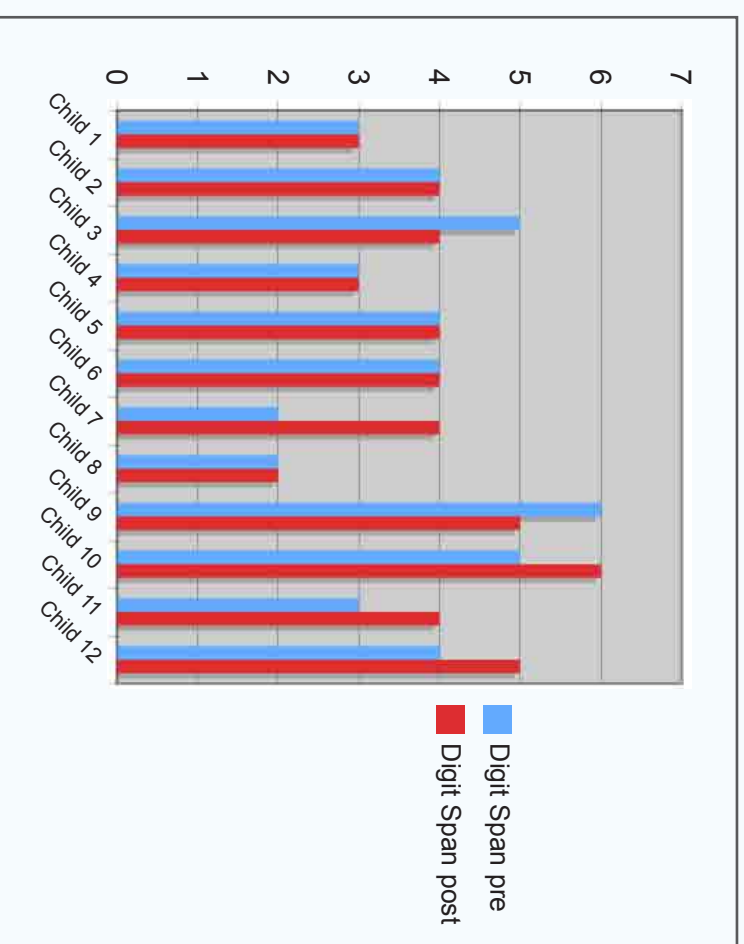


Appendix 4

Memory

Auditory memory.

This is based on listening to a series of number and repeating them back in the correct order. Lists become progressively longer as the child repeats them correctly, with 2 lists presented at each length. This is one of the most difficult skills to improve, and only 25% made improvements after intervention, 2 children got worse, and the rest maintained their levels from pre-test. If you have problems with this test you may have problems following instructions in school

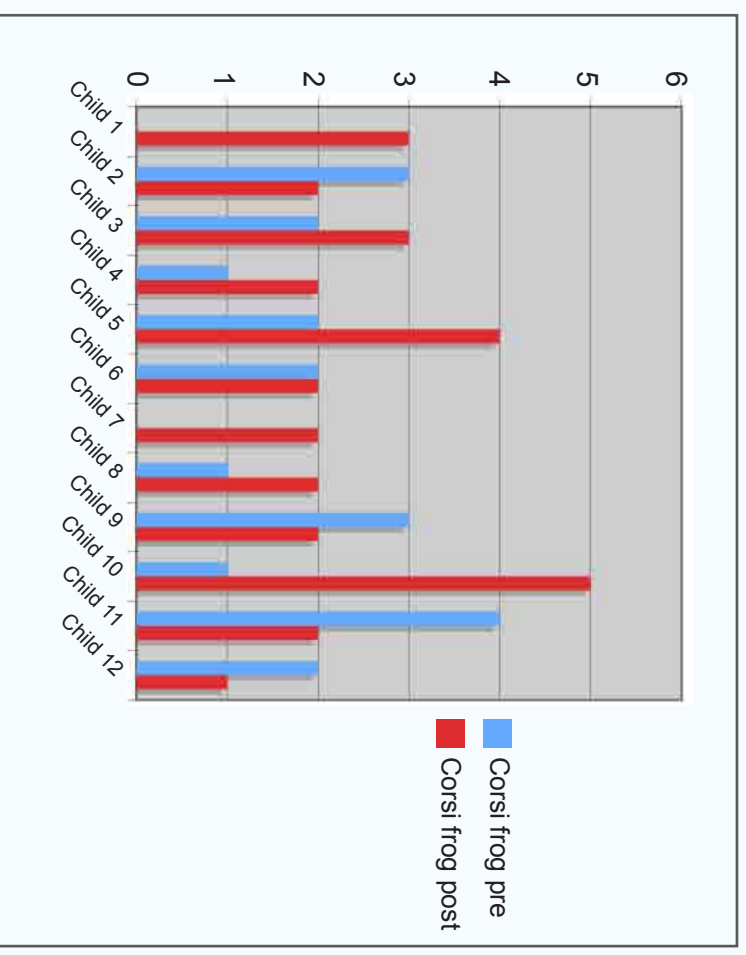




Appendix 4

Spatial memory

Corsi frog is based on copying the sequence that a frog jumps on to a series of lily pads, with the number of pads touched increasing progressively. Performance improved in over 50%. Note particularly improvement from 0 (child 1 and child 7)! Some children who go on to be diagnosed with reading difficulties have specific problems in this test, when their performance on the other tests is not that impaired.

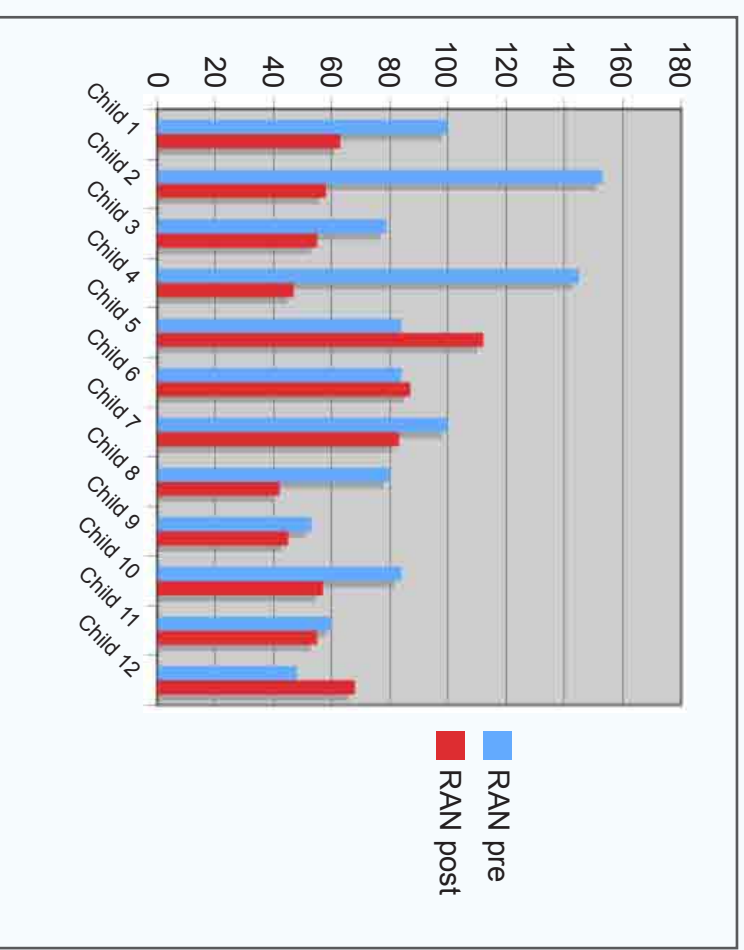




Appendix 4

Speed of naming

This task measures the speed with which children can name simple early age of acquisition pictures. This is a measure of speed of lexical access, and so the faster the better – a low score here is good. Problems in naming speed, particularly in naming letters is a precursor of later problems. Note that 75% made improvements in their speed, with striking improvements for Child 2 and 4. To do this task, you have to move your eyes from left to right as in reading, retrieve the name and then keep your place. A child who has difficulty with this is likely to have problems with reading

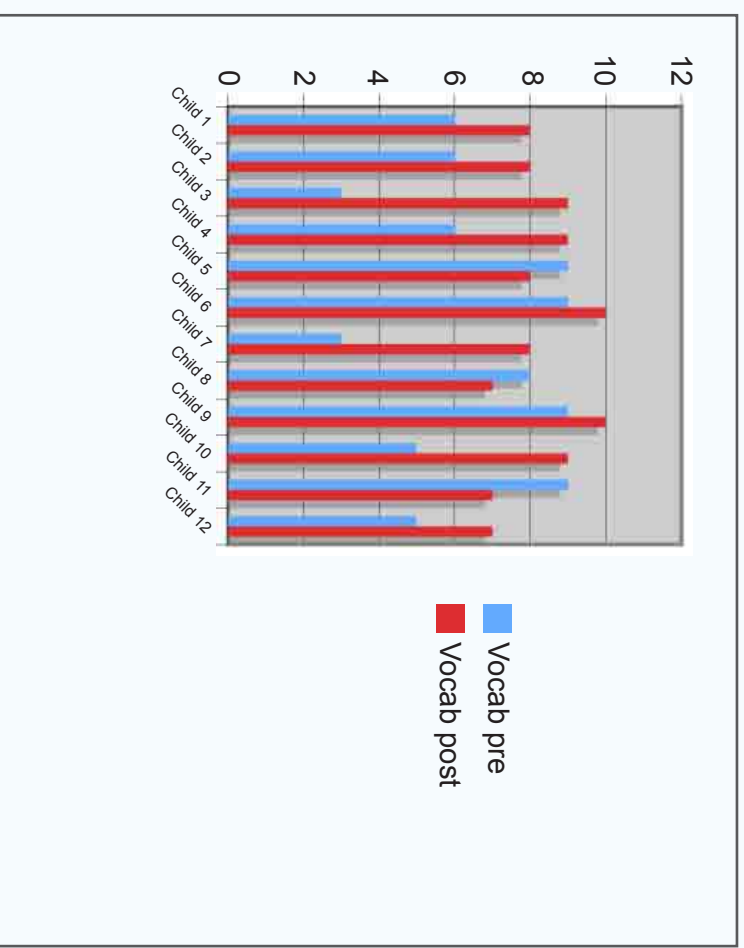




Appendix 4

Vocabulary

This has been shown to be a major predictor of children's success in reading. This test is a measure of receptive vocabulary, because the child is given the name and asked to chose the picture that matches from a set of 4. Even shy children can perform well on this type of task, because they can point rather than speaking. Note that 75% of the children make improvements here, some quite striking. The maximum score is 12

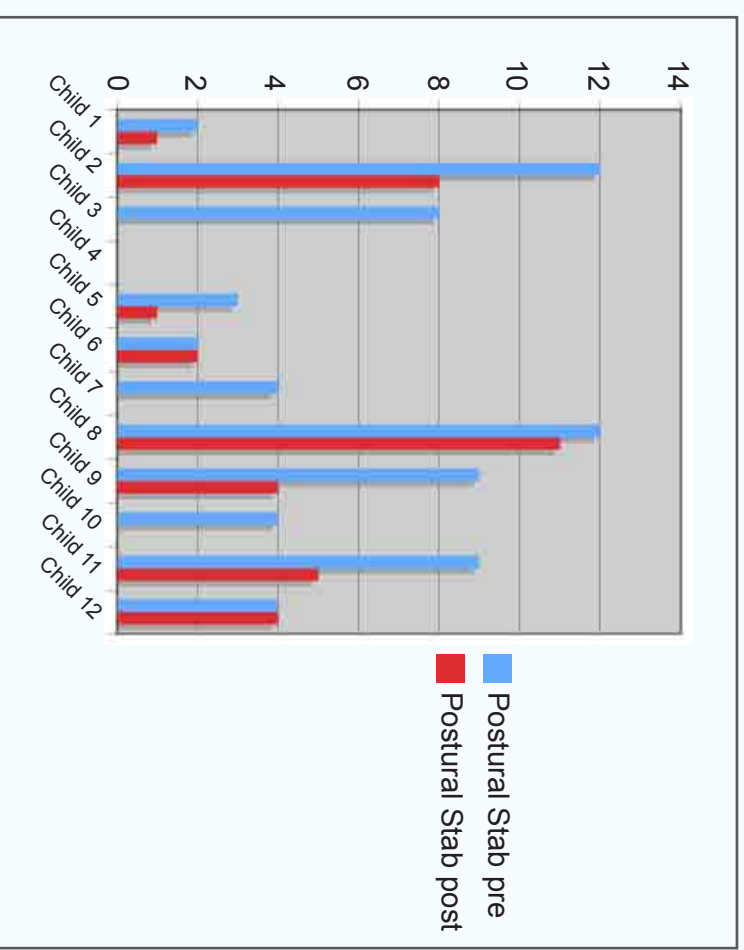




Appendix 4 Motor skills

Postural stability

Postural stability is a measure of balance, poor performance on which has been associated with persistent reading problems. The test measures the ability to recover when pushed gently in the back, and so a low score here is good. Some children have no problems at all on this (child 4 scores 0 at both pre and post test), but the ones who do are likely to be later diagnosed with reading problems. Note the problems Child 2 and 3 show at-test, and child 8 continues to show difficulties. 75% of the children improved on this task

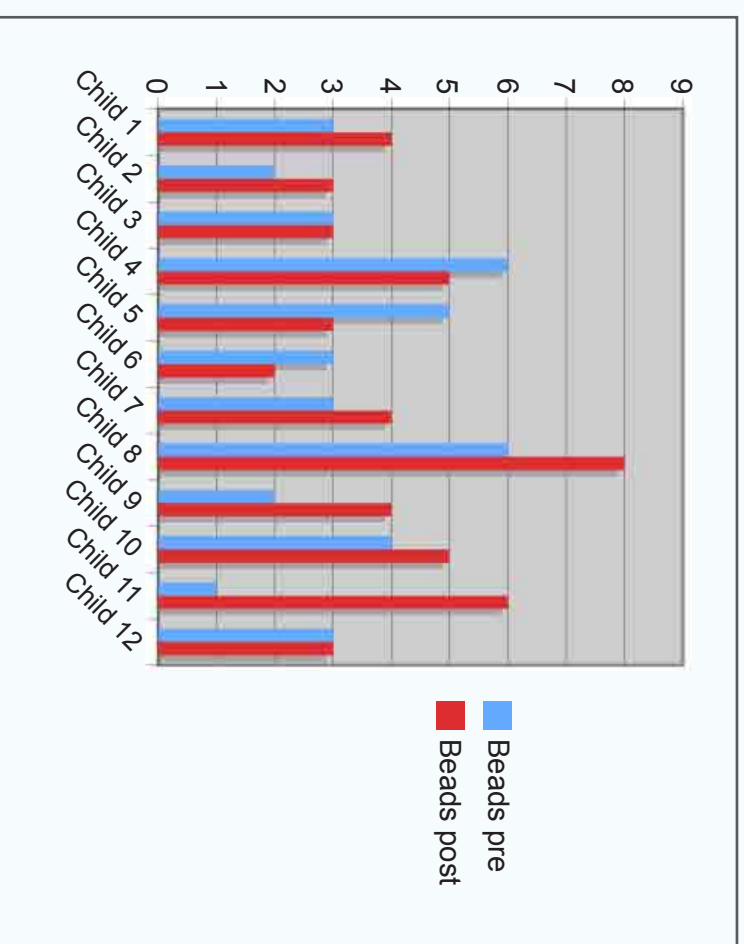




Appendix 4

Bead threading

Over 50% of the children improved on bead threading, a measure of dexterity

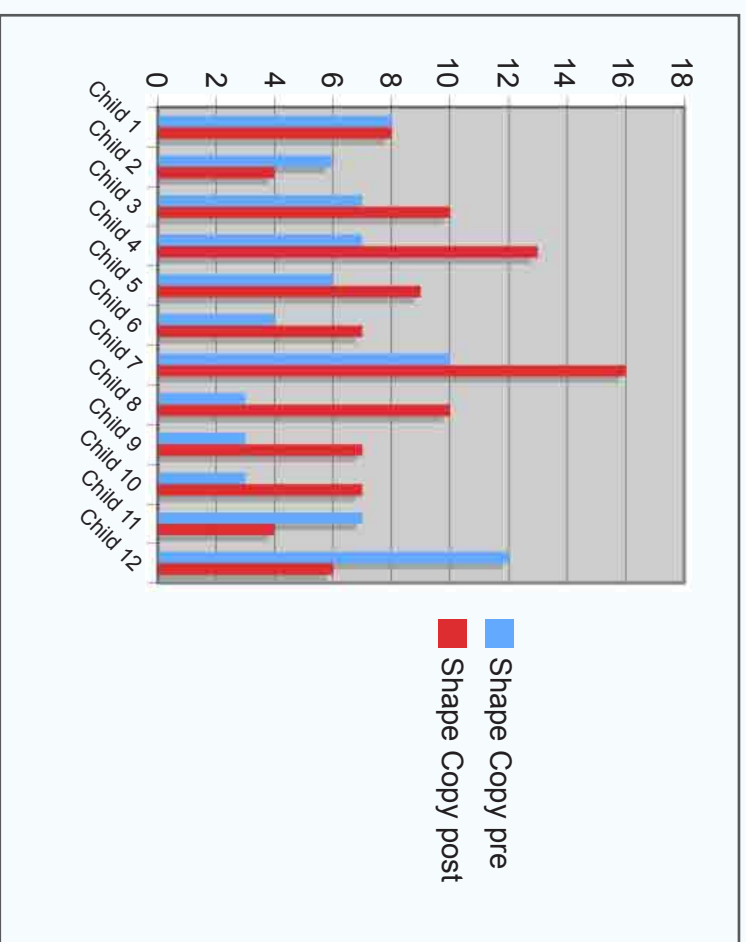




Appendix 4

Shape copying

The data presented here are from shape copying, an important precursor of writing. Again 67% of the group have improved, some quite substantially.





Appendix 5

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Speechlink Multimedia (2006)

Vail, P. (1991) Common Ground: Whole Language and Phonics Working Together, Modern Learning Press

Vail, P. (1992) Learning Styles: Food for thought and 130 Practical Tips for Teachers, Modern Learning Press

Welsh Assembly Government Foundation Phase Child Development Profile Guidance (2009)

Web Addresses

www.speechlink.co.uk



Appendix 5

Resources

91

Bright Ideas for Early Years
Action Rhymes and Games
Max de Boo
www.scholastic.co.uk
Jolly Phonics
www.jollylearning.co.uk
The Little Book series
Featherstone Education
www.featherstone.uk.com
e.g. Little Book of Messy Play
Little Book of Music
Little Book of Writing

Of Frogs and Snails (action rhymes and finger rhymes)
Yvonne Winer, Belair Publications

POPAT Programme of Phoneme Awareness Training
www.popat.co.uk

Puppets by Post
www.puppetsbypost.com

Sense Toys –memory game with pots
www.sensetoys.com

Smart Kids
www.smartkids.co.uk

Smart Moves Motor Skills Development Programme
By Sharon Drew
www.smartcc.co.uk

Stepping Stones - educational toys
www.steppingstonesonline.co.uk

Teodorescu, I. & Addy, L. (1998) Write from the Start -
Teodorescu Perceptuo-Motor Programme

LDA
www.ldalearning



This Little Puffin

Action rhymes/ finger rhymes and poems
Elizabeth Matternson, Puffin Books

TTS

www.tts-shopping.com

Window on Wales

Solva and St David's, Pembrokeshire
www.windowonwales.com

Write Dance

Paul Chapman publishing
www.paulchapmanpublishing.co.uk

Web Addresses

www.hummingbird.com

www.ichild.co.uk

www.kidschalkboard.com

www.kidzone.ws

www.puppetsbypost.com

www.sensetoy.com

