

# Literacy Toolkit

**Barnet Education and Learning Service**

**This toolkit has been developed by members of the  
Inclusion Advisory Team**

# Literacy Toolkit



Classroom  
Ideas

Speaking & Listening



Reading &  
Phonics



Areas of Impact



Spelling

Writing



Areas of Impact

**Capture attention before giving instructions** – clapping to capture attention or saying a child's name out loud can help pupils to be alerted that you will be giving them instructions. They can prepare themselves to listen and use prompts if necessary. Ensure your language is accessible to the child.



**Listening games** – play games that encourage children to listen, wait and then react or listen and make a decision.



## Speaking and Listening

**Position yourself well** – if you have a child with auditory processing difficulties or a hearing impairment, think about where is best to position yourself in relation to them. This way they can see your mouth and gestures as you speak as well as hearing you clearly.



**Provide visual support** – pupils who have difficulties with speaking might benefit from having prompt cards, posters or other methods of visual support. Providing these supports will help them concentrate on speaking clearly and loudly without worrying about the content of what they're saying.



### **Role Play and drama –**

Create opportunities for role-play to encourage acting out, talking through and listening to each other.

Hot seating, creating a scene or freeze framing are other fun ways of learning.



**Seating position –** ensure pupils who have visual or auditory processing difficulties have a suitable position in the class.



## **Speaking and Listening**



**Reduce distractions –** visual and auditory distractions can be incredibly challenging to pupils who have trouble listening or expressing themselves.



**Pupil voice –** ensure you speak to the pupil to find out what works best for them and what helps them.



**Provide wait time –** to allow time for processing and response – give at least 10 seconds.

## **Speaking and Listening Strategies**

**Secure foundations** – Ensure phonological awareness skills are embedded. Opportunities to play with sounds and manipulate sounds in a multi-sensory way. Learning through singing, rhyming and playing games.



**Paired reading** – ‘I read, we read, you read’. This method helps to alleviate pressure for the child, models reading for them and provides structure. Talk about the book together as you go along.



## Reading and Phonics



**Create positive reading environments** – Make your reading corners a focus of the classroom to entice and encourage reading.



**Encourage reading choice** – Reading doesn't have to be just books. There's fiction, non-fiction, comics, poetry, magazines, recipes and more.



**Alternative environments** – take the learning outside, the sports hall or a different area in the school.

## Reading Strategies



### Evidence based interventions

– Precision Teaching, Cued Spelling, Reciprocal Reading and online programmes



**Alternative reading options** - The use of technology to support reading should be considered. Audio books, E-readers, reading pens or screen readers can be used.



**Bring reading to life** – Look at cookbooks and make a recipe together or act out a scene from your favourite story. Have a debate about an article you have read as a class.



## Reading and Phonics



**Make reading active** - Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your classroom/around the school.



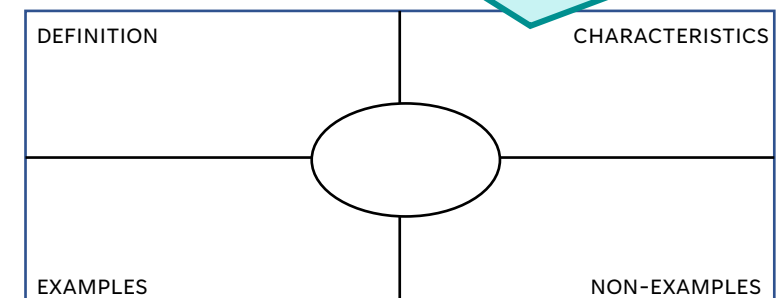
**Provide wait time** - to allow time for processing and response – give at least 10 seconds.

### Comprehension –

Pre-teach challenging vocabulary using morphology, etymology or the Frayer Model.

Use the 3, 2, 1 strategy after reading – 3 key points, 2 interesting vocabulary items and 1 main point to summarise

## Reading Strategies



**Brainstorm** – as a group, share ideas and brainstorm together verbally. Record ideas on a device or use post-it notes. This helps to think without boundaries.



**Collaborative writing** – start writing pieces as a group first by sharing ideas, using visual prompts or real-life objects.



## Writing



**Present it differently** – think about alternative ways of presenting work. Use story boards, mind maps, flow charts and bullet points.



**Writing prompts** – use sentence starters, picture prompts, visual key word banks, chunking and step by step instructions. Ensure you **model** how to use these prompts.

**Reading** – whether it be listening to stories or reading themselves, this will help to generate ideas for writing, encourage good use of grammar and learn new vocabulary to use within writing.



## Writing

**Writing scaffolds** – Graphic organisers, knowledge organisers or the Freyer Model to provide steps towards writing. Ensure these are **modelled** to pupils.

- I was surprised when...
- I don't understand why...
- Many people think that...
- One day I was...
- It was funny when...
- Can you see the ...
- My favourite things are...



**Talk out loud** – before writing anything, say it out loud first and talk through your ideas with a partner, group or class. Say it out loud as you are writing it.



**Multi-sensory games** – lots of practical, hands-on learning using touch, sound and sight. These might include:

- Use of an alphabet arc and magnetic letters
- Phoneme frames
- Mnemonics
- Drawing an image around a word
- Funny voices/silly sentences
- 10 pin phonics bowling
- Footy phonics



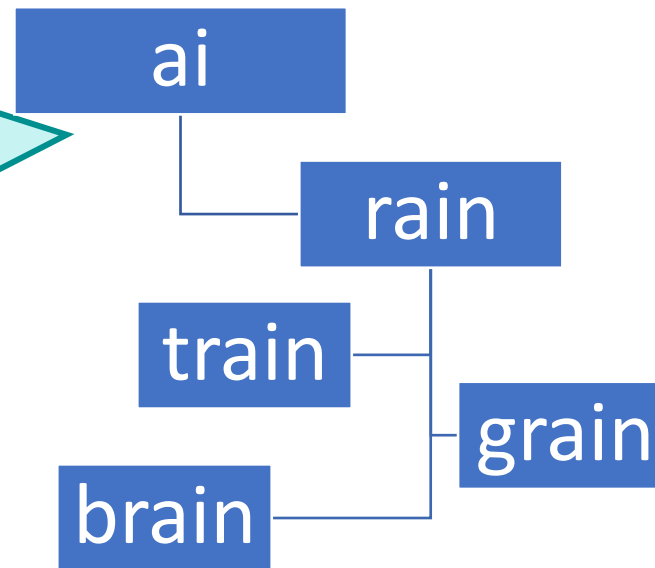
## Spelling

**Literacy Content Kit** – a guide to direct you to the most used graphemes, phonemes and words which can then support spelling interventions.



**Phonological awareness games** – rhyming activities, syllable segmentation games, phoneme deletion/addition games, alliteration and listening games.

**Word Family Approach –**  
looks at ‘families’ of sounds, through a multi-sensory process, focussing on specific digraphs or trigraphs, e.g., /ai/ as in rain, train, brain.



## Spelling

### Whole word approaches –

- Backwards chaining
- Shape of the word
- Pyramid words
- Rainbow writing



**Evidence-based interventions –**  
Precision Teaching, Cued Spelling and other available programmes



### Onset and Rime –

Focuses on the beginning and end parts of a word. Words will change when you substitute the initial (onset) part of the word but keep the predictable end part (rime).

This allows children to hear the predictable sound patterns.

E.g., **st**ick, **st**ack, **st**ay  
**ball**, **fall**, **tall**, **call**



- Buff coloured paper used
- Coloured overlays
- Seating position
- Opportunities to talk
- Clearly identified resources available
- Displays and desk space not overly cluttered
- Sensory stimuli reduced
- Fluidity in groupings
- Pre and post teaching opportunities
- Movement breaks to support learning



**Memory support:** Reduce the memory load as much as possible. Clear and precise instructions with visual prompts as necessary.



## Classroom friendly ideas



### Pupil voice/Parent voice:

Talk to the pupil, ask them what works well for them, hear their opinions. Involve parents in your discussions

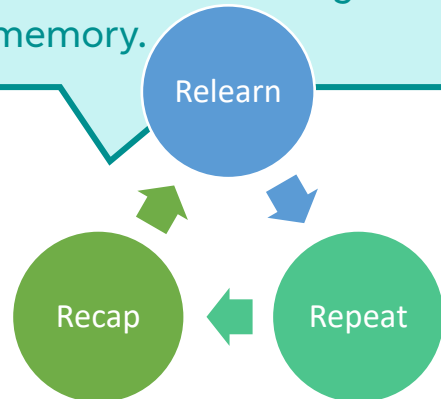
## Classroom-friendly Strategies



**Build self-confidence and self-esteem** – It is important to think about ways in which to promote pupils' wellbeing and 'big-up' their strengths. This could be through the use of a **Proud Book** or by being given classroom/school responsibilities.



**The 3Rs** – Relearn, repeat, recap. Constant reinforcement helps retain information to working memory which in turn moves into the long-term memory.



**Use of technology** – laptops, iPads, speech to text and recording devices are considered.



**Say the child's name first** before an instruction or question is directed to them and then repeat the question.



## Classroom friendly ideas



**Higher level questioning** - encourage metacognitive thinking through directed questioning.



**Instructions** given in small **chunks** with **visual cues** used in order to complete a task.



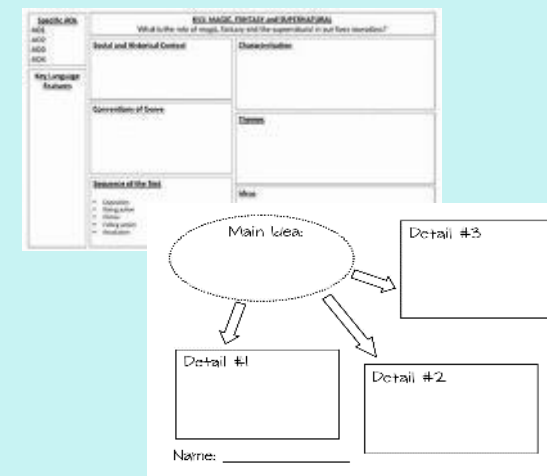
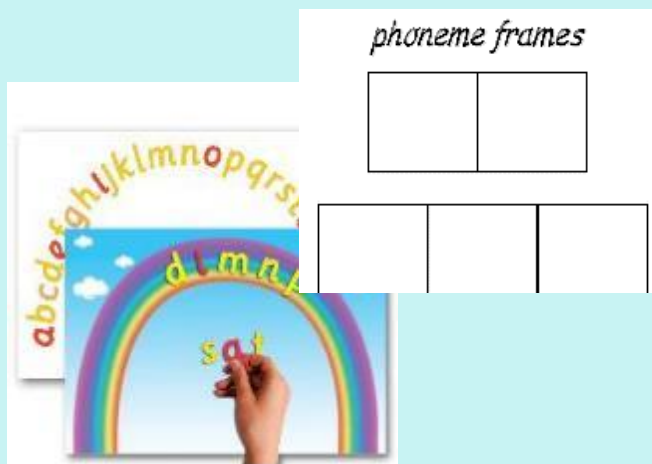
**Praise** - Praise the skill being demonstrated or developed rather than the individual

## Classroom-friendly Strategies

**British Dyslexia Association**  
 - Information on Dyslexia  
 and Dyscalculia  
[bdadyslexia.org.uk](http://bdadyslexia.org.uk)



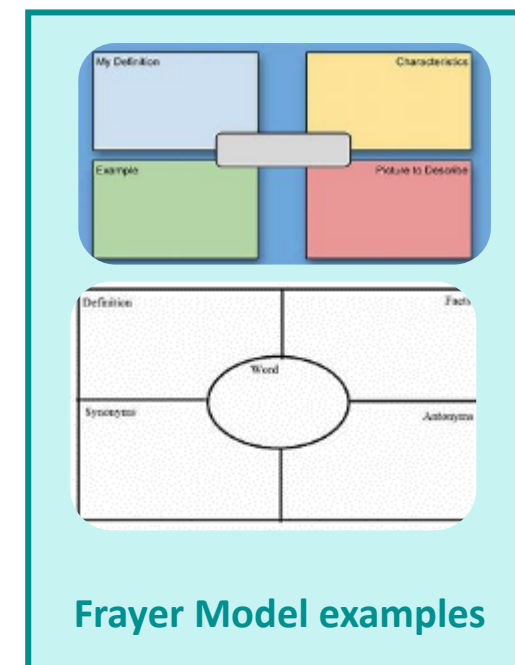
**Alphabet arc, magnetic letters and phoneme frames**



**Knowledge and Graphic  
 Organiser examples**

**Useful resources  
 and weblinks**

Every child can be a  
 reader - books should  
 be linked to a child's  
 interest age and  
 reading age.



**Frayer Model examples**

What works for children and young people with literacy difficulties  
[www.interventionsforliteracy.org.uk](http://www.interventionsforliteracy.org.uk)

**NASEN** – the National Association for Special Educational Needs  
[www.nasen.org.uk](http://www.nasen.org.uk)



What works for children and young people with literacy difficulties?



## Useful resources and weblinks

**EEF** – Education Endowment Foundation  
[www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk)

**The Bell Foundation** - Changing lives and overcoming exclusion through language education  
[www.bell-foundation.org.uk](http://www.bell-foundation.org.uk)  
 Helpful videos and ideas to link with some of the suggestions in the toolkit.



### PREPARING FOR LITERACY Improving communication, language and literacy in the early years

<p><b>1</b></p> <p>Provide an environment of communication and language</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p>	<p><b>2</b></p> <p>Develop children's early reading skills using a variety of resources</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p>	<p><b>3</b></p> <p>Develop children's early writing skills using a variety of resources</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p>	<p><b>4</b></p> <p>Develop children's early speaking and listening skills using a variety of resources</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p>	<p><b>5</b></p> <p>Develop children's early reading skills using a variety of resources</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p>	<p><b>6</b></p> <p>Develop children's early writing skills using a variety of resources</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p>	<p><b>7</b></p> <p>Develop children's early speaking and listening skills using a variety of resources</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p> <p>Use the language of the curriculum to support children's understanding of the world around them.</p>
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**In-task checklist** to chunk things down into smaller components.

Task structure board

	Now	Next	Then
1			
2			
3			