

Improving Literacy Skills for Children with Special Educational Needs

A guide to helping in the
early and primary years

Heather Duncan and Sarah Parkhouse
Illustrated by Gill Early



London and New York

**Also available as a printed book
see title verso for ISBN details**

Improving Literacy Skills for Children with Special Educational Needs

This practical book will help teachers of pupils with Special Educational Needs assess, record and improve the literacy skills of their pupils. The book is a photocopiable resource pack which covers all aspects of literacy development through the early and primary years including **early skills, reading, phonological skills, writing, spelling and handwriting**. The authors are experienced practitioners who understand that pupils with SEN have very individual learning needs and have developed a pack that is designed to assess and meet these needs.

This resource pack includes advice and ideas on:

- using the pack with the National Literacy Strategy
- record keeping and Individual Education Plans
- assessing pupils' skills
- strategies for future learning

It contains photocopiable checklists and assessment sheets for both teacher and pupil to complete and has clear child-friendly illustrated worksheets throughout. An indispensable resource for all classrooms.

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Introduction

The acquisition of literacy skills is a developmental process. Teachers must plan the learning for pupils who do not acquire these skills readily, based on their individual learning needs. The teacher of pupils with special educational needs should use what children already know, coupled with a knowledge of how pupils learn, as a basis for planning their future learning.

This pack is intended to offer teachers a resource which:

- shows them how to assess what skills children already possess
- allows them to record these skills
- helps them plan future learning and provide suggested activities
- helps them compile relevant and workable IEPs

The following aspects of Literacy will be covered:

- early skills
- reading
- grapheme/phoneme correspondence and phonological awareness
- writing
- spelling
- handwriting

Although speaking and listening are not overtly addressed in the pack, it is acknowledged that many of these skills will be developed.

Due to the need for progression the pack begins at Early Years and Key Stage 1, but contains extension materials appropriate to Key Stage 2.

The National Literacy Strategy

Using this pack with the NLS

The NLS offers reference points for day to day teaching. It sets out teaching objectives from Reception to Year 6, with the aim of helping teachers plan and manage the improvement of literacy. It attempts to show teachers how their pupils will progress through their primary school years.

The NLS defines 'literacy' as a balance between the skills of reading, writing and speaking and listening. For teachers of pupils with special educational needs, the challenge is to ensure that pupils make progress through all aspects of literacy, with both timing and pace being appropriate to their needs.

Teachers of pupils with SEN must ensure that any assessments that are undertaken help inform the 'next step' in the learning process. As the NLS suggests texts to provide structure for writing, and subdivides the objectives for reading and writing, the three strands of word, sentence and text level work cover what is essential to help the child achieve that objective.

Although pupils with SEN may not keep pace with their peers, the framework offers a good starting point to help teachers establish the targets for individual IEPs. It is also a structure to help teachers plot where the pupil is, and plan where they need to go next, whilst ensuring that all aspects of 'literacy' are both covered and balanced.

Using the pack with the literacy hour

The framework offers the content for the literacy hour, leaving the teacher to achieve balance through their short and medium-term planning. Having identified what the child can do, and what they need to move on to, the teacher can use the NLS strands to decide what pupils will work on at word and sentence level. Used in conjunction with the NLS, the assessment pack can point teachers to the next point in the pupils' learning. The literacy hour can then become another vehicle for addressing individual need in a classroom setting.

Record keeping and individual education plans (IEPs)

The Code of Practice for Special Educational Needs suggests that any child registered at Stage 2 or above needs to have an individual education plan (IEP). This sets out their specific targets for the next review period.

Each section in this pack relates to specific, measurable and achievable targets in each aspect of literacy which can be used to set individual targets for pupils.

As each school tends to use its own IEP pro forma, the pack contains an exemplar IEP and review sheet which are optional. It is recommended that the targets are reviewed termly, with the outcomes of that review clearly identified on the IEP record sheet.

Due to the importance of involving the child in the review and target setting process, The pack contains two pro formae which can be used to record the child's targets.

School Individual Education Plan Date: _____

Name: _____ D.O.B. _____ Class: _____ Stage: _____

Category:



Area of concern: (be as specific as possible)

DATE	C.A.	R.A.	Sp.A.	Other (SATs. Standardised tests)
Term 1				
Term 2				
Term 3				

Initial action - school-based support

Review (outcomes)

Further action-specific (IEP) targets plus:

Teaching arrangements:

Time allocation:

Staff involved:

(withdrawal, spelling prog, reading scheme, counselling, group work, home/school pack, IT)

Outside agencies/medical information:

Pupil/parental view (including relevant information)

Name:
Class:
Stage:
Date:

Targets (the child will/can do)	Criteria for Success (when/how)
1.	1.
2.	2.
3.	3.

Objectives/methods/resources	Evaluation/monitoring
Week beginning: _____	
Week beginning: _____	
Week beginning: _____	
Week beginning: _____	
Week beginning: _____	
Week beginning: _____	
Week beginning: _____	

REVIEW: (date, involved, outcome)

Review of pupil with Special Educational Needs

Name: _____ Class: _____

Current Targets

1.

2.

3.

Progress/Concerns

Outcomes/Recommendations (including new targets)

1.

2.

3.

Further action

Signed:

Date:

MY TARGETS

Name: _____ Date: _____

My Targets for this term are:

- 1.
- 2.
- 3.

Review

Date:

Pupil

(Have you met your targets? What do you need to work on?)

Teacher



Assessing early skills

The Desirable Outcomes (Early Learning Goals) for Early Years Education sets out areas of learning and experience for children on entry into Nursery Education. The concept underlying the 'desirable outcomes' is the belief that the early acquisition of language is dependent on the development of five different skills: motor skills, visual perception, auditory perception, memory perception and social skills. For children with special educational needs, the need to use these may extend beyond the intended Reception Year (the year of their fifth birthday).

Both the Early Skills Assessment Sheet and the Early Skills Checklist draw on the three relevant Desirable Outcomes – Language, Literacy and Communication, Physical Development and Personal and Social Development. The child is able to record their own achievements on the Teddy Bears Record Sheet, whilst the teacher collects information through the Early Skills Checklist.

If the teacher records whether the skills are demonstrated 'occasionally' or 'consistently', it should help establish the skill areas the child needs to develop. The teacher can then use some of the suggested activities to build areas of weakness. The checklist will then be extended for the individual child as, and when, it becomes appropriate, thus leading into the first year of the National Curriculum.



Early Skills Assessment Sheet

I can write my name

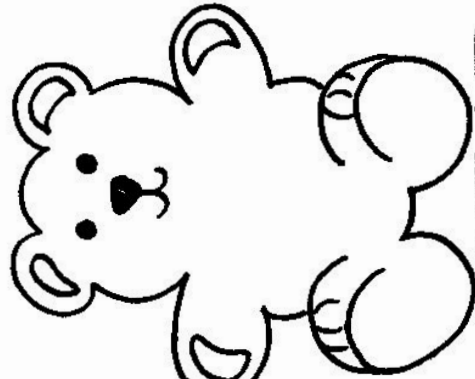
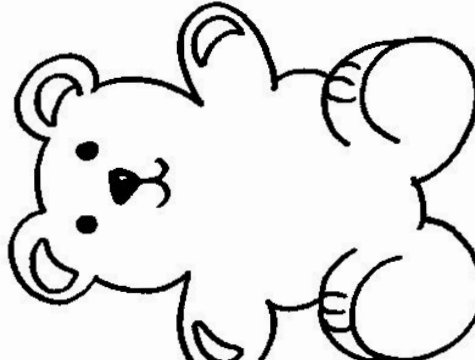
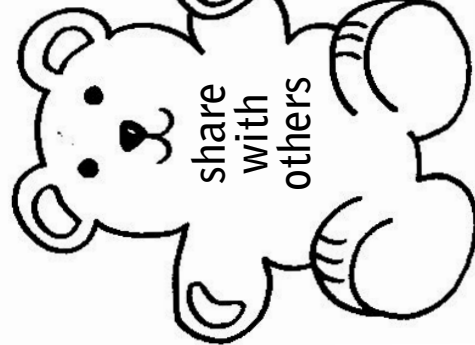
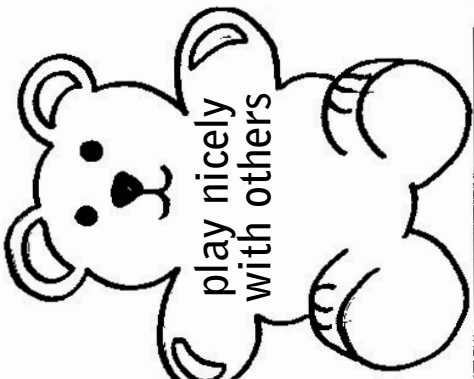
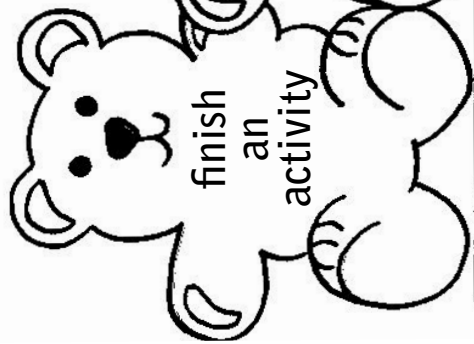
I can draw my face and body

COMMENTS

EARLY SKILLS CHECKLIST

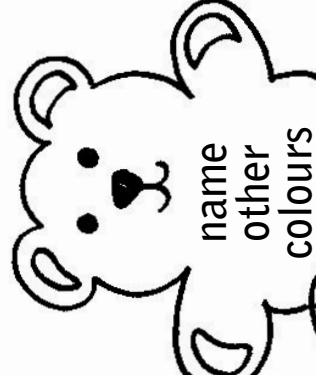
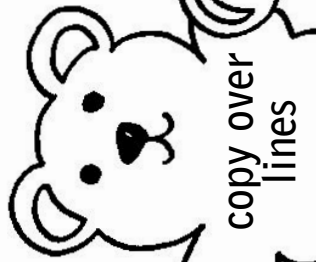
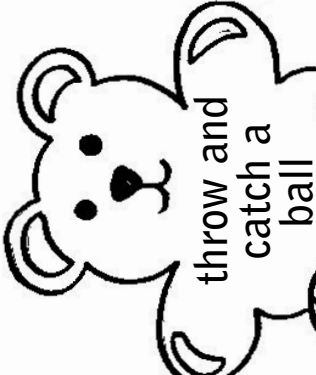
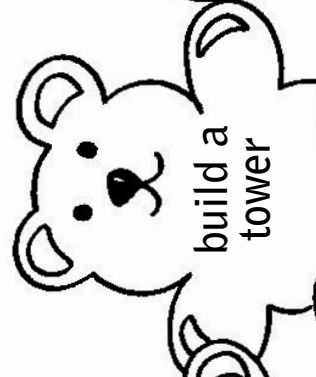
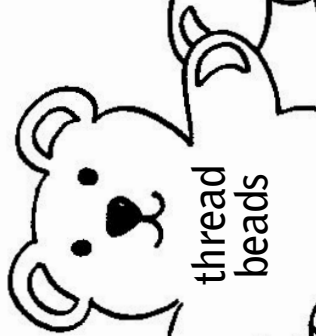
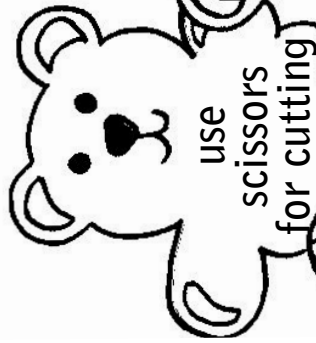
Name:	Class						
C = consistently, O = occasionally	Date						
Language, Literacy and Communication							
Gives full name							
Speaks in phrases/sentences							
Takes turns when speaking							
Listens and responds to/recites a simple nursery rhyme							
Describes events from the past							
Names parts of the body/familiar objects							
Makes up stories to go with pictures							
Enjoys looking at books							
Recognises name							
Can overwrite name							
Can write name							
Uses pretend writing							
Physical development							
Can draw close to lines							
Can copy over lines							
Uses a scissors to cut pieces/along lines							
Can complete a jigsaw/inset puzzle							
Can thread beads							
Matches colour							
Can name primary colours/many colours							
Personal and Social Development							
Completes a task							
Dresses and undresses independently							
Can take a verbal message to an adult							
Follows simple instructions							
Sequences an activity							
Co-operates in a group							
Plays purposefully with others							

I can . . .



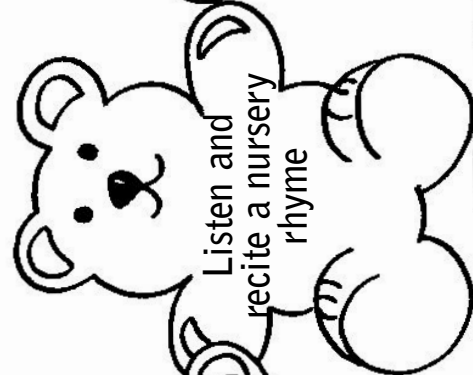
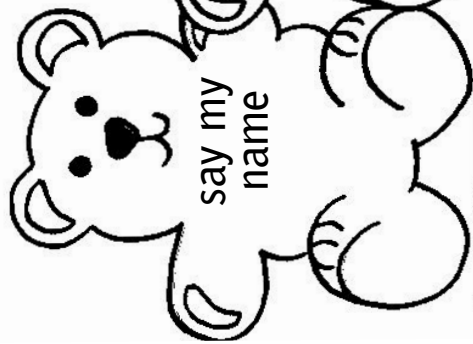
Personal and Social Development

I can . . .



Physical Development

I can . . .



Language, Literacy, Communication

Suggested strategies to promote early skills

Motor skills (fine/gross)

- painting and colouring drawings/outlines
- threading beads/lacing
- jigsaws
- cutting/sticking collages and pictures (from catalogues and toy magazines)
- tracing patterns/outlines
- modelling using playdough and clay
- sand/water play
- join the dots and maze puzzles (where the child has to follow a path)
- tracking activities along a 'path' from left to right

Visual perception skills

- Lotto games
- Card games: Snap, Happy Families (encouraging attention to detail)
- What's missing? Spot the difference in simple pictures
- Copying patterns using beads and pegs
- Finding hidden objects on a page
- 'Sorting' games: where items are identified according to different criteria

Auditory perception skills

- Stories: particularly those that encourage participation in a repetitive story line
- Action songs, finger rhymes, nursery rhymes
- Making a class tape of familiar sounds
- Sound Lotto: with taped noises
- Games: Simon Says, Follow my Leader, Whispering games

Memory perception skills

- Memory is used in any activity that uses rhyme and familiar stories
- Open and closed questioning of stories and rhymes
- Picture pairs
- Kim's game – different objects are placed on a tray, then covered, the children are asked to recall them
- Use pictures of animals with one feature missing so that children name the feature
- Circle games: Grandma went to market... where children add to, and remember a growing list

Getting started – reading skills

When assessing early reading, or considering a young child's reading development the following questions should be addressed so that reading is placed in a developmental context.

How developed is the child's print awareness?

- Where does the story start?
- Which way will I go?
- Where do I go next?
- Where do I start reading?
- Can you point to the words as I read them?
- Can you show me the word 'the'?
- How many words are on this line?
- How many letters are in this word?
- Can you point to the first word on this line?
- Where is the last word on this line?

How developed is the child's letter identification and sight vocabulary?

- Using both upper and lower case letters:
Can you find another one the same as this?
What sound does it say?
- Can you find me a word beginning with . . . ?
- Can you point to . . . (give a letter sound)?
- Read a page:
Can you point to the same word as this?
Can you find another on the next page?
Can you point to each word and read to me?

Guidance on assessing reading/comprehension

When assessing reading, the chosen material needs to be carefully selected. It should be at the appropriate level for age and interest. A Reading Assessment Record should be kept, including the results of any standardised test the teacher has administered.

Suggested strategies – recommendations

When assessing reading, teachers should observe the following skills:

Reading strategies

- What does the child use to get the overall meaning of the text?
- Does the child rely on phonic strategies, picture cues or contextual cues to identify unknown words?
- Does the child use substitutions, self correction, re-reading, insertions or omissions?
- Do the child's mis-readings alter the meaning?

Accuracy

- Does the child read accurately independently? (only one error in 20+ words.)
- Does the child read at an instructional level? (between one error in 10 and one in 20)
- Does the child experience frustration in reading? (more than one error in 10)
- Is the child reading at a level appropriate to their chronological age?

Fluency

- Does the child read in a monotone, stilted or word by word?
- Does the child read at speed yet with expression and the correct pacing?
- Is proper use made of phrasing and punctuation?

Comprehension

- Does the child grasp the main storyline?
- Does the child understand the vocabulary used?
- Can the child use inference and deduction?
- Can the child express an opinion about different aspects of the text?
- Can the child predict the next step?
- Can the child understand the main ideas?
- Can the child draw conclusions based on the text?

Phonic knowledge

- Does the child know the basics of phonics – single sounds?
- Can the child word build CVC words?
- Can the child use consonant blends, medial digraphs and word endings?
- Can the child recognise high or medium frequency words?
- Can the child recognise words both in and out of context?

EARLY READING BEHAVIOURS CHECKLIST

Name:	Class						
<i>C = consistently, O = occasionally</i>	Date						
Pretends to read to others							
Can differentiate between picture/print							
Knows that books have a beginning and end							
Predicts story line from cover illustrations							
Can match letters							
Can match words							
Demonstrates directionality/one to one correspondence							
Demonstrates return sweep							
Identifies favourite part of story							
Can discuss contents of the story							
Can discuss characters in the story							
Uses picture cues to attack unknown words							
Uses sound cues to attack unknown words							
Uses language cues to attack unknown words							
Uses letter knowledge further than initial letter							
Can self-correct after miscue							
Can read familiar stories/simple poems independently							

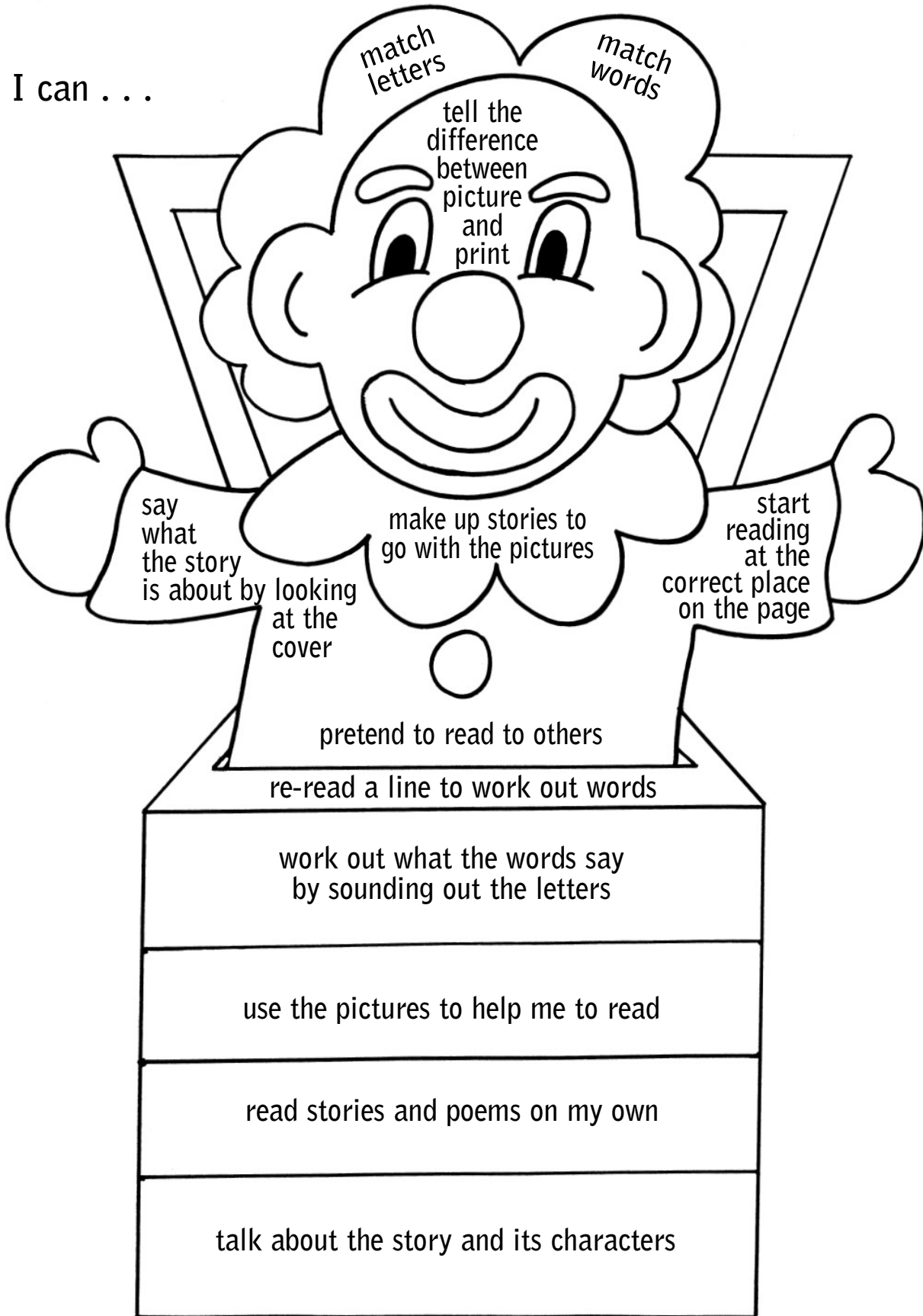


EARLY READING CHECKLIST

Name:	Class						
	Date						
C = consistently, O = occasionally							
To identify unknown words:							
Uses picture cues							
Uses contextual cues							
Uses phonic cues							
Uses language structure cues							
Self corrects by cross referencing different cues							
Reads familiar text independently							
Reads unfamiliar text independently							
Reads with fluency and expression							
Can read silently							
Can derive meaning from stories							
Can offer opinions about what has been read							
Uses inference and deduction							
Can predict and refine predictions after reading text							
Can use an index appropriately							
Can use a contents page appropriately							
Can use a glossary to locate words							
Can scan text to locate information							
Can read flow charts and diagrams							
Understands the difference between fact and fiction							

Name _____

I can . . .



Name _____

I can . . .

work out words
I don't know by
using the picture

self-
correct
when
reading

put
letter
sounds
together

read
independently

talk about what
I have read

say what will happen next in a story

read
silently

give my
opinions
about
what I
have read

find
information
from books

use the
words
'fact' and
'fiction'
correctly

read with
fluency and
expression

use
an
index

use a
contents
page

use a
glossary

read flow
charts and
diagrams

Grapheme/phoneme correspondence and phonological awareness

It is generally believed that the way a child can recognise sound/symbol relationship, and manipulate those sounds, is a significant factor to both the child at the emerging literacy stage, but also the child developing higher order literacy skills.

Using the phonic checklist provided, teachers can identify which sound pictures the child knows. This will establish the plan for future learning and form the basis for the IEP, which can then be regularly monitored and reviewed.

Two checklists are included, both of which present the sounds in context. This ensures that particular blends are presented correctly. Although they contain some of the same information, the second checklist is a more extensive package. This is more appropriate to use with a child who is past the first stages of a phonics programme.

Assessing phonological skills

Phonological awareness is the awareness of sounds within words. When assessing the phonological ability of a child, a number of subskills can be identified. If the teacher makes a record of these, the development of the child's skills can be mapped.

- Can the child recite a nursery rhyme?
i.e. can they distinguish words that rhyme from words that do not?
'Which words sound the same: cat, mat, tap'?
- Can the child recognise alliterative patterns?
i.e. can they recognise words that start or end with the same sound?
'Which words start the same: bed, bag, bat and rabbit'?
- Can the child match sounds within words?
'Is there a 'k' in the word milk'?
- Can the child segment words into sounds?
'Give me the sounds in "red"?'
- Can the child blend sounds into words?
'Tell me what this word is – b-e-d'?

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- Can the child blend syllables to make a word?
'What words am I saying – el-e-phant, com-pu-ter'?
- Can the child identify the number of syllables in words?
'How many syllables in the word alligator, giraffe'?

The ability to accomplish these subskills makes a significant difference to the child's ability to manipulate sounds. Teachers should use the information gathered in their assessment of the child's phonological skills to identify the 'next step' in the learning programme.

Phonic Checklist

Name: _____ D.O.B: _____ Date: _____

Each letter/blend should be checked off when known:

Phonemes and graphemes (names and sounds)

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

Initial consonant clusters/digraphs

bl	br	cl	cr	dr	dw	fl	fr	gl	gr	pl	pr	scr	sk	sl	sm	sn
sp	spl	spr	squ	st	str	sw	tr	tw	thr	shr	sh	th	ch			

Common end clusters

ld	nd	lk	nk	sk	lp	mp	sp	ct
ft	lt	nt	pt	st	xt	lf	nch	lth

Word endings

ck	ff	ll	ss	ng
----	----	----	----	----

Phonics Checklist-'Real' words

Initial consonant clusters/digraphs

blob	brown	clap	crisp	drum	dwarf	
flag	frog	glad	grab	plum	pram	scan
scrap	skip	slap	smell	snap	spin	split
spring	squash	stop	strap	swim	trip	twin
thrill	shrill	shop	the	think	chip	

Common end clusters

sold	wind	walk	ink	ask	help
lamp	grasp	act	lift	belt	sent
slept	list	next	shelf	lunch	
wealth					

Word endings

back	puff	hill	hiss	sing
-------------	-------------	-------------	-------------	-------------

Phonic Checklist

Name: _____ Date: _____

Each letter/blend should be checked off when known:

Initial letter

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

Initial consonant clusters/digraphs

wh	ch	th	sh	ph	bl	cl	fl	gl	pl	sl	br	cr
dr	fr	gr	tr	sc	scr	sm	sn	sp	spl	squ	st	
str	sw	tr	tw	thr	shr							

Common end clusters

ld	nd	lk	nk	sk	lp	mp	sp	ck	ct	ft	lt	nt
pt	st	xt	lf	nch								

Vowel phonemes

ee	e-e	ea	ai	ay	a-e	ie	igh	i-e	y	oa	o-e		
ow	oo	u-e	ew	ue	ar	oi	oy	ou	aw	or	er	au	ur

Endings

ion	ous	sion	tion	ge	y	sle	ple	fle	cle	ble	ure	ue	ed
-----	-----	------	------	----	---	-----	-----	-----	-----	-----	-----	----	----

Prefixes/suffixes

un'	dis'	de'	re'	pre'	mis'	'ful	'ly	'less	'ary	'ness
-----	------	-----	-----	------	------	------	-----	-------	------	-------

Phonics Checklist-'Real' words

Initial consonant clusters/digraphs

whip	chip	thank	ship	photo	blob	clip	flag
glum	plug	slip	bring	crop	drip	frog	grip
trip	scan	scrap	smell	snag	span	split	squash
stop	strap	swim	trap	twin	thrill	shrill	

Common end clusters

held	end	milk	ink	mask	help	lump	wasp	back
act	left	felt	went	slept	nest	next	elf	punch

Vowel phonemes

sleep	eve	leaf	nail	day	hate	pie	light	kite
my	goat	bone	cow	moon	fuse	new	glue	car
coin	toy	out	saw	core	fern	caught	burn	

Endings

Station	humorous	television	competition	cage
funny	hassle	apple	waffle	
icicle	table	furniture	glue	jumped

Prefixes/suffixes

understood	disrupt	degrade	renew	pretend
mistake	wonderful	lovely	unless	canary
happiness				

Suggested activities to build phonological skills

Rhyming activities

- I spy with my little eye, something that rhymes with cat (bat, sat)
- Rhymes and jingles
- Rhyming couplets, e.g. 'Little Miss Kelly likes to eat jelly'
- Find the two words that rhyme out of three: dog/log/hat

Alliteration/letter sound recognition

- 'Feely' bag of pairs of objects which start with the same sound
- Name stories: Smiling Sid, Happy Hamila
- Tongue twisters 'Zany zebras zoom through Zanzibar'
- Lotto: six pictures and cards starting with initial sounds
- 'I went to market and bought a bat'. Children repeat the sentence and add another item beginning with the same letter
- Make a letter book/letter montage/wall frieze
- Identify the letter sounds after reading the Big Book or during shared writing
- Language riddles: 'The word I'm thinking of is an animal and begins with "s"'
- Sort pictures of objects that begin with the same letter
- Match upper/lower case letters using letter cards or letters from magazines
- Draw a letter on a child's back and ask them to identify it
- Trace letters in the sand

Syllable blending/segmentation

- Play circle games where children clap rhythm and copy clapping syllables
- Guess whose name? The children clap the syllable in the name of a classmate. Use pictures of words with 1, 2, or 3 syllables: get the children to clap or identify the syllables
- Place three objects in the centre. Ask the children to choose the one being clapped by a child.

Blending activities

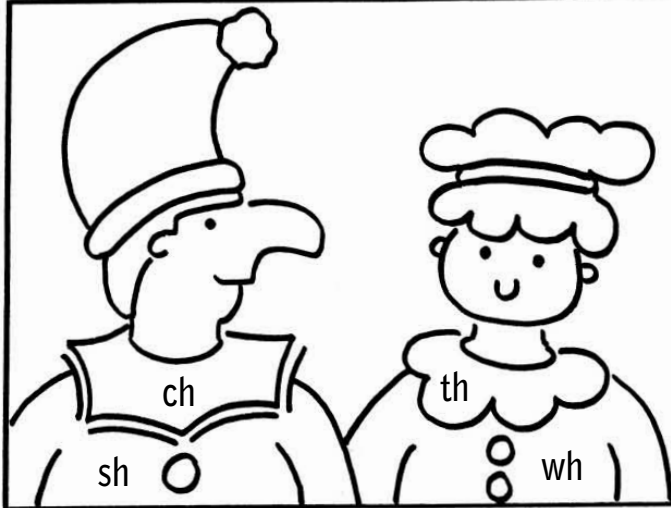
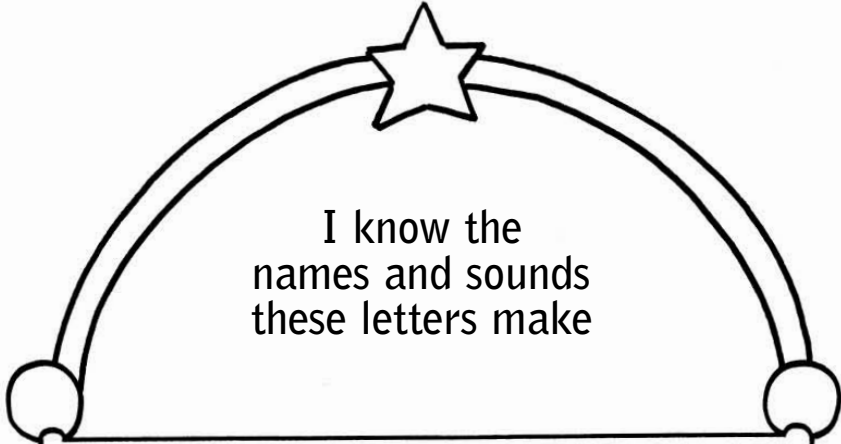
- Onset and rhyme. Introduce blending by playing 'guess the word' c –at f –at
- Say words like a robot and get the children to guess the word. Begin VC, CVC, CCVC, CVCC words

Segmentation of sound

- Give the child a word and ask them to tell what sound occurs in the middle/end
- 'I spy' with picture cards
- Sort pictures according to beginning/middle/end sound
- Stretch words to identify the number of phonemes
- Put counters into a box to represent phonemes as a word is said slowly

Name: _____

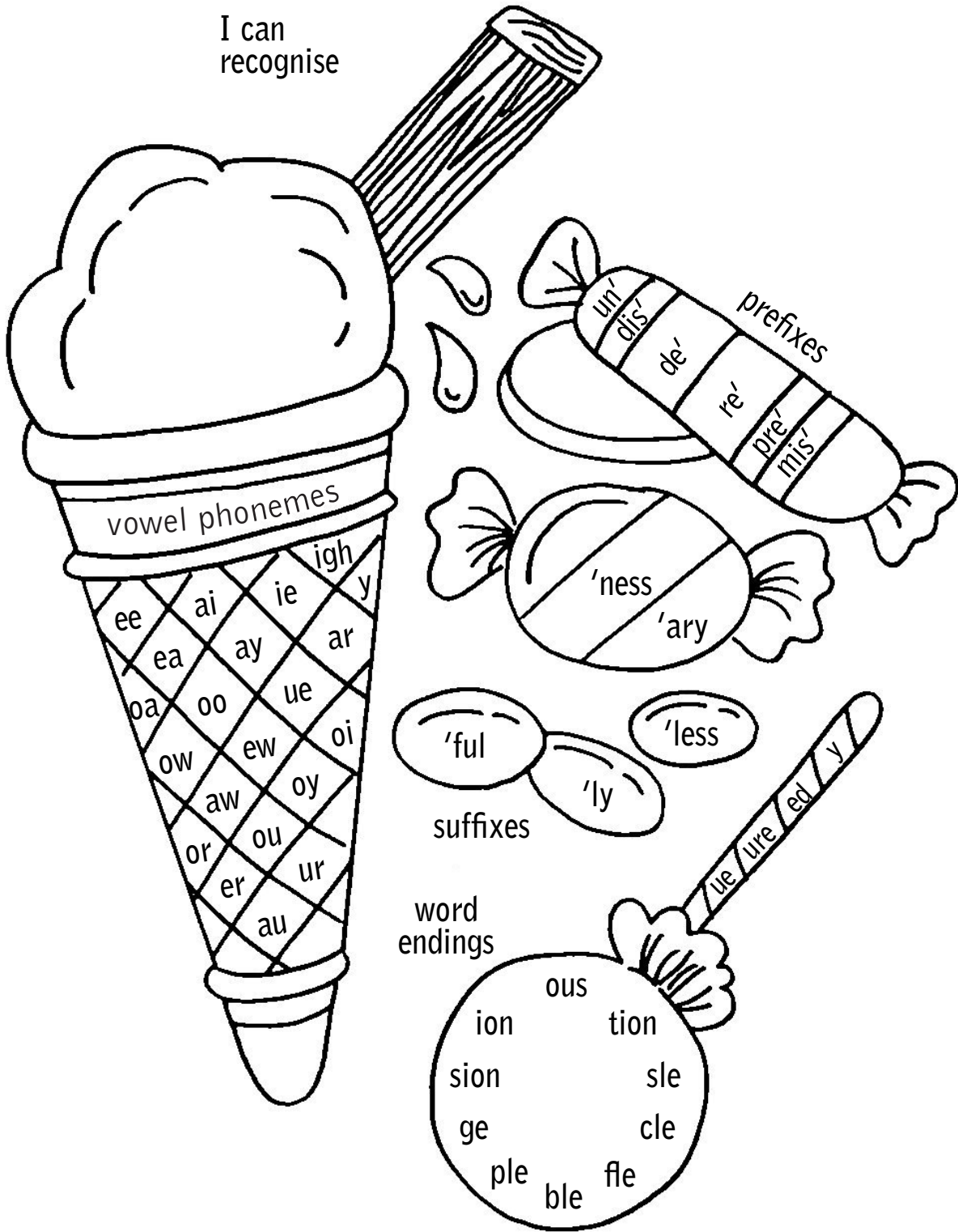
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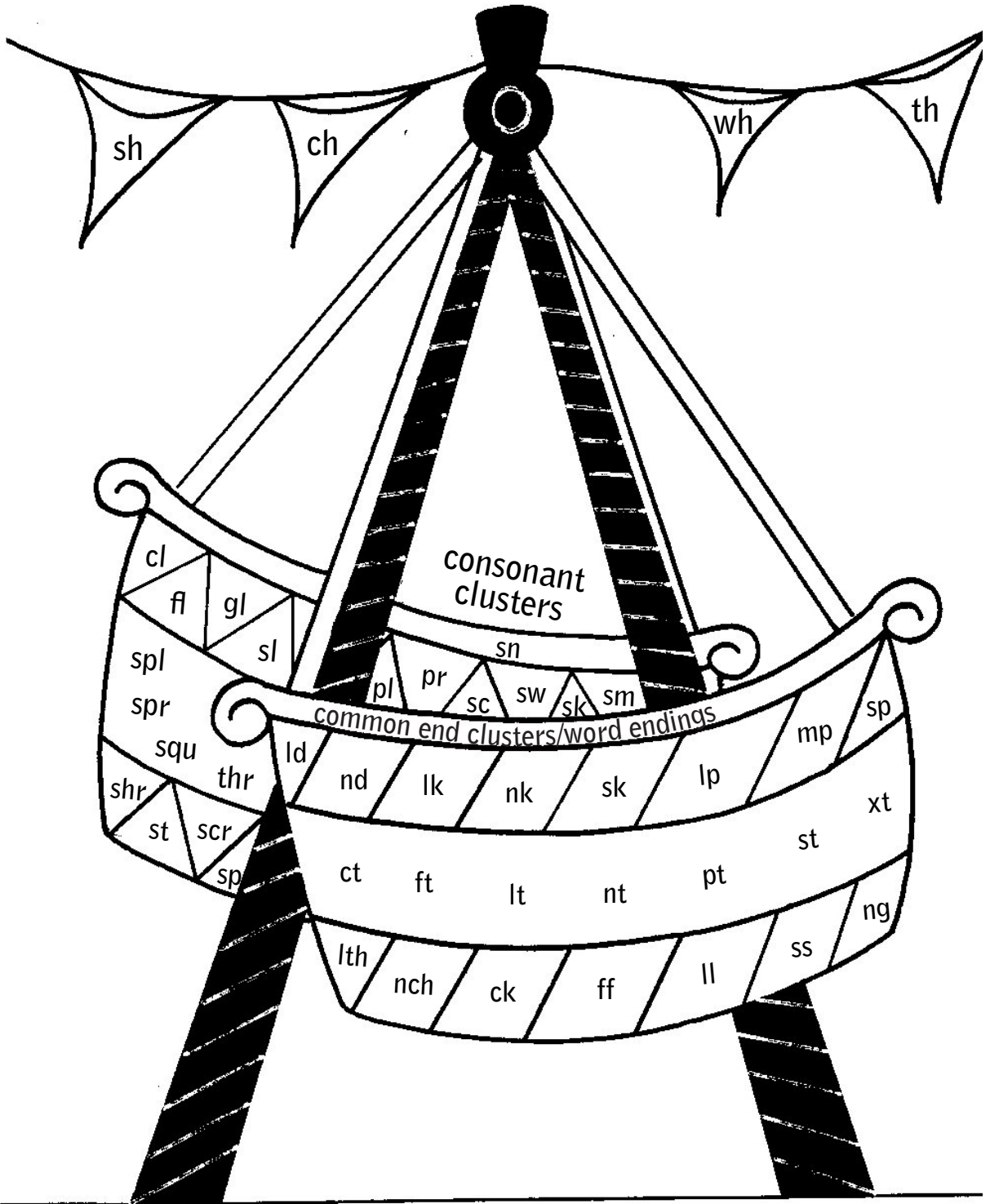
a					q
b					r
c					s
d					t
e					u
f					v
g					w
h					x
i					y
j					z
k					
l	m	n	o	p	

Name: _____

I can recognise



I can recognise these sounds



Name: _____

High frequency words

Spelling skills and developing sight vocabulary are intrinsically linked to early reading and writing development. When children start to identify that printed letters have meaning, and match those letters to sounds, they begin to develop the ability to spell effectively.

The basis for the high frequency words used in this pack is the National Literacy document, (England). The words are grouped into sets for ease of operation and are included in record format, as well as reference format.

The words on the teacher record sheets are boxed so that the teacher can use the same sheet to record when the child can both read and/or spell the word.

Guidance on assessing high frequency words

Teachers need to identify the strategies pupils are employing, e.g. Does the child hear units of sound? Are they heard in sequence? Does the child's attempt have visual similarity? Can the child use common patterns?

For children who experience difficulty in building up confidence in spelling, it is useful to start off with words that are more phonically regular.

Establishing which high frequency words they know can then help teachers focus on how next to develop their ability to spell both phonically regular and irregular words.

High Frequency Words Set A

a and he

I in is

of that the

to was it as

all at be mum

dad cat said

dog bed

High Frequency Words Set B

but

for

are

him

had

have

his

not

on

one

so

we

they

with

you

got

help

run

High Frequency Words Set C

an about been back

big by before call

came come could did

do down from first

get go ball door

home house how jump

name not push saw

should sister us

High Frequency Words Set D

has her here if into

just look little like me

make more made my much

must no new now or

old our only out other

away going day boy yes

again another girl good

much next school take

High Frequency Words Set E

off over right see she

some them then their there

this two up want they went

were when who which where

what will your brother can't

don't half laugh live love

many may more people seen

three time too took tree

very way water

High Frequency Words Set A and B: Record Sheet

Name: _____ Date: _____

a and he I in is of that

--	--	--	--	--	--	--	--

the to was it as all at be

--	--	--	--	--	--	--	--

mum dad cat said dog bed but for

--	--	--	--	--	--	--	--

are him had have his not on one

--	--	--	--	--	--	--	--

so we they with you got help run

--	--	--	--	--	--	--	--



High Frequency Words Set C: Record Sheet

Name: _____ Date: _____

an about been back big

--	--	--	--	--

by before call came come

--	--	--	--	--

could did do down from

--	--	--	--	--

first get go ball door

--	--	--	--	--

home house how jump name

--	--	--	--	--

not push saw should sister us

--	--	--	--	--	--

High Frequency Words Set D: Record Sheet

Name: _____ Date: _____

has her here if into

--	--	--	--	--

just look little like me

--	--	--	--	--

make more made my much

--	--	--	--	--

must no new now or old

--	--	--	--	--	--

our only out other away going

--	--	--	--	--	--

day boy yes again another girl

--	--	--	--	--	--

good much next school take

--	--	--	--	--

High Frequency Words Set E: Record Sheet

Name: _____ Date: _____

off over right see she some them

--	--	--	--	--	--	--

then their there this two up want

--	--	--	--	--	--	--

where what will your brother can't

--	--	--	--	--	--	--

don't half laugh live love many

--	--	--	--	--	--	--

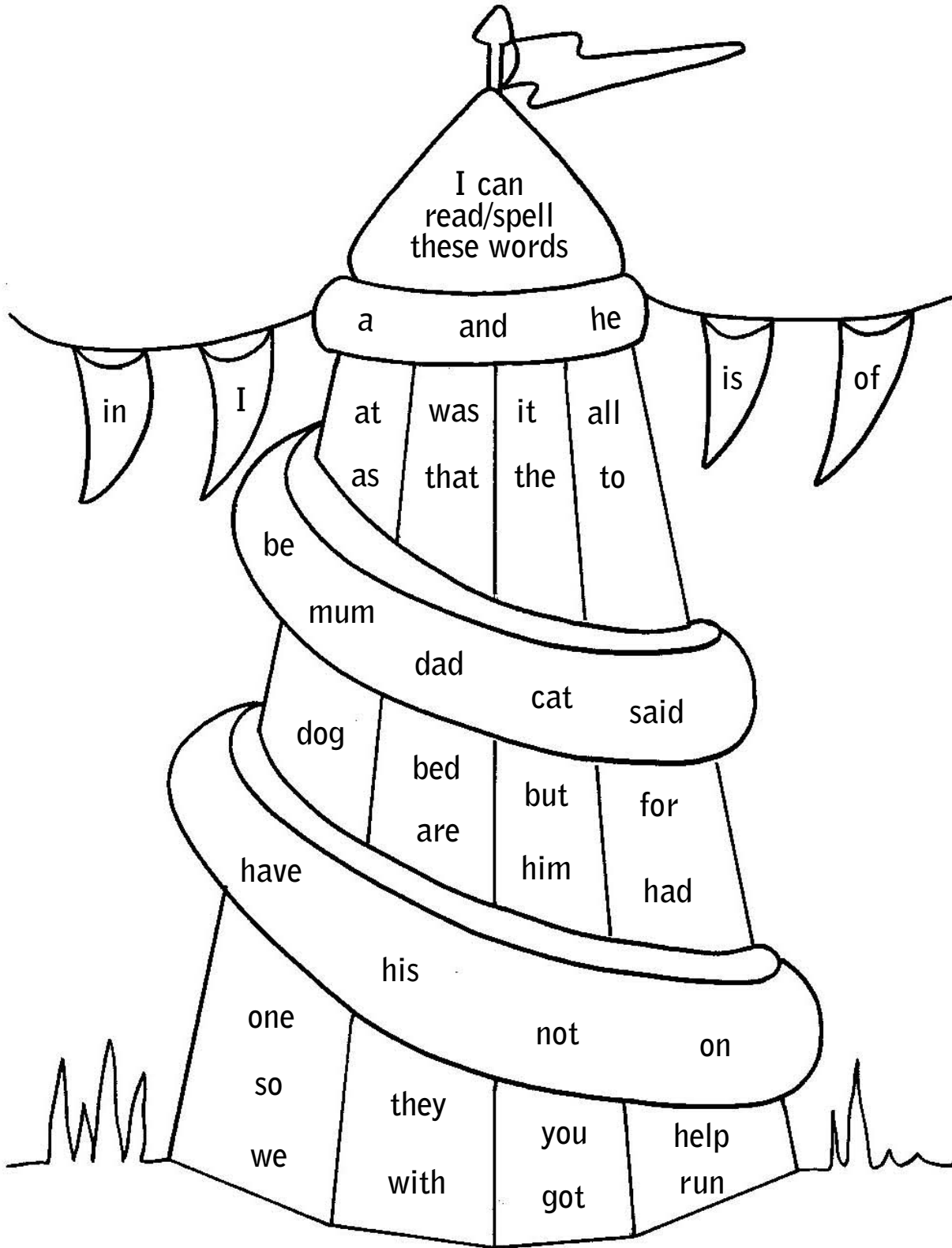
may more people seen three time

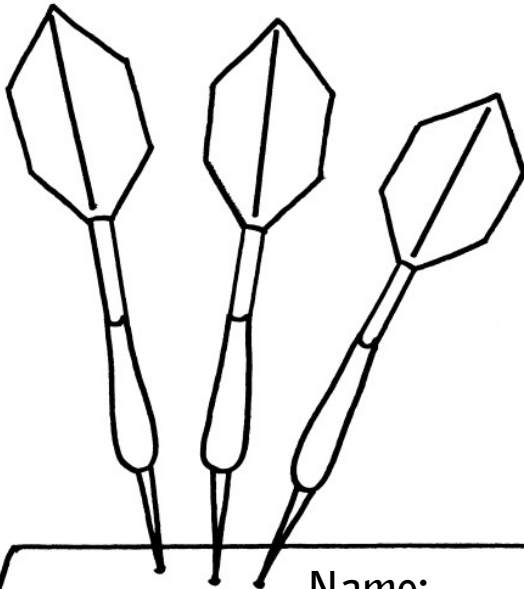
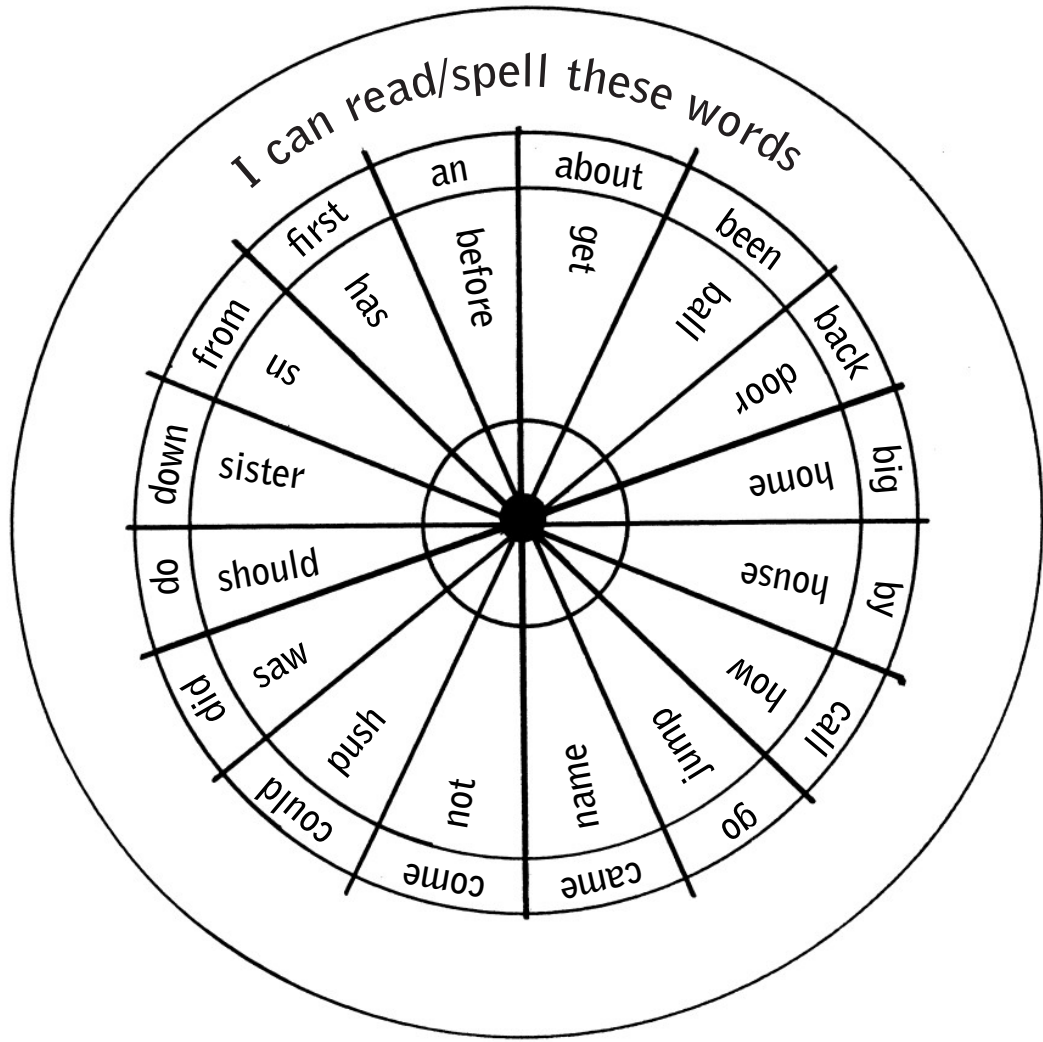
--	--	--	--	--	--	--

too took tree very way water

--	--	--	--	--	--	--

Name: _____





Name: _____

I can read these words

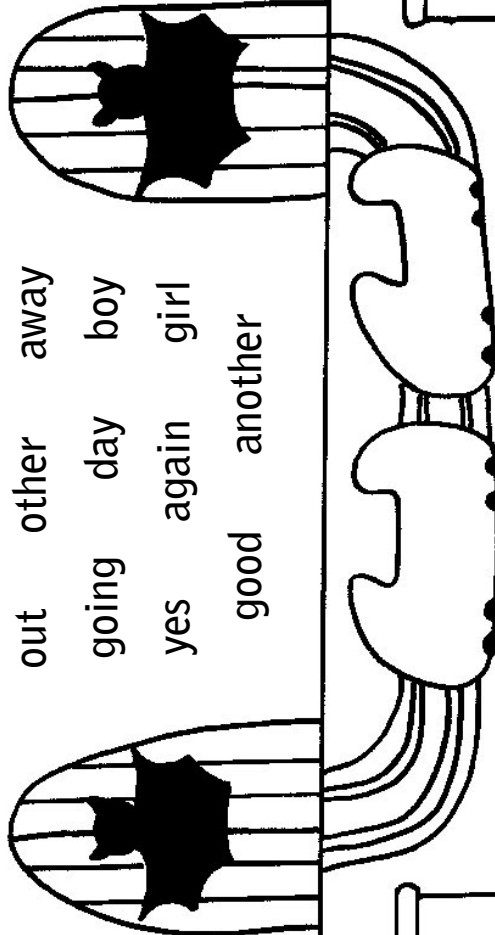
has her here if
into just look my much
must no new now
or old our only



take
next

out other away
going day boy
yes again girl
good another

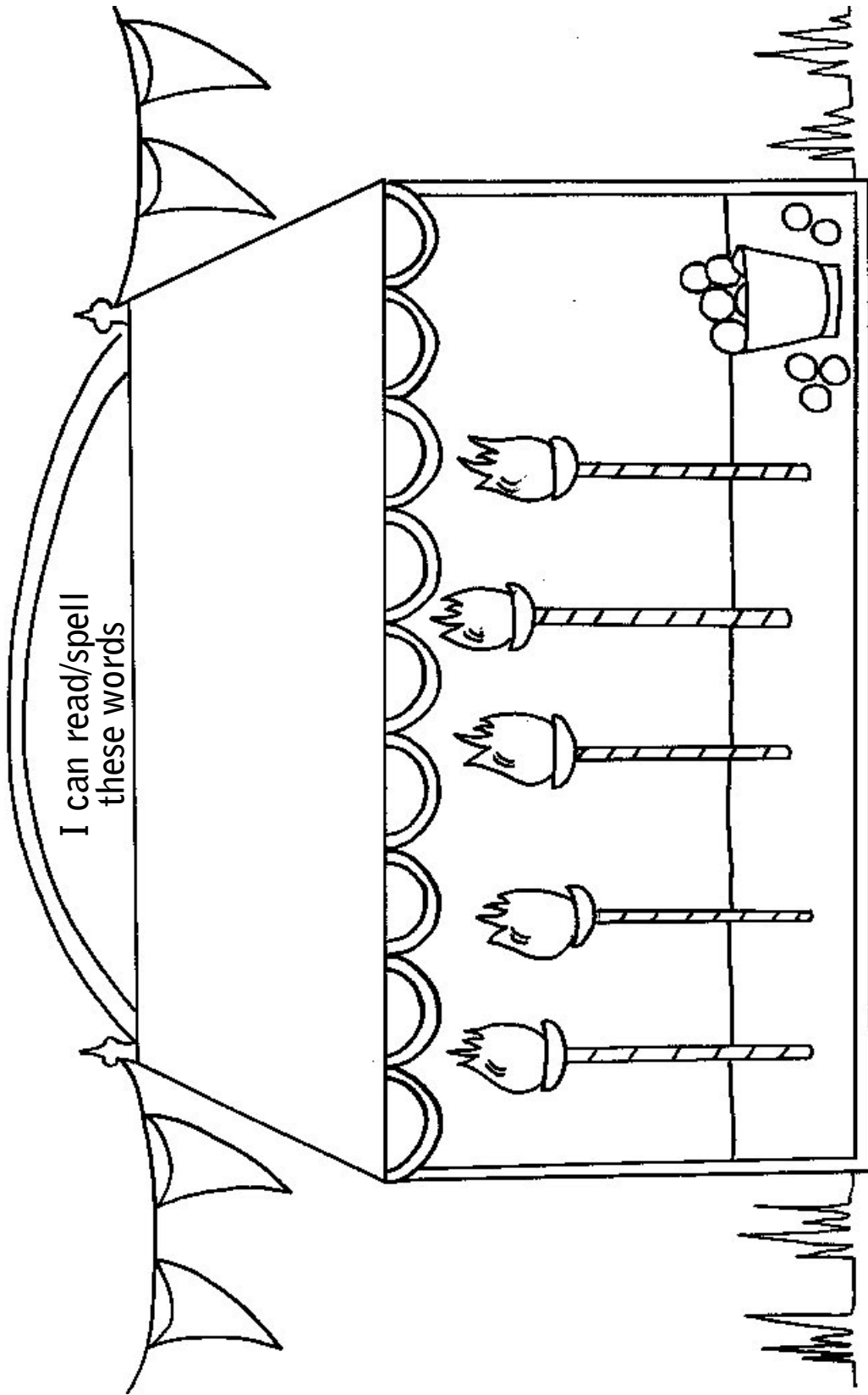
school
much



Name: _____

Name: _____

I can read/spell
these words



SPELLING RECORD SHEET

Class:

Name:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.	27.	28.	29.	30.
31.	32.	33.	34.	35.
36.	37.	38.	39.	40.
41.	42.	43.	44.	45.
46.	47.	48.	49.	50.

51.	52.	53.	54.	55.
56.	57.	58.	59.	60.
61.	62.	63.	64.	65.
66.	67.	68.	69.	70.
71.	72.	73.	74.	75.
76.	77.	78.	79.	80.
81.	82.	83.	84.	85.
86.	87.	88.	89.	90.
91.	92.	93.	94.	95.
96.	97.	98.	99.	100.

SUGGESTED ORDER FOR INTRODUCTION OF HIGH FREQUENCY WORDS

Digraph 'sh'	
regular	irregular
(none)	push should

Digraph 'ch'	
regular	irregular
much	March

Digraph 'th'	
regular	irregular
than that them this with	their there these three they brother another

Digraph 'wh'	
regular	irregular
when	what where who white

Final 'ng'	
regular	irregular
going	(none)

SUGGESTED ORDER FOR INTRODUCTION OF HIGH FREQUENCY WORDS

short vowel 'a'	
regular	a am at cat an can ran man
irregular	have can't was many

short vowel 'e'	
regular	bed yes get red went help next
irregular	be we he she the very

short vowel 'i'	
regular	it if in is his him big dig did
irregular	will live lived I

short vowel 'o'	
regular	on off not of got dog
irregular	to do no so go old come some one love

short vowel 'u'	
regular	up us but Mum
irregular	put pull you come some one once love

SUGGESTED ORDER FOR INTRODUCTION OF HIGH FREQUENCY WORDS

'l' blends	
regular	irregular
(none)	play

'r' blends	
regular	irregular
from	brother tree

Final 's' blends	
regular	irregular
just must last	(none)

Final 'n' blends	
regular	irregular
and went	can't don't want

Final 'mp' blends	
regular	irregular
jump	(none)

Double consonants	
regular	irregular
off will	all call pull

Final 'ck'	
regular	irregular
back black	(none)

SUGGESTED ORDER FOR INTRODUCTION OF HIGH FREQUENCY WORDS

Vowel phoneme 'oo'	
regular	look good took
irregular	door school too push pull put

Vowel phonemes 'au', 'aw', 'or', 'al'	
regular	all ball call saw or for more door
irregular	called orange laugh because

Phonemes 'ir'	
regular	first girl her were over sister water
irregular	here there where their

Vowel phonemes 'ou', 'ow'	
regular	about home our out down now how
irregular	you your could should would yellow

Vowel phonemes 'oi', 'oy'	
regular	boy
irregular	(none)

Vowel phonemes 'are', 'air'	
regular	(none)
irregular	are there their

Suggested strategies to build knowledge of high frequency words

In order for words to become part of a child's visual memory, they need to see them in different contexts. For example, Daily News, wall stories, locating key words during work on the Big Book or guided reading.

Other simple strategies are:

- Using simple books, songs or poems that contain high frequency words
- Games such as Snap, picture pairs or bingo
- Use of plastic letters to demonstrate making and breaking words
- Use of sentence starters incorporating key word. For example, 'I like this story because...'

There are many strategies to use when learning spellings. The most common is:

LOOK COVER SAY WRITE CHECK

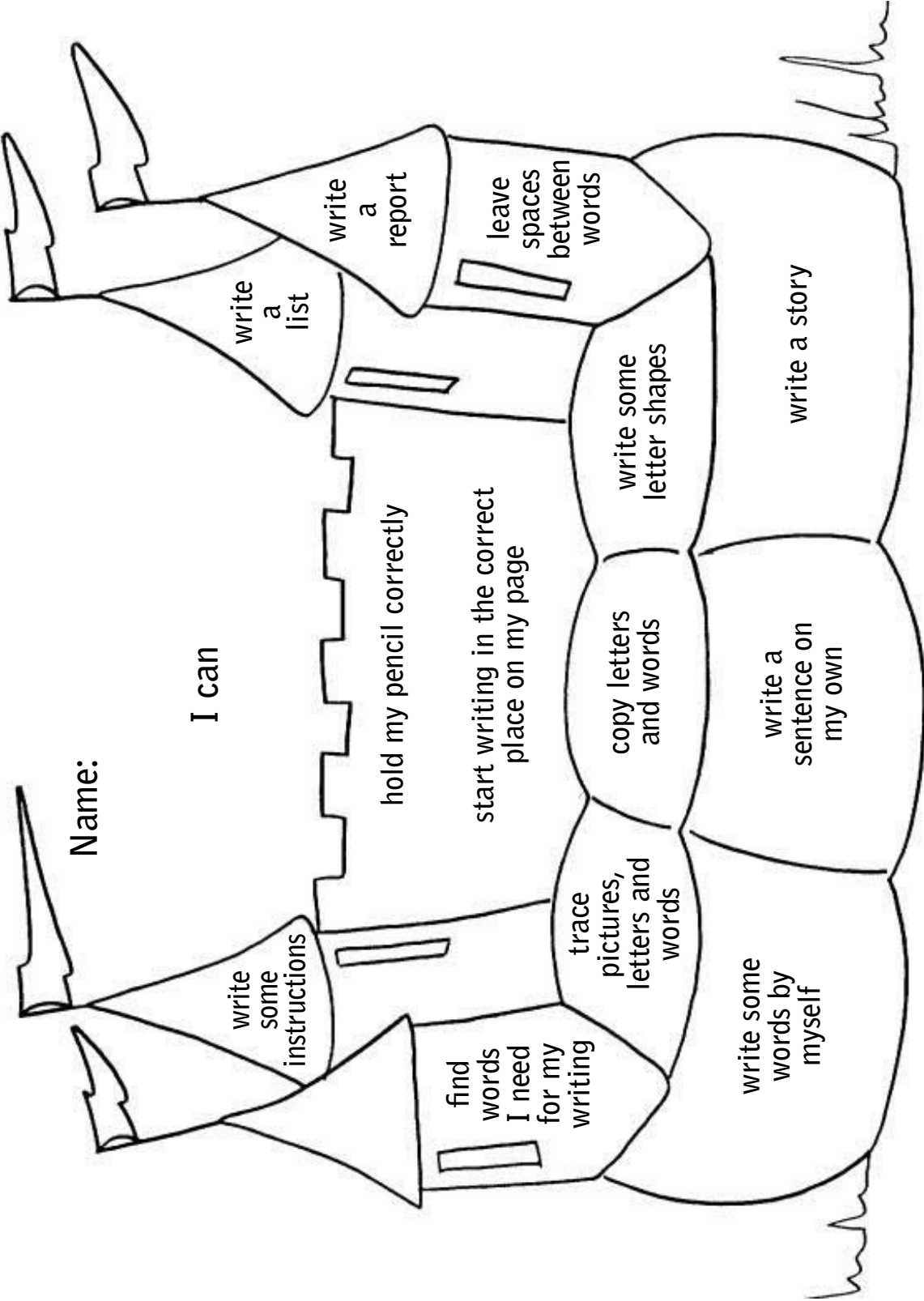
Others include:

- Trace the word in the air with your finger
- Shut your eyes, take a picture in your head
- Try and write the word without looking

Getting started – writing skills

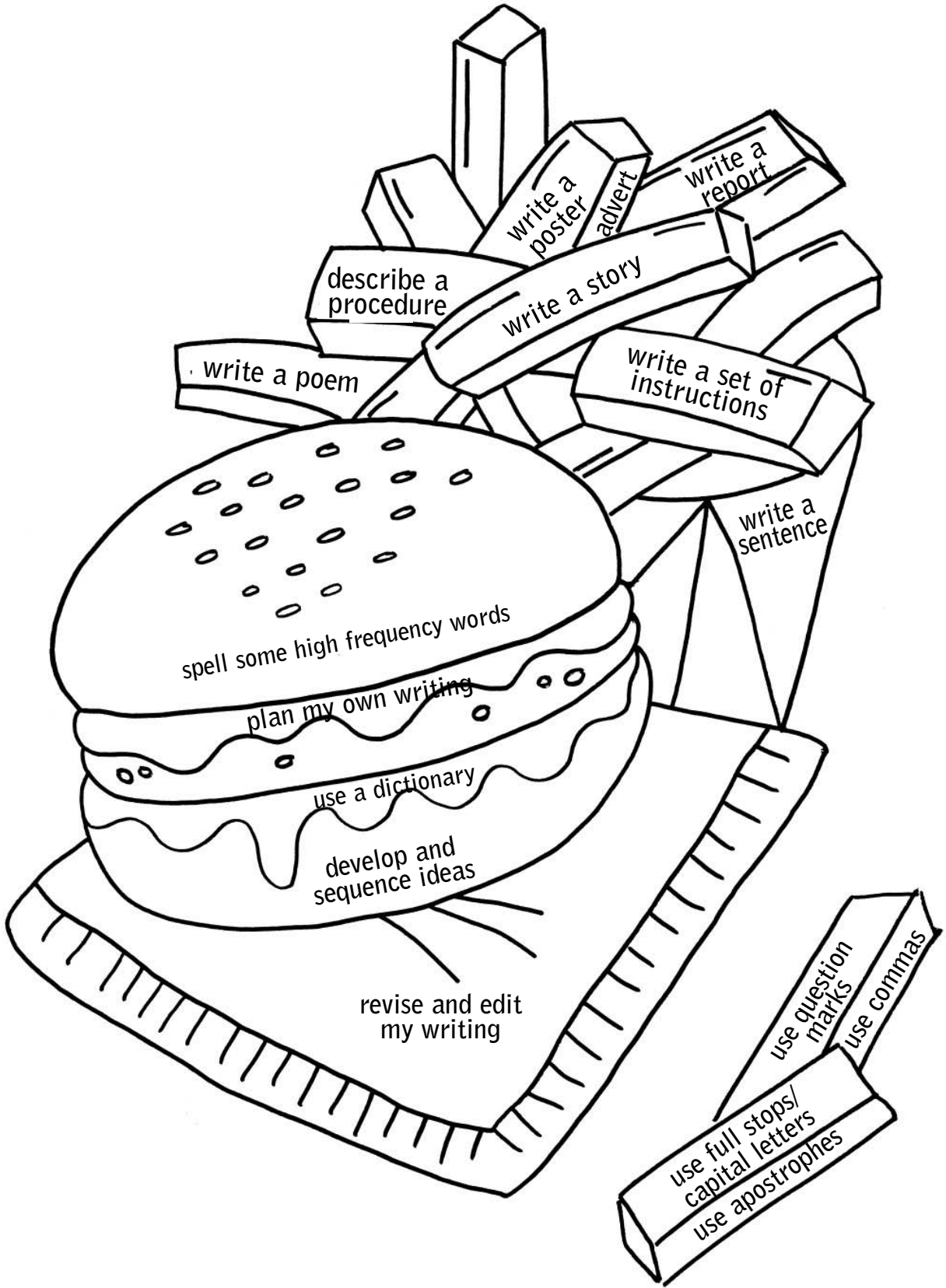
The writing behaviour checklists are graded and include more complex skills required in the process of writing. These checklists are by no means exhaustive, and are intended to serve as guidance for focusing observations. They are a means by which a degree of progression can be established, in order to plot the progress of the individual child. The National Literacy Strategy offers 14 points at word level work for reception class teachers.

Used in conjunction with this pack, the teacher can explore the next appropriate learning objectives and set meaningful targets for IEPs based on clearly established baseline observations of writing behaviours.



Name: _____

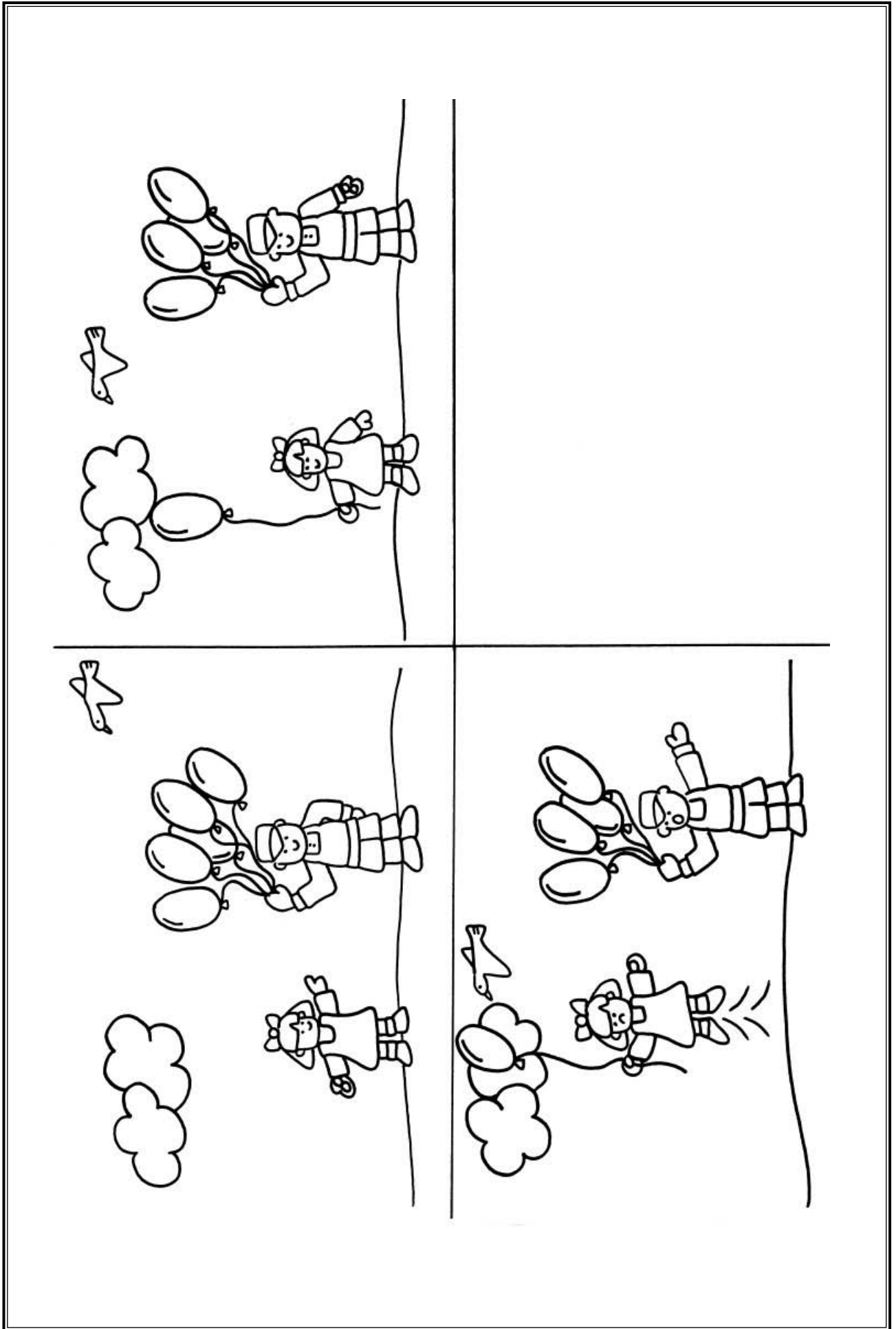
I can



Name:

Suggested activities to encourage writing

- Encourage children to experiment with writing and copying during free play in the home corner, e.g. making lists, cards, shopping lists, notices and menus. Children will become familiar with mark making on the page and use of symbols.
- Use simple repetitive sentences as a means of generating a home-made reading resource using the child's name or those of his family: e.g. James the fireman (toy catalogues and comics provide an excellent source for pictures). The text can then be typed to give the book authenticity and allows the child to match up the text.
- Gradually the text is extended: e.g. the fireman can . . .; the postman can . . .
Over a period of time a bank of vocabulary is built up by using a repetitive structure to sentences.
- Commercially produced picture sequences can be used as a means of developing a storyline (see example provided).
- Shape books help to stimulate imagination with the aim of developing the concept of beginning, middle and end.
- Retelling familiar stories or story innovation by renaming characters, using different descriptions and creating different endings.
- The use of writing frames provide a structure for writing, making the task less stressful (examples of writing frames follow).



My Day Out

I went _____

During the day _____

At the end of the day _____



How to make an Ice Cream Sundae

First _____

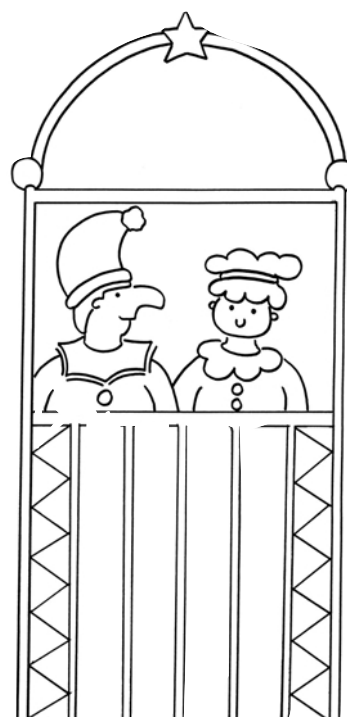
Next _____

Then _____

Finally _____



A Poster Advertising a Puppet show



Handwriting Skills

The starting point for the teacher is to collect a sample of the child's handwriting. This will enable the teacher to be able to establish where the child is in the development of handwriting skills.

The assessment sheet contains a sentence for the child to copy. This features all the components in handwriting which are needed for analysis (ascenders, curves, descenders).

The handwriting checklist provides a means for recording observations made during the assessment. It clarifies where the child needs to start.

Once this has been done, the teacher should use the results of the assessment to decide which target to set for the child, e.g.:

- to use a comfortable and efficient pen grip
- to write letters with correct ascenders
- to use capital letters appropriately
- to improve 'c' pattern movements
- to write on the line

Handwriting Assessment

Name: _____ Date: _____

Copy out the following sentence in your best handwriting:

A quick clown

with funny pink

hair jumped over a

lazy brown dog

Handwriting – A checklist for teachers

Name: _____ Date: _____

Mechanics (circle)

- | | | | |
|---|--------|-------|------------|
| 1. Which hand does the child hold a pen with? | R | L | Unresolved |
| 2. Does the child hold his pencil correctly? | Normal | Tense | Loose |
| 3. Does the child correctly position the paper? | Yes | No | |
| 4. Does the child sit correctly? | Yes | No | |

Letter Formation (circle)

- | | | |
|---------------------------------------|-----|----|
| 5. Are letters started correctly? | Yes | No |
| 6. Are letters finished correctly? | Yes | No |
| 7. Are the letters reversed/inverted? | Yes | No |
| 8. Are the letters closed correctly? | Yes | No |
| 9. Is a cursive script used? | Yes | No |

Creating patterns (circle)

10. Has the child got difficulty with:
- | | | |
|------------------------------------|-----|----|
| • push pattern movements (m n) | Yes | No |
| • pull pattern movements (lt) | Yes | No |
| • vertical pattern movements (l h) | Yes | No |
| • diagonal pattern movements (w v) | Yes | No |
| • 'c' pattern movements (a c) | Yes | No |

Presentation

- | | | |
|--|----------------|----|
| 11. Does the child use the correct size letters? | ascenders | |
| | descenders | |
| | middle letters | |
| 12. Is spacing between letters appropriate? | Yes | No |
| 13. Is spacing between words appropriate? | Yes | No |
| 14. Do they use capital letters appropriately? | Yes | No |
| 15. Do they write on the lines? | Yes | No |

Additional comments

Next step

Name: _____

Class: _____

Handwriting practice area consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

Date: _____



Name: _____

Date: _____

Title: _____

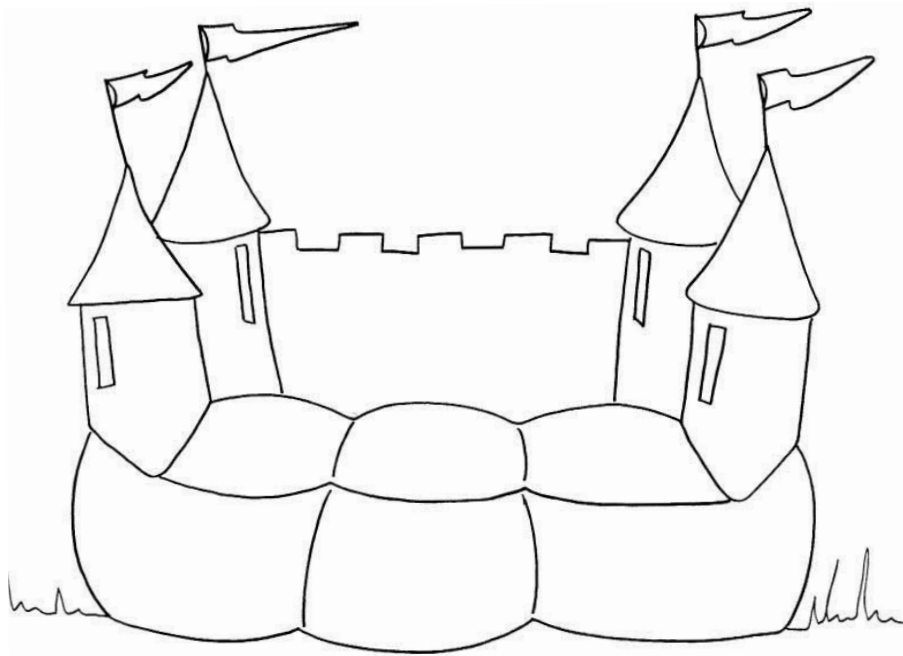
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Date: _____



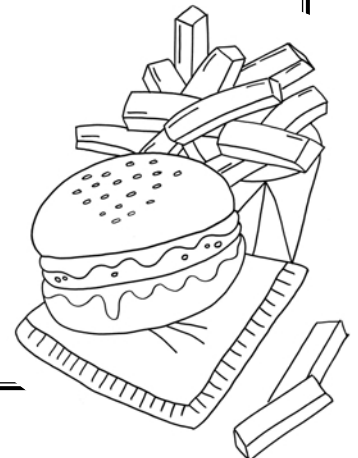
Name: _____

Date: _____



Name: _____

Date: _____





Name: _____

Date: _____



Name: _____

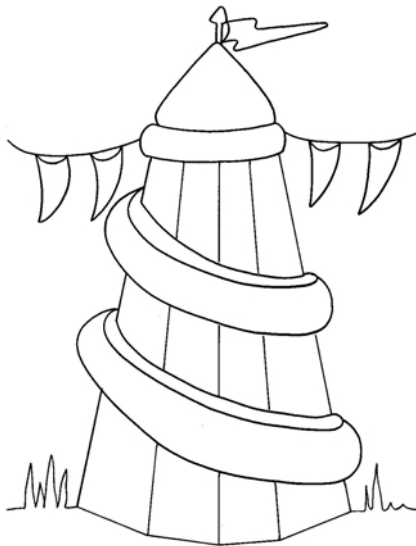
Date: _____





Name: _____

Date: _____



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