

East
Ayrshire
Support
Team



East Ayrshire Council
Comhairle Siorrachd Àir an Ear

Supporting Literacy Development in Primary 1 ELLAT Intervention



Alternative Strategies for Class Teachers

Updated December 2020

Revised version of

‘Supporting literacy in P1 ELLAT Intervention: Resource and
Alternative Strategies Support Pack’

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Introduction

ELLAT (Early Level Literacy Assessment Toolkit) is one of the tools used in East Ayrshire as part of monitoring and tracking procedures across Early Childhood Centres (ECCs) and Primary 1.

The assessment provides class teachers with valuable information about each child's early development and understanding of literacy.

ELLAT is carried out in Nov/Dec of Primary 1 and includes routine assessments and class teacher observations. Where required, further assessments are carried out individually to identify areas of development and an intervention may be put in place to address these.

This pack has been designed to support class teachers to develop effective follow up interventions for learners identified as having additional support needs.

Concepts of Print

Individual/ Small group	<p>These activities work better with individuals but can be completed with a small group of 2 or 3 children.</p>
Effective approaches	<ul style="list-style-type: none"> • 5-minute focus on concepts of print when using any short story book • Recapping prior learning from previous session • Exposure to text and different types of print e.g., books, classroom labels, comics, newspapers • Matching activities - Matching core reading words and pictures, matching labels to objects in the room • Story Time using big books to model concepts of print • Prediction - Ask <i>“Can you guess what might happen on the next page?”</i> • Retell the story - Stop every so often and ask if they can explain what has happened so far • Can you spot the mistake? - Turn the book upside down and see if the notices. Read a sentence backwards or mix it up to see if the child can distinguish the difference between a sentence and a non-sentence • Distinguish between words and letters - Use a simple piece of text and ask them to count number of words, find a word with 2/3 letters • Games using a window marker to isolate individual letters and individual words. <i>“Show me one word.” “Show me two words.”</i> • When reading a story occasionally model direction of print by using a finger or a pointer. Ask the child to take your finger and point to where you should start reading • Use the following language whilst reading: first, last, beginning, pictures, word, letter, top, bottom, page, story, next, front, back
Suggested resources for teachers	<ul style="list-style-type: none"> • Refer to Concept of Print Assessment (Appendix 1) • PM Benchmark Assessment Kit and PM books • Pelican Big Books • Various texts such as Mr Men and Julia Donaldson books (Resources to support these texts can be found on GLOW- SAC tile, ALP resources, reading and comprehension, storybook resources, P1 and 2)
Parental involvement	<ul style="list-style-type: none"> • Encourage regular story time at home • Short story books with repeated text, large pictures, and little print e.g., Julia Donaldson books, ‘Mr Men’ books, books by Rod Campbell, ‘That’s Not My...’ books, pop up books, peek a boo books • Story bags with random objects to describe and guess • Read and draw happened at the beginning, middle and end of the story (Appendix 2) • What is in my pocket? – describe an object in your pocket and see if the child can use the clues to guess


Nursery Rhymes

Individual/ Small group	These activities can be completed in a small group of 3/ 4 children
Effective approaches	<p>Singing rhymes with actions</p> <ul style="list-style-type: none"> • Begin with whole group reciting and progress towards reciting individually <p>Visual prompts</p> <ul style="list-style-type: none"> • Nursery rhyme big books, power point or picture cards <p>Auditory</p> <ul style="list-style-type: none"> • Listen to nursery rhymes and retell them with children supplying the rhymes • Recite nursery rhymes with an incorrect rhyme, e.g., “Hickory Dickory Dock. The mouse ran up the table... <i>Does that sound right?</i>” • Reading books with repeated rhyme. See if the child can guess what word is coming up next
Suggested resources for teachers	<ul style="list-style-type: none"> • Nursery rhyme picture books e.g., Usborne Illustrated Book of Nursery Rhymes • Nursery rhymes on PowerPoints from various sources • Listening to nursery rhymes (CD, YouTube, CBBC) • Oxford Reading Tree - First Rhymes • P.A.T (Phonological Awareness Training) by Jo Wilson, Educational Psychologist- Nursery Rhyme Pack • P.A.T- Learning to Read with Nursery Rhymes • Before Alpha • Education City
Parental involvement	<ul style="list-style-type: none"> • YouTube nursery rhymes • Nursery rhyme books • Nursery rhyme flashcards (Appendix 3)

Initial Letter Sounds (oral)

Individual/ Small group	These activities can be completed in a small group of 3/ 4 children
Effective approaches	<ul style="list-style-type: none"> • Games allowing children to explore words and the sounds within them, e.g. I Spy (once confident with initial sound can move onto final then middle sounds) • Show a selection of pictures and ask, <i>“Find the picture that starts with the sound...”</i> • Model and encourage clear articulation of initial sounds (sometimes referred to as “pure sounds” to make sure that they are and accurately produced, e.g., t... not ti) • Feely bag with either picture or object, child encouraged supply the initial sound • <i>“Say as many words as you can that start with...”</i> • Letter trays- put objects in trays that match the letter sound • Auditory discrimination sound games: same/different games, pairs- match if they sound the same or have the same initial sound.
Suggested resources	<ul style="list-style-type: none"> • I Spy using visual prompts either objects or picture cards (Appendix 4) • Initial sound matching (match pictures that have the same initial sound) • Snap cards, lotto • Magnetic/wooden letters • Hot Dots Jolly Phonics Letter Sounds (beginning, medial and final sounds) • Education City • Early Lexia • www.bbc.co.uk/cbeebies/alphablocks • Sounds like Fun: An Exploration of Letters and Sounds by Sylvia Karavis • Printable worksheets at www.littledotseducation.com • Initial sounds matching – on GLOW tile (GRIFEC and ASN - Classroom Assistants - Literacy support to support learners - Initial sounds activities - Phase 1 sound matching)
Parental involvement	<ul style="list-style-type: none"> • My letter book- draw pictures of things with start with chosen letter (Appendix 5) • What’s in my bag? Random objects in bag and ask what it is and what letter sound it begins with • I spy game

Rhyme Detection

Individual/ Small group	These activities can be completed in a small group of 3/ 4 children
Effective approaches	<p>Sound discrimination tasks</p> <ul style="list-style-type: none"> • provide two sounds and ask if they are the same e.g., c, h <p>Auditory discrimination games</p> <ul style="list-style-type: none"> • Discrimination between musical instruments • ‘Simon says...’ • I spy... • Repetition and modelling a particularly difficult sound • Set up a ‘Rhyme Corner’ • Collect rhyming objects or pictures • Matching rhyming pictures • Odd one out using three pictures of objects, e.g., cat, hat log. Find the one that does not rhyme • Rhyming Pairs • Listening and talking (non-word rhyme stories)
Suggested resources	<ul style="list-style-type: none"> • Rhyme stories • Rime wheels • Rhyming pairs/ matching cards, bingo • Hot Dots Jolly Phonics Letter Sounds • Easy Learn resource books • Sound Linkage (An Integrated Programme for Overcoming Reading difficulties) by Peter Hatcher • Highland Council Phonological Awareness Informal Assessment picture book: https://highlandliteracy.files.wordpress.com/2016/01/pa-pb.pdf • Charanga online music programme https://charanga.com • Orchard “Slug in a Jug” • Sort rhyme pictures into bags • Duplo Bricks - Stick rhyme pictures onto Duplo bricks for children to match. Simplify by putting pictures that rhyme on the same colour of bricks • Rhyme cut and stick (Appendix 6) • Rhyme mittens (Appendix 7) • Rhyme bag (Appendix 8) • Rhyme bingo (Appendix 9) 
Parental involvement	<ul style="list-style-type: none"> • Rhyme stories • Books with repeated rhyme e.g., Julia Donaldson • Odd one out games • Find rhyming words in nursery rhymes • Rhyming pairs/bingo

Rhyme Production

Individual/ Small group	These activities can be completed in a small group of 3/ 4 children
Effective approaches	<ul style="list-style-type: none"> • Read rhyming stories but miss out some rhymes and ask the children to supply missing rhymes (including action rhymes and number rhymes) • Make nonsense rhyme stories together
Suggested resources	<ul style="list-style-type: none"> • Teacher made non-word rhyme sentences to encourage the children to provide rhyming words • Rime wheels • Rhyme stories/ nursery rhymes- fill in the missing rhyming word • Onset and Rime resources, with a visual prompt • Easy Learn resource books • Sound Linkage by Peter Hatcher • ORT First Rhyme and PAT Rhyme and Analogy • Dr Seuss, Julia Donaldson, and other rhyming books • What’s the Rhyme? Sorting Houses by Lakeshore
Parental involvement	<ul style="list-style-type: none"> • My first phonics books e.g., Frog on a log, Bug in a rug, Shark in the park etc. • Talk about words-When out and about talk about things you can see and then say a word that rhymes with it to make a silly story e.g. I see car ... on a bar.

Lower case Letter Sounds

<p>Individual/ Small group</p>	<p>These activities can be completed with individuals or in a small group, maximum of 3/ 4</p>
<p>Effective approaches</p>	<ul style="list-style-type: none"> • Model and encourage clear articulation of initial sounds (sometimes referred to as “pure sounds” to make sure that they are and accurately produced, e.g., t... not ti • If using approaches similar to Jolly Phonics, ensure that children identify letter as its isolated sound and not recurring sound, e.g., reading ‘t’ as ‘t’, not ‘t, t, t’ • Focussed support on unknown sounds • Reinforce known sounds using quick fire activities • Recapping prior learning from previous session • Mnemonics as prompts to help correct reversals/ confusing letters
<p>Suggested resources</p>	<ul style="list-style-type: none"> • Letter games e.g. bingo, letter matching • Track games: initial sound (give the sound or a word beginning with that sound), missing initial, medial, or final soundtrack games • Elkonin boxes • Whiteboard dice with letters written on it– roll, say the sound and a word that begins/ends with sound • Magnetic / wooden letters, alphabet arc • “Feely bag” with magnetic letters for children to say the sound • Phoneme Fluency activities (on Glow) • Rapid Phonics 1 • Code Cracker Book 1 • LDA Active Literacy Kit • Hot Dots Jolly Phonics Letter Sounds (initial letter sounds) • www.bbc.co.uk/teach/1-2-phonics/1-2-phonics-1-1-1 • www.phonicsbloom.com/ • www.starfall.com/h/ltr-classic/
<p>Parental involvement</p>	<ul style="list-style-type: none"> • Initial Sound Letter Bingo (Appendix 10) • ‘Park the car’ game (Appendix 11) • Dice games (Appendix 12) • Pairs/memory games • Alphabet mats • Talk about letters and make the shape using e.g., playdough, sand, paint

Alphabet and Letter Names

Individual/ Small group	These activities can be completed with individuals or in a small group, maximum of 3/ 4
Effective approaches	<ul style="list-style-type: none"> • Visual prompts – point to letters as they are spoken • Auditory – listen to alphabet songs • Link letter names with corresponding letter sound (ensure children know that capital letters make their letter sound as well as the letter name) • Letter before/ after • Alphabet rainbow mats for ordering the alphabet
Suggested resources	<ul style="list-style-type: none"> • Letter games- bingo, letter matching, track games (children say the letter sound and name as they land on them) • Magnetic/wooden letters/ALP foam letters • Alphabet rainbow- saying the letter name and sound as the children place the letters (e.g., ai says ahh, bee says b) encourage children to use ‘pure’ sounds • Bingo (children as callers as well as players) • Pairs games • Lucky bag – put capital letters into a bag and ask the children to feel the letter and guess what letter sounds/name they have • Active Literacy Kit (LDA) • https://www.letters-and-sounds.com/ • https://www.bbc.co.uk/cbeebies/shows/alphablocks
Parental involvement	<ul style="list-style-type: none"> • Track games - laminate and create your own game (Appendix 14) • Capital Letter Bingo (Appendix 15)

Blending (Non-word & Word Reading)

<p>Individual/ Small group</p>	<p>These activities can be completed with individuals or in a small group, maximum of 3/ 4</p>
<p>Effective approaches</p>	<ul style="list-style-type: none"> • Develop the child’s oral blending ability through activities e.g., ‘robot talk’ (see Rapid Phonics and Sound Linkage) • Games and active learning approaches e.g., using a whiteboard dice with VC blends written on the sides, to roll and say/spell. • Spelling tennis– select a word, the children then take turns spelling it out a sound at a time. • Dominoes/jigsaw games- children match dominoes or jigsaw pieces together to create words. • Alien game- children make up two letter words using their sounds such as “ca and ig”. This means the children are focused on the sound rather than looking for a familiar word. • Progress from where the child is currently at e.g., two letter words, non-words (CVC if child is ready), CVC, could progress to mixed non-word and regular words • A role play approach can be effective with non-word words. Encourage child to use an ‘alien voice, and think of their alien name’ for them to become that character when reading words until they become more confident • Use Elkonin boxes for the children to slide the letter sounds into the box as they hear them • Use the say, make, break, blend, write approach from ALP
<p>Suggested resources</p>	<ul style="list-style-type: none"> • Sound Linkage • Code Cracker Book 3 • Rapid Phonics Book 1 • Reading words: Give child word tubs (could be Jolly Phonics word strips) • Use words to create track games, bingo, snakes and ladders etc. to encourage the child to sound out and blend these together • Cut up words into sounds and get the child to piece them together like a jigsaws/dominoes saying the sounds as they slide together • Non-words: use a similar approach to ‘reading words’ but adapt to include the non-words • Card games, blending wheels, tic tac toe • Elkonin boxes (Appendix 13) ALP make, break, blend and read using foam letters • A Minute a Day (see Reference page) • Nesy (ICT) – CVC

	<ul style="list-style-type: none"> • iPad Apps - Phonics App • Hot Dots such as: Jolly Phonics Set 3: Identifying Vowel Sounds and First Words • Say it, make it, break it, blend it, Write it hand • www.galacticphonics.com • https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure (real and nonsense word game)
Parental involvement	<ul style="list-style-type: none"> • Alien words – make up random words by putting letters together CV, VC or CVC and reading them like an alien

Sight Vocabulary

Individual/ Small group	These activities can be completed in a small group, maximum of 3 working on an agreed set of words
Effective approaches	<ul style="list-style-type: none"> • Teach sight words in context, not solely from a list • Repetition and over learning of sight words • Games and active learning approaches • Word/s of the week displayed on wall • Look for sight words in reading books • Highlight words in texts
Suggested resources	<ul style="list-style-type: none"> • ALP common words • Friends & Enemies (Appendix 16) • Sight word bingo, track games, snakes, and ladders, swat the word • Personalised reading target sheets and blank track games focussing on the child's individual unknown words • Connect 4 (Appendix 17) • Roll and Read (Appendix 18)
Parental involvement	<ul style="list-style-type: none"> • Send Friends & Enemies words home to work on with parents • Reading target sheets

Appendix 1

Concepts of Print Assessment

Resources required:

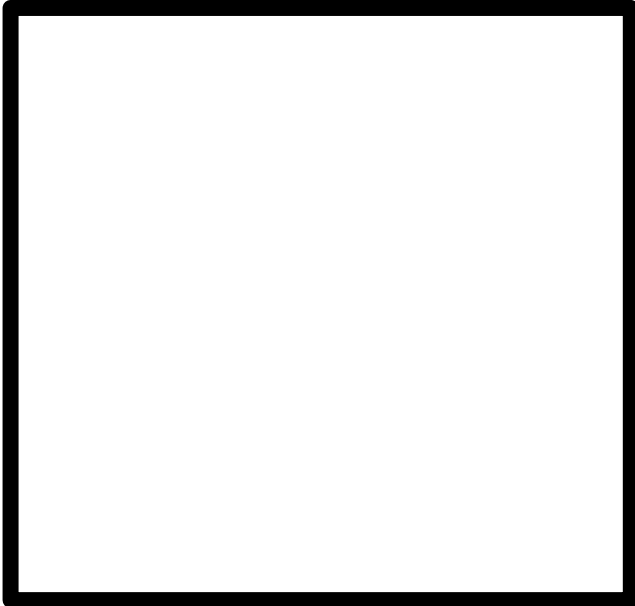
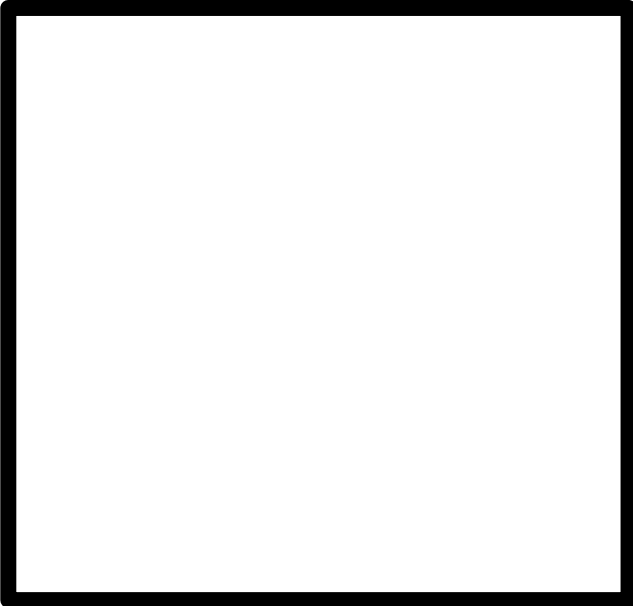
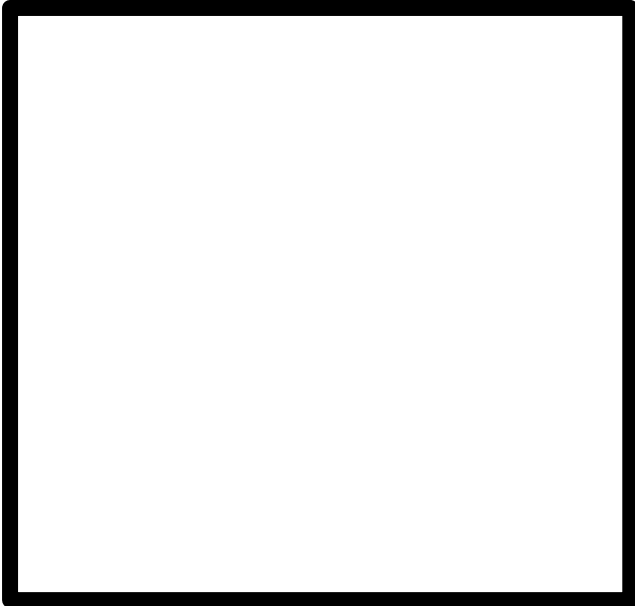
- simple reading book which has a mixture of pictures and text
- 2 small pieces of card or paper

Say: ***'Let's play some games using this book.'*** Point to book which should be placed as described in item 1.

		SCORE
1	Lay the book in front of the child upside down and back to front. <i>Say: 'Open the book and hold it the right way up.'</i> Score 1 point if child has book facing right way. Record 0 if not.	
2	<i>Say: 'Where is the front of the book?'</i> Score 1 point if child points to front cover of book. Record 0 if not.	
3	<i>Say: 'Where is the back of the book?'</i> Score 1 point if child points to back cover of book. Record 0 if not.	
4	<i>Say: 'Can you open up the book and point to the bits that we read?'</i> Score 1 point if child points to text as opposed to picture. Record 0 if not.	
5	<i>Say: 'Show me where we would start to read the book.'</i> Score 1 point if child points to the first word in the first line. Record 0 if not.	
6	Give child window marker. <i>Say: "Do you know what a word is – can you show me a word using this marker?"</i> Score 1 point if child correctly shows a single word. Record 0 if not.	
7	Give child window marker. <i>Say: "Do you know what a letter is – can you show me a letter using this marker?"</i> Score 1 point if child correctly shows a single letter. Record 0 if not.	
8	<i>Say: "I'm going to read to you. Can you point to the words as I read?"</i> Direct child to first word only. Do not give any further prompts. Read slowly, about one word per second. Score 1 point if child points correctly to any 5 consecutive words. Record 0 if not.	
TOTAL		

Appendix 2

Read a story and draw what happened in the beginning, middle and end. Write a sentence for each picture



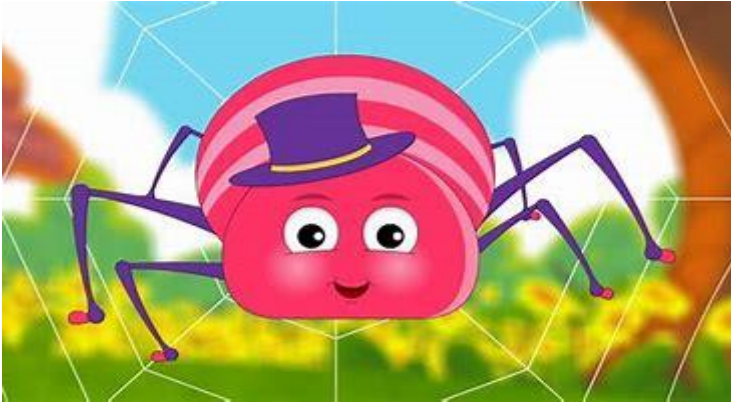
beginning of the story

middle of the story

end of the story

Appendix 3

Here are some popular nursery rhymes and links to the videos.



Incy Wincy spider
Climbed up the waterspout
Down came the rain
And washed the spider out

Up came the sunshine

And dried up all the rain

So Incy Wincy spider
Climbed up the spout again

<https://www.youtube.com/watch?v=CMT221tkvzo/>

One, two, three, four, five

Once I caught a fish alive

Six, seven, eight, nine, ten

Then I let it go again

Why did you let it go?

Because it bit my finger so

Which finger did it bite?

This little finger on my right



<https://www.youtube.com/watch?v=oXH54TacPYM/>



Jack and Jill
Went up the hill
To fetch a pail of water
Jack fell down
And broke his crown

And Jill came tumbling after

<https://www.youtube.com/watch?v=hwk1WAa8nxA/>

Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
All the King's horses and all the King's men
Couldn't put Humpty together again



<https://www.youtube.com/watch?v=nrv495corBc/>



Hickory dickory dock
The mouse ran up the clock
The clock struck one
The mouse ran down
Hickory dickory dock

<https://www.youtube.com/watch?v=HGgsklW-mtg/>

Appendix 4

I Spy



Notes to Parent/Carer

- This book is designed to help your child learn the alphabet letters.
- Working with your child on these tasks is a great way to help with his/her learning.

How long will it take to complete?

It is best to do small amounts often, this way your child will not lose interest. One page may be completed a night.

My Letter ____ Book

Draw a picture of something that begins with the letter.



Fill in the blanks:

_____ begins with the letter ____.

Look at the words in your reading book.

How many words can you find beginning with the sound ____?

Write some below.



How many words can you think of that begin with the sound ____?

Say them aloud and get an adult to count.

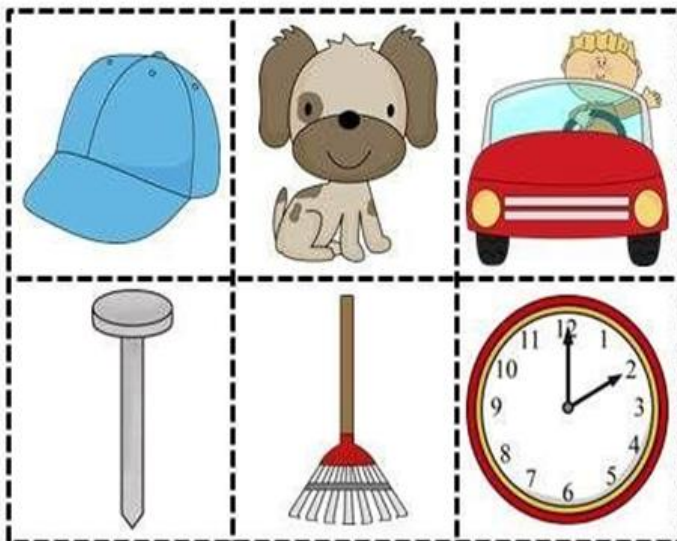
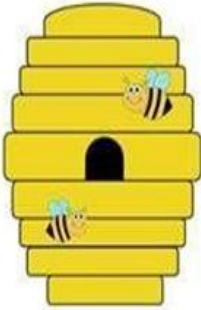
I could think of ____ words!

Look through a paper or magazine. Find some pictures or words that begin with the sound ____.

Cut them and stick them below.

A large empty rectangular box with a black border, intended for pasting cut-out pictures or words.

Rhyme Cut and Stick



Appendix 7

Rhyme Mittens

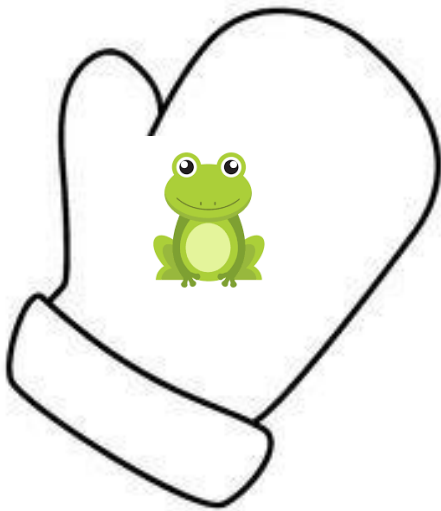
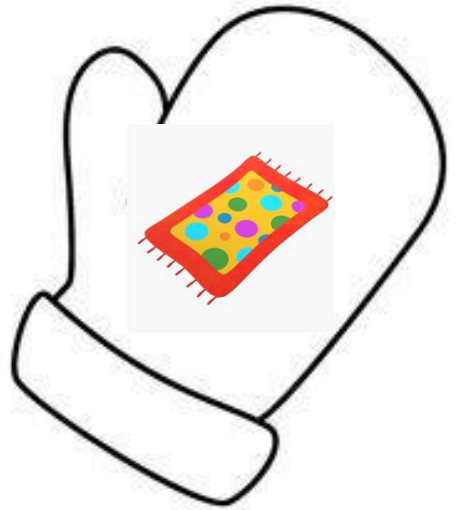
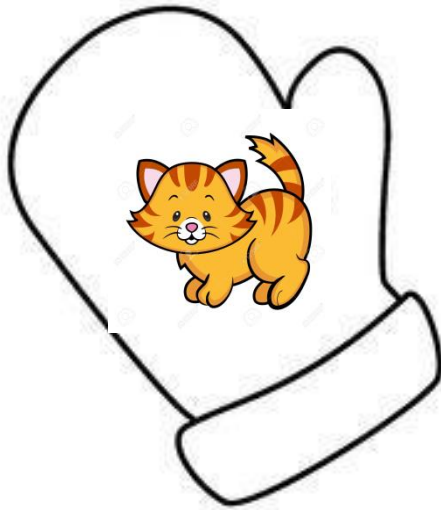
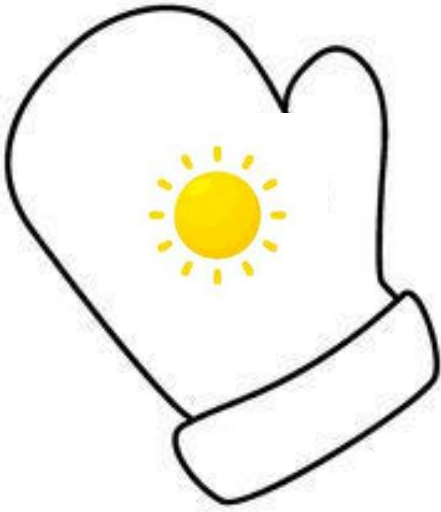
Equipment:

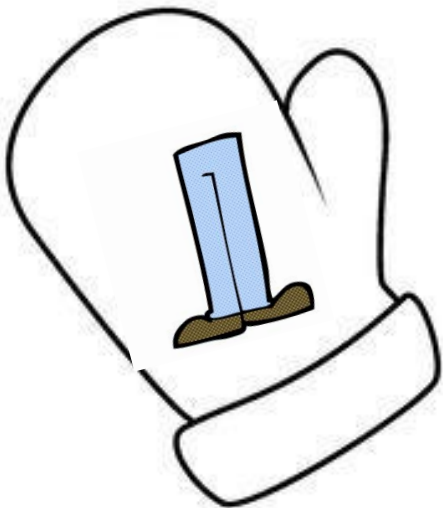
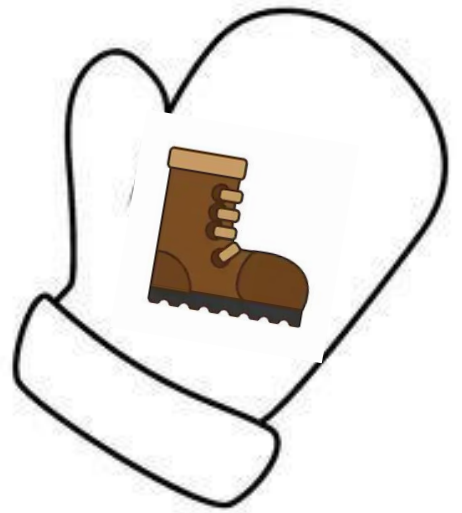
One syllable rhyming word pairs cut into a mitten or glove shape (no words, just pictures) e.g., sun/bun, cat/mat, sook/look

Instructions:

- Explain to the children that we are going to be listening for words that rhyme. Remind the children what rhyme means i.e., words that sound the same at the end.
- Hide the mitten pictures around the room/open area/outside – the children have to find a mitten and then the other mitten picture which rhymes with it e.g., frog/log.
- Once all the mittens have been found, discuss the rhyming pictures with the children.

Challenge: Ask the children to generate words that rhyme with the pictures e.g., frog/bog/hog/zog





Appendix 8

Rhyme Bag

Equipment

4 or 5 paper bags

Selection of rhyme objects/ pictures

Prepare the bags by sticking a rhyme picture on each bag

Instructions

- Discuss with the children how rhyming words sound the same at the end and give examples e.g., frog/log, cat/mat, dog/bog
- Explain to the children that only objects that rhyme with each picture can go in the bag.
- Children takes turns to pick up the object/ picture and choose the rhyme bag it should go in.

Challenge:

Ask the children if they can think of other words that rhyme with the objects e.g., cat/mat/chat/jat/fat (nonsense words are acceptable too).

Rhyme Bingo

Equipment

Rhyme board for each child

Selection of rhyme picture cards

Bag or box

Instructions

- Put picture cards in the bag/box
- Take turns to select a picture from the bag
- If you have a picture on your board that rhymes with the picture selected put it on your board.
- The winner is the person who matches all their pictures first.

Rhyme Bingo Boards



Rhyme Bingo Picture Cards



Appendix 10

Initial Sound Letter Lotto

Equipment

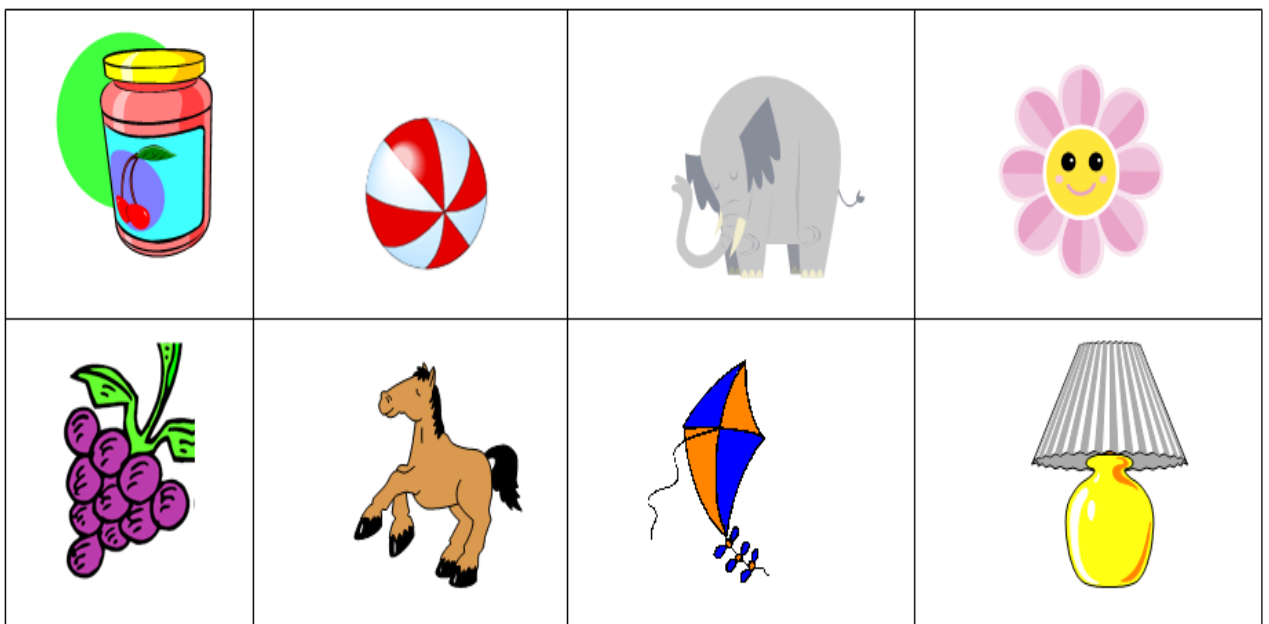
Game boards

Magnetic Letters






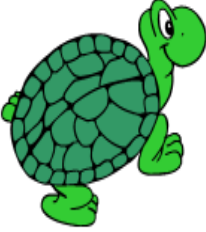


Instructions

- Put magnetic letters in a bag.
- Take turns to pull out a letter from the bag.
- If you have a picture that begins with the sound on the letter put the letter onto of the picture.
- The winner is the person who matches all their pictures first.









Letter Lotto



Letter Lotto

Letter Lotto

'Park the Car'

Say a sound and ask the child to 'park the car' in the correct place.



park the car

d

b

p

f

g

h

m

k

r

y



park the car

a

c

w

q

z

u

x

i

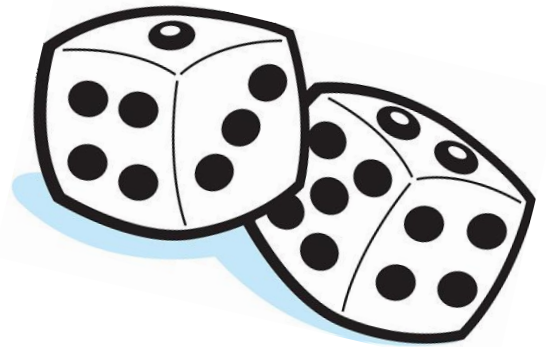
t

u

Roll 2 dice.

Count the spots.

Can you use the sounds below to make 5 different words starting with the sound?



If you roll:

- | | | |
|------|-------|-------|
| 2. b | 7. c | 12. t |
| 3. f | 8. f | |
| 4. m | 9. j | |
| 5. j | 10. h | |

Roll 2 dice.

Count the spots.

Can you use the sounds below to make 5 different words ending with the sound?



If you roll:

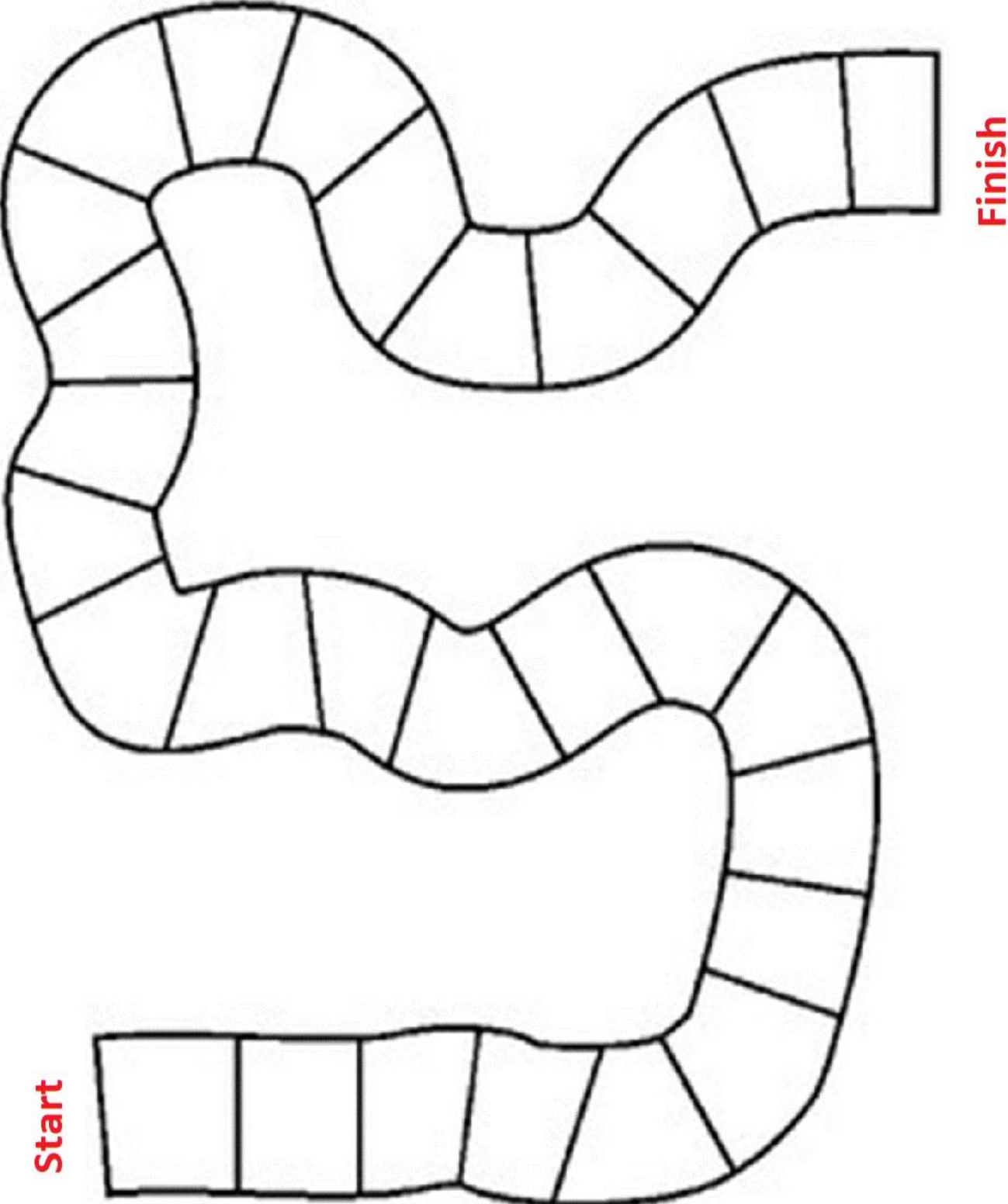
- | | | |
|------|-------|-------|
| 2. d | 7. t | 12. b |
| 3. l | 8. s | |
| 4. m | 9. p | |
| 5. n | 10. x | |

--	--	--	--	--

--	--	--	--	--


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Appendix 14 Create your own board game




CAPITAL LETTER BINGO



N	T	W	E	K
G	Y	F	P	O
Z	M		Q	S
C	B	X	L	V
R	J	H	A	D

CAPITAL LETTER BINGO



S	T	W	G	N
J	M	E	K	Q
U	B	 FREE	L	R
F	X	P	A	Z
H	Y	I	C	D

Appendix 16

Friends and Enemies

Equipment

2 envelopes

Friends and Enemies picture cards

Tricky words on paper/ card

Instructions

- Stick the picture cards onto the envelopes. One for the friends and one for the enemies.
- Put any tricky words the child finds difficult into the enemy envelope.
- Practise the words in the enemies envelope daily. If the child gets the word correct put a tick on it.
- When the child can correctly read the word three times it can move to the friends envelope.

-

Friends



and

Enemies



Friends



and

Enemies



Appendix 17

Connect 4

Equipment

Dice

Either pile of 2 different coloured counters or a pencil

Instructions

- Take turns to roll the dice. Read a word that is on the column of the number rolled.
- If you get the word correct put a counter (or a tick or cross on it).
- The winner is the person who gets 4 words in a row either

-

CONNECT 4



a	at	the	I	in	it
an	is	and	am	me	my
did	he	as	into	we	can
go	get	the	did	my	did



Appendix 18

Roll and Read

Equipment

Dice

2 Roll and Read Boards

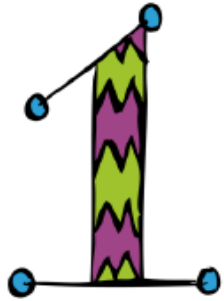
6 sight words written on paper for each board

Instructions

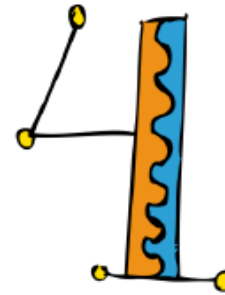
- Place the words faced down on the board.
- Take turns to roll the dice and say the word for the number rolled.
- If the word is read correct remove it from the board.
- The winner is the person who has no words left first.



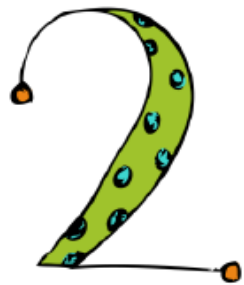
Roll-and-Read



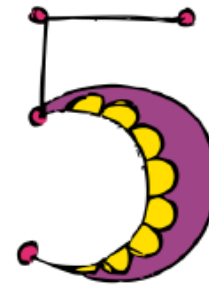
Put word cards here.



Put word cards here.



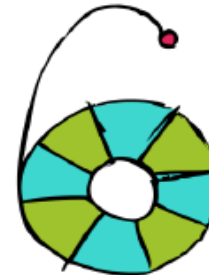
Put word cards here.



Put word cards here.



Put word cards here.



Put word cards here.