



Marshfields

Reading with MLD Learners

Starting points

- For MLD learners needs can include some or all of the following:
 - Difficulty understanding basic concepts.
 - Problems acquiring basic skills in reading, writing and numeracy with a resultant lack of confidence to use and develop the skills they do have.
 - A lack of logic.
 - Poor problem-solving skills.
 - An inability to generalise learning and adapt it to new situations.
 - Limited communication skills coupled with immature social and emotional understanding.
 - Difficulty with personal organisation.
 - Poor auditory/visual memory.
 - Poor long and short term memory; difficulty remembering what has been taught.
 - Speech and language delay.
 - Emotional and behavioural difficulties.

Reading

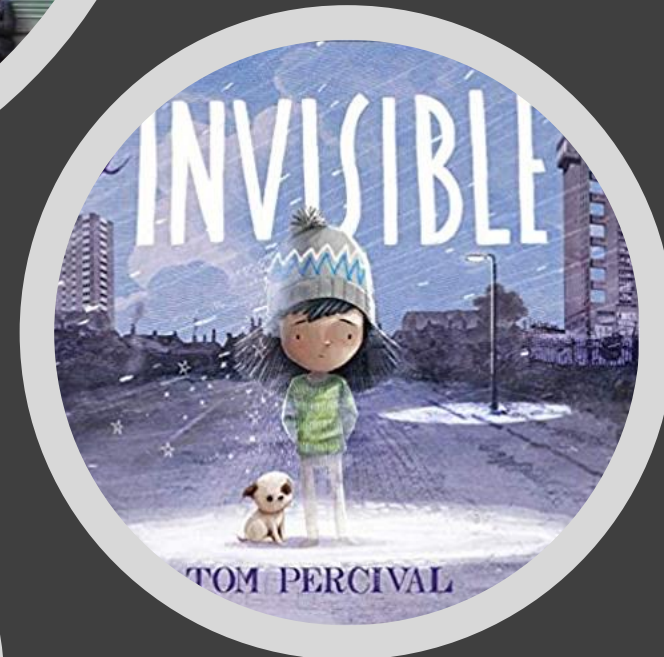


- There is plenty of evidence to show that reading for pleasure makes a big difference to children's educational performance. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.
- Research shows that young people who spend time reading have better writing skills, a broader vocabulary and an increased general knowledge and understanding of other cultures.

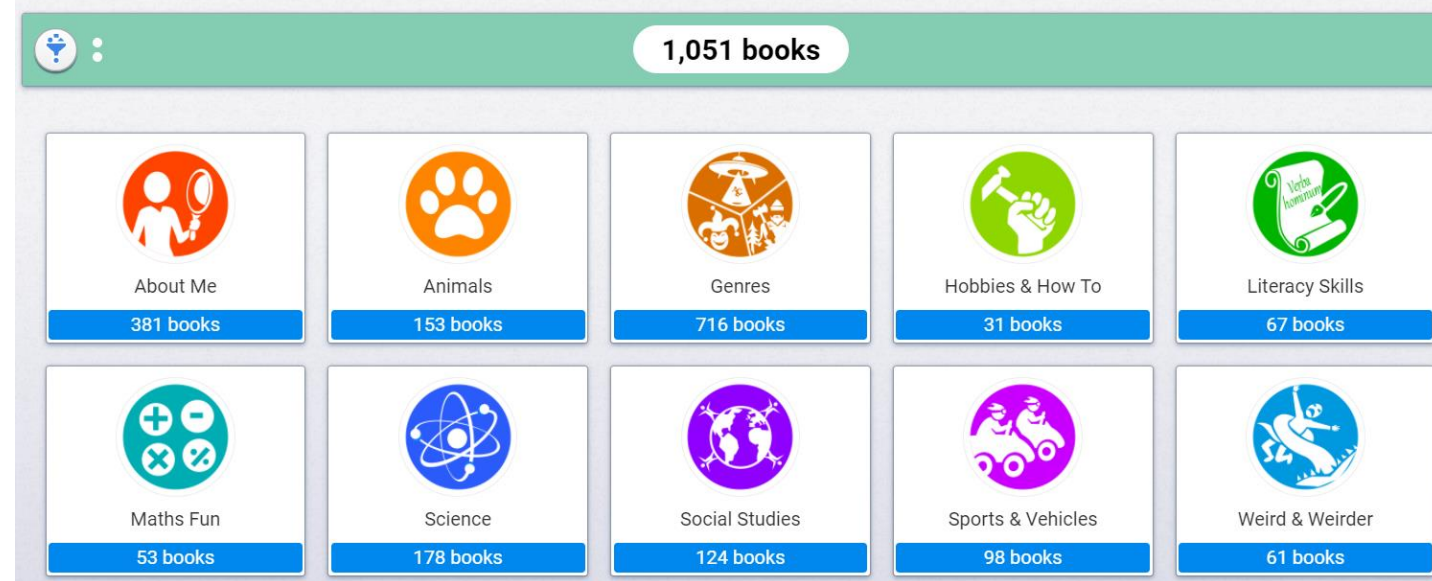


Making reading accessible

- Access to books they can read – interesting and relevant (high interest low reading age)
- Other ways to read -on screen books may be easier for some pupils e.g. Kindle
- Magazines, First News (children's newspaper) comics, graphic books, real life reading e.g. shopping lists, TV listings, recipes
- Pictures are just as important as the words, high quality picture books are a great resource.



Myon



Busy Bees

Buzz!

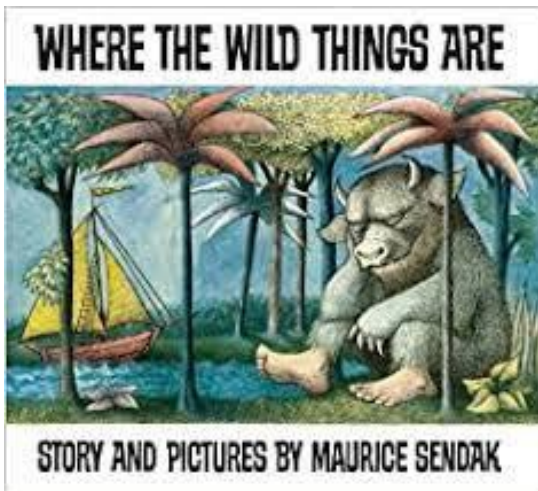
There goes a honeybee!
It is looking for food.





Making reading accessible and enjoyable

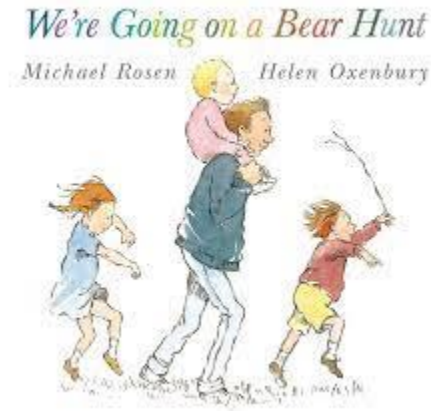
- Access to different reading experiences – picture books, sensory stories, poetry, plays, non fiction.



Sensory stories

- Sensory stories convey **simple narratives using a mixture of text and complimentary sensory experiences**. Each section of the story (normally just a short sentence or two in length) is accompanied by a sensory experience to help bring the story to life.

We're Going On a Bear Hunt



For this story, you will need:



Bear



Drum for repeated pages



Grass



Ice for the river



Gravy or real mud for mud



Bark for the forest



Shaving foam for the snow



Blanket and torch for the cave

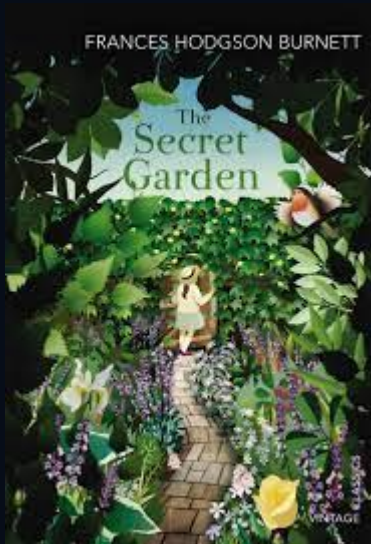





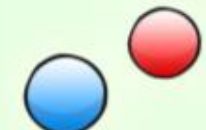
Blanket to wrap up in as the bed

Look out for the pictures so you know when to use each item.

Sensory stories

- The Secret Garden



Said	Heard	Do	Resources
Mary lived in India with her parents.	Indian Music	Students to actively explore saris on hands, feet, faces etc. Dim lights.	Saris.
In summer everyone became very ill and Mary was left all alone.	Indian Music to fade out.	Saris to be gradually removed. Staff to be still and silent. Maintain contact with student. Count down 3,2,1 Lights off.	Saris.
She was sent to live in England with her Uncle.		Singing Birds. Highlight with torch light. Track sounds and sight of singing birds.	Singing birds. Torch
Mary found out that her uncle had buried a key to the garden and she tried to find it. When she found it she went in to the garden and saw that it was beautiful.	Country sounds e.g. grass and birds.	Students to actively explore paper to find hidden light ball to focus. Students to find metal key. Feel and manipulate.	Shredded paper in basket, key, light balls.
One night Mary heard crying from someone in the house. She followed the sound and knocked on the door. She found out she had a cousin called Colin they became really good friends.	Sound of someone crying. 	Count down 3,2,1 Main lights on. Students to listen to crying and press the switches.	Switches with knocking sound or 'who's there?'
Mary and Colin used to sneak to the secret garden and play there all day when it was sunny.	Country sounds eg. grass and birds. 	Count down 3,2,1 Main lights off. Tracking yellow light ball. Left, right, up, down? Circular movement. Moving randomly.	Light balls. 

Strategies



- Set time aside to read and enjoy books together, read to them, use voices, discuss the pictures.
- Book walk through – front cover predictions, picture predictions.
- Pre teach key words or recap of key sounds if a decodable book (read write Inc does this)
- Read together, sentence each, word each, page each etc
- Scaffold e.g. can you use your sounds, does it look like a word you know, is there a picture that might help you, does the rest of the sentence give you a clue.
- Lots of praise, they will have low self confidence and may well have been told they can't read.
- Questioning – Blanks levels

Blanks levels of questioning

QUALITY INTERACTIONS



1

NAMING

Find one like this
What can you see?
What is it?
Say this...
What did you hear?
What did you do?

2

DESCRIBING

What happened?
What shape is it?
What size is it?
What colour is it?
Where is it?

BLANK LEVEL QUESTIONS

4

PREDICTING

What will happen if...?
Why?
What could you do?
How can we tell...?
What should we use that?
Why is ... made of ...?

3

IDENTIFY

How are these the same?
Tell me something else
you could use...
Tell me a story...
Find me one to use with
this...
Tell me the beginning
middle...end...



10 second rule



1. Ask a question.
2. Wait 10 seconds for a response.
3. Repeat the same question.
4. Wait another 10 seconds.
5. Ask a rephrased question.

Reading Focus	Questions we could use
Decode	Use phonic strategies to sound out words. What sound does this letter make? What is the first/middle/ending sound in this word? Why is this punctuation mark used?
Retrieve	Where/when did the story take place? What did s/he/it look like? Who are the characters in the book? What did ... ask? What happened after/at...?
Read between the lines	How did feel? Describe..... feelings. Do you agree or disagree with opinion? How do we know that.....? Through whose eyes is the story told? What do you think might happen next?
Structure	Where in the book would you find...? How do headings help you when you look at the text? What's the difference between the index and the contents? Which words tell us that some people think differently about this issue? E.g. however, although, on the other hand.
Language used	What does (word/phrase) mean? Why has the author used in the text? (E.g. italics, emboldening, repetition and captions etc.) What words has the author used to make this character funny, sad, angry, etc?
Writers intentions	Why did the author choose this setting? What did the writer mean by (phrase /sentence /incident... etc)? What impression do you think the writer wants to give of this character?
Social and cultural aspects	Can you think of another story which has a similar theme; eg. good over evil, etc? Where is the story set? What do you know about this period in history/place that they live in that helps you to understand the character's feelings etc?

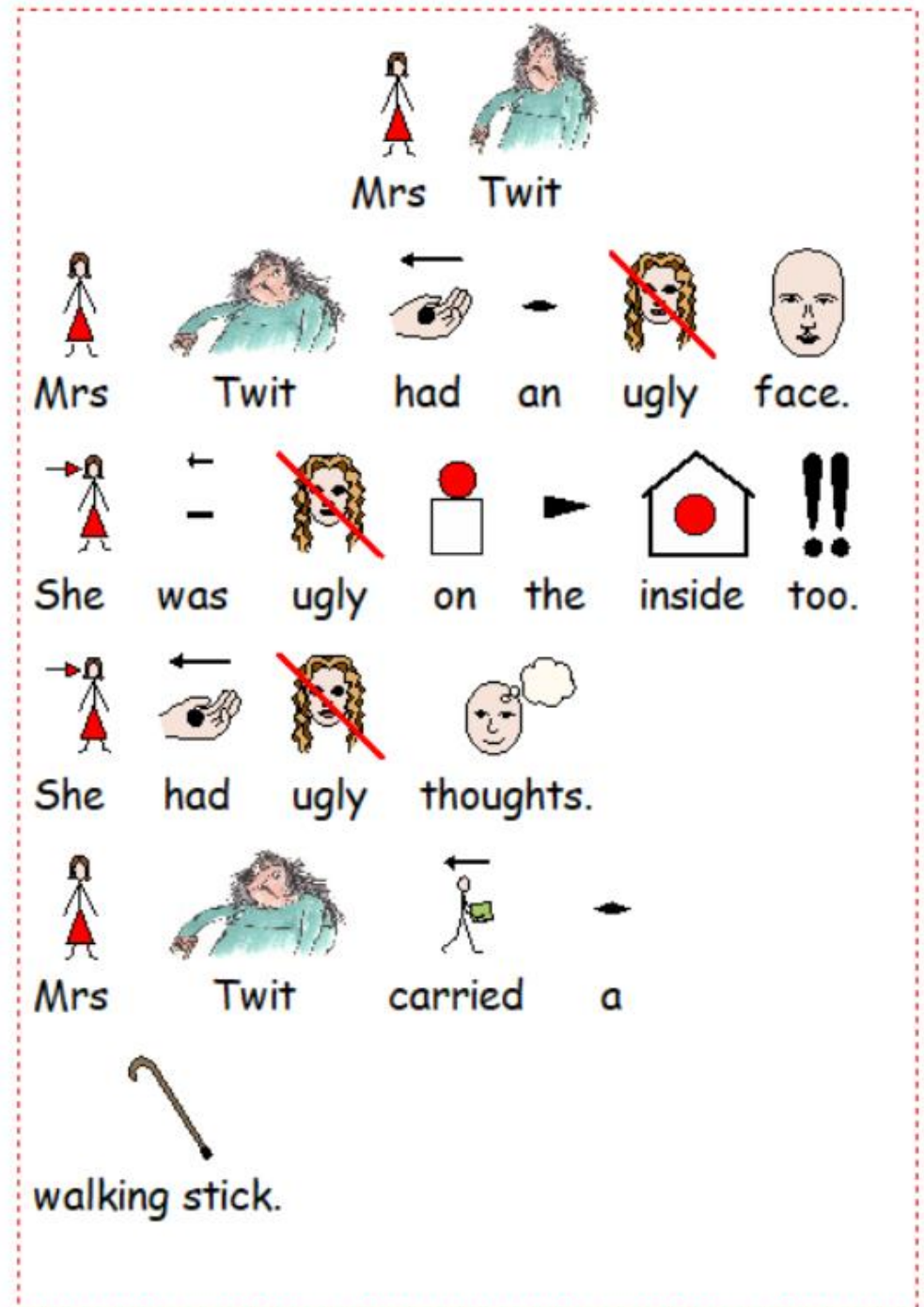
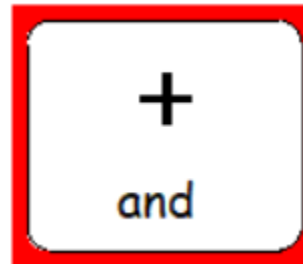
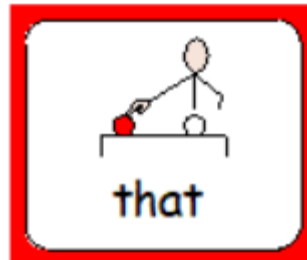
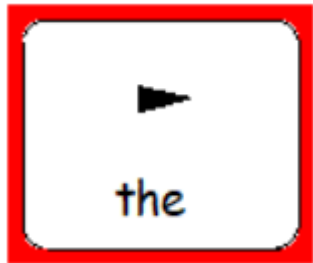


Resources

- Dockside books specifically designed for older children who are struggling with their reading
- Read write Inc
- Decodable books – Teacher Play, TTS Moon Dog series

Visual support for reading

- Communicate In Print
- Adapted text
- Key words



Good practice for pupils with MLD

- Routine and structure.
- Giving the child responsibilities.
- Encourage, praise, reward
- Ensuring learning objectives are realistic, and that success is achievable.
- Giving clear instructions.
- Careful questioning to ensure a child knows what is expected of them and of the task.
- Checking understanding at every stage.
- Work broken down into small manageable tasks.
- Regular reinforcement of tasks to be mastered and the opportunity to practice and apply skills in everyday situations.
- Showing how things are done rather than just explaining.
- Providing plenty of opportunities for multi-sensory, practical learning.
- Writing frames to help structure work.
- Monitoring, recording and reporting of progress and the strategies that are successful.
- Facilitating friendship groups.
- Having positive role models.
- Opportunities to participate and be fully included.