

2: Developing a Multisensory Curriculum

2C: Multisensory Literacy

Literacy

Literacy is a fundamental activity in every school. Four key language skills required for literacy are:

- *Speaking*
- *Listening*
- *Reading*
- *Writing*

Literacy

- For learners with issues such as dyslexia, multisensory learning is particularly powerful to support literacy.
- There are a whole host of multisensory strategies, tools and games that can be used to help.
- When considering learners with dyslexia it is key that structured, sequential multisensory teaching is used.
- This means that there must be gradual, step by step progression supported by repetition of prior learning throughout.

Literacy

- A few multisensory suggestions to support literacy are included in this presentation, particularly ones which feature the use of LGfL resources, but more specialist literacy and SEND training and advice can help you find the best multisensory approaches to support literacy for your learners.



Letter and Word Writing

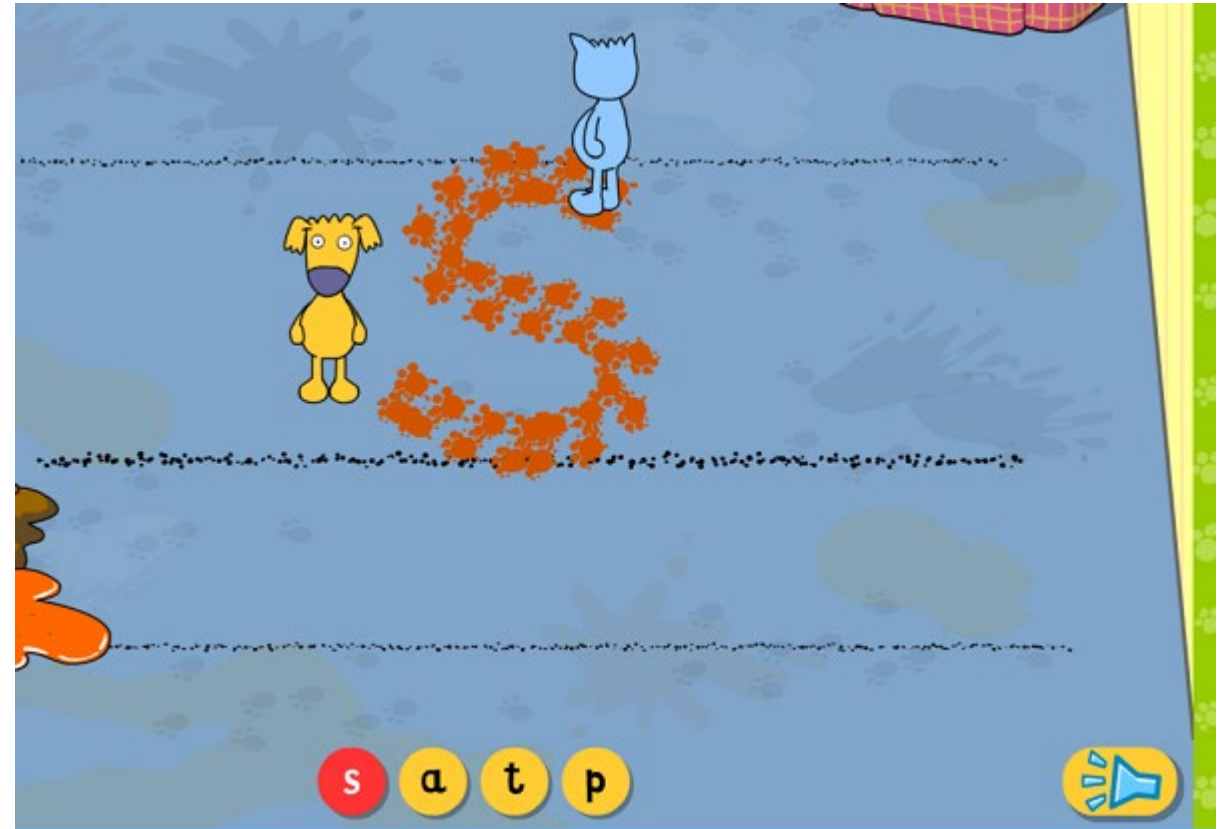
- Using items such as plasticine, cardboard or lego to create and make letters or words really helps learners integrate their understanding and supports their reading and writing
- Air writing (writing letters or words in the air) as you imagine and say them can also help





Letter and Word Writing

- The messy letters and associated tools within LGfL's Busy Things (www.busythings.lgfl.net) can support learners in a similar way when using tablets, phones, whiteboards or computers.





Word and Sentence Building

- Hands on tools, such as magnetic letters, and strategies which support learners to physically interact with letters and words, as well as engage with their other senses, as they build them are very effective.
- There are many online and offline literacy packs and games that enable children to physically manipulate letters and parts of words and sentences to facilitate literacy.




Word and Sentence Building

- Strategies such as *Colourful Semantics* also use vision, sound and movement to support language and grammatical understanding.
- LGfL resources that support multisensory word and sentence building include [Busy Things](#) and [The Fairytales](#)

ASSIST

Sequencing
Spelling
Comprehension
Prepositions
Pronouns

Score 5 ticks in a row, before moving on.



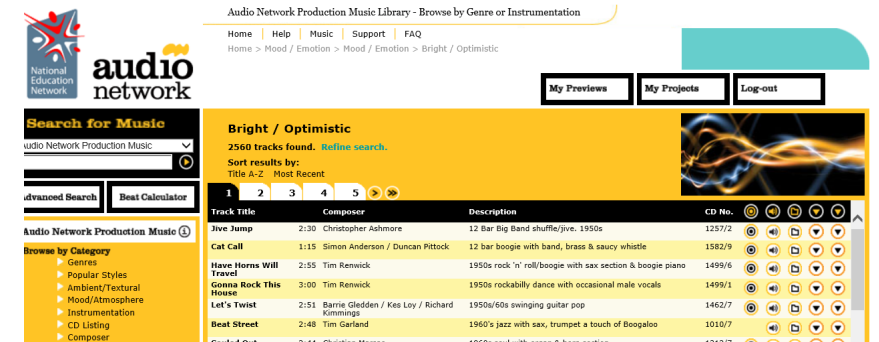
What big eyes you have!

Match the sentence

have! What big you eyes

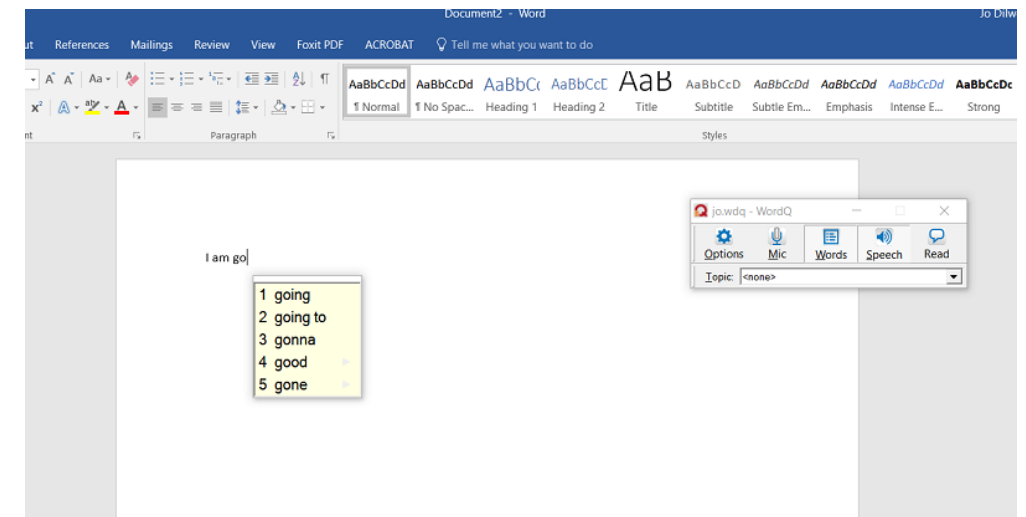
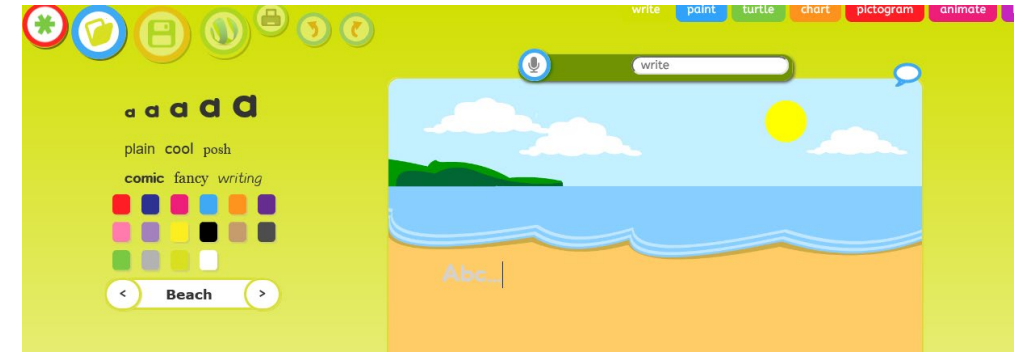
Extended Writing

- There are many other multisensory techniques that can be used to support more extended writing. The following LGfL tools can help with this:
- Audio Network – www.audio.lgfl.net – thousands of music tracks which can be searched by mood and atmosphere to find music to provide a creative stimulus for writing



Extended Writing

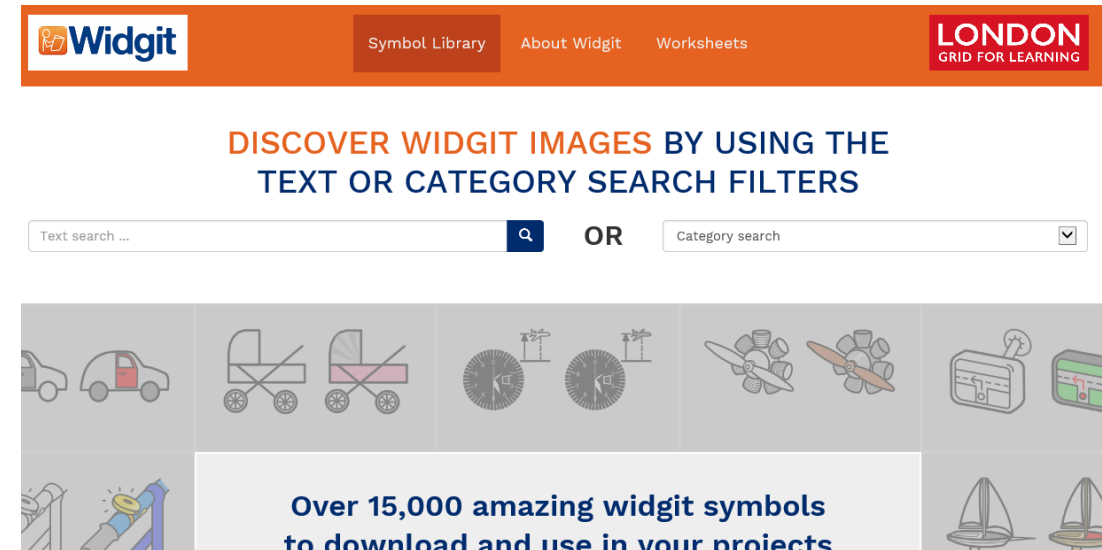
- JiT and J2E – www.j2e.lgfl.net – authoring tools that encourage extended writing using sound, images and more.
- WordQ SpeakQ – www.wordq.lgfl.net – assistive technology that includes speech to text to support writing for those with literacy issues.



Using Visual Stimuli to support Literacy

- Using photos, animations, videos or real objects can support a learner's understanding of a story or piece of writing and can provide a stimulus for writing.
- The image bank within the LGfL site may help support understanding.
- The **LGfL Widgit database** includes over 15,000 symbols and associated symbolised activities which can support reading comprehension and extending writing (www.widgit.lgfl.net)

www.multisensorylearning.lgfl.net



Using Visual Stimuli to support Literacy

- Using cameras to help children access and complete a writing activity can also help.
- Use multisensory classroom displays or story tents to share visual supports for learners to access a theme





Using Sound to support Literacy

- Singing can help children learn spellings
- Tapping out sounds can also support syllabification
- Sounding out sounds and words can help with phonics and therefore reading

Using Sound to support Literacy

- Using music can set a scene when approaching story writing (use www.audionetwork.lgfl.net to help)
- Using audio books or poems can help to support reading (use www.listeningbooks.lgfl.net to help)

The screenshot shows the 'audio network' website interface. The main content area displays search results for 'Bright / Optimistic' music, with 2560 tracks found. The results are sorted by 'Title A-Z' and 'Most Recent'. A table lists several tracks with their titles, composers, descriptions, and CD numbers. The table includes columns for 'Track Title', 'Composer', 'Description', and 'CD No.'. The tracks listed are:

Track Title	Composer	Description	CD No.
Jive Jump	2:30 Christopher Ashmore	12 Bar Big Band shuffle/jive. 1950s	1257/2
Cat Call	1:15 Simon Anderson / Duncan Pittock	12 bar boogie with band, brass & saucy whistle	1582/9
Have Horns Will Travel	2:55 Tim Renwick	1950s rock 'n' roll/boogie with sax section & boogie piano	1499/6
Gonna Rock This House	3:00 Tim Renwick	1950s rockabilly dance with occasional male vocals	1499/1
Let's Twist	2:51 Barrie Gledden / Kes Loy / Richard Kimmings	1950s/60s swinging guitar pop	1462/7
Beat Street	2:48 Tim Garland	1960's jazz with sax, trumpet a touch of Boogaloo	1010/7

Using Movement to support Literacy

- Staff can help learners use core and motor skills to improve memory, concentration, handwriting and communication skills in a variety of ways.
- For example, movement can be used to represent different experiences e.g. how take off might feel for an astronaut (see the Inclusive Resources within Space Adventures at www.sa.lgfl.net for examples).



Using Movement to support Literacy

- Movement breaks can be used to provide proprioceptive and vestibular input to assist concentration and a resource supporting this will be made available at www.lgfl.net soon

