

A Framework for supporting literacy and communication for children and young people using AAC

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Literacy and AAC

- Happen simultaneously
- Using literacy to build vocabulary and communication
- All children should have access and engagement with books and text
- Can be a vehicle for expressive language development
- Lots you can do very early on
- Do not wait!
- Want children to enjoy books and literacy and talking about it
- Children have a written output at every stage, a sense of accomplishment

Supporting Literacy for children and young

people using AAC:

Stages-Skills-Tools



Emergent
literacy



Learning to
communicate
via literacy



Formal
teaching of
literacy

Attention

Turntaking

Engagement

Recognition of Image and print

Rhyme and Rhythm

Vocabulary Development

Building Sentences

Sequencing

Predicting

Commenting and Predicting

Phoneme Segmentation

Decoding

Word Attack skills

Phoneme Blending

Creative Writing

- Sharing reading

StoryBags

Sensory StoryBags

- Multi-Sensory approach
- Poetry
- Environmental Signs

- Learn language and vocabulary through reading

- Participate in discussion around text

⇒ LiterAAC

- Introduce keyboard
- Functional words ie name

- Phonics programmes
- Reading programmes
- Writing for different purposes
- Grammar instruction
- Reading for pleasure
- Keyboard word prediction

Emergent Literacy skills- Stage 1

- Awareness
- Attention
- Turn taking
- Engagement with Text
- Collaboration and Participation
- Awareness of Images and Print
- Rhyme and rhythm

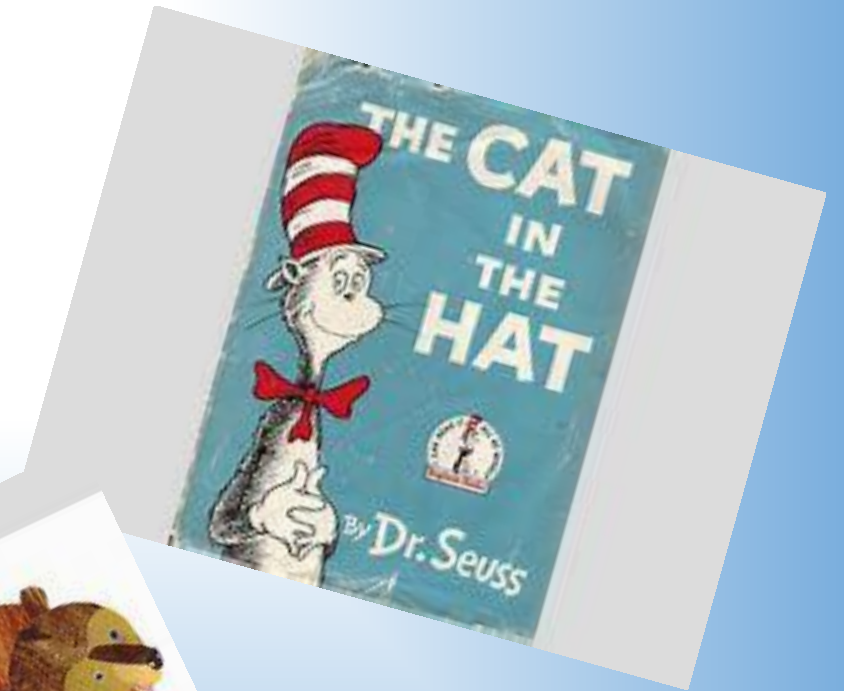
Tools and Techniques for Emergent Literacy

- Story Bags
- Sensory Story Bags
- Poetry
- [Rhyming](#)
- Music and Rhythm
- Environmental Signs and Symbols- Stop sign
- Scrapbooks- Wheels on the bus
- Shared Reading and Writing personalised and motivating books
- Silly Rhymes- introducing humour



Books at this stage:

- Tag line-“Jump,frog,jump”
- Repeated line-“turn the page”
- Reading together- I hear.....
- Rhyme -Cat in the hat
- Short books
- Motivating theme
- Each page has familiar schema
- Surprise or funny end



Child's output

- Written
- Writing own books based on familiar story schema i.e Brown Bear, Brown Bear turns into Purple Snake, purple snake
- Personalised stories of experiences
- Pictello, Book Creator, Powerpoint book

Learning to Communicate via Literacy Skills-Stage 2 (Integrating Communication and Literacy skills)

- Vocabulary Development
- Building phrases and sentences
- Exploring ideas and elaboration
- Discussion
- Sequencing
- Predicting
- Commenting
- Literacy and communication go hand in hand

Tools and Techniques

- **LiterAAC** programme
- Introduce keyboard
- Continue with personalised books- writing stories with beginning middle and end
- Using Sentence Starters to write stories/poems I + like, I wish, I dream
- Making captions for pictures
- What happens next?
- Book Walk
- Beginning middle and end
- First and then

Books at this stage: LiterAAC

- Very Hungry Caterpillar
- Where the Wild things are
- Gruffalo
- Not Now, Bernard

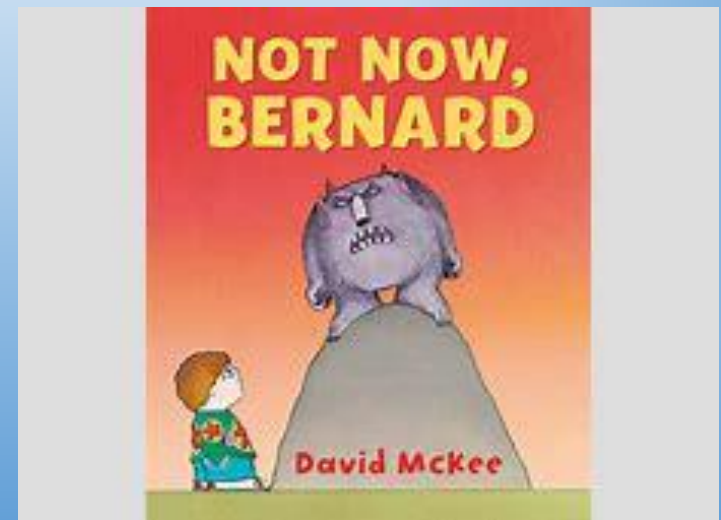


Key Learning Intentions

- To identify the main characters within the book (simple information retrieval)
- To experience making a prediction using pictorial clues (early inference)
- To express a personal response to the book (early inference)
- To sequence four events from the text using the book as a reference of support
- To recount the story using word level support
- To learn new vocabulary and to use it in appropriate context

8 sessions for each book :

- Introduce book make a prediction
- Picture walk through book
- Reading book through
- Answer questions about book
- Sequence main events of story, True/false statements
- Roleplay act out the story
- Retell story and write this i.e Clicker 7
- Present story to others



Not Now Bernard

Learning Objective	Shared Reading	AAC	Preparation for following session	Pupil Assessment Record
<p>Session 1 What do you think will happen in this book?</p>	<p>Let's look at our new book. WHAT DO YOU SEE? What do you think this book is about? Here's some clues. Produce some clues, ask what is it? picture of the monster, Bernard, faces with different expressions on, rock, tree.</p> <p>Have title hidden.</p>	<p>Prelim to this, to learn how to navigate to feelings page</p> <p>Bernard's grid - monster, boy, garden, link to feeling's page</p>	<p>At end of session, put prediction on prepared grid</p>	<p>Can child make a prediction using pictorial clues?</p>
<p>Session 2 Prediction, Let's find out more about this book Can you use the pictures clues to find out more about this</p>	<p>First, recap on what we found out yesterday. Quick look at clues</p> <p>Go on a picture walk through the book. Stop at each page, and make a comment about the story. Stop at page 1, say Who do you think that is?, Repeat through book identifying</p>	<p>Bernard's grid - add yesterday's prediction,</p>	<p>Add new prediction</p>	<p>Using additional pictorial clues can the child refine prediction?</p>



Session One Grid

Monster	Boy	Girl	Mountain	Back to
Garden	Mum	Friends		Feelings (this button is linked to the feelings pop-up)
Dad	Tree	Rock		
			Prediction (empty)	clear

Name this grid Bernardmain

Feelings Popup

Happy	Unhappy	Lonely	Proud	Back to
Hungry	Afraid	Grumpy	Tired	
Terrified	Worried	Angry	Bored	
Sad	Hungry	Sick	stubborn	clear

Name this grid (child's name)feelings

Session Two

Monster



boy



girl



mountain



garden



mum



Friends

blank

Feeling



Dad



tree



blank

rock



Reading
vocabulary

Not now
Bernard

Story
sequence

blank

prediction

clear





< Non Now Bernard

Feeling

happy

Sad

lonely

proud

hungry

afraid

grumpy

tired

blank

terrified

worried

angry

bored

blank

sad

sick

stubborn

blank

clear



< Story sequence

Book vocabulary



Bernard 	dad 	said	eat 	
watched	bit	put 	going	mum 
monster 	hello 	ate	went 	read 
broke	go 	is 	a a	the 
to 	and 	roar 	oh no 	stop 





Not Now Bernard

Story sequence

true	next	Mum 	Book vocabulary 	
false	third  1 2 3	Dad 	blank	Feeling 
first  1 2 3	Bernard	blank	blank	Reading vocabulary
last  1 2 3	monster 	Not now Bernard	prediction	clear 





Non Now Bernard

Reading vocabulary

Not now Bernard	what's that? 	Oh no ! 	It's funny 	
read it again 	Look 	ha,ha,ha 	It's silly 	blank
turn the page 	Why? 	Cool 	It's scary 	Role play
can I turn the Page? 	look at picture 	blank	It's boring 	clear

So what do we have?

- 4 packs
- Not Now Bernard, The Very Hungry Caterpillar, The Gruffalo, Where the Wild Things Are
- Progressive - introduce concepts of emotions & verbs,
- Integrates communication to literacy (reading and writing)
- Drama and Role play

How to make your own!

You will need

- Verb cards, emotion cards
- A copy of the book, two copies if you want to save yourself time scanning
- Planning grid and Vocab grid
- Clicker, either use scanned images, or why not make a Clicker Paint book
- Programming of pages on communication aid - do it with child at end of each session

Outcomes

Child

- Given experience of learning intentions
- Experience of writing
- Increased motivation
- Increased communication
- Transference of skills into other contexts

Adult

- Eye opening
- Assessment tool - direction in where to go literacy and communication

Conventional Literacy- Stage 3

- Phonics
- Phoneme Segmentation
- Decoding
- Phoneme blending
- Writing own stories
- Writing for different purposes
- Reading unfamiliar stories
- Word attack skills

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