

Help Sheet

0 – 25 Specialist Teaching And Support Service

See and Learn Strategies for Letter and Whole Word Recognition

Why

- The See and Learn approach is a visual-based learning method that can be highly effective for children who struggle with phonics.
- As the approach plays to visual strengths, it is particularly beneficial for children with Down syndrome but can also support those with more general learning difficulties.
- It offers alternative or supplementary strategies to phonics, helping children develop reading skills in a way that suits their learning style.



Suggestions for Resources:

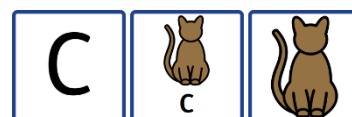
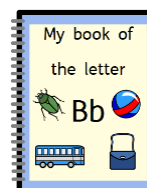
- Wooden and magnetic letters
- [See and Learn Resources](#)
- Picture cards and objects
- Phonics Cards

Teaching Letters and Sounds

- Follow the sequence of letters and sounds in your phonics scheme; SATPIN is a good starting point.
- Begin with two letters and, once secure with one, add another. You could place the letters the pupil knows on a "Letters I Know" board for ongoing practice and repetition.

Activities:

- Make it multi-sensory, hear and say the phoneme, see the grapheme and say it, say the phoneme and write it.
- Create a letter book. Add a page at a time or create a small book for each letter. Stick in pictures or objects beginning with the letter. Use pictures of the pupil going on a treasure hunt for objects beginning with that letter, showing what they've found. Include photos of models of the letter made using playdough or clay. You could stick pipe cleaner models of the letter in the actual book. Letter books can also be themed around topics or class stories.
- As letters are introduced, create treasure boxes that the pupil can add to. Spend time decorating them and making them together. Make a clay model of the letter to add to the box and decorate.
- Play matching games such as lotto, snap, and pairs.
- Match letter to letter or go on letter hunts, e.g., find as many letter 'a's around the room using letter cards or wooden letters.
- Match letter to picture cards that include the letter and build up to matching picture cards without the letter.

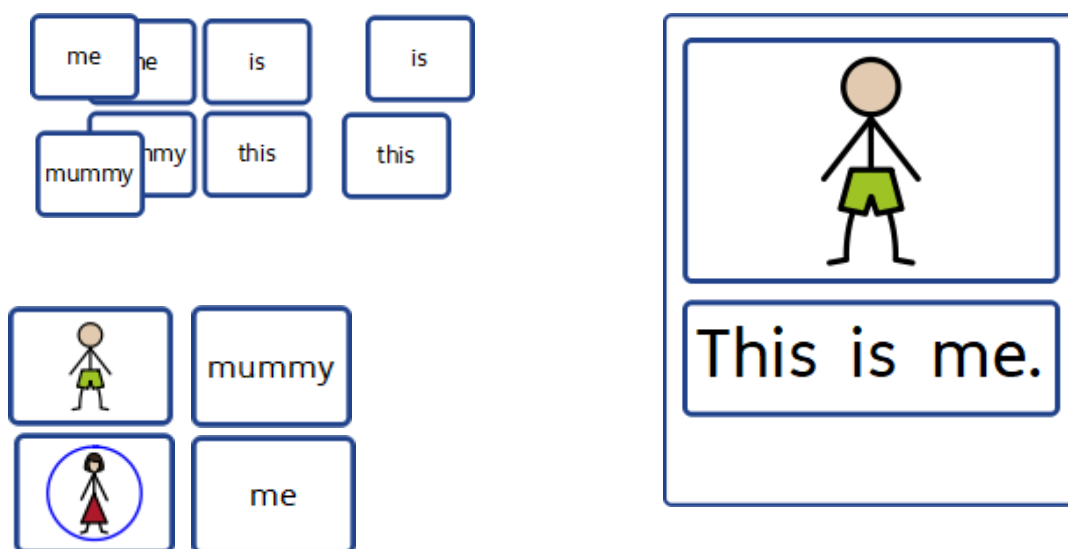


Teaching Whole Words

- Create large flash cards of the words with big print.
- Create a "Words I Am Learning/Have Learnt" wall or box.
- When teaching words, choose up to five words relevant to the pupil.

Activities:

- Match word to word using a lotto board or pairs of cards.
- Have several copies of each word and group the words that are the same together.
- Hold up a flash card whilst saying the word and ask the pupil to find a matching word from their set.
- Find the word card from an oral prompt.
- Make the words using wooden or magnetic letters. Only give the pupil the letters needed to make the words – jumble them up and provide a model to copy initially.
- Use words that can form simple sentences, e.g., "This is a," "Here is a."
- Make simple books using vocabulary that links to topics, class books, hobbies, likes, family, etc. For example: "This is me," "This is mummy," "This is my dog," "This is my fish," etc



Reference / Evidence base – informed by:

Based on See and Learn Approaches - <https://www.seeandlearn.org/en-gb/>