

Engagement Model	Stage: 3
Learning Goal: Maintain concentration on a story in a small group of children.	
<p>General Guidance:</p> <p>At this stage the pupil may require very simple stories.</p> <p>You could make up stories related to the pupil or the small group and what they have been doing.</p> <p>The story can be very short and the pupil may enjoy a lot of repetition in the words and actions. For example; think of the repetition in the book “Going on a bear hunt”.</p> <p>Think of about 5 or 6 pages with actions for each.</p> <p>Include one unexpected, exciting thing that happens in the story to build anticipation and excitement.</p> <p>Consider what might appeal to the pupil and develop sensory resources to enhance the story to keep the pupil’s attention.</p> <p>Start with storytelling 1-1 and build up to small group stories.</p> <p>Repeat the same favourite story so the pupil gains familiarity with it. Choose a place to tell the story where the pupil feels comfortable and has minimal distractions.</p>	
Ways to include these activities in the classroom/curriculum:	
<p>This is a 1-1 and then small group activity and needs an environment with few distractions.</p> <p>English- Peers could make up stories for the pupil about activities they have done</p> <p>DT- Peers could design and create books that visually excite a pupil with a visual impairment.</p> <p>Music- Peers could create musical stories.</p> <p>Maths- Choose a story with early counting topics, such as “the very hungry caterpillar.</p>	
Activity	Resources
<p>Place to read</p> <p>Have a special cushion, seat or particular place that the pupil sits when it is story time.</p> <p>Reinforce with language and a music cue and a sign or gesture that it is time to sit and listen/ look/feel.</p> <p>Have a specific symbol or item for the pupil to hold to reinforce that they are going to sit and listen.</p> <p>If the pupil only sits still when they are outside or in a specific place then take the cushion there to begin with and gradually introduce story telling on the cushion in different places.</p>	<p>Special seat/ cushion / bean bag/ cloth.</p> <p>Symbol for tactile identifier for story time.</p> <p>Music or sound identifier for story time.</p>

<p>Grab attention</p> <p>Have an action at the start of the story that grabs the pupil's attention e.g., have a box to open up that has battery operated fairy lights in the shape of something from the story or have something interesting to feel or listen to that is related to the story.</p>	<p>Box with something in to grab attention e.g.:</p> <ul style="list-style-type: none"> • Battery operated fairy lights • A feather boa to pull out • A voice output switch with something related to the story recorded on it- see www.inclusive.co.uk for switches
<p>Keep their attention</p> <p>To maintain the pupil's interest use exaggerated:</p> <ul style="list-style-type: none"> • facial expression • gesture • intonation • variations in volume • variations in speed and rhythm of voice • pauses 	
<p>To keep the pupil's attention:</p>	
<p>Add sounds to a story book</p> <p>Make up sound effects to go with the pictures or actions.</p> <p>Make up sound effects for just a few specific parts of the story to encourage anticipation. Use percussion, vocal sounds or recorded sounds, or a mixture of all.</p> <p>Have some sound effects on a switch for the pupil to operate at the appropriate moment.</p> <p>Encourage the pupil to use percussion to make the sounds at different points and support them hand over hand to join in.</p>	<p>voice output switch e.g., BIGmack from www.Inclusive.co.uk</p> <p>lots of sound effects to record from the internet</p> <p>percussion</p>
<p>Make it very visual</p> <p>Draw bold, simple black on white images to go with the story.</p> <p>Use a black felt tip on white card or paper draw very simple line drawings. Emphasise faces, especially the eyes and the hair line.</p> <p>Using story boards</p> <p>Bring a story to life using a story board.</p> <p>Make a story PowerPoint</p> <p>Use bold, simple visuals.</p> <p>Copy and paste symbols into the PowerPoint.</p> <p>Add sound bites to the PowerPoint.</p>	<p>White paper or card</p> <p>Black felt tip pen</p> <p>Light box</p> <p>Felt story board and tactile items to Velcro onto it.</p> <p>Computer screen and 'PowerPoint'</p>

<p>Use tactile items massaged on the body to tell the story</p> <p>Find items related to the story to rub over the pupil's arm or hand as you tell the story e.g., Rub leaves on their hand for a walk through a forest, do round stirring motions on a hand, back or foot with a wooden spoon for baking a cake.</p>	Tactile items related to a story.
<p>Using sound to tell the story</p> <p>Use a story that has lots of sound and alliteration e.g., Rattle and Rap by Susan Stegall.</p> <p>Engage the pupil by including them in making the sounds, use hand over hand to support them to make the sounds.</p> <p>Download free sound effects using a computer.</p>	<p>Stories with lots of sounds e.g., Rattle and Rap by Susan Stegall Percussion</p> <p>Computer</p>
<p>Use story characters</p> <p>Use puppets to help tell the story.</p> <p>Have some dressing up items to dress up the pupil and /or yourself as you tell the story.</p>	<p>Use story characters to enrich the story e.g., puppets or toy characters</p> <p>Dressing up clothes</p>
<p>How can I assess engagement on this goal?</p>	
<p>Initiation- looks towards or picks up story book for adult to read to them. Makes sounds or gestures related to the story.</p> <p>Persistence- sits and focusses for increasing lengths of time</p> <p>Exploration- uses senses to explore story items during story time. Explore making story sounds and gestures</p> <p>Anticipation- waits for exciting or part of story they like. Knows exciting part coming up.</p> <p>Realisation- knows to sit and listen quietly. Or joins in appropriately with story sounds, gestures and actions increasingly.</p>	
<p>For links to helpful resources see http://send-inspire.co.uk/resources</p>	