



The Take Five Multisensory Programme

The Five Elements



The programme of activities has been developed to provide a range of opportunities to promote and practise various elements of early oral and pre-literacy skills in a structured and cumulative way.

It is designed to supplement the rich language environment offered to children in the early years, where the curriculum emphasises the four important activities for building the knowledge and skills required for their reading and writing development – talking about the world around them, and the activities in which they are engaged, meaningful mark-making and drawing, having stories read aloud to them regularly and interactively and facilitating a variety of reading experiences with attractive and stimulating books so that they build and awareness and a love of the rhythms and patterns of language.

Each of the five elements has been chosen to reflect the range of anticipated need and each activity is presented under a heading which defines the area of development to which it relates.

-  **Phonological Awareness**
-  **Auditory Memory**
-  **Visual Memory**
-  **Tactile Dexterity**
-  **Spatial and Motor Memory**

The areas are colour coded in order ease of use, the colour follows through into the pages which explain the activities. The icons  are also used where colour cues are helpful.

The activities can be adapted to fit themes and planning notes so that the activities complement classroom learning, whilst maintaining their structured, cumulative sequence.

All the equipment and games should be easily found or made in a reception classroom and they are all designed to be interesting, motivating and enjoyable.

The activities are carefully structured to provide a balance of skill development and encourage multi-tasking.

They build to a small step-by-step approach so that children progress slowly and steadily and are assured success.

It is anticipated that the sessions should take place at least three times each week and preferably daily, but they should be between twenty and forty minutes long, depending on involvement and that the children should be experiencing the programme in groups of four to six at any time. The make-up of the groups should be dynamic and should be reviewed regularly in order to ensure learning and to allow for social cohesion and peer support.

The activities for the introductory week are designed to engage the children in an informal way and to encourage interest and enjoyment in the materials and approaches so that they become familiar with the resources and the format of the games. The activities for the following weeks, one a hour, are intended for practice and development of the introductory skills depending on the children's responses and progress. The next set of activities is weeks five to eight build on these skills and by weeks nine to twelve the children should be becoming more confident and adept. Repetition and over-learning are an essential element of the programme, allowing the children to fully explore the games and activities before moving on and enriching the experience with the children's suggestions.



where appropriate but planning should always be child-centred and the programme should only progress at the optimum pace for each child.

It is anticipated that some children will not progress through all the sets of activities and that others will need the further stimulus of the extension activities but the structure of the programme should not be compromised by fitting from one stage to the next.

The total programme is planned to fit a twelve-week term but it is important that the time span is lengthened if there are gaps in the consistency of delivery or if the activities cannot be incorporated into a daily timetable. Teachers have found that the programme fits well with the thematic approach which guides their planning.

