



Read Write Count: P2 inclusive activities

Activities for the Read Write Count P2 bag, designed for children with additional support needs

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scottishbooktrust.com



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About this resource

The aim of this resource is to make the items in the Read Write Count P2 bag accessible to all. The activities can be used with pupils with a variety of needs, including additional support needs, English as an additional language or those who are disengaged from or struggle with reading.

These activities are flexible and we encourage you to adapt them, whether in school, community groups or at home.

For more sensory storytelling activities, see our [Getting started with sensory stories](#) or [Make your own sensory story resources](#) on the [Disability and neurodiversity section of the Scottish Book Trust website](#).

How to Make a Story activities

Activity 1: Make your own story

Gather objects from around your classroom or home and make up a story together. Try to include objects with different sensory qualities; things that feel interesting, smelly things or things that make an unusual sound. Try things like scrubbing

brushes, pastry brushes, sponges, pot scrubbers, vegetables, soap, coffee and spices (but be careful these don't get in people's eyes) and shakers made from Tupperware containers full of pasta or lentils.

If your child, or the children you work with, would struggle to help make up a story then make one up for them – and make them the hero! (Give them some magical powers in the story!) If you're at home, encourage your child's brothers and sisters to help you with this.

Activity 2: Treasure

Milo's story is all about treasure. Make a treasure box together (any box will do!) What are their treasures? Help them to choose. You can put their actual treasure in the box (a teddy bear for example) or something to represent it (a picture of the teddy bear). Help them to "show and tell" their treasures to someone else in the family, or class, or maybe their teacher at school.

Activity 3: Living room landscapes

Milo is very good at imagining he is in interesting places. Encourage your child, or the child you work with, to move around the room and as they do this tell them a story about the imaginary landscape they are in. For example, as they climb on to the couch you could say: "...and here we have the great explorer going into the mountains..." and then as they jump off: "Oh no! They've fallen into a swamp..."

If you're in a classroom, or your child uses a wheelchair, you could play this when you are going for a walk.

Activity 4: Choose an animal

Milo turns into a character called Wolf in the book. What animal character would you like to turn into? Try working together to choose animals for all family members, or children in your class, to turn into! Then you could all try moving around the room like your animals - making the right noises as you do! Or you could draw a picture of your

whole family or class as different animals.

My First Book of Dinosaurs activities

Activity 1: If You're Happy and You Know It!

Try a dinosaur version of this song. Sing or say the words and do the actions:

If you're happy and you know it, stomp your feet

If you're happy and you know it, stomp your feet

If you're happy and you know it

And you really want to show it

If you're happy and you know it, stomp your feet

Then try and look through the book together and choose some other dinosaur actions to try, for example:

If you're fierce and you know it, snap your teeth

If you're fierce and you know it, snap your teeth

If you're fierce and you know it

And you really want to show it

If you're fierce and you know it, snap your teeth

If you're fast and you know it, run around

If you're fast and you know it, run around

If you're fast and you know it

And you really want to shot it

If you're fast and you know it, run around

Activity 2: Have fun with dinosaur names

The pronunciation of each dinosaur name is written out at the bottom of the chart on every page. Try going through the book just looking at the names - have fun with the sounds...you could try saying them in a slow and exaggerated way and encourage your child to join in. Make up some new names with your child, or the children you

work with, and act out these “dinosaurs” e.g Mumiraptor, babyosaurus, teacher rex!

Activity 3: I went walking...

Try using the rhyme:

I went walking

What did I see?

I saw a [dinosaur name]

Looking at home.

Take it in turns with your child to choose a dinosaur from the book as you say this rhyme, e.g.:

I went walking

What did I see?

I saw a Troodon

Looking at me.

Then you could act out one of the facts about that particular dinosaur (for example, for the Troodon you might mime tracking the child, or children, around the room, as they were very good at tracking). Or you could keep it simple and mime the dinosaur catching the other person each time!

Activity 4: Dinosaur footprints

There are lots of play dough recipes online, for example [from BBC Good Food](#). Why not try making a playdough swamp? Maybe you could add some stones or leaves to your ‘swamp’. If you happen to have some small toy dinosaurs you could use these to make footprints in the swamp. Or you could both use your index and middle finger as two legged “dinosaurs” and stomp around in the playdough swamp with your fingers, maybe acting out a simple story together as you do this.

Activity 5: Noisy dinosaurs

It is quite easy to find dinosaur sound effects online (for example, [YouTube has a good selection](#)). Maybe you could find some sound effects for the dinosaurs in the book and listen to these as you look at the pictures with your child. You and your child could try making the noises yourselves. Or you could just be all the different dinosaurs yourself, copy the noises and “catch” and tickle your child. (If your child, or the children you work with, enjoy this kind of play they will probably be happy for you to repeat this over and over!)

Dominoes activities

Activity 1: Spotty dogs

The dominoes are stacked face down. Each pick a card. Count the dots on the cards. The “dog” with the most spots is the winner and takes both cards. The player that ends up with the most cards at the end of the games is the overall winner.

Activity 2: Action cards

Stack the dominoes face down. One player chooses an action (e.g. clapping, nodding, star jumps, touching toes) The other player chooses a card and then does the chosen action the same number of times as the number of dots on the card. If your child, or the children you work with, would enjoy simpler “dominoes” cut some rectangles from paper or card and put just one, two or three dots on each.

Story cards

Activity 1: Perfect day

Using the activity cards try choosing three activities that would make a perfect day together. You could also choose a character to take with you on this perfect day.

Activity 2: Silly stories

Make up a silly story together. First of all write out a very simple little story leaving some blanks. For example: One day a [blank] went to a café in the [blank]. She met

a [blank] and together they went to [blank].

Separate the character and setting story cards into piles. Then either let your child choose characters and settings for your mini story or pull them randomly from the pile. So your story might become: One day a unicorn went to a café in the desert. She met a robot and together they went to a swimming pool.

Some children might enjoy this activity more if you use their toys rather than the cards for the characters.

Act It Out cards

Activity 1: Activity actions

Take it in turns to act out the activities for each other – can the other person guess what you are doing? To make it simpler you can choose three cards, lay them out, mime one of the activities and then the other person guesses which of the three actions it is.

Activity 2: Guess who?

Take out the animal cards – choose three or four of these and lay them in front of your child, or children you work with. Make the noise or actions of one of the animals and see if they can guess which one. Take it in turns to make animal noises and guess. Try making some extra animal cards to add to the different noises! (You could use the templates in the activity booklet for this).

Talk It Out cards

Activity 1: This or that

Try offering two choices to make things simpler when using these cards. For example, for the describe a place you'd like to visit card you might say:

Tell me about a place you'd like to visit. Would you visit the swimming pool or would

you go to the zoo?

Or, instead of if you were an animal what would you be you might ask: Would you rather be a cat or a dog?

Activity 2: What can we hear?

As well as (or instead of) looking out the window together and describing what you can see you could look out and describe what you can hear.

Activity 3: What is your favourite memory?

Try looking at photos with your child while you talk about memories. Even if your child would struggle to talk about memories, they may still enjoy listening to you and other family members talking about memories of them when they were little. If you're in a school setting, you could also look at photographs or any past artwork or classwork they've created.

Activity 4: Favourite joke

If your child has a home-school diary jotter you could write (or record) their favourite joke in it for their teacher to share with the class – or to take home to their family!

Tangram activities

Activity 1: Fit the shape

On a sheet of paper draw round the individual tangram shapes. Then help your child, or the children you work with, to fit the right wooden shape into the right drawn shape. You could make it trickier by drawing round two shapes together.

Activity 2: Tangram cakes and biscuits

Pile up the tangram pieces to make a multi-layered sandwich or some pretend biscuits. Have some pretend cups of tea with your pretend picnic!

Further resources

- For further resources to support children with additional support needs, see the [Disability and Neurodiversity section of our website](#) including our [Make your own sensory story resource](#), created by Ailie Finlay.
- For further resources to support use of the Read Write, Count bags see the [Read Write Count section of our website](#) or our [Home Activities Hub](#).
- You can find more of Ailie Finlay's work on the [Flotsam and Jetsam](#) and [My Kind of Book](#) websites.