

Ready For Reading

0-3 year olds

Workbook



with....



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OPENING OUR EYES, SWITCHING ON OUR BRAINS

Supporting the development of visual discrimination,
visual memory and vocabulary

Good visual discrimination helps children to spot the similarities and differences between letter shapes later on.

This begins in preschool or nursery with...
spotting the similarities and differences in everyday
objects, shapes or patterns.

Children need to know that the same thing can be represented in lots of different ways. Books and objects which encourage looking more closely really help with this.

Provide multiple multi-sensory encounters to help children remember that the same thing can be represented in many different ways,

Good visual memory requires holding a visual image in the short term memory. Learning stories from memory and playing matching games can really help with this.

Not all matching games are equally challenging. These should match children's developing needs, rather than a topic.

Puzzles train children to look closely, remember an image, then check for similarities and differences. Perfect for developing visual memory.

Name recognition is a key part of the Visual Discrimination and Visual Memory journey!



OPENING OUR EYES, SWITCHING ON OUR BRAINS

REFLECTING AND DEVELOPING PRACTICE

Do reading books encourage looking for similarities and differences?

Do role play props encourage the language of similarities and differences?

Do children have the opportunity to explore language rich, open ended collections?

Are the same things represented in lots of different ways?

Do matching activities provide challenge for different developmental stages?

Is there good progression in the puzzles you provide?

Are these part of your everyday provision?



OPENING OUR EYES, SWITCHING ON OUR BRAINS NOTES

Lined area for taking notes.



OPENING OUR EYES, SWITCHING ON OUR BRAINS

NOTES

A large white rectangular area with horizontal blue lines for writing notes.



TUNING IN OUR EARS

Supporting the development of auditory discrimination, auditory memory, and vocabulary

Good **auditory discrimination** helps children to spot the similarities and differences between letter-sound correspondences later on.

This begins in preschool / nursery with... spotting the similarities and differences in everyday sounds and musical patterns.

Children need to know that everyday and musical sounds can be loud or quiet, fast or slow. They need to be able to name the object making the sounds, as well as copy and match the sound with a picture, symbol or word.

Auditory memory can be a real challenge for many children and can impact on their progress in reading once they enter full time school.

Learning songs, stories and rhymes 'off by heart' is highlighted in the EYFS because they are **BRILLIANT** for developing auditory memory.

Keeping a steady beat by clapping along to a song, or making up and repeating clapping patterns, are also great for supporting auditory memory.

There is no need to rush ahead with learning letter-sound correspondences in Nursery or Preschool.

Focus instead on supporting children to make, name and describe the everyday and musical sounds that they hear.



TUNING IN OUR EARS

REFLECTING AND DEVELOPING PRACTICE

Are there enough noisy books for matching pictures with sounds?

Do children participate enough in making sounds by joining in at story time?

Is everyday sound making incorporated into role play, junk modelling and outside?

Are similarities and differences between sounds introduced; starting with easy differences, then progressively getting harder?

Are there enough instruments for all children to play? Is there a good variety of instruments and are they in good repair?

Are children taught to name the instruments and describe the sounds they make?

Do children sing the same songs over and over again so they can sing them from memory?



TUNING IN OUR EARS

NOTES

A large white rectangular area with horizontal blue lines, intended for writing musical notes.



TUNING IN OUR EARS

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A large white rectangular area with horizontal blue lines, intended for writing notes.



WARMING UP OUR VOICES

Supporting the development of Speech Sounds

To prepare children for Phonics, children need to be able to articulate spoken sounds in words.

The length of time it takes for children to articulate these can relate to the physical control of mouth muscles and their breath.

Some speech sounds are long and stretchy, some are short and bouncy, and some are unvoiced.

Some children will still struggle to articulate some spoken sounds by the time they reach full time school. This is normal.

Children in Nursery and Preschool SHOULD NOT be learning the letter-sound correspondences, instead they need to be working hard to develop control of mouth muscles and to control their breath in many different ways.

Joining in with songs, rhymes and stories is perfect for developing voice control.

Model, model, model! Don't correct children who are struggling to articulate speech sounds. Repeat the words they say correctly over and over again to help them hear the difference.

Blowing bubbles and balloons, making funny faces in the mirror and making noises to support role play are all brilliant ways to give preschool mouths the workout they need!



WARMING UP OUR VOICES

REFLECTING AND DEVELOPING PRACTICE

Do children have enough opportunities to exercise their mouths and voices using stories, songs and games?

Do the children experience joining in with a wide variety of nursery, action and counting rhymes and poems?

Do the children get enough opportunities to blow bubbles, balloons, feathers or through straws?

Do adults model how to pronounce sounds, correctly matched with the way that letter sounds are taught later on?

Do some children struggle to say some speech sounds? Which sounds?

Are families supported to know how to help their children with speech at home?



WARMING UP OUR VOICES

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WARMING UP OUR VOICES

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A progression in Pre-phonics learning

Pre-Phonic Progression	Auditory Discrimination and memory Recognise, remember and talk about the similarities and differences in The sounds that we hear	Visual discrimination and memory Recognise, remember and talk about the similarities and differences in The sounds that we say The shapes that we see	Key reading behaviours	Vocabulary
Listening and Attention	Familiar Sounds	Matching familiar shape / object Copying and matching noises and sounds	Handle books with care, engage in storytelling / music making activities	Developing the language of Naming Describing Reasoning
	Musical Sounds			
Phonological Awareness	Rhythm, beat and movement	Copying, matching and sequencing patterns of actions and sounds matched to visual images.	Join in with stories songs and rhymes and can turn the pages from front to back	
	Rhyme			
Phonemic Awareness	Alliteration	Reading and recognise the letters in own name and in other situations.	Find the beginning, end in a book and talk about a known story	
	Oral blending Oral segmenting			
Early Reading	Blending Segmenting	Recognising Letter-sound correspondences Recognising some common exception words	Pointing to words with 1-1 correspondence	

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Listening and making sounds	I join in with, match, and copy everyday sounds, using my mouth to make different sounds and noises.	I join in with action songs and rhymes. I use instruments to make sounds matched to pictures.	I join in with clapping, tapping or stamping a steady beat when I join in with stories, songs and rhymes.	I fill in the rhyming gaps in a story, rhyme or song.	I join in with tongue twisters and games where 2 or 3 words begin with the same sound.	I join in with oral blending and segmenting activities.
Recalling and sequencing sounds	I name and match some animals / objects, making their sounds in sequence.	I name different instruments and change how I play them by following instructions e.g fast /slow/ loud/quiet.	I continue, repeat, and make up a rhythm by clapping or using an instrument.	I recognise when 2 words rhyme.	I remember and say two alliterative words which describe an object in a story, song, or game.	I hear and remember the separate spoken sounds in words, orally blending these together to say whole words matched to objects or actions.
Talking about sounds	I talk about stories, making everyday sounds to go with the pictures.	I use words to describe actions e.g. clapping, creeping, flapping, rolling.	I clap the beats in my name and other familiar words.	I say a string of words that rhyme with a given word.	I spot when two words don't begin with the same spoken sounds, and when they do.	I say whole words, separating these into separate spoken sounds by orally segmenting them.