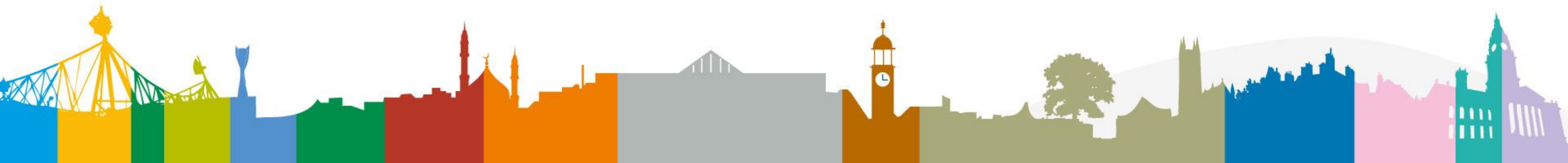


Ready for reading

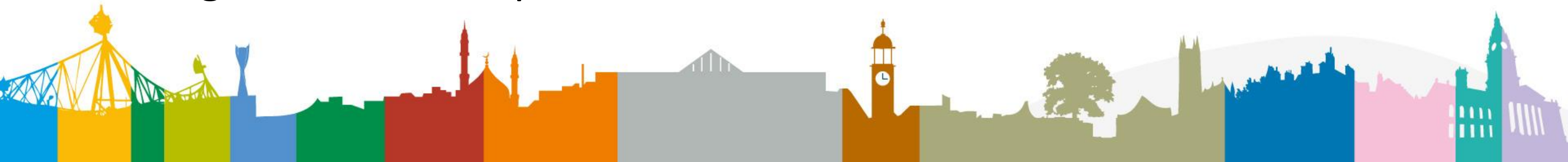
What comes before Phonics and why?

Working with 3-5 year olds



What comes before Phonics and why?

- Where does prephonic development start?
- What is phonological development and how does it help pre-schoolers?
- Developing essential rhythm and rhyme using stories, songs and games
- What is phonemic awareness and how does it prepare children for phonics?
- Looking out for developmental milestones



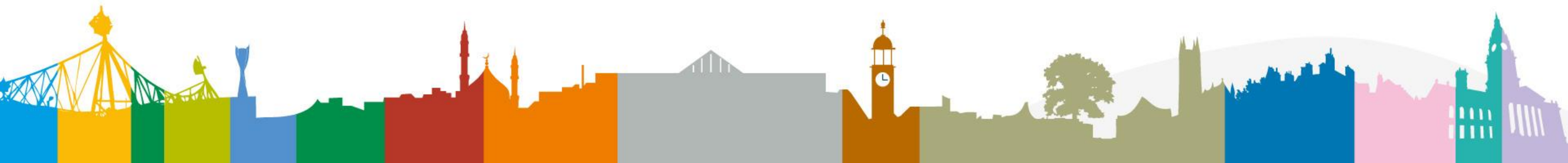
Let's Play Pass The Tambourine



To be able to learn to read children need to be able to do 2 things.....

- Read the words on the page
- Understand the words they read

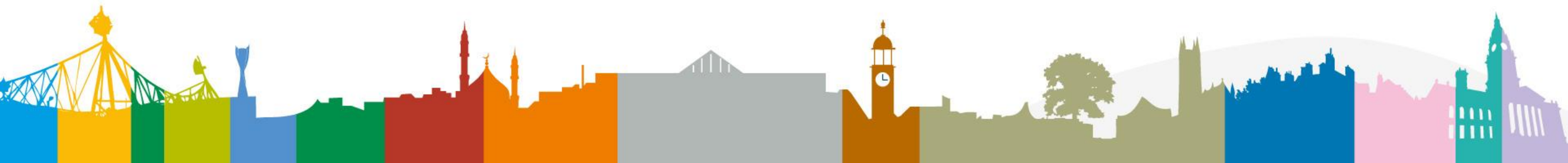
We need to prepare children for both!



This Pre-Phonic stage prepares children to ...

Recognise and remember the similarities and differences between letter shapes.

This requires good visual discrimination and good visual memory

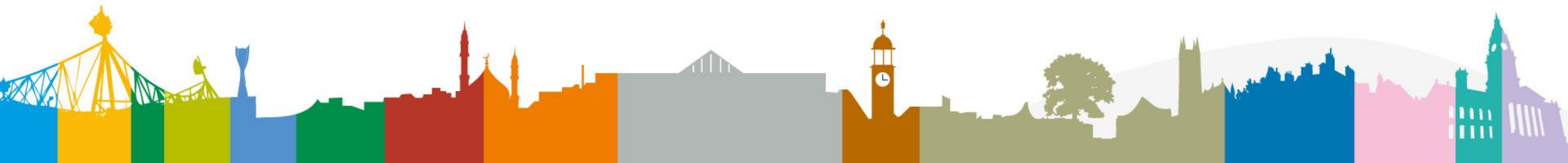


bdp qd

This Pre-Phonic stage prepares children to ...

Remember sound and symbol correspondences.

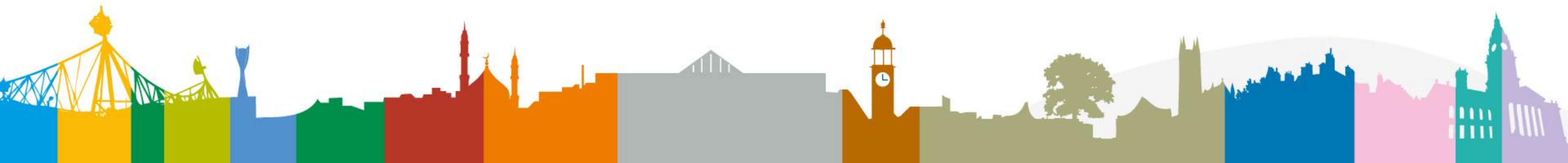
This requires children to match shapes and sounds.



This Pre-Phonic stage prepares children to ...

Put sounds together and remember them in the right order.

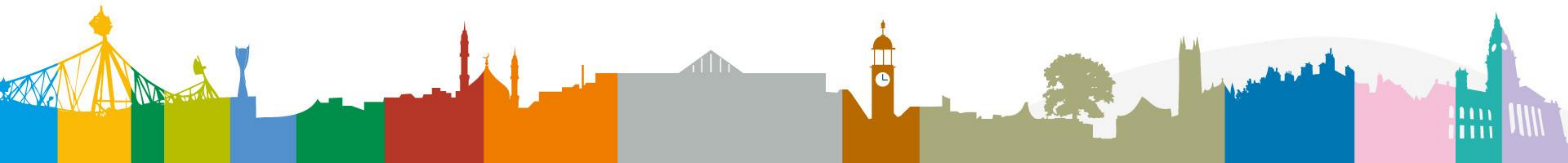
This requires good auditory discrimination and auditory memory.



c - a - t

This Pre-Phonic stage prepares children to ...

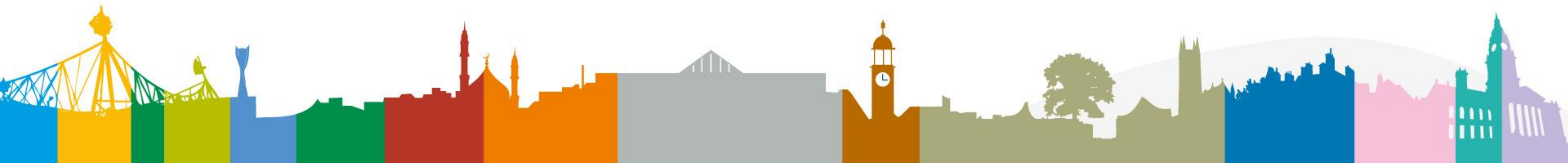
Develop a wider vocabulary and understanding of more words.



This Pre-Phonic stage prepares children to ...

Understand that words aren't just labels for objects, actions and feelings.

Words are made up of a series of speech sounds.



Meow!

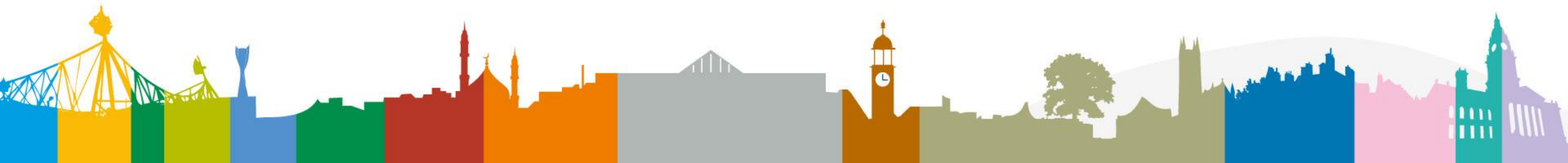
cat

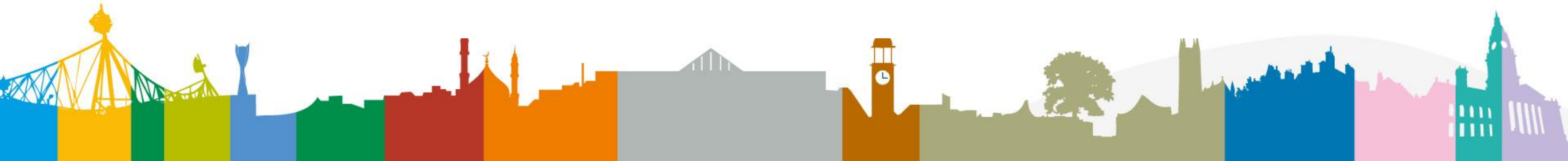
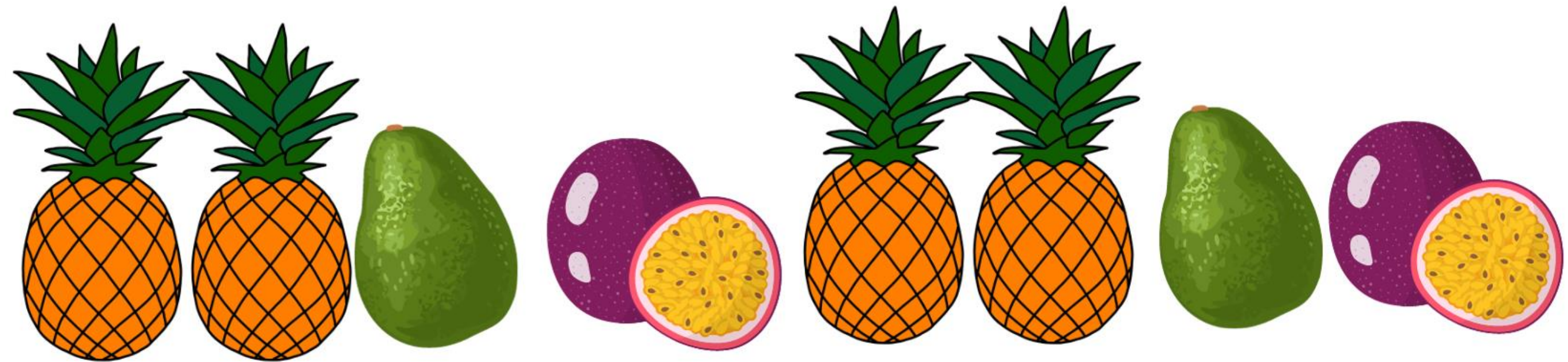
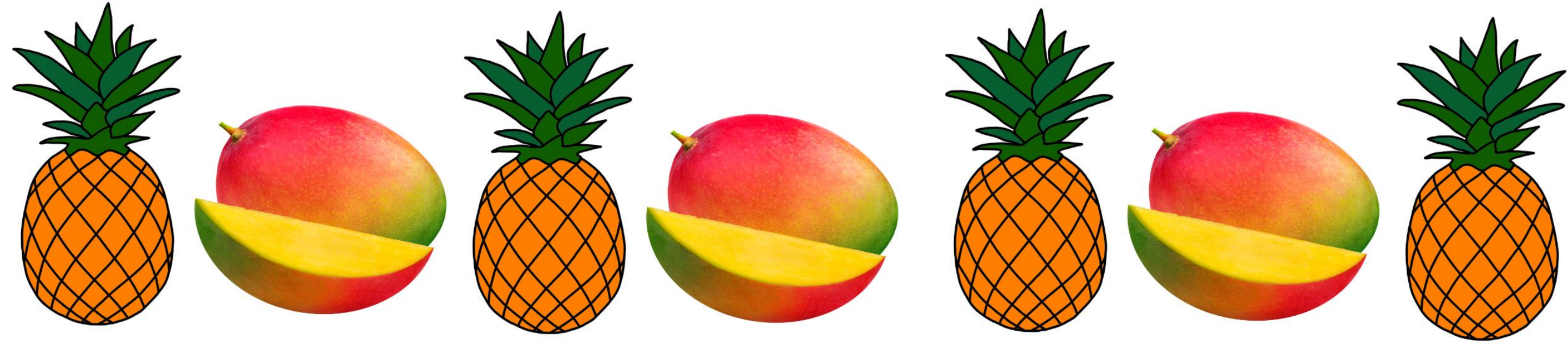


Let's Play Clapping Fruit!

Pineapple
Mango
Tangerine
Papaya
Guava
Avocado

Start Well Stories!



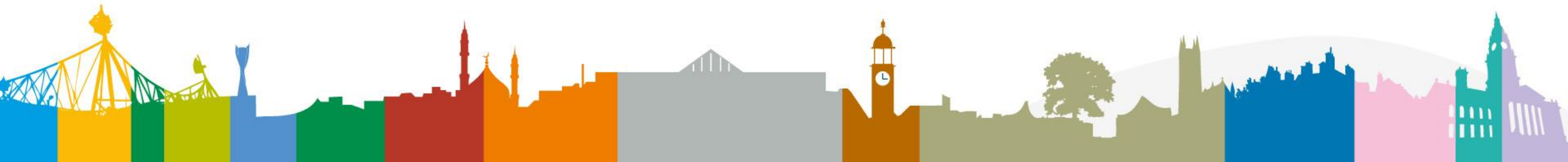


A progression in pre-phonics learning

| | | | | | | |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Pre-Phonic Progression | Auditory Discrimination and memory Recognise, remember and talk about the similarities and differences in.... The sounds that we hear The sounds that we say | | Visual discrimination and memory Recognise, remember and talk about the similarities and differences in.... The shapes that we see | | Key reading behaviours | Vocabulary |
| Listening and Attention | Familiar Sounds Musical 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 |
| 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. Creating own patterns and symbols matched to words and actions. | | 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 | |

Important

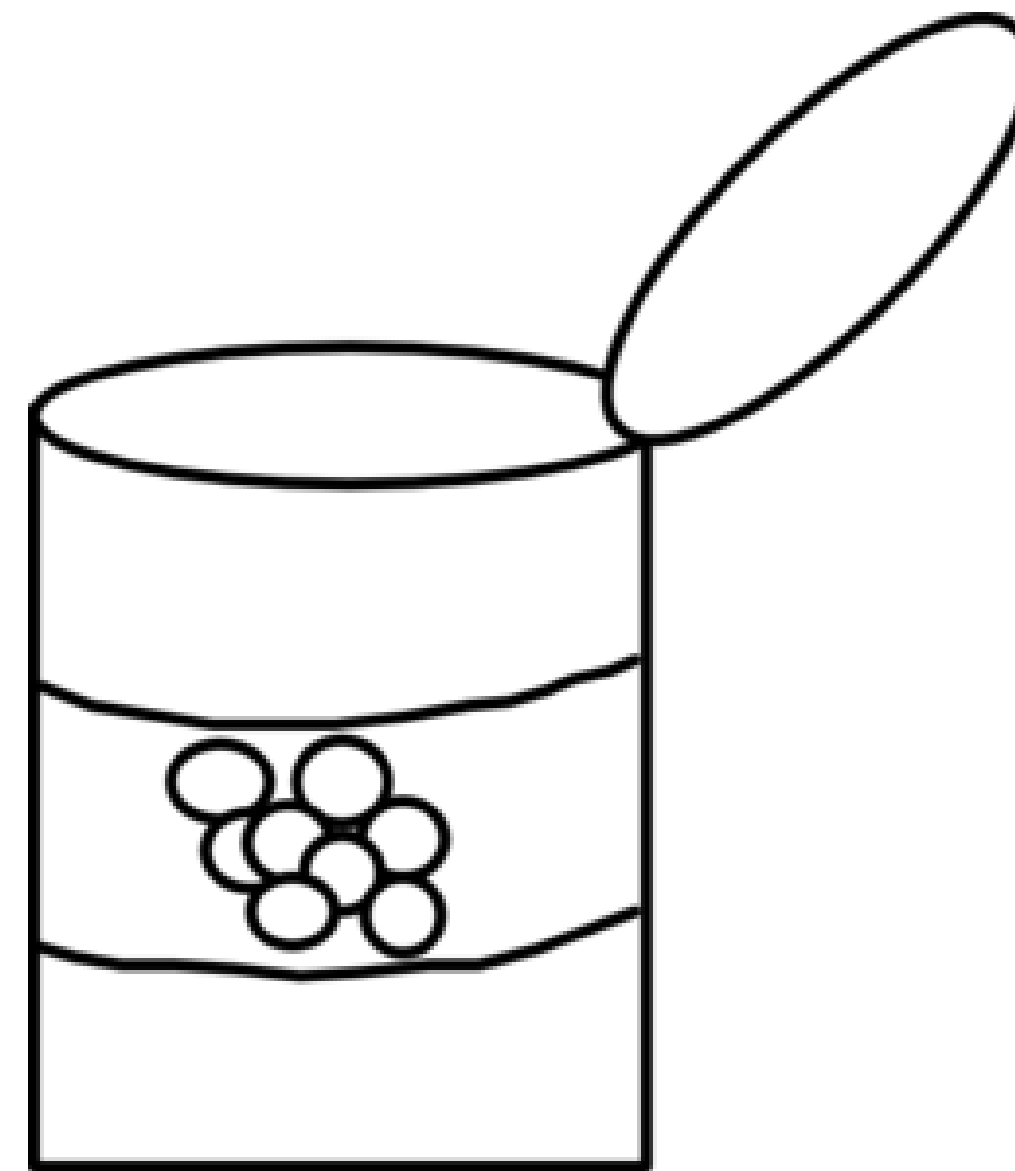
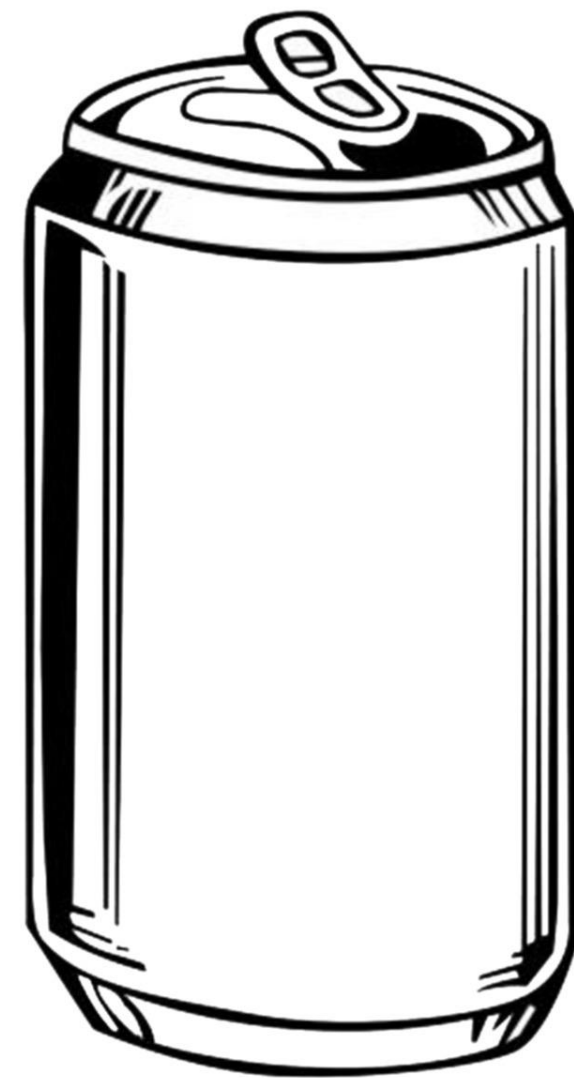
- In Nursery and Preschool we are PREPARING children for reading- not racing ahead.
- If children aren't well prepared at this pre-phonics stage, difficulties occur later.
- There is no emphasis on reading or writing at this stage.



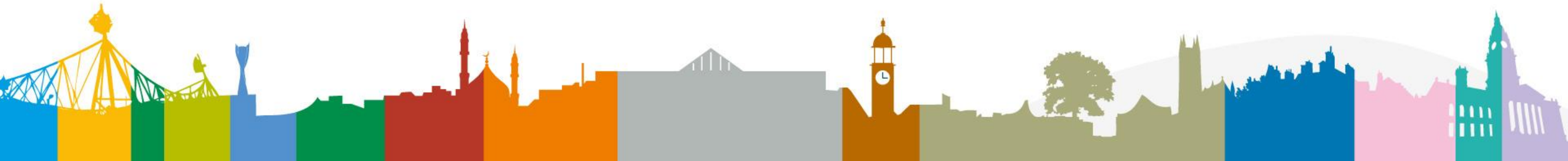
Are your eyes ready for reading?



Visual Discrimination

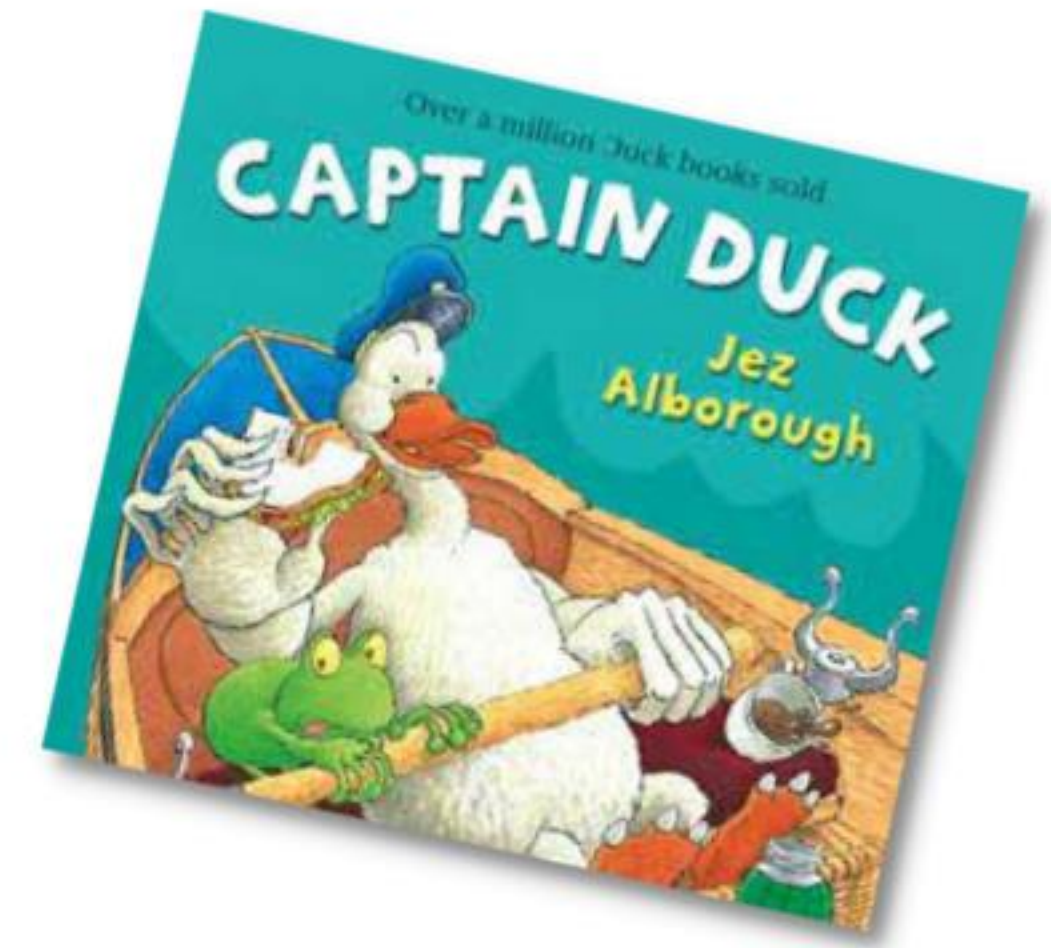
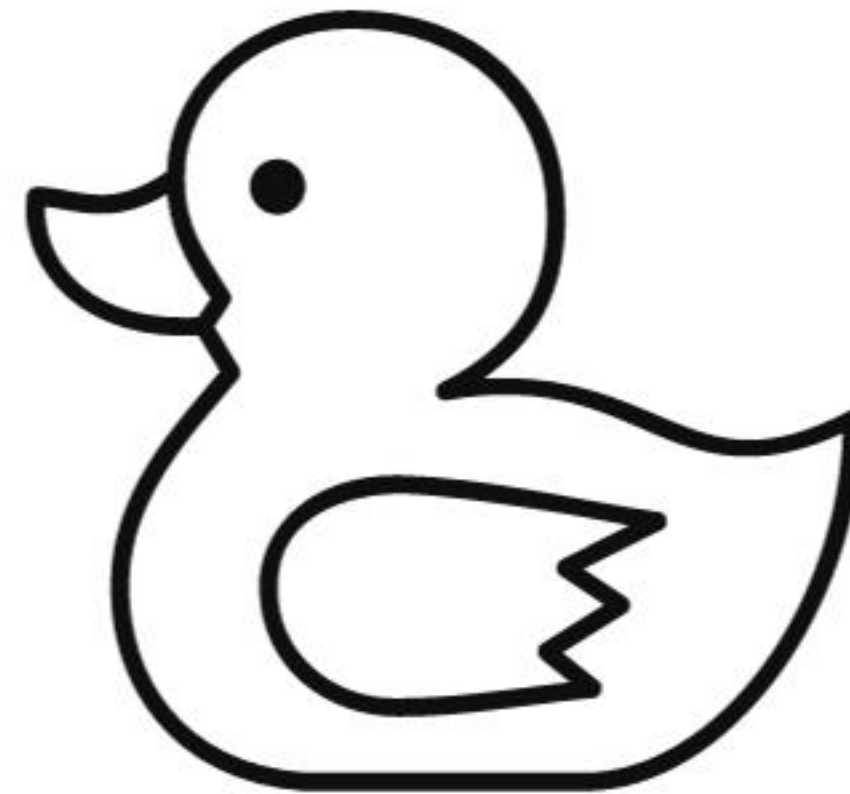
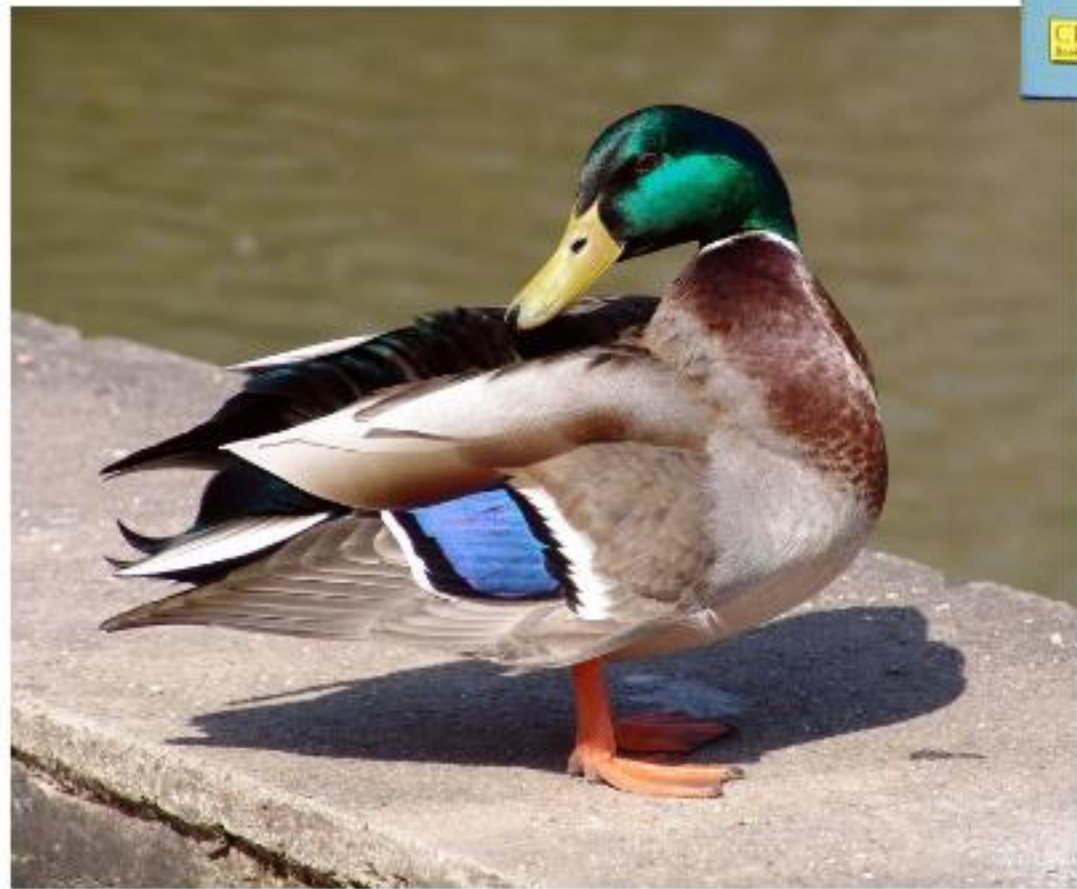
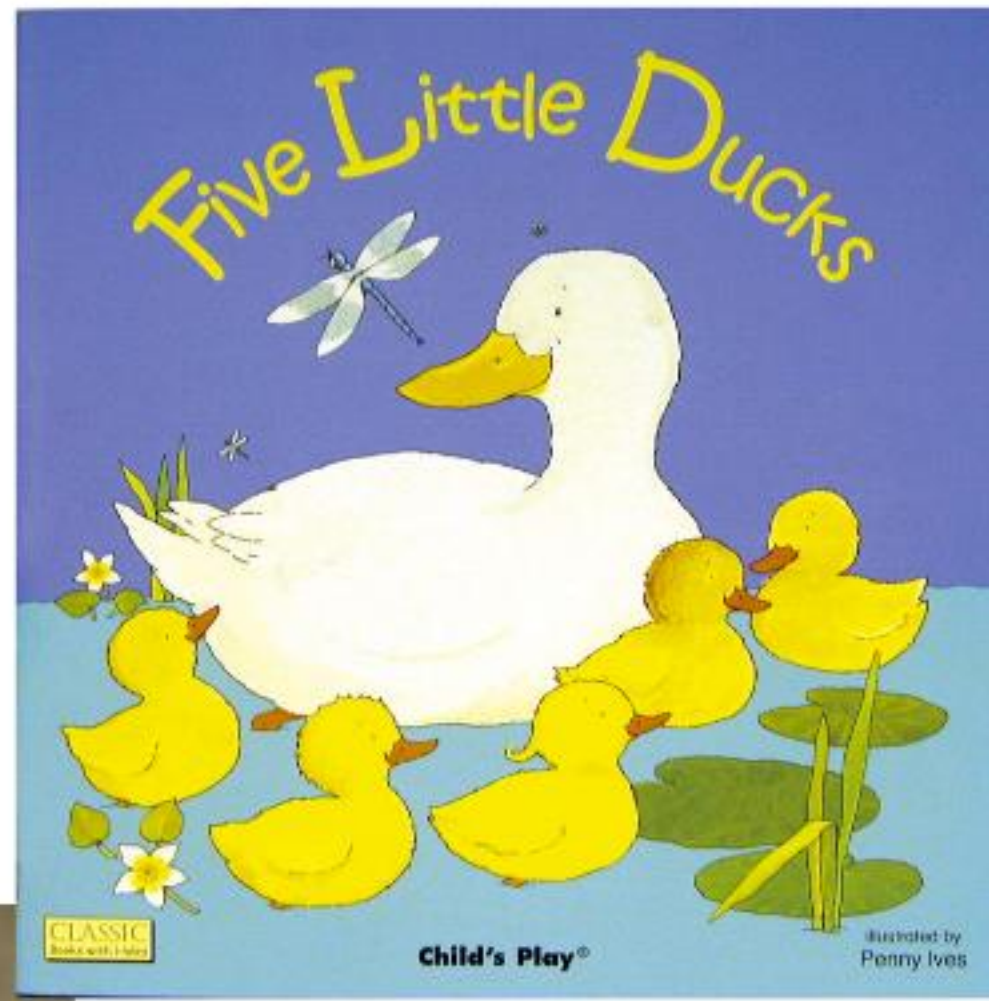
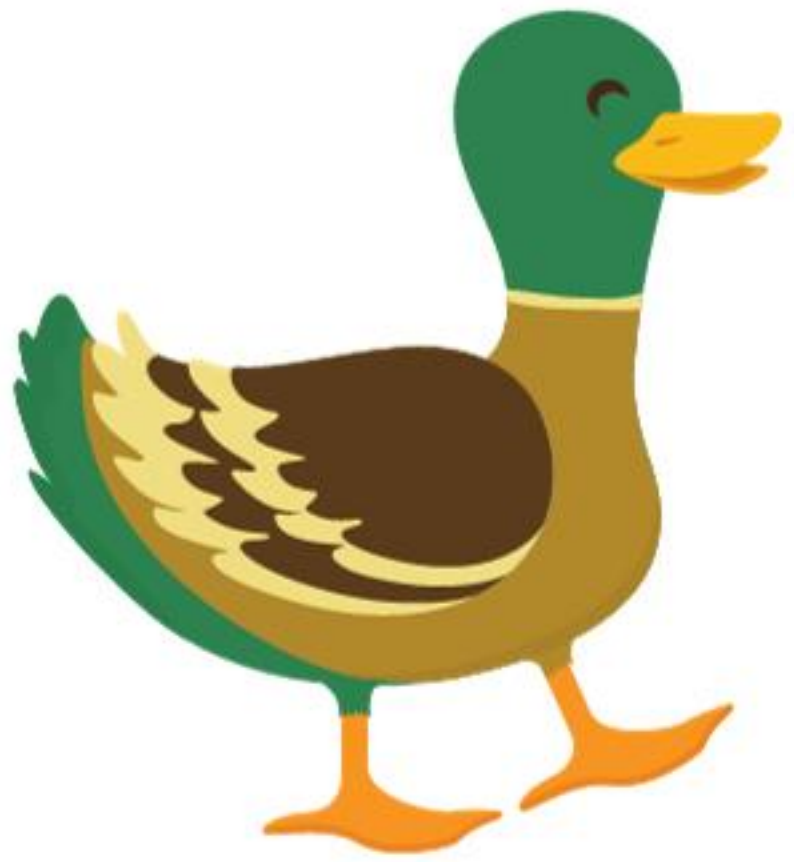


can
CAN
can



Provide multiple multi-sensory encounters

Represent the same thing in different ways, over and over again!



Visual discrimination

- Spotting the **similarities and differences** between letter shapes **begins with spotting the similarities and differences in everyday objects, shapes or patterns.**
- Abstract or unknown images can cause unnecessary confusion at this stage!





Looking for the similarities and differences in
everyday things

Similar but different.....



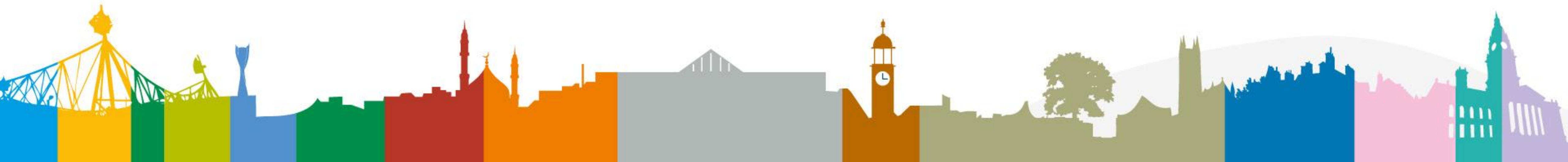
The Button Box



large
small
tiny
middle sized
holes
shiny
sparkly
metal
plastic
material / fabric
shape



Remember the 5 Golden
Rules:
Model and Extend



Lots to talk about!





Michael Whaite

100 CATS

From the creator of 100 DOGS

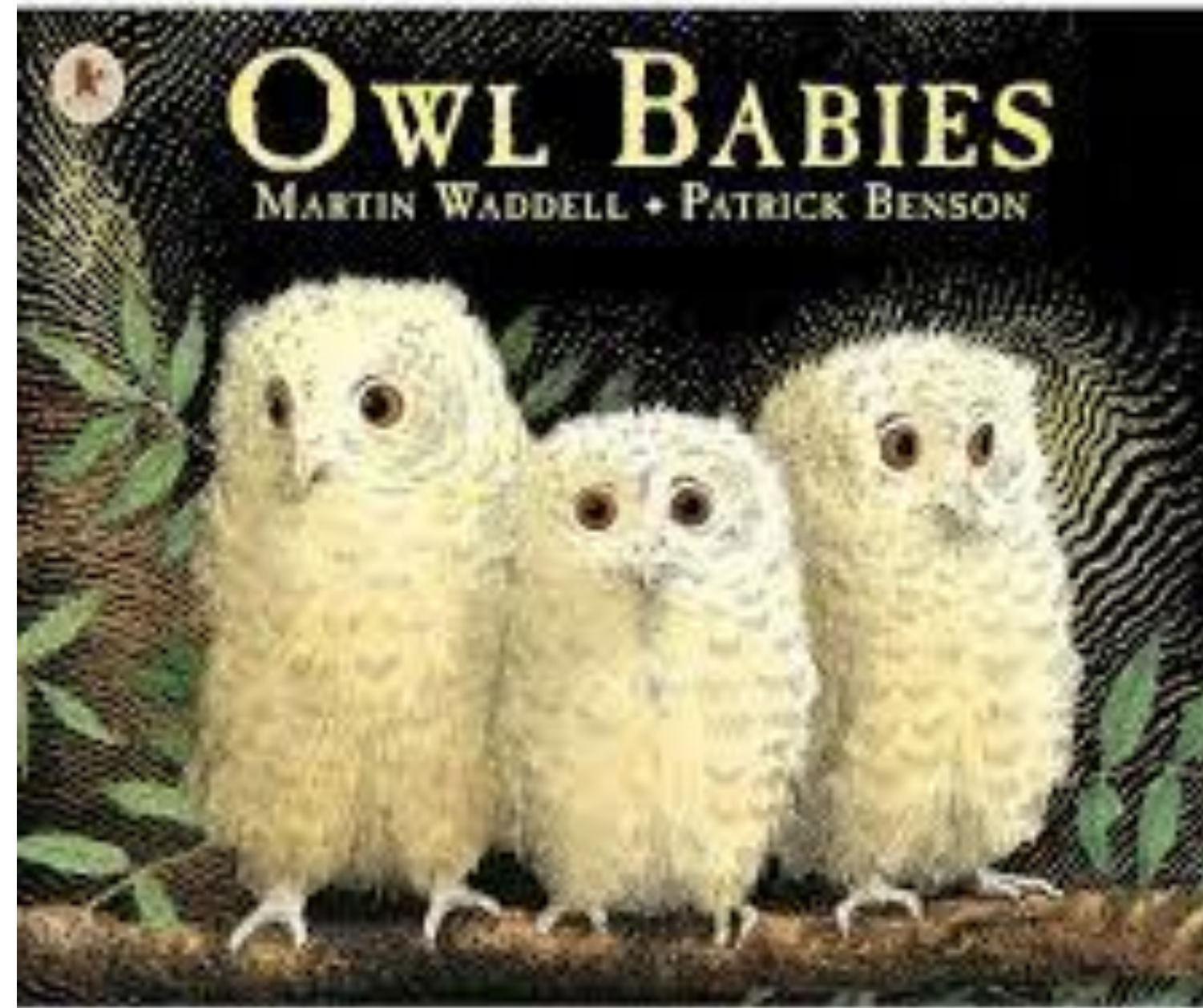
Michael Whaite

100 DOGS

Michael Whaite

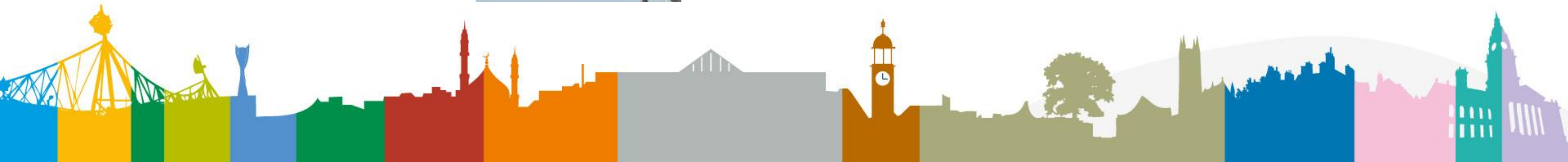
100 BIRDS

From the creator of 100 DOGS



Start Well Stories!

Naming, describing,
multiple multisensory
encounters



Spot the Difference



FIND THE 5 DIFFERENCES



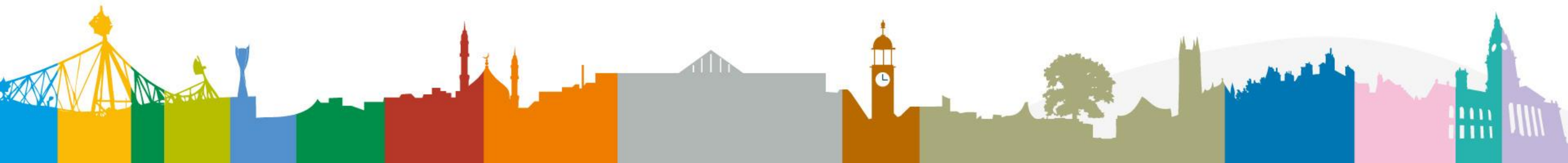
Brilliant Books



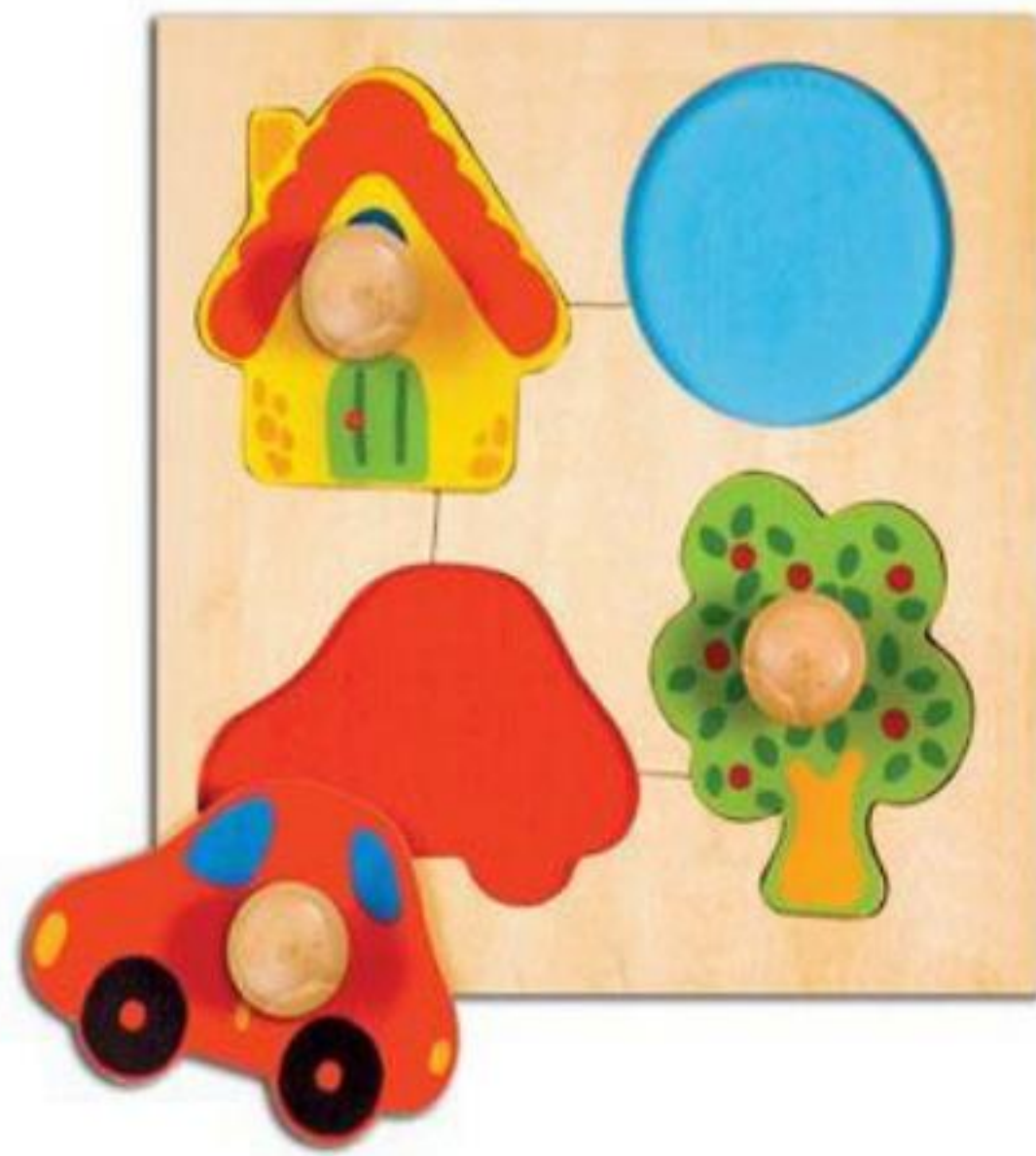
Visual Memory

Brain Training for beginners!

Start off with big
differences, becoming more
similar over time

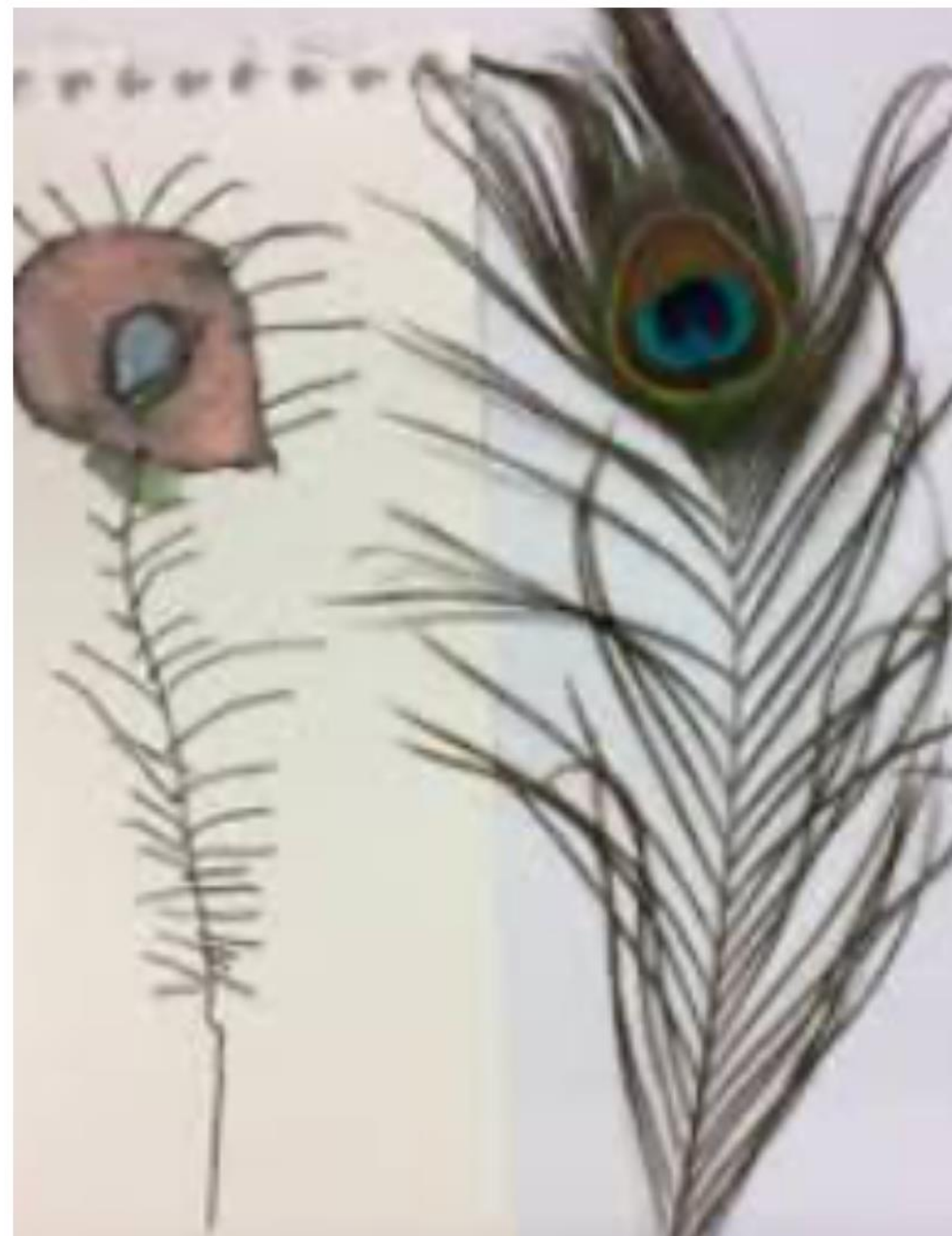


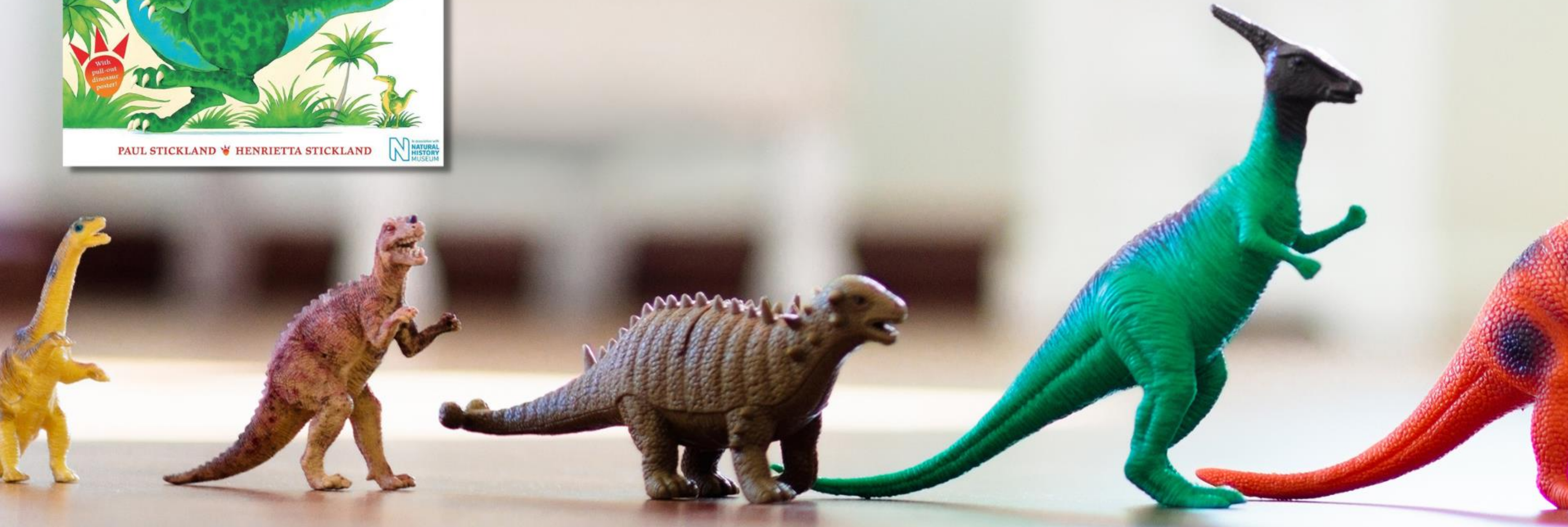
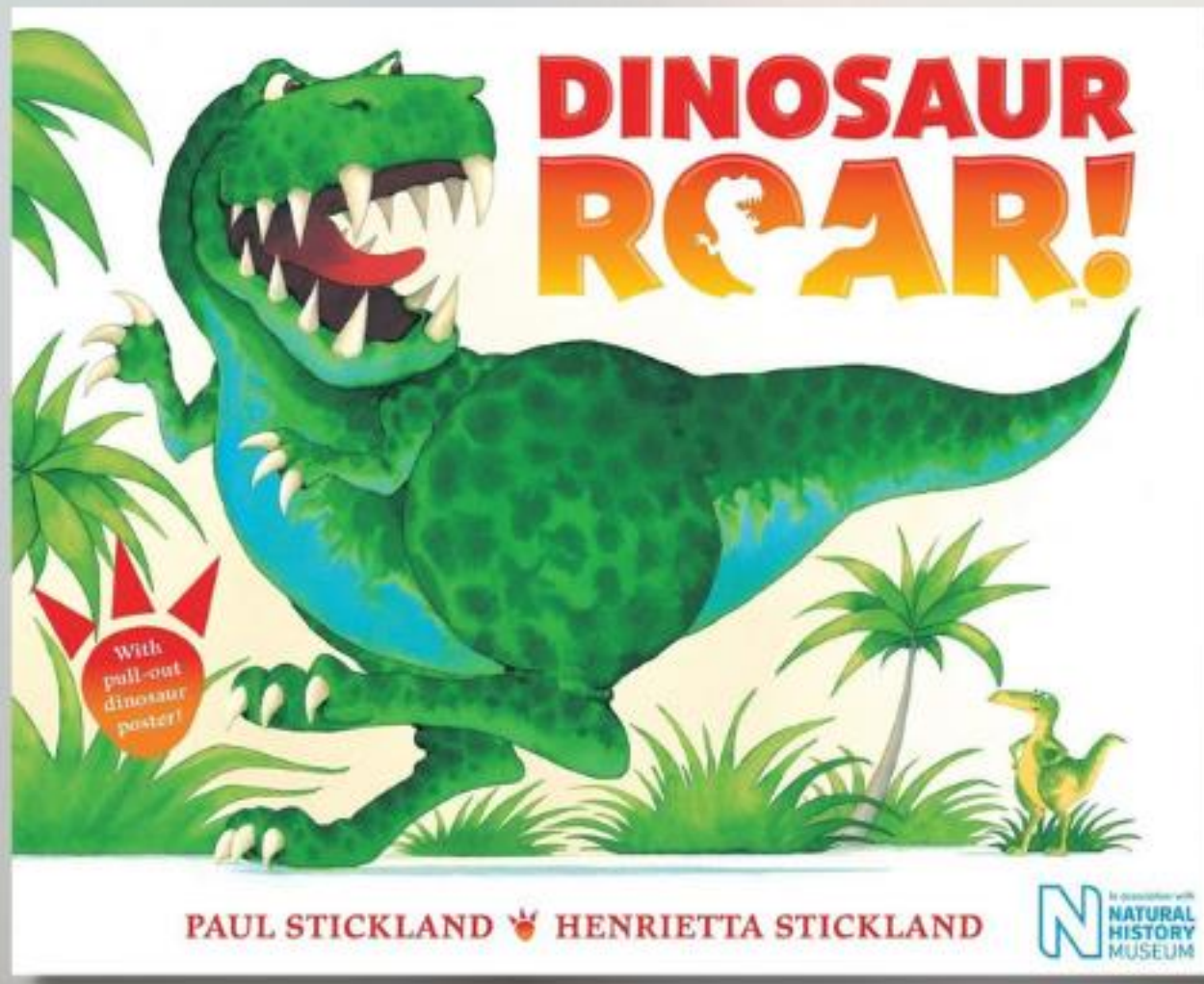
A progression of puzzles



Visual Memory

Observational
drawing or painting
trains children to look
closely and
remember.

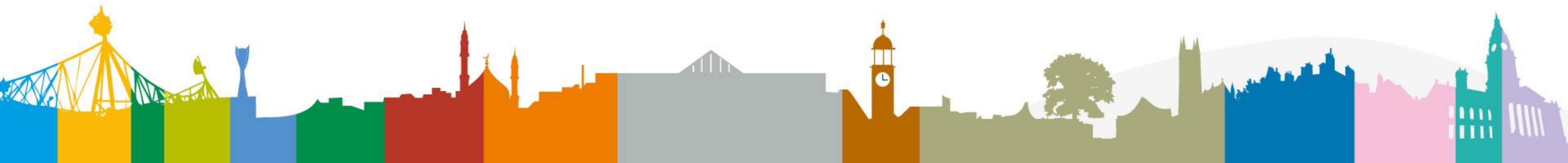




Which Dinosaur is missing?

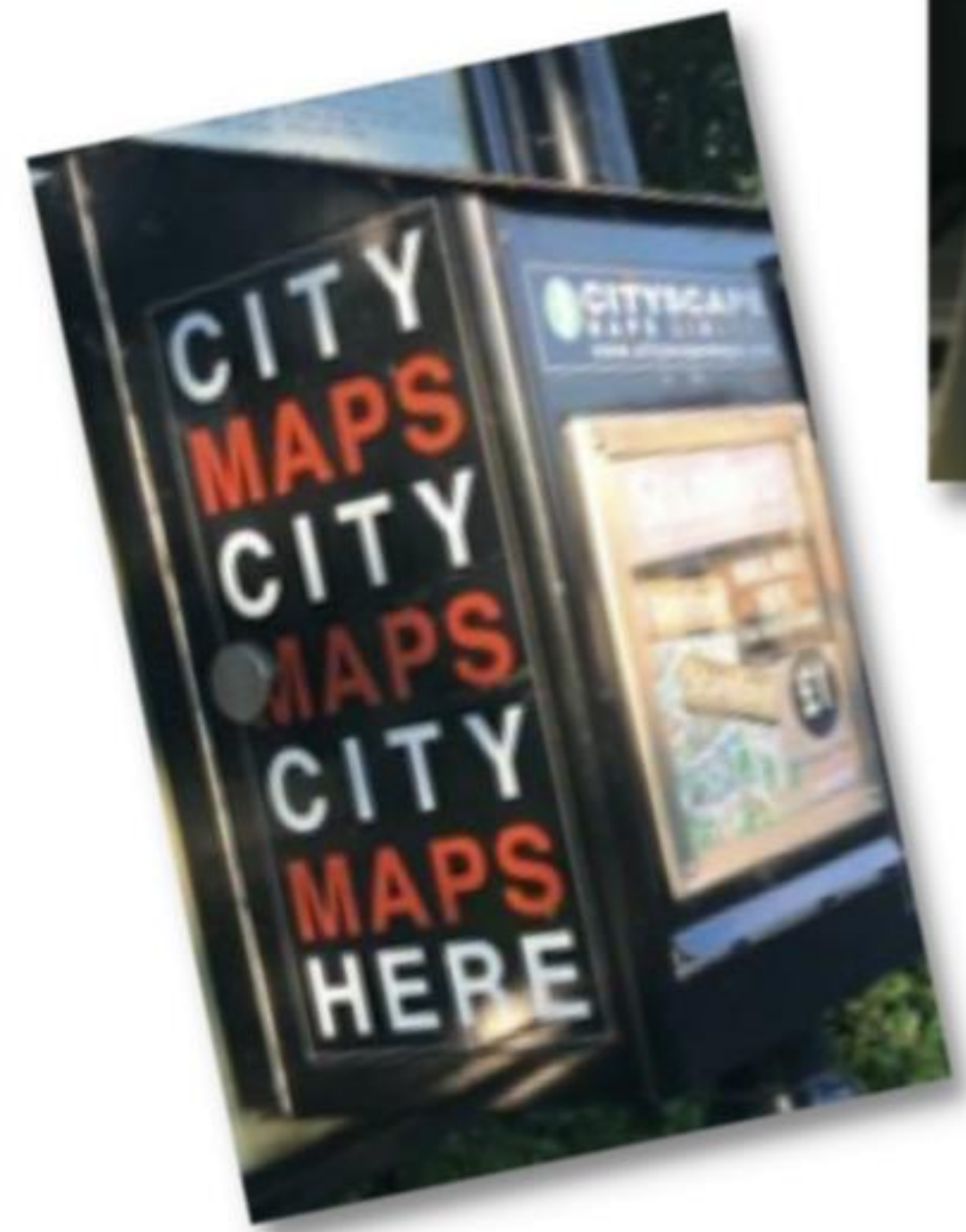
Visual Memory

- Holding a visual image in the short-term memory.
- Recalling and matching a visual image.
- Name Recognition is a key part of the Visual Discrimination journey!



Similar but Different

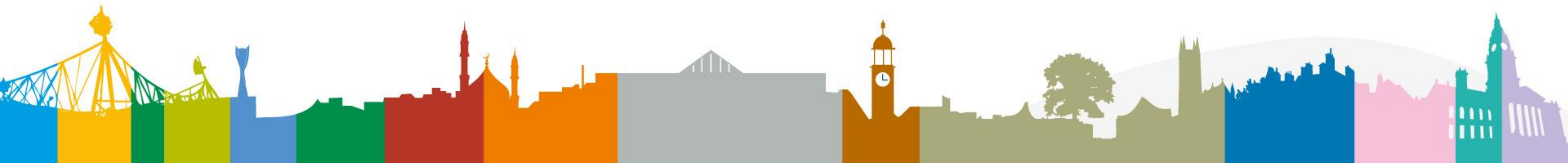
Molly



Milestones to look out for

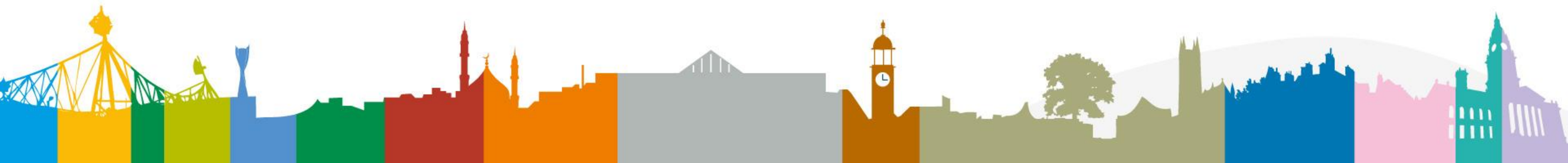
Can the children:

- Simply describe a range of similar objects?
- Find an object, item or picture based on the description?
- Match shapes and images in sorting games and puzzles?
- Isolate items which don't visually match a set?
- Sort items / pictures by visual categories?
- Complete up to 16-piece puzzles independently?



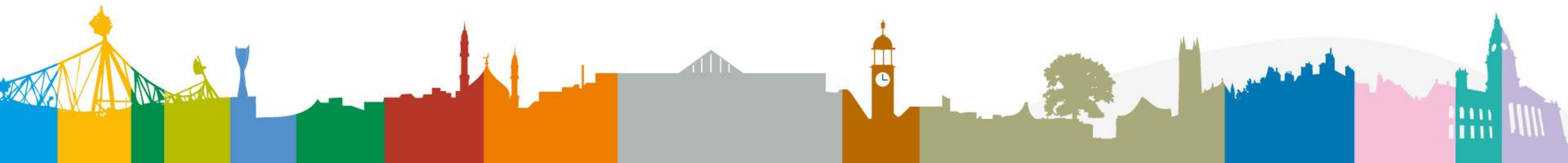
What we've learnt so far

- Children need to have good visual discrimination and visual memory to be able to read.
- Visual discrimination helps children to spot the similarities and differences between objects or shapes.
- The same things can be represented in many ways.
- Sorting objects verbally develops alongside visual discrimination.



Reflecting on practice

- Do reading books encourage looking for similarities and differences?
- Do role play props encourage looking for similarities and differences?
- Do children have opportunities to explore similarities and differences in open ended collections?
- Are the same things represented in lots of different ways?



Reflecting on practice

- Do matching activities provide challenges for different stages of development?
- Do shape sorters and puzzles provide a clear progression?
- Is observational drawing and painting something you guide regularly?



Developing Phonological Awareness



A progression in pre-phonics learning

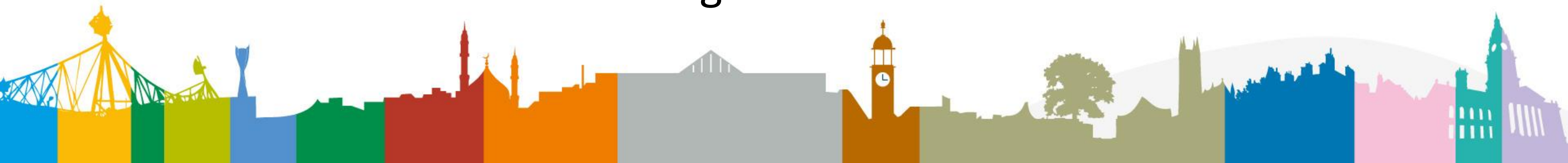
| | | | | | | |
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| | Oral blending | Oral segmenting | | | | |
| Early Reading | Blending | Segmenting | Recognising Letter-sound correspondences | Recognising some common exception words | Pointing to words with 1-1 correspondence | |

Starting Points

Before developing an awareness of syllables, check that children have a basic understanding of words as labels first .

Also make sure they've had plenty of opportunities to move rhythmically to music.

Joining in with clapping a steady beat is the perfect starting point for learning about syllables. It's easy to do this using songs, stories and games!



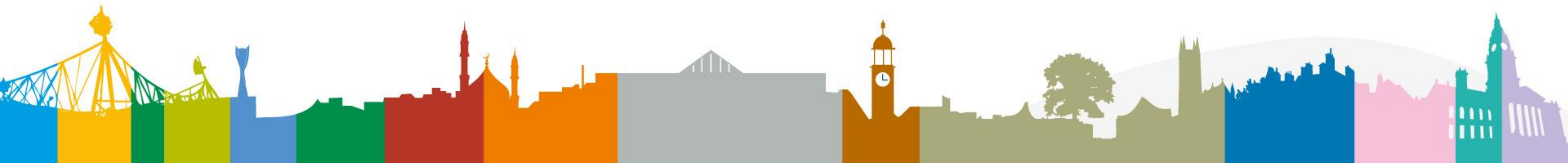
Let's play Feel The Beat



An Awareness of Syllables

Developing an awareness of syllables helps children to understand that spoken words aren't just labels for actions or objects.

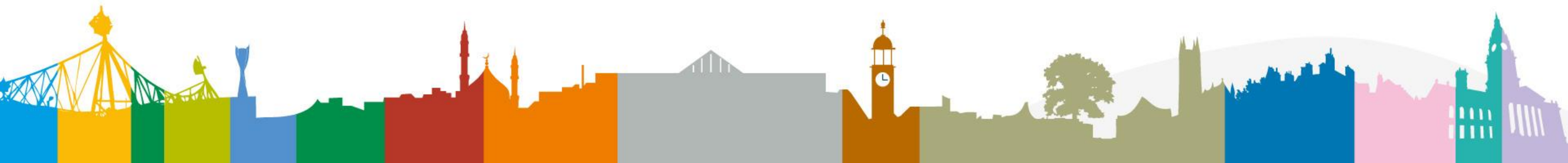
All spoken words are made up of spoken sounds, and developing an early awareness of syllables helps children to begin to hear these chunks of sounds.



What are syllables?

- We often think of syllables as beats in a word.
- Each 'beat' we hear in a word is a syllable.
- Syllables are parts of a word which contain a vowel sound
- 1 vowel sound = 1 syllable

a e i o u

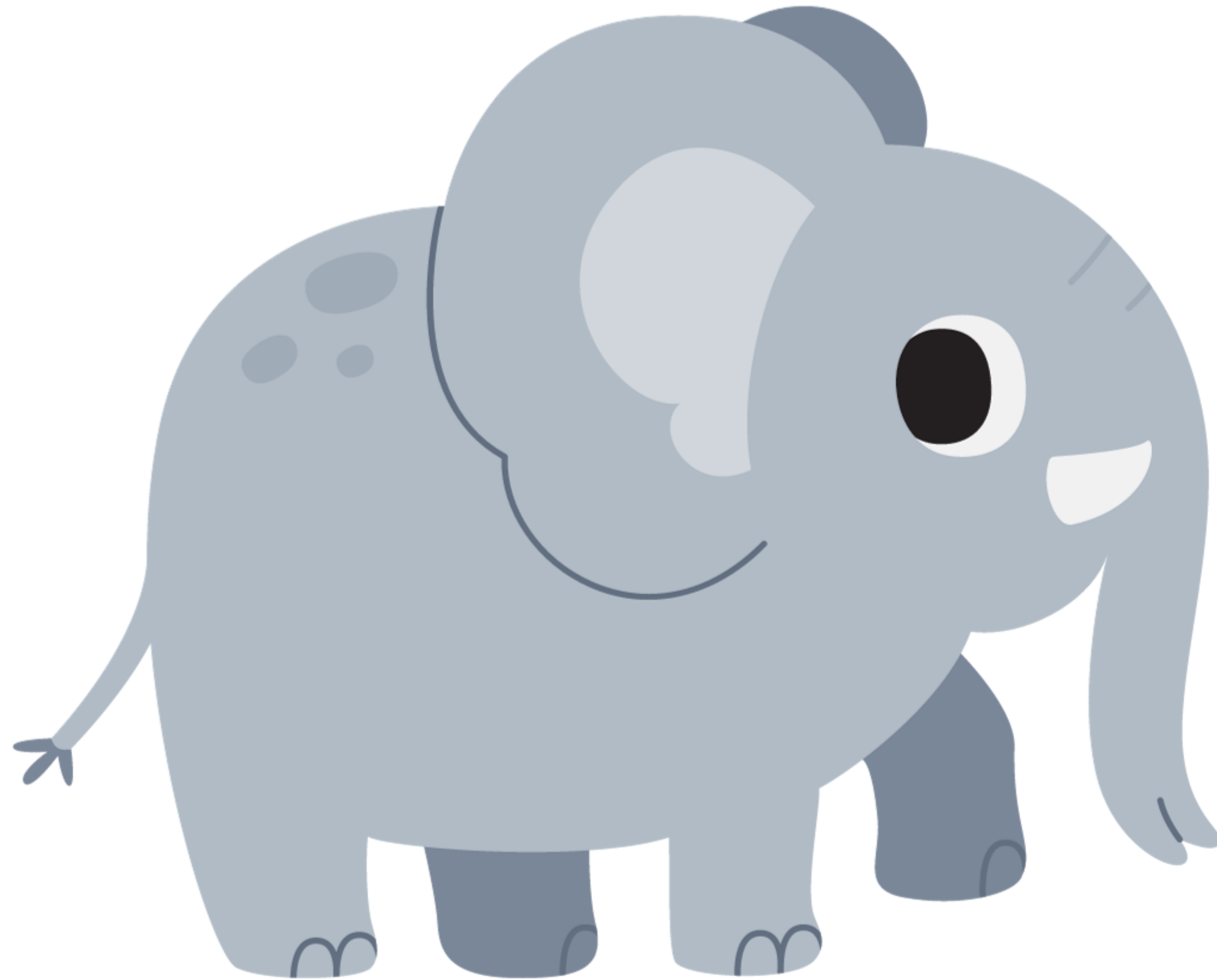




sloth



pa-rrrot



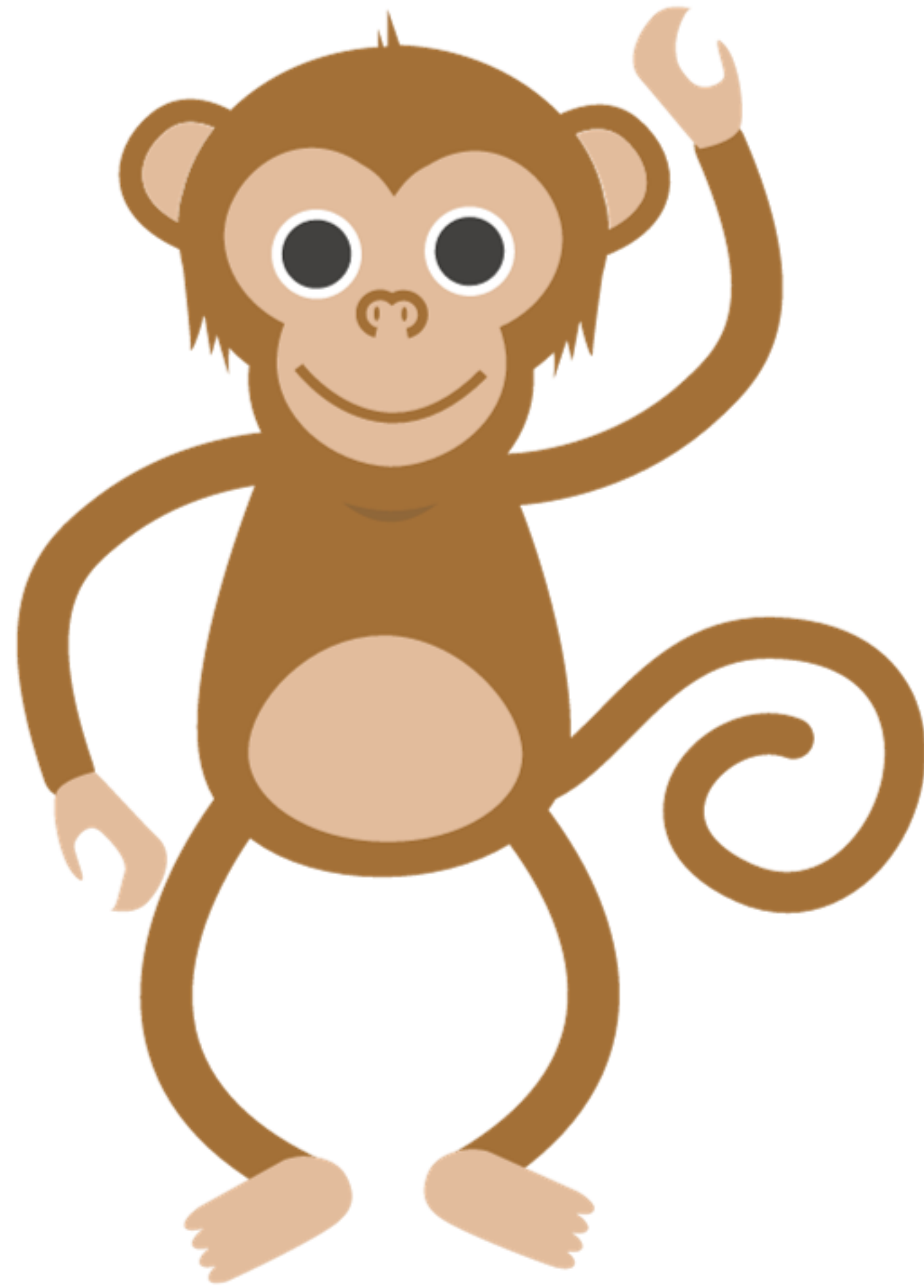
el-e-phant



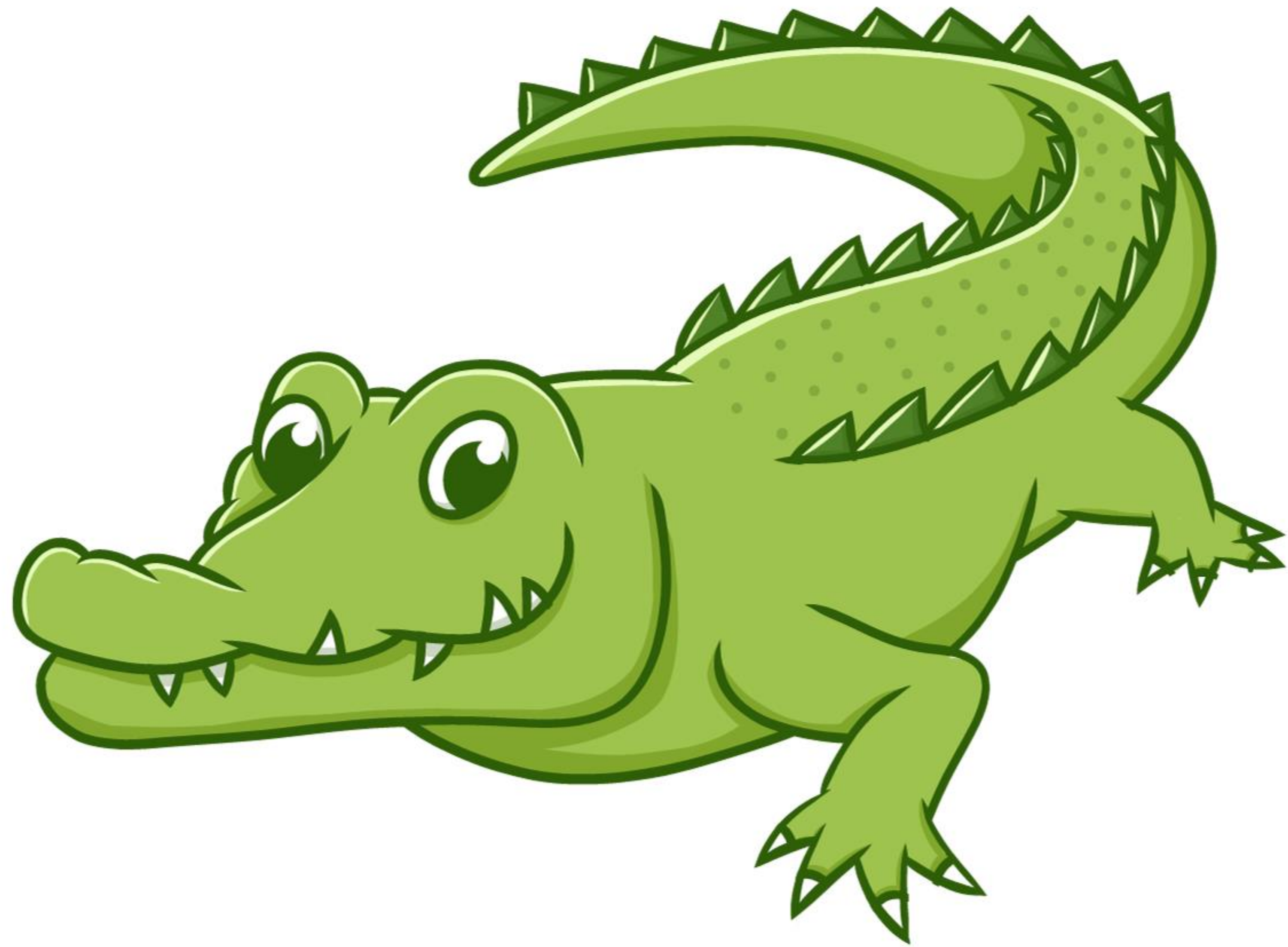
cha-me-le-on



snake



mon-key



croc-o-dile

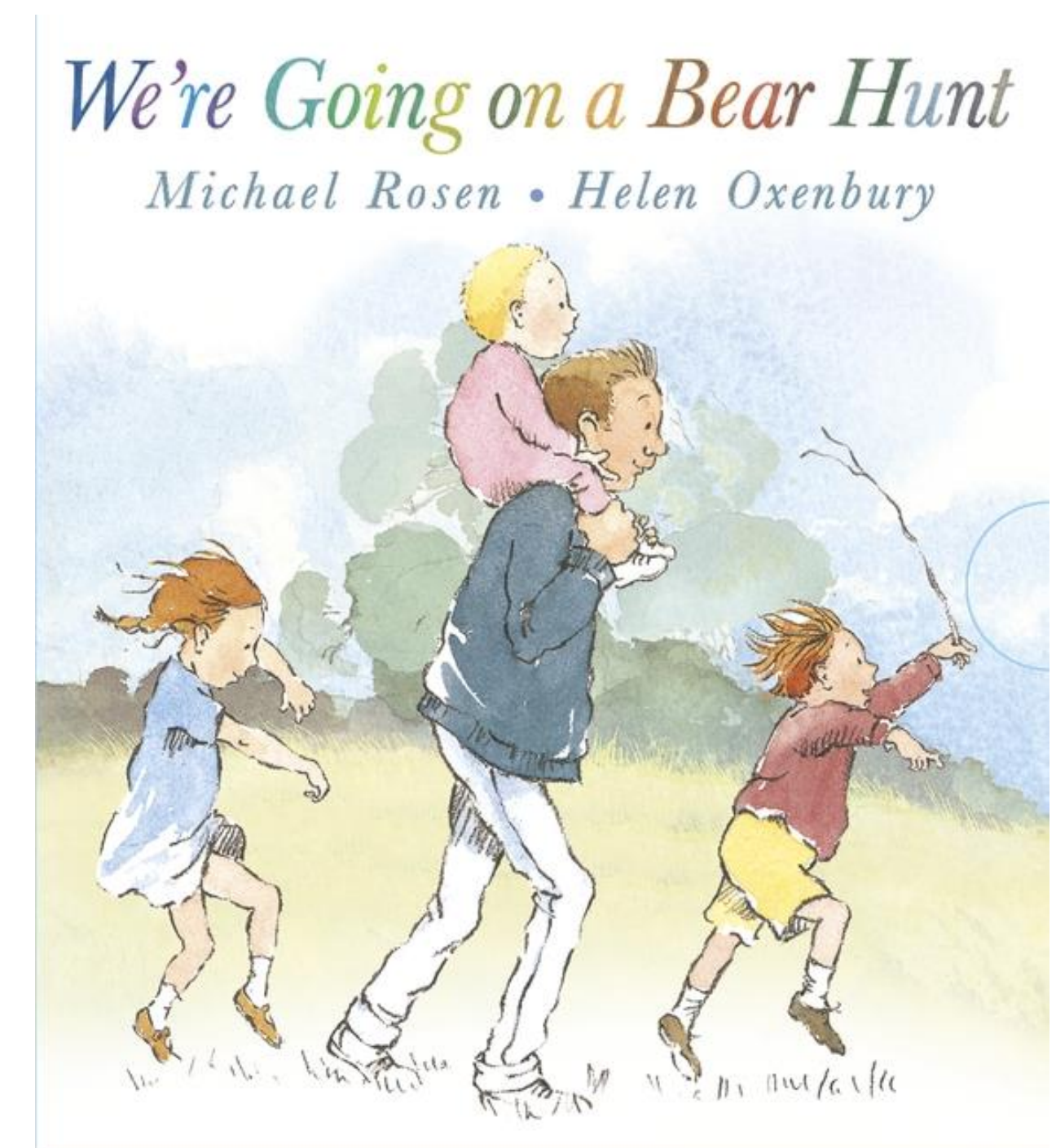


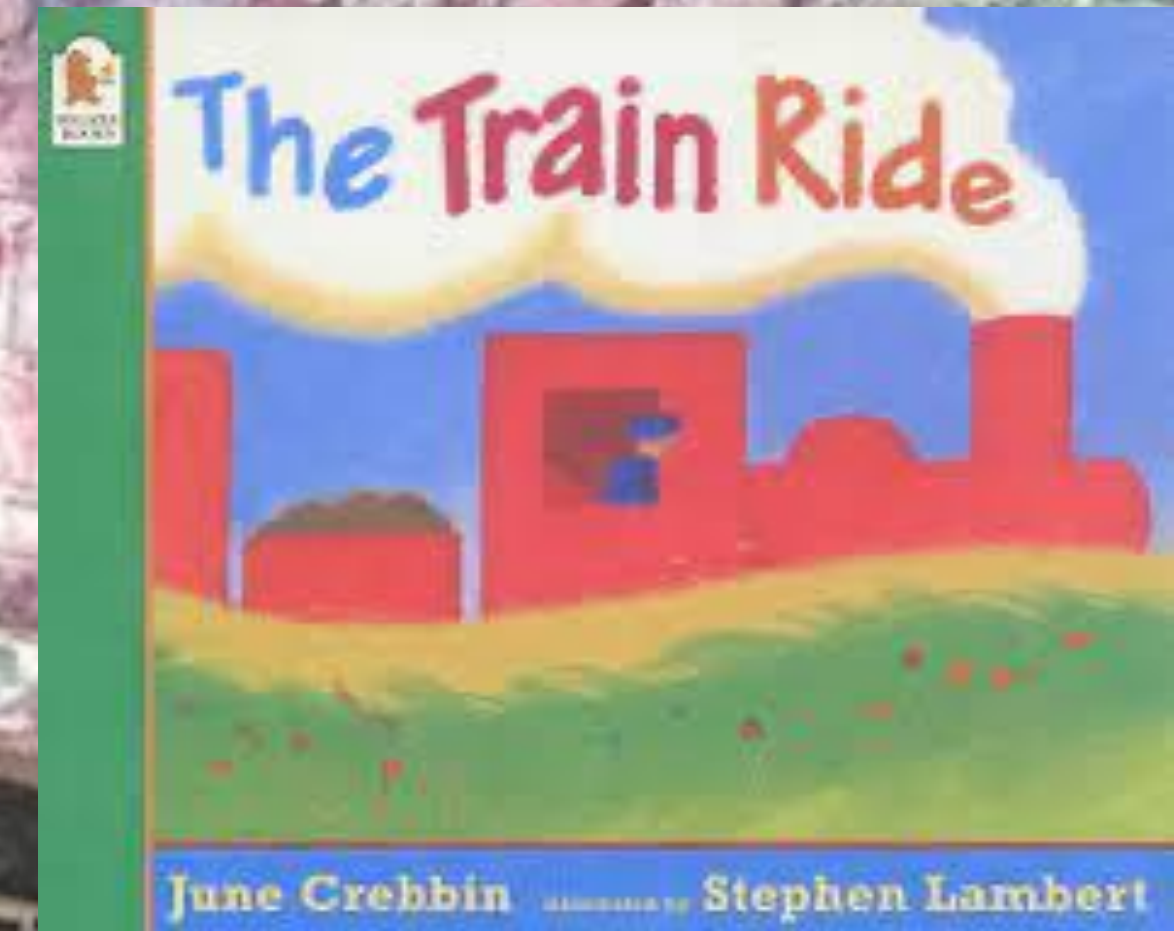
**Which animal am I
clapping?**

Books with predictable and patterned language

- Stories, songs and rhymes with predictable and patterned language are a key part of developing phonological awareness.
- Children need to join in with these as much as possible!

Start Well Stories!





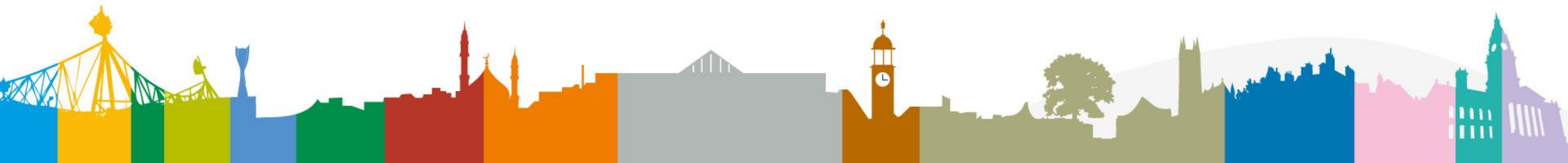
‘Getting on the fast train,
Ready for a ride.
Don’t forget your ticket,
.....step inside

‘Clackety clack,
Clackety clack,
Clackety clack,
Clackety clack’

Remember...

We are NOT expecting the children to know or understand the term 'syllable', or what a vowel is.

We need to know these so we can help the children to clap out these 'beats' in stories, songs, rhymes and games by joining in.



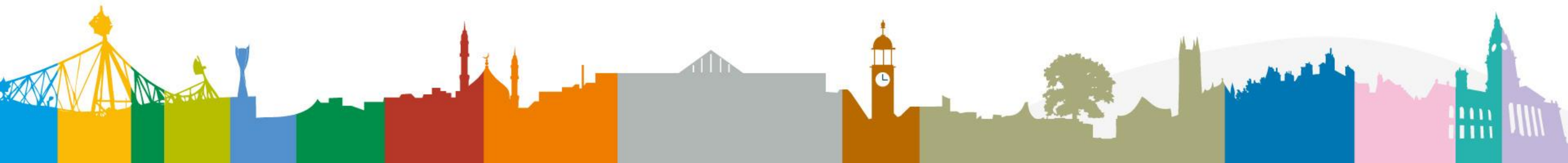
Let's play The Little Drummer's Drumming

Molly is the drummer,
Molly is the drummer,
Molly is the the drummer,
Let's hear her play her name.

Let's hear her play her name,
Let's hear her play her name.

Molly is the drummer,
Molly is the drummer,
Molly is the the drummer,
We heard her play her name.

*Sing to the tune of
The bear went over the mountain*



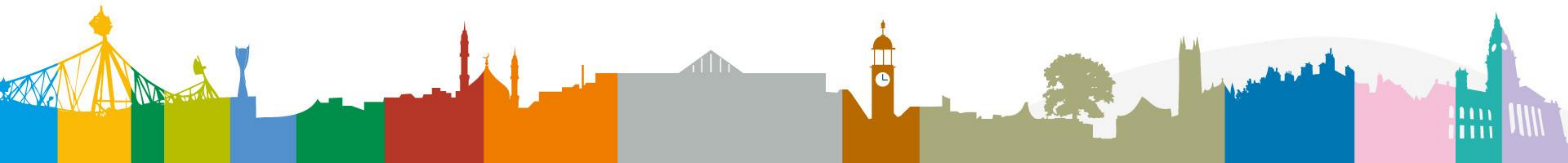
What we've learnt so far...

- Developing Phonological Awareness is a key pre-reading skill because it helps children to be aware of spoken sounds in words.
- An early awareness of syllables helps children to hear big chunks of spoken sounds in words, these can be created by syllables.
- Syllables create the rhythm in stories, songs and rhymes.
- First, children need to be able to clap a steady beat by joining in with rhythmic stories, songs and games.



What we've learnt so far...

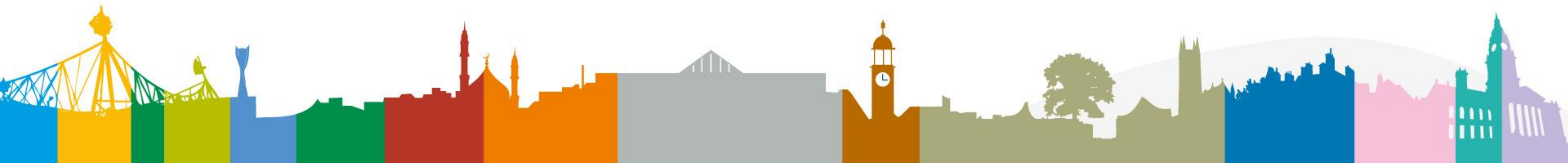
- Syllables are created by the vowels in words, these create the 'beats' we hear in language.
- The children don't need to understand the term 'syllable' at this stage, they just need to begin to hear syllables as 'beats' in words.
- Joining in with rhythmic activities builds confidence and memory.



Milestones to look out for

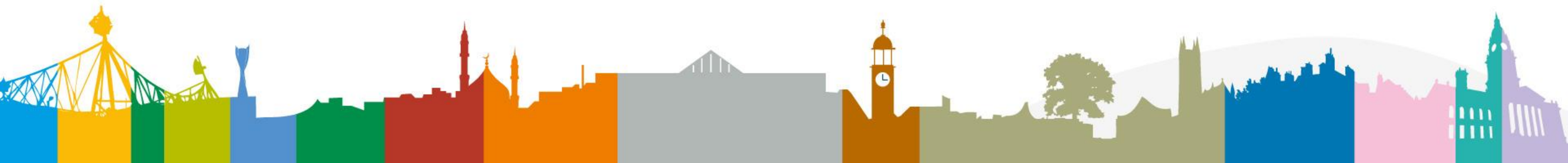
Can the children:

- Join in and clap a steady beat independently?
- Hear, remember and copy simple clapping patterns?
- Hear, remember and copy more complex clapping patterns?
- Clap the syllables in their names?
- Clap the syllables in everyday words?



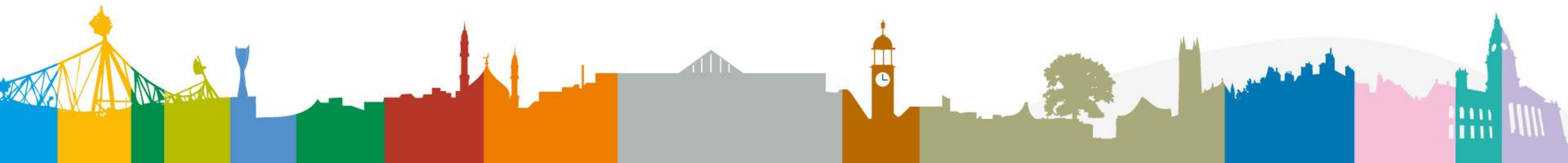
Reflecting on practice

- Are there enough rhythmic books with repeated phrases?
- Do the children clap a steady beat every day as they sing?
- Do the children join in with clapping patterns which start off simply, and become more complicated?



Reflecting on practice

- Do we clap the syllables in children's names as part of our everyday routines?
- Can I easily identify the syllables in everyday words, or do I need more practice?
- Do we share simple ideas for rhythmic books, songs and activities with families? Could we do this even better?



How Rhyming Helps Reading...

- Developing an awareness of rhyme helps children to understand that spoken words are made up of spoken sounds.
- Like learning about syllables, rhyming helps our children to hear chunks of sounds, listening out for when these sound 'chunks' sound the same, and when they sound different.
- Having a basic awareness of syllables can help children with rhyming.



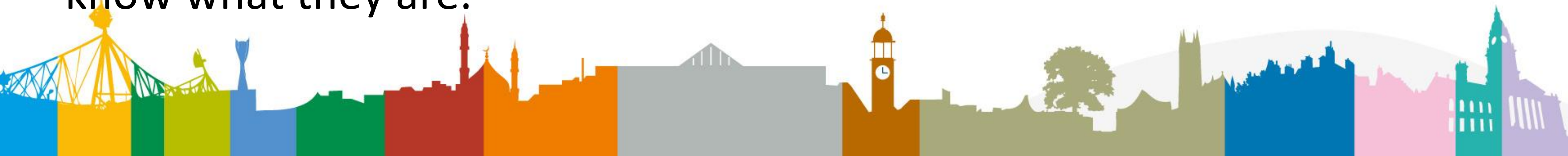
What makes words rhyme?

Rhyming is created by two parts of a syllable within a word

The Onset and the Rime

Onset and Rime break syllables down even further into smaller sound chunks.

Practitioners don't use these terms with children, but we need to know what they are.



Onset

The initial consonant, or group of consonants, in a syllable

d
og

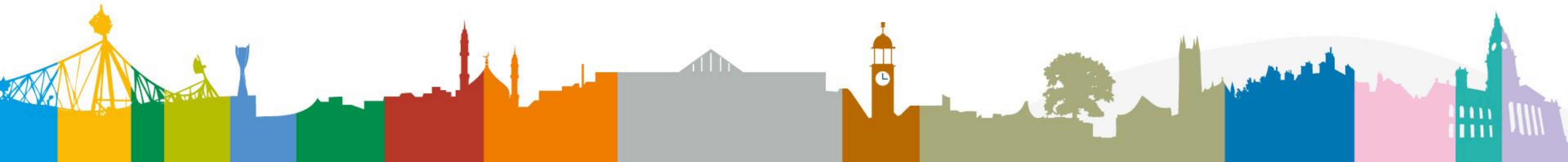
h
en

p
ig

sh
eep

str
aw

a e i o u



Rime

The vowel plus any following consonants

dog

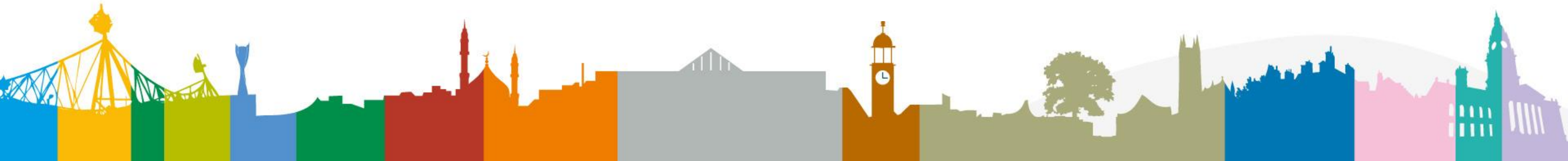
hen

pig

sheep

straw

a e i o u



Let's Play Bags of Fun!

Phase 1 Phonics Rhyming

super
sounds



bee

see

tree

three



chair

hair

bear

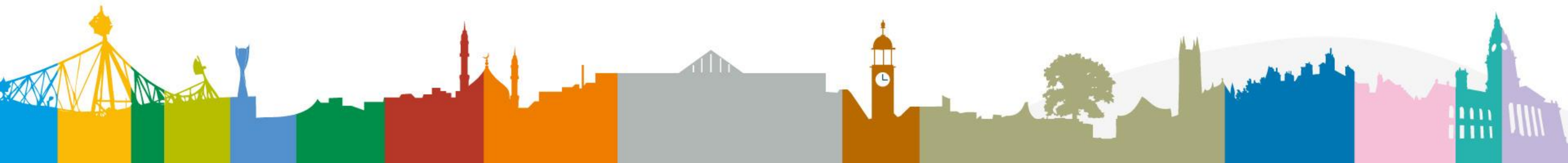
square



Let's Play Magical Words

Preschool Rhyming Game

super
sounds



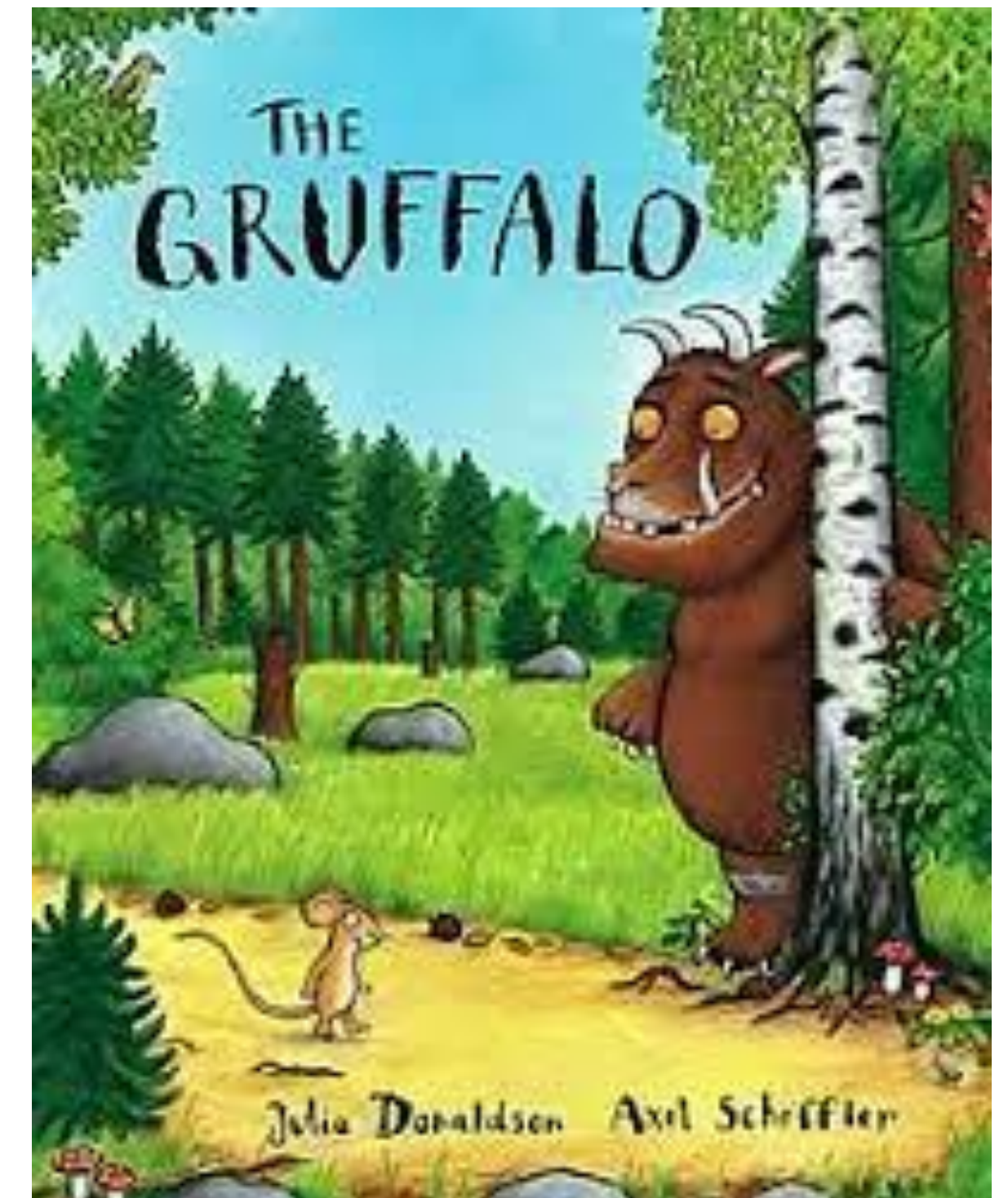
Starting Rhyming

Before children can begin to hear the similarities and differences in rhyming words, they need to have had lots of experience of rhyming stories, songs and rhymes.

Leaving out rhyming gaps in known stories is the best place to start.

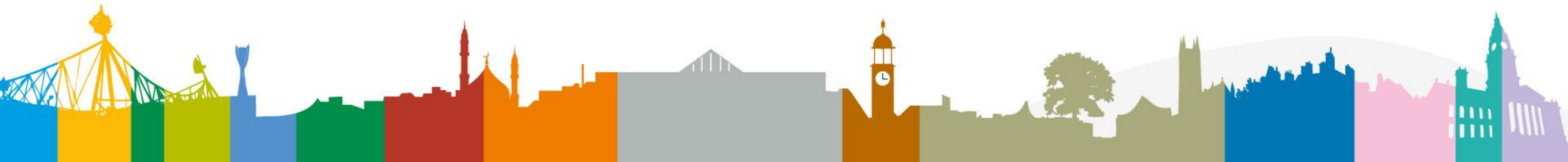
Play I Hear With My Little Ear

Start Well Stories!



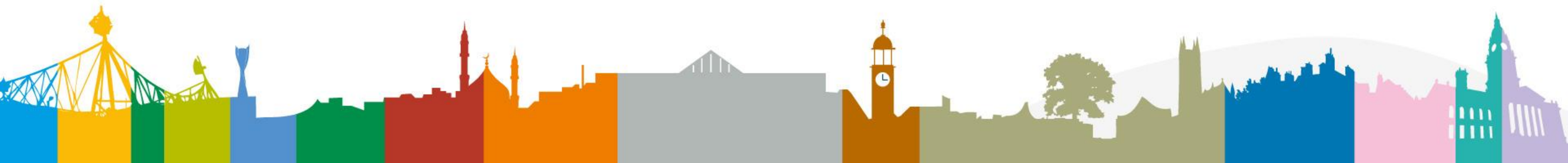
Rhyming Top Tips

- Organise your rhyming books
- Pick the best rhyming books
- Begin to leave out rhyming gaps
- Use everyday objects
- Practise rhyming in lots of different ways
- Listen for words that rhyme before finding words that don't
- Don't expect the children to tell you the words



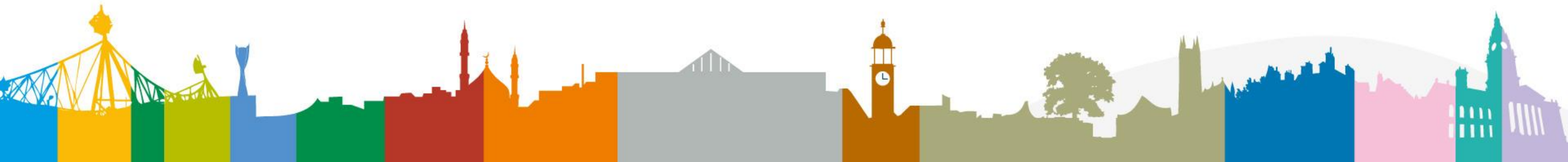
What we've learnt so far...

- Developing an awareness of rhyme helps children to understand that spoken words are made up of 'chunks' of spoken sounds. This is part of developing Phonological Awareness.
- Rhymes are created by two parts of a word; the Onset and the Rime.
- The Onset is the initial consonant, or group of consonants, in a syllable. The Rime is the vowel, plus any following consonants.



What we've learnt so far...

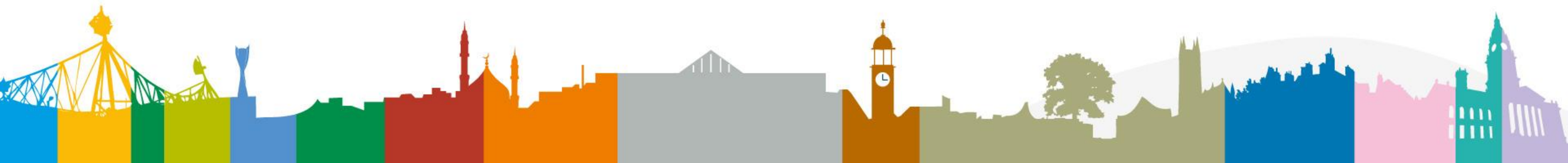
- Words rhyme when the rime is the same, and the onset is different.
- Learning to rhyme takes time! To be able to master rhyming, children need to be able to join in, copy, match, list and spot rhyming differences before we ask them to make up their own rhymes.
- Start with simple rhyming stories, songs and rhymes, encouraging the children to listen out for when the endings of words sound the same.



Milestones to look out for

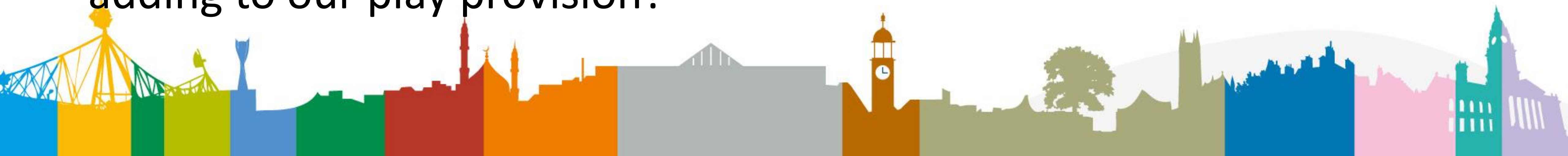
Can the children:

- Listen and join in with rhyming stories and songs?
- Fills in the rhyming gaps of known stories?
- Match rhyming pairs?
- Identifies objects that don't rhyme?
- Say a rhyming list?
- Make up their own rhymes?



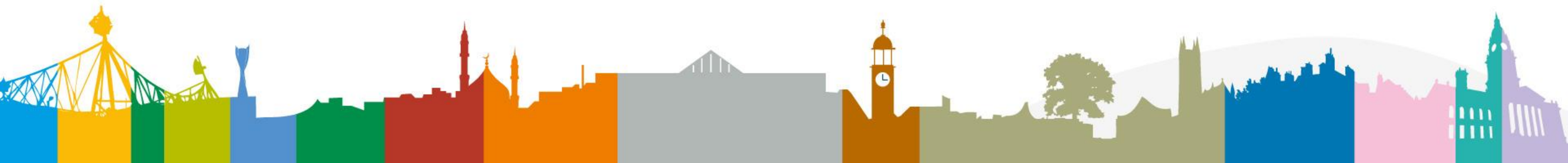
Reflecting on practice

- Are there enough simple rhyming stories and books with rhymes in?
- Do the children know some nursery rhymes and counting rhymes from memory?
- Do the children regularly fill in the rhyming gaps in books they know well?
- Do we have collections of real rhyming objects for playing games or adding to our play provision?



Reflecting on practice

- Do we have rhyming picture pairs or rhyming sets of pictures to play games with?
- Do we explain why rhyming is so important to families?
- Do we provide them with ideas for rhymes and rhyming books to share at home?
- Could we do this even better?



Developing Phonemic Awareness



Phonemic Awareness

Children with well-developed Phonemic Awareness can:

- **Hear** all the smallest units of spoken sound in words
- **Say** all the smallest units of spoken sound in words

Building on Phonological Awareness, Phonemic Awareness includes:

- An early awareness of **alliteration**
- The skills of **oral blending and segmenting**



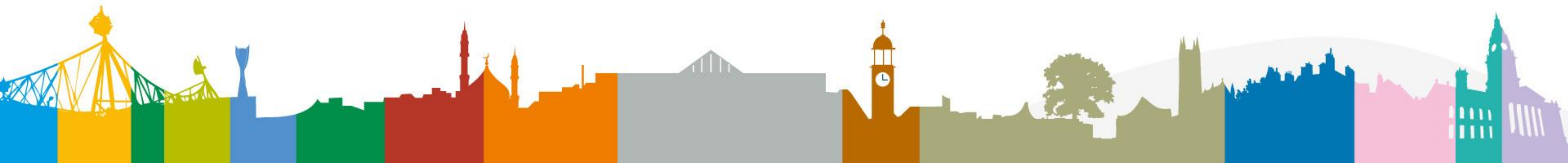
What is Alliteration?

Alliteration is when two words next to each other begin with the same spoken sound.

Dirty **D**og

Bouncy **B**unny

Alliteration is not a list of words beginning with the same sound



Alliteration in action

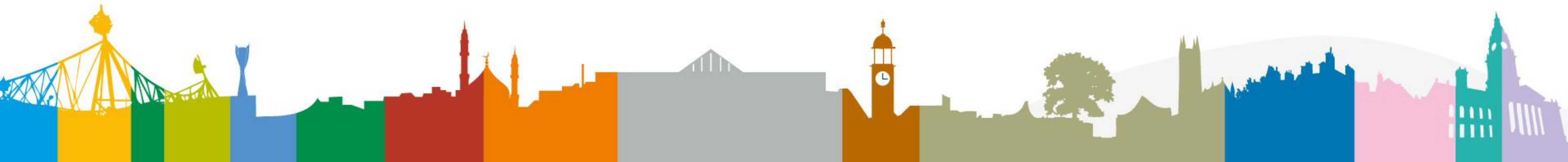
Stinky Socks

Pink Pants

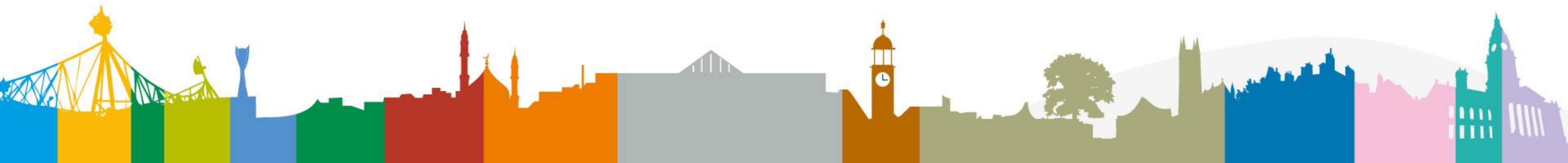
Naughty Gnome

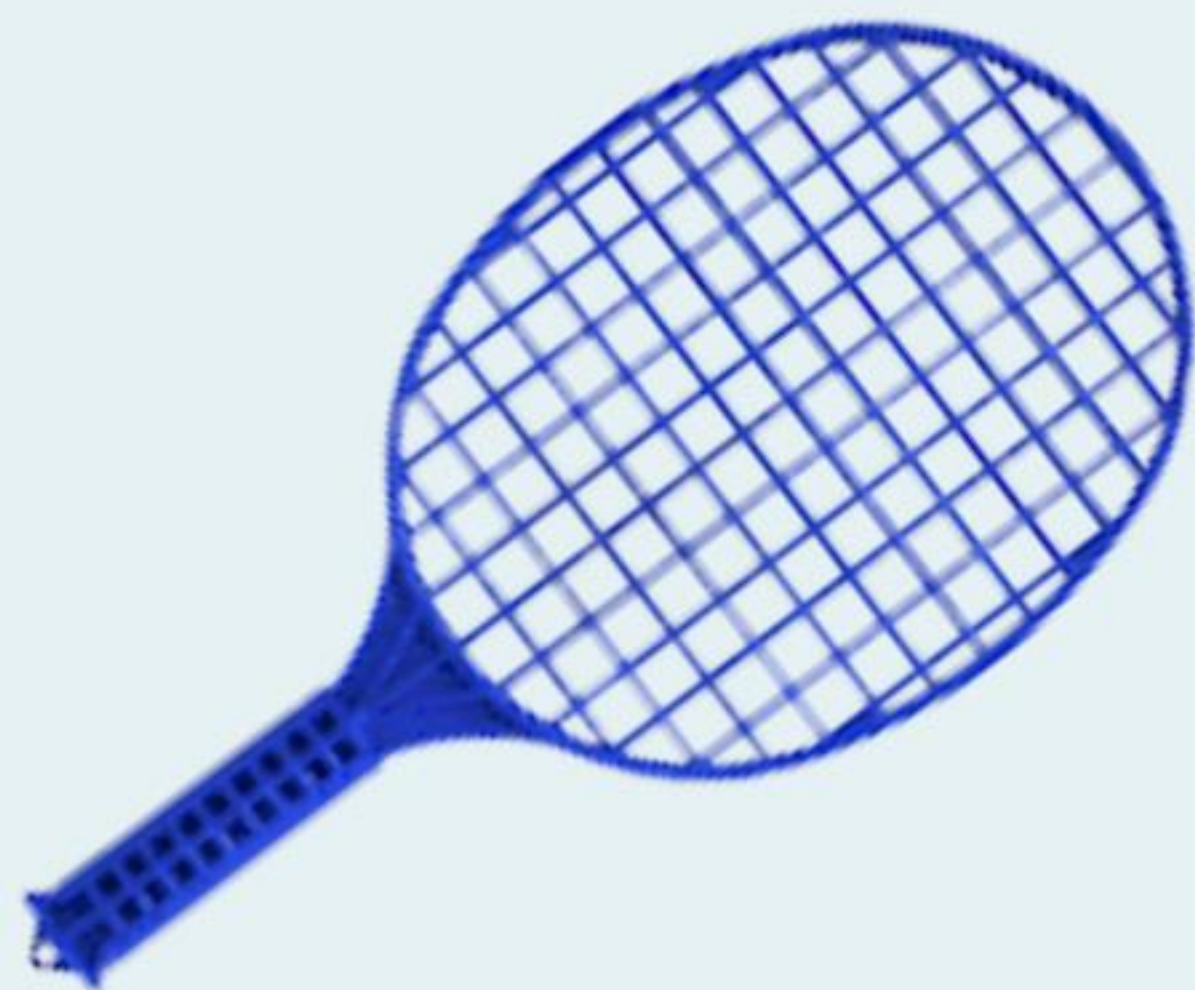
Physically Fit

- These don't have to begin with the same written letter but the **same spoken sound**.
- The emphasis is about **hearing and saying** the sounds **before** looking at the letters.



Let's Play Ready For Bed



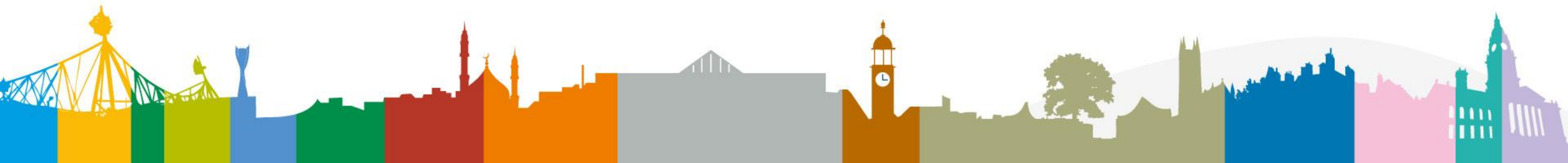


Using collections of everyday objects

Create alliterative collections by adding

- Descriptive words: **S**lippery **s**oap
- Colour words: **P**ink **p**yjamas
- Names: **T**im **t**oothbush

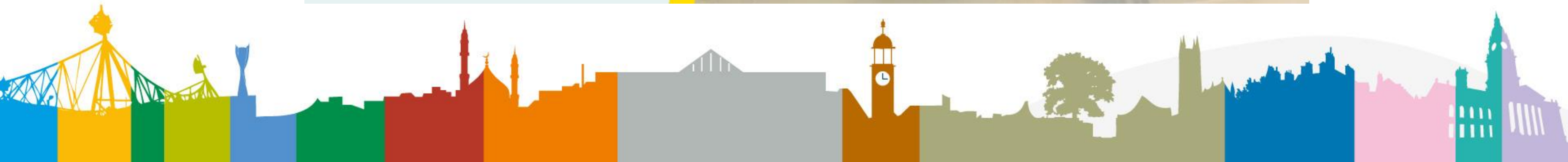
Using everyday objects helps children to make links with everyday experiences, building in what they already know.



Let's Play Supermarket Sort

**New
Phase 1
Alliteration
Game**

super
sounds



Using names to develop Alliteration

Practise alliteration by giving everyone an alliterative names.

Clever Kitty

Smiley Sira

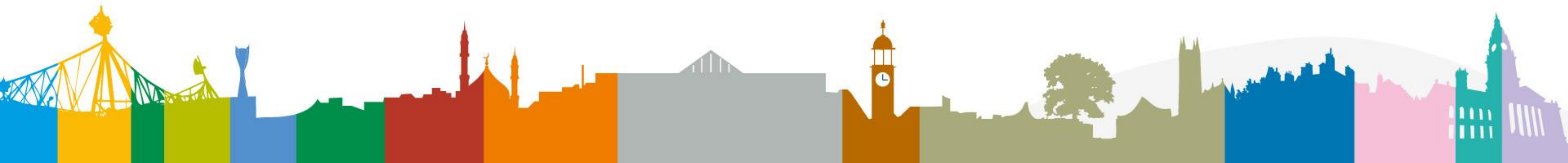
Lovely Leo

Happy Hamza

Polite Poppy

Marvellous Mohammed

Careful Kai



Using Tongue Twisters

- Tongue twisters help children to develop an awareness of alliteration because most words in simple tongue twisters begin with the same spoken sound.
- They're a great workout for the mouth too!

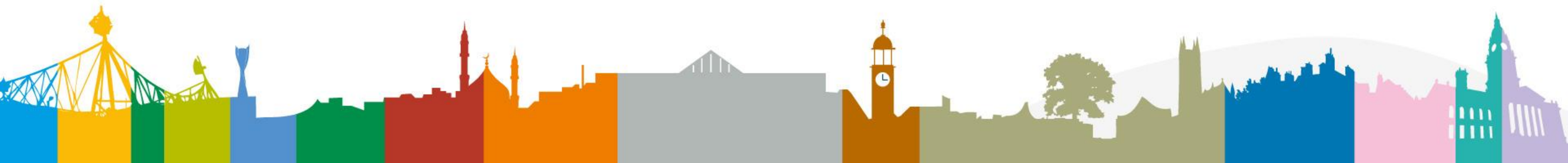


Sam saw six swans
Cheeky chimps chomp chocolate
Clever Claire Cooks Cakes
Dirty dogs dig for dinner
Scary snakes slither slowly
Mo munches mini marshmallows
Kind Cleo cleans cars
Ten tigers try terrible tricks
Sequins sparkle on silver suits
Five fireworks flash and flicker



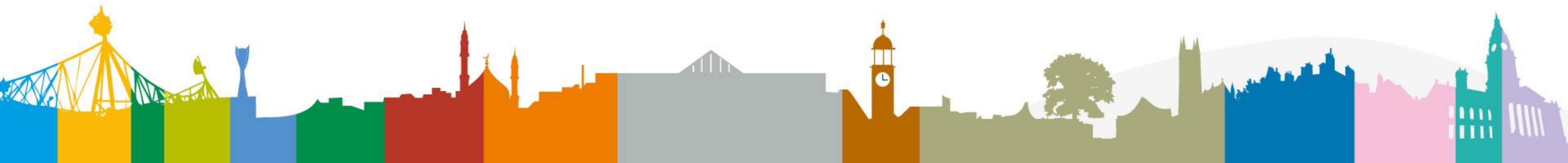
What we've learnt so far...

- Phonemic awareness and early alliteration helps children to isolate the similarities and differences between spoken sounds in words.
- Alliteration is created by two or more words beginning with the same spoken sound.
- Alliteration **is not** a list of words or objects which begin with the same sound.



What we've learnt so far...

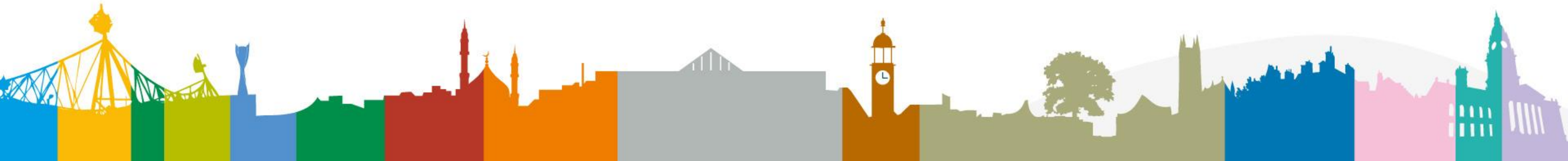
- Everyday objects and names are a great starting point for playful alliteration.
- Stories and rhymes are perfect for practising alliteration by joining in all together.
- Simple tongue twisters help children to hear alliteration and exercise their mouth muscles.



Milestones to look out for

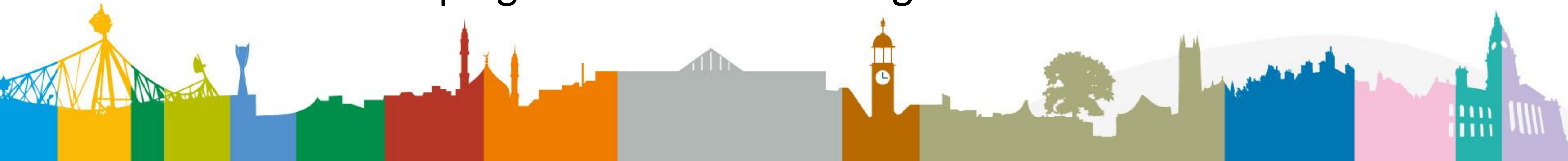
Can the children:

- Join in with simple 2, 3 and 4 word tongue twisters?
- Copy and repeat 2 word alliterative phrases?
- Say when words don't have the same spoken sounds at the beginning, and when they do?
- Make up their own alliterative phrases?



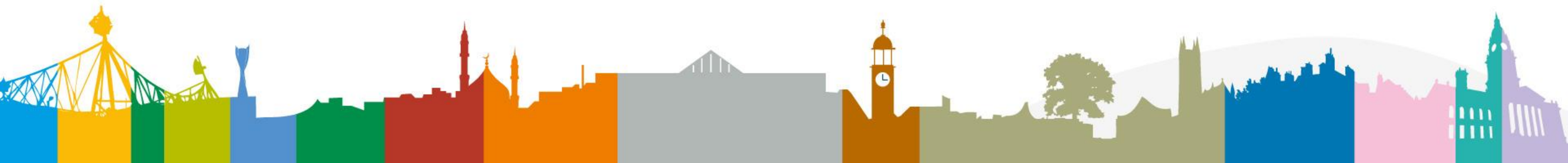
Reflecting on practice

- Are there enough simple stories and rhymes for the children to join in with alliteration?
- Do we use everyday objects beginning with the same sound to model alliterative phrases through play?
- Do the children and the adults have alliterative names which are used every day?
- Do we focus on helping the children to recognise their own names? How?



Reflecting on practice

- Do all adults understand that alliteration is not just a set of objects beginning with the same sound?
- Do we explain why alliteration is an important pre-phonics skill to families?
- Do we provide them with ideas for developing alliteration at home?
- Could we do this even better?

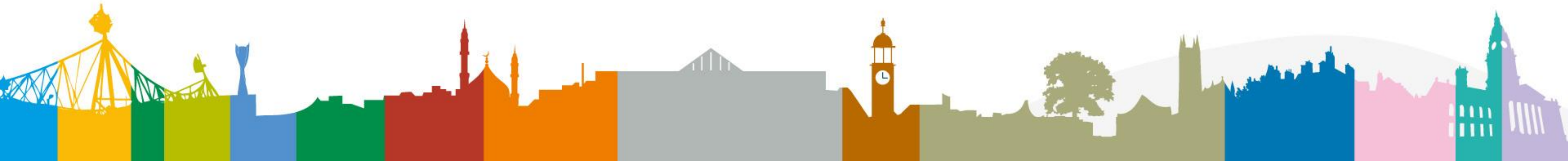


Phonemic Awareness

Like an awareness of early alliteration, oral blending and segmenting are part of developing phonemic awareness.

Children with well-developed Phonemic Awareness can:

- **Hear** all the smallest units of spoken sound in words.
- **Say** all the smallest units of spoken sound in words.



The final prephonics step!

- Oral blending and segmenting build on early alliteration.
- When children learn to tune into **alliteration**, they're listening out for **spoken sounds at the beginning of words**.
- **Oral blending and segmenting** require children to hear and say all of the **separate sounds in words**.



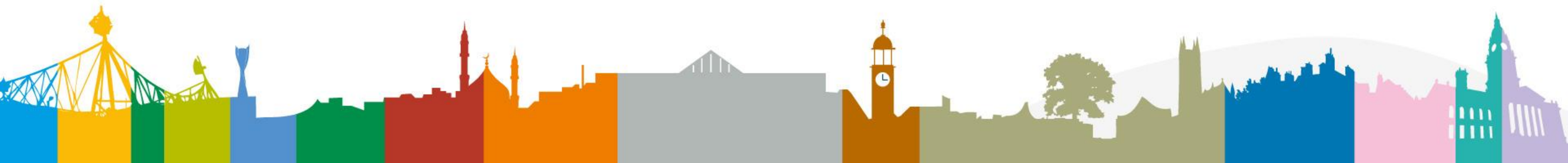
This stage of pre-phonics development is all about building confidence in constructing and deconstructing spoken words without the added complication of abstract letter-sound correspondences.

At this point it's important **not to use written letters.**



Best Practice

Adults must always model oral bending and segmenting by saying the separate spoken sounds correctly, demonstrating and encouraging **'Pure Sounds'**



Pure Sounds

s, a, t, p, i, n, m, d, o,

c, k, ck, g, h, e, u, r,

b, f, l, ll, ss, j, v, w

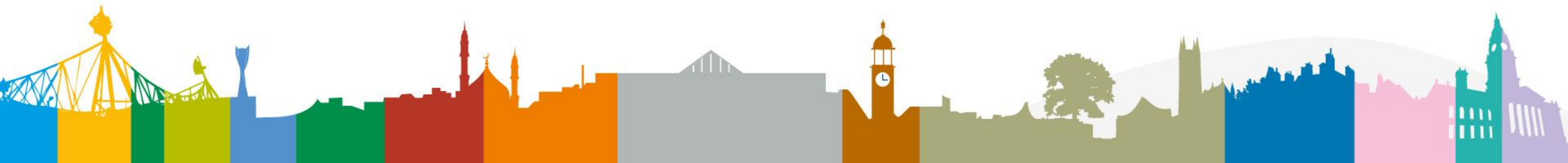
x, y, qu, z, zz

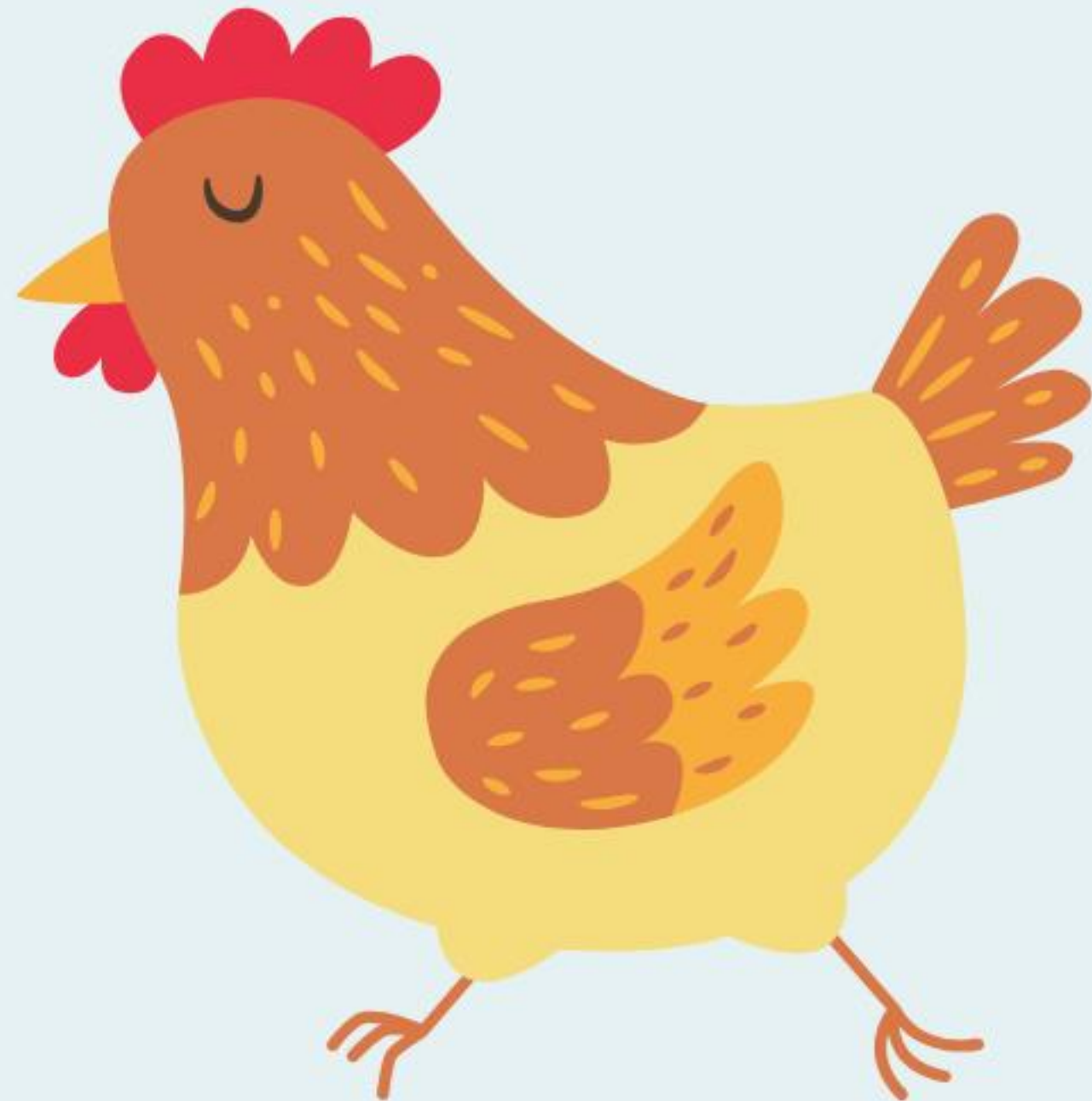
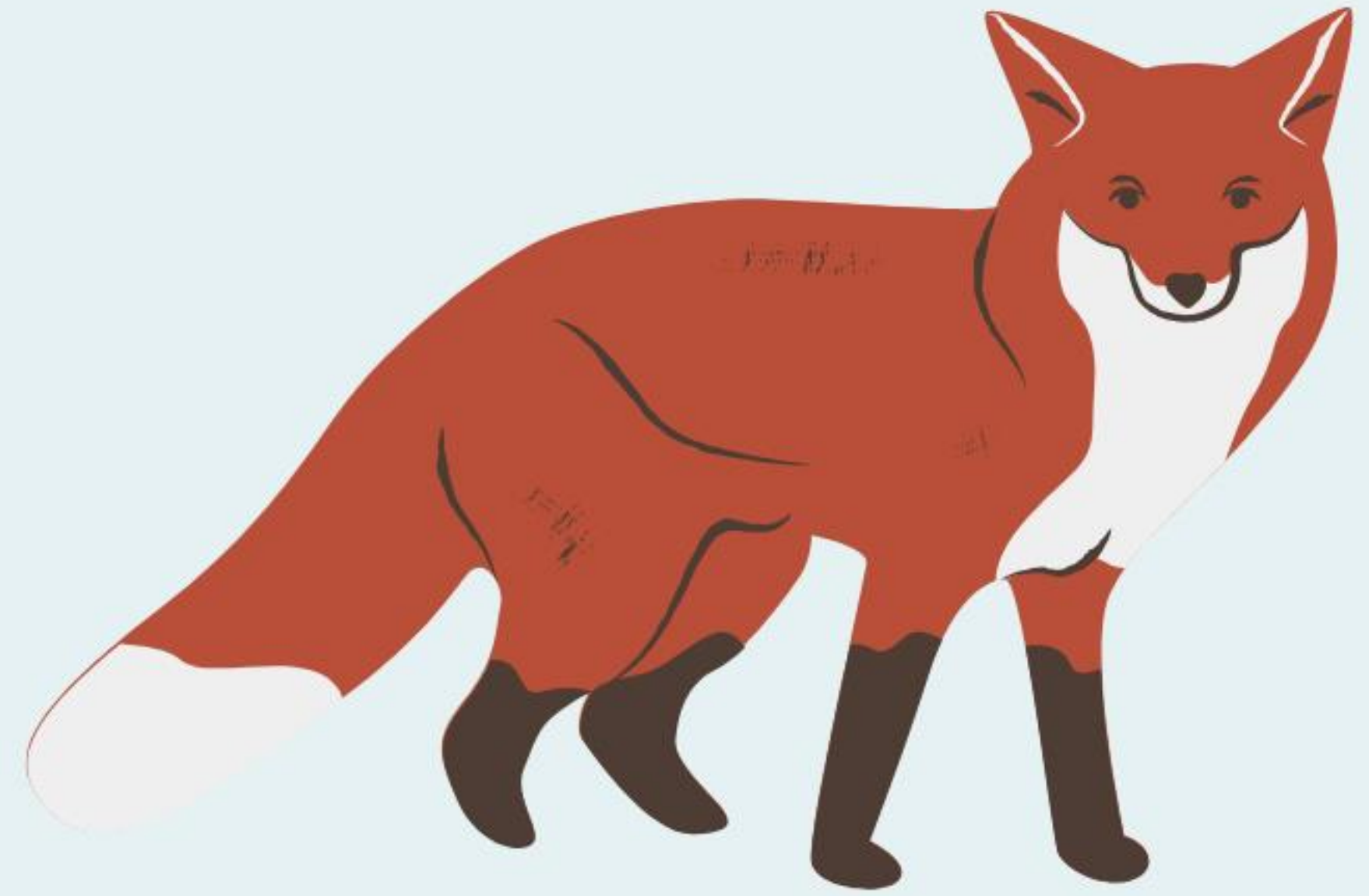
Oral Blending

- Helps children to say each of the separate spoken sounds they hear, then push them together to blend a whole word.
- Is a critical pre-reading skill which takes LOTS of practise!

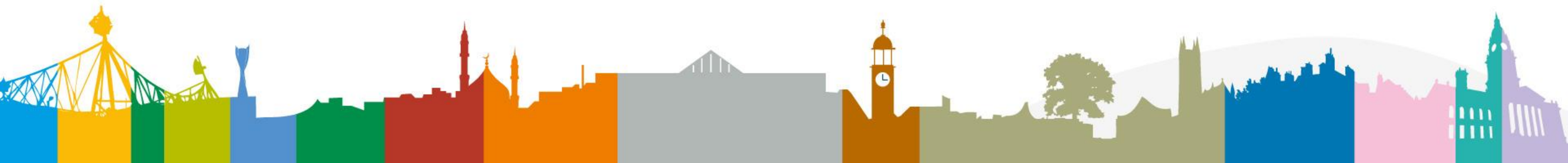
How adults can help...

- Adult breaks the word into the separate spoken sounds.
- Children put the word back together.



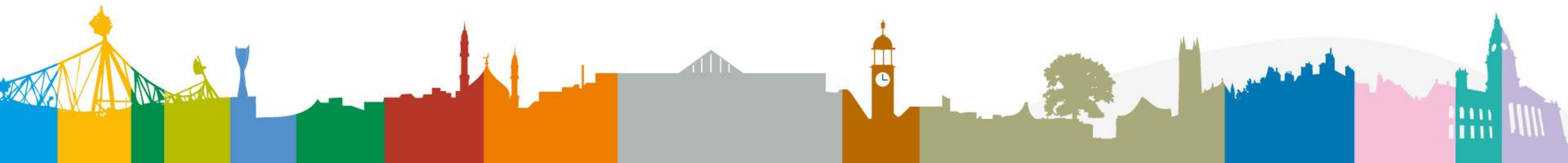


Let's Play Pass The Box



Oral Blending takes lots of practice!

- Build oral blending into everyday routines as much as possible.
- Using everyday objects helps children to make links and apply understanding better.

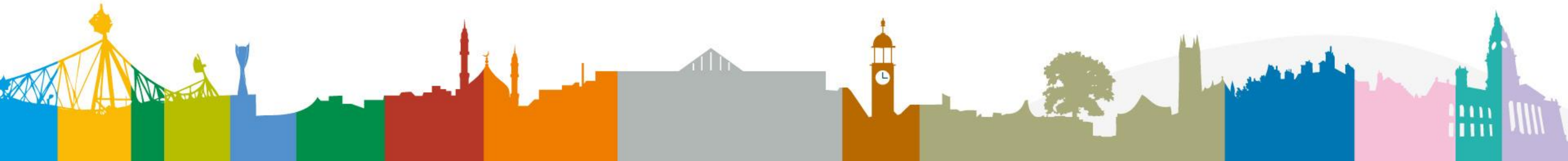


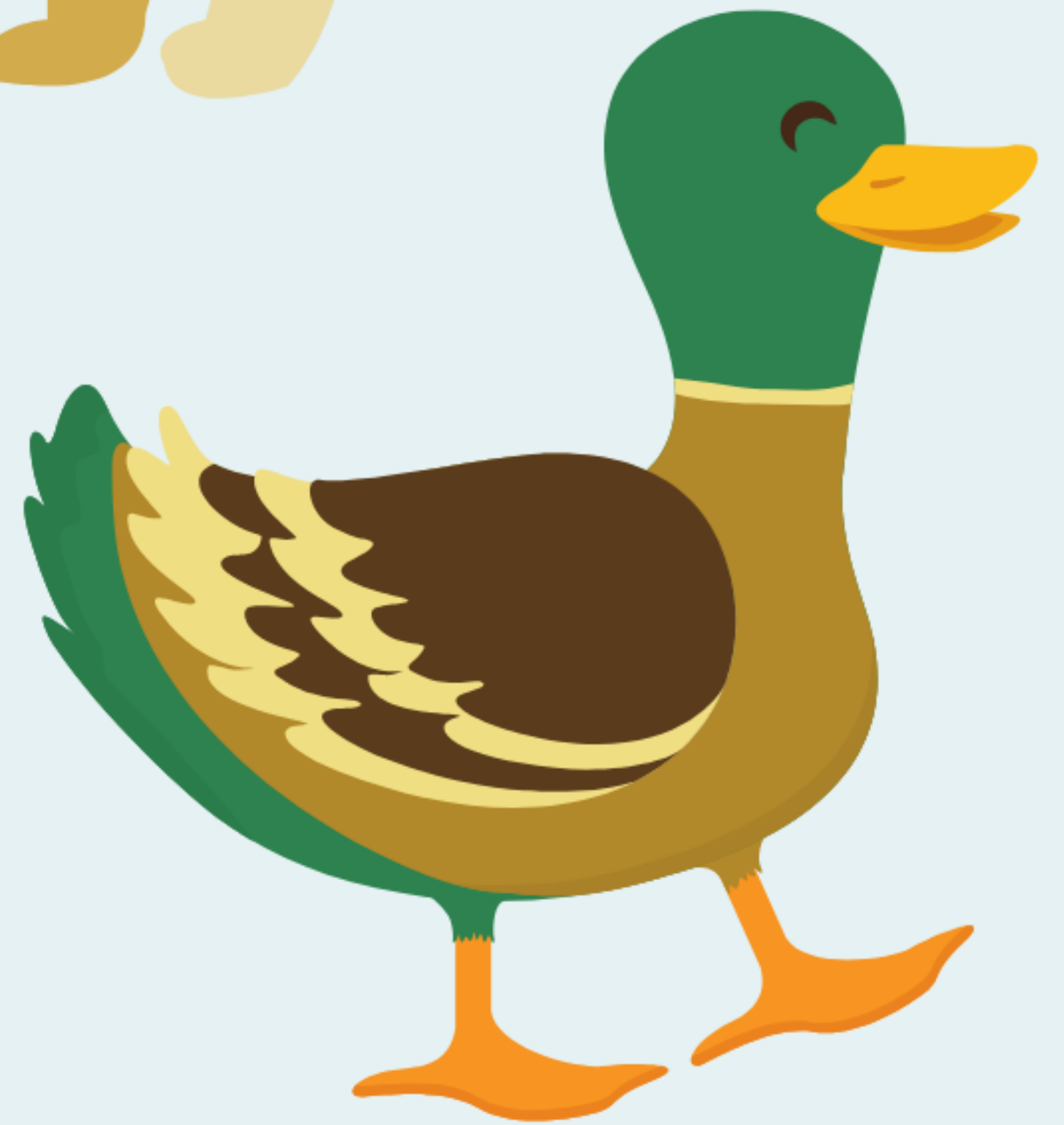
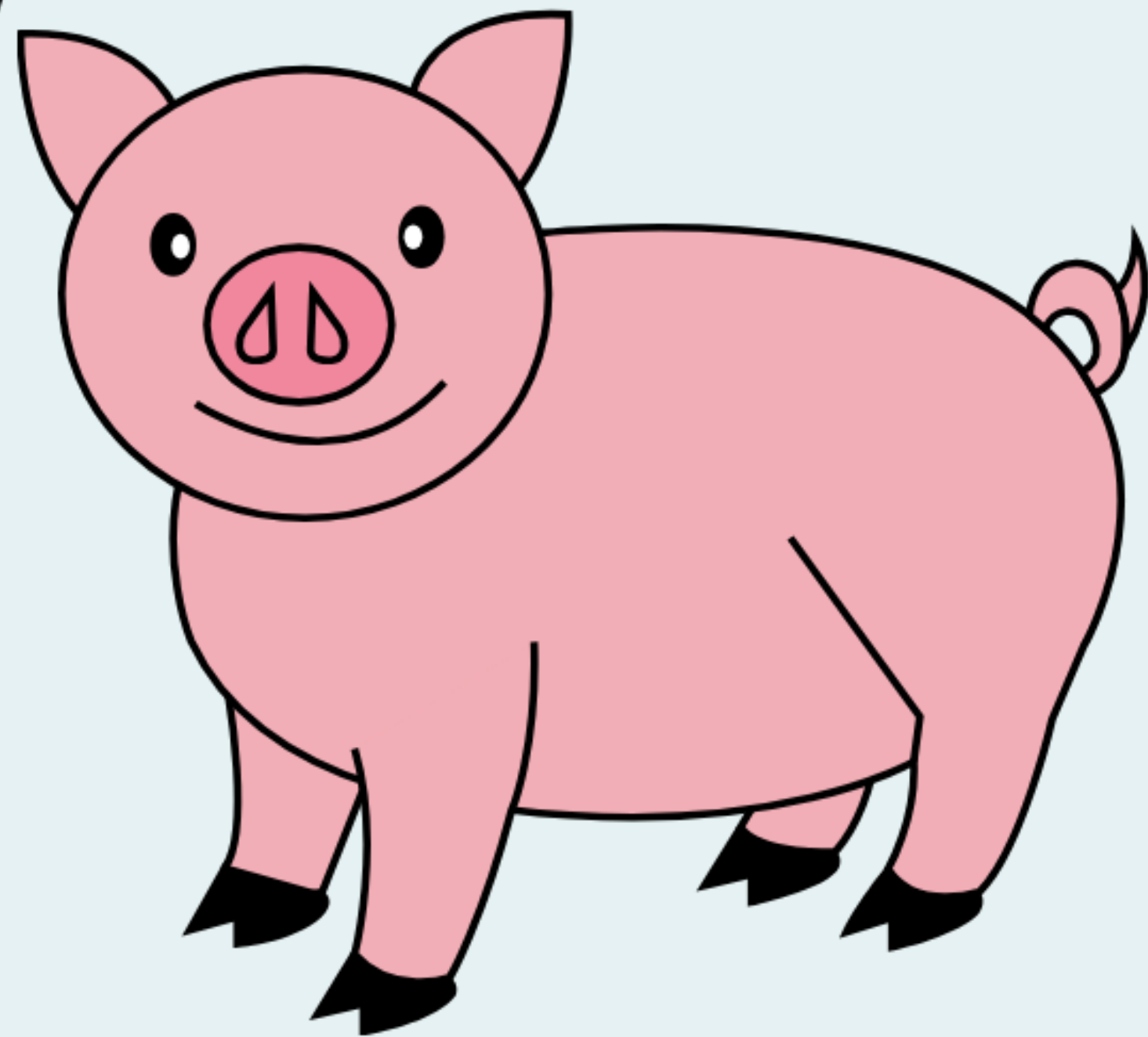
Oral Segmenting

- Helps children to break whole words up into separate spoken sounds.
- Is a critical pre-reading skill which takes LOTS of practise!

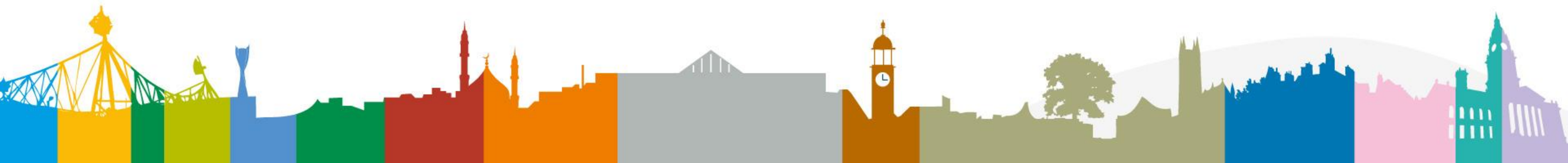
How adults can help...

- Adults say the whole word
- Children break the words into the separate spoken sounds



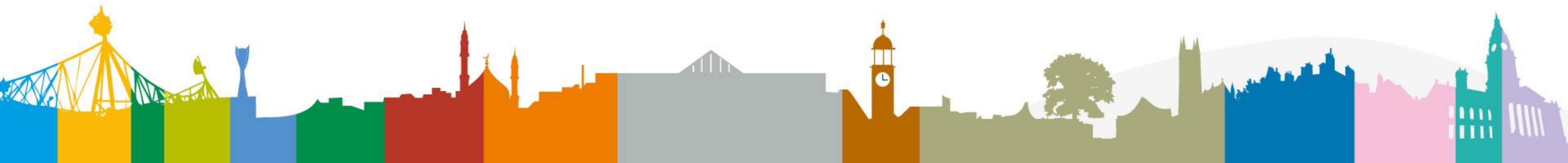


Let's Play What's the Word Mr Wolf



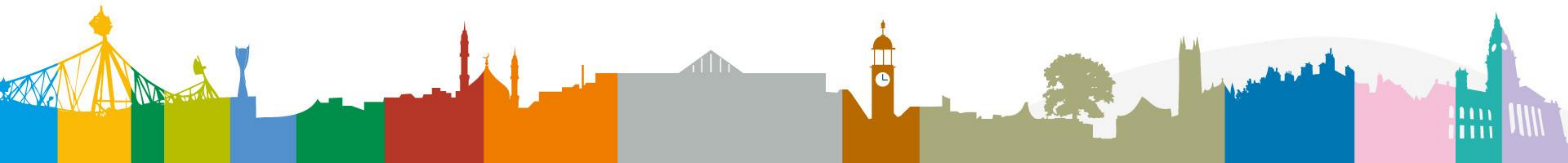
What we've learnt so far

- Oral blending and segmenting develop phonemic awareness by requiring children to hear and say all of the separate spoken sounds in words.
- Children at this stage will be constructing and deconstructing the words they hear without letter-sound correspondences.
- Adults **MUST** correctly model, demonstrate and encourage the use of 'Pure Sounds'.



What we've learnt so far

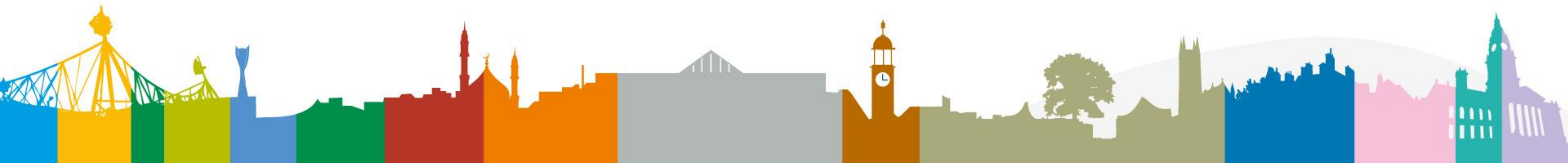
- Oral Blending helps children to say each of the separate spoken sounds they hear, then push them together to blend a whole word.
- Oral Segmenting helps children to say a whole word then break it up into it's separate spoken sounds.
- Oral blending and segmenting are critical pre-reading skills which take LOTS of practise



Milestones to look out for

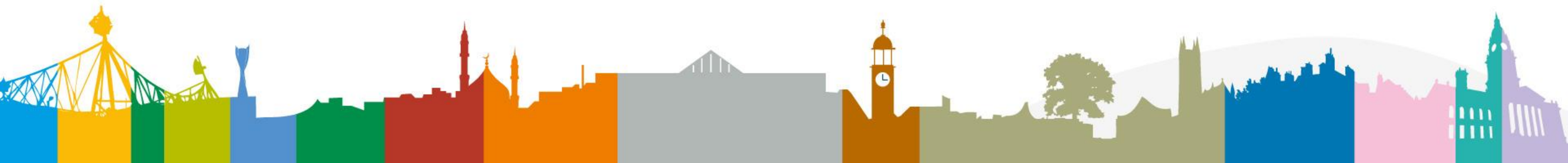
Can the children:

- Join in with oral blending and segmenting activities?
- Say all the speech sounds matched to the spoken sounds in words?
- Hear, remember and blend a word that an adult has broken into segments?
- Hear, remember and segment a whole word spoken by an adult?



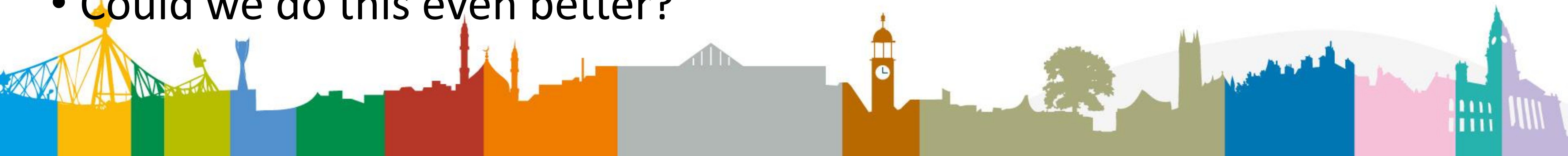
Reflecting on practice

- Do the children get enough opportunities to orally blend and segment through focussed activities?
- Do adults model, demonstrate and encourage oral blending and segmenting as they play alongside children?
- Are there enough everyday objects, books and pictures to use for oral blending and segmenting activities?



Reflecting on practice

- Do the adults build oral blending and segmenting into everyday routines?
- Do all adults say the 'pure sounds' correctly or is more practise needed?
- Do families know about oral blending and segmenting and how to support with this at home?
- Could we do this even better?



Terrific Takeaways

- What 3 things will you take away to work on from each of the reflection points
- Which three games are you going to take away and use?

