

Ready For Reading

3-5 year olds

Work Book



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?



SUPER SYLLABLES

Developing Phonological Awareness Super Syllables

Developing Phonological Awareness is a key pre-reading skill. It helps children to be aware that words are made of spoken sounds.

An early awareness of syllables is one element of developing Phonological Awareness.

Hearing syllables in words helps children to hear big chunks of spoken sounds in everyday language.

Syllables are created by the vowels in words, these create the 'beats' we hear in language.

Syllables also create the rhythm in stories, songs and rhymes.

Children need to be able to clap a steady beat by joining in with rhythmic stories, songs and games, as a first step to hearing syllables in words.

They don't need to understand the term syllable at this stage, they just need to begin to hear syllables as 'beats' in words.

A great place to start with syllables is by clapping the 'beats' in children's names during games and daily routines.

Make sure you use a big collection of stories and rhymes with repetitive phrases and rhythmic patterns to give the children get as much experience as possible.

Joining in with rhythmic activities builds confidence and memory.



SUPER SYLLABLES

REFLECTING AND DEVELOPING 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?

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?



SUPER SYLLABLES

NOTES

Lined writing area for notes.



REALLY RHYMING

Developing Phonological Awareness Really Rhyming

Developing an awareness of rhyme helps children to understand that spoken words are made up of spoken sounds. This is part of developing Phonological Awareness, a deeper understanding of the sounds we hear,

Like learning about syllables, rhyming helps our children to hear chunks of sounds in words. When children are learning to rhyme, they're listening out for when these sound 'chunks' sound the same, and when they sound different.

Rhymes are created by two parts of a word.
The Onset and the Rime. Practitioners don't use these terms with children but we need to know what they are.

Onset and Rime break syllables down even further into smaller sound chunks. Having a basic awareness of syllables through lots of rhythmic activities can really help children with rhyming.

The onset is the initial consonant, or group of consonants, in a syllable.
The Rime is the vowel, plus any following consonants.

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 they 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.



REALLY RHYMING

REFLECTING AND DEVELOPING 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?

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?



Really Useful Rhyming

Pairs

car tape fork dog
star grape cork frog

pin cake boat eight
tin snake coat plate

corn egg dice flask
horn peg spice mask

phone sheep duck feet
bone jeep truck sweet

knot chick horse bread
pot stick sauce bed

pie soap book nest
tie rope hook vest

flower bell wheel snail
tower shell seal whale

fox pen
socks hen

comb
gnome

Rhyming is a really difficult skill for children to master, so they need to do a lot of it!

it's soooo helpful to create a toolkit of everyday rhyming pairs and objects that you can use on repeat.

Here are some ideas of everyday things you could collect

... and sets

bear chip bowl moon
chair clip goal spoon
pear zip mole balloon
square ship hole baboon

king clock bee map
string rock tree cap
spring sock three strap
ring lock pea tap

screw man jug rat
blue pan plug hat
two can hug cat
shoe van slug bat



REALLY RHYMING NOTES

Lined writing area for notes.



REALLY RHYMING NOTES

Lined writing area for notes.



EASY PEASY ALLITERATION

Developing Phonemic Awareness Alliteration

Building Phonemic Awareness builds on Phonological Awareness.

When children learn about Phonological Awareness they are initially listening out for whole parts of words. Phonemic Awareness helps to break this down even further by isolating the separate sounds, to the smallest units of spoken sounds that children hear.

Alliteration is created by two or more spoken words next to each other beginning with the same spoken sound. At this stage children should be focussing on hearing and saying the similarities in these sounds, rather than looking at the letters.

Developing a general awareness of alliteration by joining in with stories, songs and rhymes helps children to build phonemic awareness. They will gradually recognise when two words begin with the same spoken sound.

When children have had lots of practise with alliteration they'll be able to say when two words don't begin with the same spoken sounds. They'll also begin to make up their own alliterative phrases using words beginning with the same spoken sounds.

Tongue twisters are a great way to support an understanding of alliteration because they are usually phrases or sentences including words which all begin with the same spoken sound..



Alliteration isn't a list of words beginning with the same sound, but you can use collections of such objects. Make these alliterative by simply adding descriptive words, colour words or names.

EASY PEASY ALLITERATION

REFLECTING AND DEVELOPING 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 everyday?

Do we focus on helping the children to recognise their own names? How?

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?



EASY PEASY ALLITERATION

NOTES

Lined area for writing notes.



Everyday Alliteration

super sounds



blue balloon
black bin bag
bouncy bed
big banana
brown bear
beach ball
creepy crawly
Christmas cracker
cream cake
crunchy crisps
colourful coat
car keys
chunky chalks
dirty dog
dotty dress

delicious dinner
fish fingers
flip flops
french fries
hungry horse
huge hamburger
long legs
lemon lollipop
mini marshmallows
purple pyjamas
pink pig
red ribbon

snuggly slippers
stinky socks
slurpy spaghetti
slippery soap
shiny shoes
Santa's sack
tea towel
tasty toast
train track
wet welly



ORAL BLENDED AND SEGMENTING

Perfect Phonemic Awareness

Oral blending and segmenting help to develop phonemic awareness, an understanding that words are made up of spoken sounds.

Oral blending and segmenting require children to hear and say **all of the separate sounds in words.**

At this point it's important **not to use written letters.** We want children to be **constructing and deconstructing the words they hear without the added complication of letter-sound correspondences.**

When we practise oral blending and segmenting we need to say the **separate spoken sounds correctly, modelling, demonstrating and encouraging the use of 'Pure Sounds'.**

Oral Blending helps children to say each of the separate spoken sounds they hear, then **push them together to blend a whole word.**

When adults want children to orally blend;

- The adult breaks the word into the separate spoken sounds
- The children put the word back together

Oral Segmenting helps children to say a whole word then break it up into its separate spoken sounds.

When adults want children to orally segment;

- The adult says the whole word
- The children break the words into the separate spoken sounds

Oral blending and segmenting are critical pre-reading skills which take LOTS of practise!



ORAL BLENDED AND SEGMENTING

REFLECTING AND DEVELOPING 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?

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?



ORAL BLENDED AND SEGMENTING NOTES

Lined writing area for notes.



Objects for Oral Blending and Segmenting

Oral Blending and Segmenting are the final step which children need in preparation for more formal teaching. As with all stages, the children will need to have lots of practise, so having lists of words and collections of objects will make this process so much easier. Here's a list of words to get you started, separated into the separate spoken sounds (also known as phonemes) in the words.

p-i-n
p-o-t
m-a-n
c-a-t
b-i-n
d-u-ck
n-e-t
e-gg
p-e-n
t-o-p
c-a-p
m-a-t
b-a-t
d-o-ll

t-i-ll
p-a-d
t-e-n
c-a-n
m-a-p
b-a-g
d-o-g
s-o-ck
w-i-g
p-o-p
t-i-n
c-u-p
m-u-g
b-u-g
b-e-ll
s-a-ck

j-u-g
p-a-n
t-a-g
m-o-p
b-e-d
b-u-s
r-o-ll
j-a-m

Slightly
harder
words....

f-r-o-g
g-l-a-ss
b-e-l-t
d-r-u-m
f-l-a-g
d-r-e-ss
l-a-m-p
p-l-u-g
m-i-l-k



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	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.