# Word Recognition and Pre-phonics Practitioner Confidence Audit

## Part 1

Have you accessed phonics training within the last year? (e.g., Golden Nugget Super Sounds, Letter and Sounds)

Yes [ ]  No [ ]

Do you use communication, stories, and rhymes activities to plan, observe, and teach pre-phonics and word recognition skills?

Yes [ ]  No [ ]

There is an established ‘Communication Champion’ in place.

Yes [ ]  No [ ]

The ‘5 Golden Rules’ are embedded into practice.

Yes [ ]  No [ ]

What is your overall level of confidence when teaching word recognition?

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

How would you rate your pre-phonics teaching?

Choose an item.

What do you use to rate your delivery of your pre-phonics sessions? e.g., peer observations, Joint 7Ps Observation Tool

Click or tap here to enter text.

## Part 2

**Please answer the following questions by reflecting honestly on your own practice and understanding.**

1. I ensure that when children learn to read, they are able to do two things:
	1. read the words on a page (word recognition and phonics).
	2. understand the words they are reading (language comprehension).

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I consistently use the ‘5 Golden Rules’ when supporting children’s phonological development.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I understand how to plan phonics session outdoors that are active and engage children in matching individual sounds, such as, listening to environment sounds and identifying what they are e.g., an ambulance siren or a helicopter.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I can plan and use a range of listen and attention games to support children pre-phonics skills.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I understand how to encourage children to listen carefully, tune into, and remember familiar sounds around them, including musical sounds.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I can effectively adapt and enhance the environment to support children to play with rhythms and beats.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I understand how to play games that involve teaching children to copy, match, and sequence patterns of actions and sounds matched to visual images.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I can plan alliteration activities to support children’s phonics skills in the setting and for home learning.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I am familiar with a range of ways to teach children how to orally blend and segment words.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I correctly model, demonstrate, and encourage the use of 'Pure Sounds' when teaching children to blend and segment words.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I am aware of and understand how to track and assess word recognition and pre-phonics.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I can identify the milestones that children need to learn in phonics and can plan their next steps to support word recognition and pre-phonic development.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I can organise and resource an effective learning environment to support children’s pre-phonics skills.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I understand how songs, rhymes, and stories (e.g., The 12 Start Well Stories) can be used to support children’s word recognition and pre-phonics development.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

1. I know how parents, carers, and guardians can support children to extend their word recognition and pre-phonics skills.

Very confident [ ]  Confident [ ]  A little unsure [ ]  Not at all confident [ ]

## Additional Resources

[Get Bolton Reading - Golden Nugget 0-3s e-learning](https://www.boltonstartwell.org.uk/course-detail?entry_id=7980)

[Get Bolton Reading - Golden Nugget 3-4s e-learning](https://www.boltonstartwell.org.uk/course-detail?entry_id=7981)

[5 Golden Rules](https://www.boltonstartwell.org.uk/resources/learning-development/10)

[12 Start Well Stories](https://www.boltonstartwell.org.uk/resources/learning-development/6)

[Help for early years providers: Reading comprehension (education.gov.uk)](https://help-for-early-years-providers.education.gov.uk/literacy/reading-comprehension)

[EYFS statutory framework for group and school-based providers (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf) Pages 8, 10, 13, 16 and 46

[Letters and Sounds: Principles and Practice of High Quality Phonics](https://assets.publishing.service.gov.uk/media/5a7aa7b6e5274a34770e630c/Letters_and_Sounds_-_DFES-00281-2007.pdf)

[The Learning Lady: Phonics and Early Reading Expert](https://learninglady.co.uk/)

[The Learning Lady: Super Sounds](https://learninglady.co.uk/phase-1-phonics/)