Developing Early Phonological Awareness and Literacy skills

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What is phonological awareness?

Ability to attend to the sounds of language rather than focusing upon the meaning of language

Strongest predictor of later success in reading and spelling
Reading is complex!

Can you read these words?

ghoti
knevebright
Chophasaurus

44 separate phonemes but only 26 letters to represent them
A complex language???

Think of a word with the sound ‘sh’ in it

• Ship
• Sure
• Passion
• Chef
• Ocean
• Special
• Station
What is phonemic awareness?

Awareness of the speech sound units

Ability to identify and manipulate speech sounds

**fish** has 3 phonemes  

f i sh

Phonics - the relationships between sounds and their symbols (letters)
Speech and Language Development

Sound level
Word level
Sentence level

0-3 years: t, d, n, h, y, m, w, b, p, g, k

3½ - 4½: s, z, l, sh, j, ch, f

5 - 8½ years: r, v, tr, pl, sl, th
From the development of speech and sound to early phonological awareness:

A literacy rich programme, embedded in the pedagogy of play - based learning
The Levels Of Phonological Awareness

Level 9: Phonemic Manipulation
Level 8: Phonemic Segmentation
Level 7: Blending
Level 6: Recognition & Production of Final Sounds
Level 5: Recognition & Production of Initial Sounds
  (Introduce alphabet symbols)
Level 4: Recognition & Production of Syllables
Level 3: Recognition & Production of Rhyme
Level 2: Word Awareness
Level 1: Knowledge of Rhymes

(Dianna Rigg 2000)
Letters and Sounds

Aspect 7: Oral blending and segmenting

Aspect 6: Voice sounds

Aspect 5: Alliteration

Aspect 4: Rhythm and Rhyme

Aspect 3: General sound discrimination: body percussion

Aspect 2: General sound discrimination: instrumental sounds

Aspect 1: General sound discrimination: environmental sounds
Key elements for an early phonological awareness programme

- matching
- blending
- adding
- segmenting
- deleting

- syllables
- rhyme
- onset and rime
- phonemes
- alliteration
Sounds everywhere

• Environmental sounds: What do you hear?

• Instrumental sounds? What sounds can you make?

• Body percussion: Can you join in with the sounds?

• Rhythm and rhyme: What sounds can you hear in speech?
• **Rhythm and Rhyme** as key indicators of later success in reading. The place of onset and rime at a later stage.

• Initial experiences of environmental sounds and the importance of **auditory discrimination**.

• Playing with **syllables** as an early introduction to segmenting and blending.

• Hearing the same initial sound through experiences with **alliteration**.
Why Nursery Rhymes?

• How are quality experiences organised in your setting?
• How do we support family learning?
• What are the stages in rhyme and rhyming?
RHYME?

Correspondence of ending sounds of words or lines of verse.

Ability to identify words that have final sound segments.

parrot
carrot
Playing with rhymes
Think about rhyme

- Nursery rhymes ........ (listen, join in, give endings, say independently, make up own)
- Rhymed stories
- Silly rhymes
- Non – rhyming endings
- Alliteration
- Odd one out
- Playfulness with language
Extending interactions with Bloom's

Creating
Can we make up a rhyme?

Evaluating
Which things could really happen?

Analysing
Which bits rhyme?

Applying
Can we put in some of our own words?

Understanding
What happened in the nursery rhyme?

Remembering
Who or what was the nursery rhyme about?
Can you find the rhyme?

- a dragon in a wagon
- a duck in a truck
- a fly in the sky
- a cat in a hat
Towards Initial sounds

• Syllables

• Alliteration

• Awareness of initial sounds

• Using names
Speech can be broken down  
Listen for parts of the word

**Syllables**

- Hearing, copying and clapping syllables (‘beats’)

- Tapping your name:

- Using names, characters, dinosaurs – Tina Triceratops, Postman Pat, Peppa Pig. Tap or clap the name.

- Name play - using own name

- I am a robot (using a robot voice)

- We’re going to the zoo and what will we see? Take animal from ‘zoo’ box and tap out word e.g. mon/key

- Syllable sort (2, 3, 4 or more syllables) tig/er, el/eph/ant, cat/er/pill/ar

- Syllable take away: say the word rainbow and say it without the word rain. Can the children hear the syllable that is left?

- Adding words together to make new words e.g. foot + ball = football. This is more easily done with picture cards

- Folding syllables: using a long piece of paper, make a fold on the syllable, and open to reveal the whole word. This is especially good with dinosaur names.
Keira, Kian and Kieran went to see the king. They went to see the kangaroos, koalas and kittens. Then they flew a kite high in the sky. The kite got stuck in a tree, the tallest tree in the dark forest. The king got lost in the dark forest when he was looking for his kite. He found a kicking k house. The king found a trampoline at the top of the house. When he bounced on it, he found his kite.

Lily went to the farm to see cute kittens and leaping lambs. Elliot was already there. Oliver and Tayla were a little bit late. They looked at the clock, it was time to leave. At home, they climbed a ladder to pick some lemons. They ate lunch in the garden. The ladybirds got squished by the lawnmower. They went to the zoo to see the animals. They saw crocodiles, leopards, elephants, lions, whale sharks and koalas. They left with a lollipop.

Morven was mopping up a metal cage. While she was waiting and grabbed the cage. A good monster which made the cage fall, was free!
Using children's names

Can you find your name?

- What letter does your name start with?
- What sound does it make?
- Who else has a name beginning with ..?
- Which letters are in your name?
- What sounds do they make?

Derek

Lynda
Freya
READ

MY BIG SHOUTING DAY!

Vegetable Glue

Who is your favourite character? Taylor

Super tato

I like carrots.

Vegetable Glue comes out of my bunny's bum.

I like this book. I've got a wax brother and sister in a buggy.

The bow fell off it was funny.

What is the plot?

I am your brother.

Who are you like?

The frog had a shower.

The frog had a shower.

Vegetable Glue

Vegetable Glue

Vegetable Glue

Some of the characters are:

Super tato

My favourite character is Super tato. I don't like him. Summer

He nearly mashed him. Summer

He nearly mashed him. Summer

What is the plot?

I like this book. I've got a wax brother and sister in a buggy.

The bow fell off it was funny.

You don't look like me.

No, I am not your big sister.

Who is your favourite character?

Environmental print - where do we see these words and signs?
Concept of print

- What is a book?
- How it is organised
- Text remains constant
- Print carries meaning
- Pictures communicate meaning
- Pictures and print are different
- Word on the page corresponds to the spoken word
DIRECTIONALITY

• How to hold book correct way up
• Top to bottom of page
• Left page then right page
• Left to right lines of print
• Other languages different
Finding out about text

- Words are separate and spaced on page
- Words are made up of letters
- Sentence made up of words
- Title, author, illustrator
- Other printed materials - cards, magazines etc
- Different types of books, catalogues, poetry
- Different print in books
- Environmental print - logos, shopping
Developing positive attitudes

- Care in looking after books
- Turning pages
- Positive attitudes to reading for enjoyment and for information
- Fostering curiosity
- Sense of wonder
- Connections with other books about, set in...
Northumberland NGfL
Little Red Riding Hood story sequencing cards

KEY SKILLS

Sequencing
The Washing Line

- Can you find words that rhyme?
- I went to the shops and bought
- Make a sentence
- In my suitcase
- All of these objects are for a rainy day.
- Once upon a time......
- "................" said
I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.
Story street

In a dark dark street
In a dark dark house
I can create my own setting
We can make up characters of our own.

Characters speak in different ways.

We can share our stories with others.

We can create a setting for our story and tell others about it.

Characters look different and wear different clothes.

We can make up stories when we play.
I think that this is a good bridge for the Billy Goats Gruff because.....
Look out!
Tell me about this character
Using the Tuff Spot mat to create the story
A princess going into the water
(title)
“A princess called Polly went back into the water again because it was too sandy. She played with her bear friend under the water and gave the bear presents for being silly” Nikkita
“Mario played ball, kicked it” Oliver
“A princess called Repunzel. She played with her teddy, and the bear frightened the dragon. The princess met the bear later”  Jessica
Story in a box
Sign Shop

- Label sheets
- Logos
- Noticeboard
- Label frames
- Post its

Who is it for?
What must it say?