



Developing Early Phonological Awareness and Literacy skills

Lynda Keith Education
l.keith_education@btinternet.com
www.lyndakeitheducation.co.uk



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

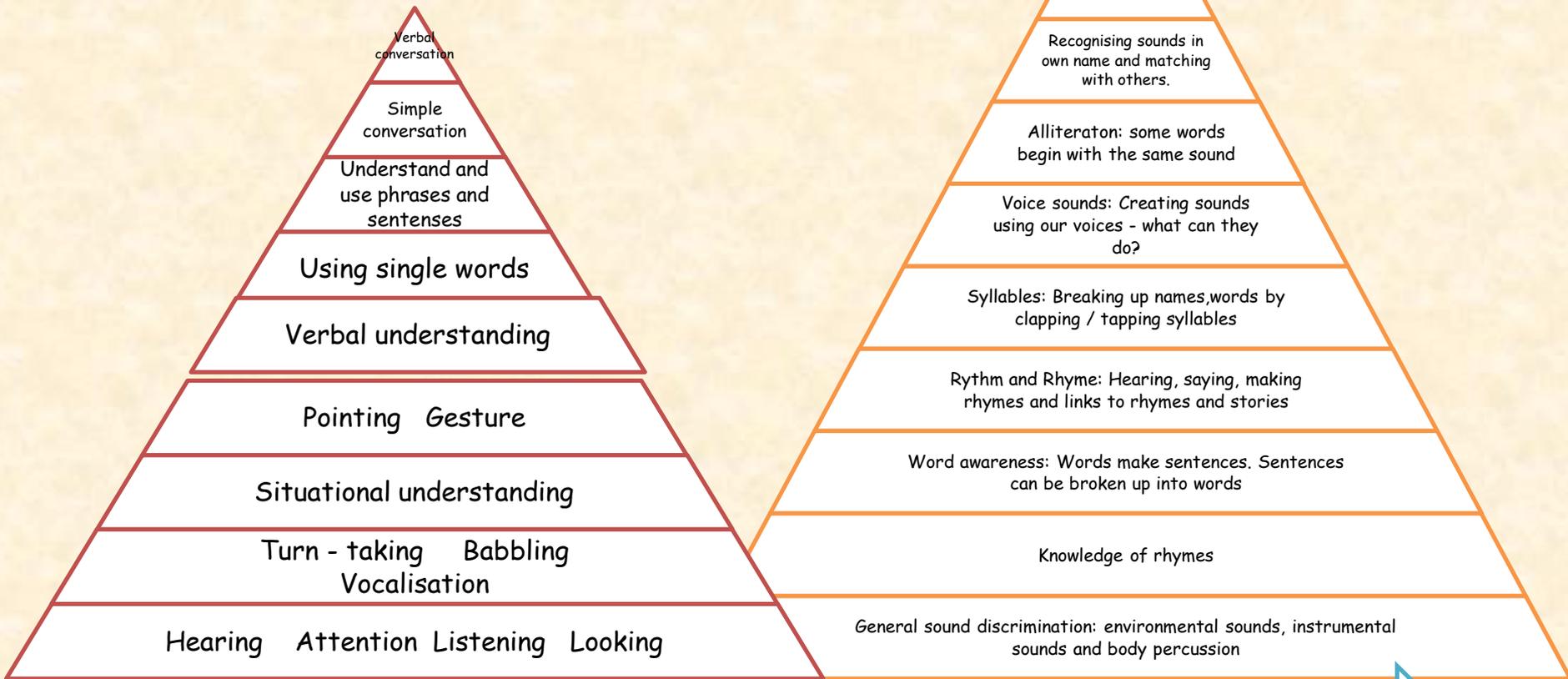
0- 3 years: t, d, n, h, y, m, w, b, p, g, k

$3\frac{1}{2}$ - $4\frac{1}{2}$: s, z, l, sh, j, ch, f

5 - $8\frac{1}{2}$ 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



Development in matching skills

Development in sequencing skills

Environmental print

Story Creating

Alphabetic skills

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)

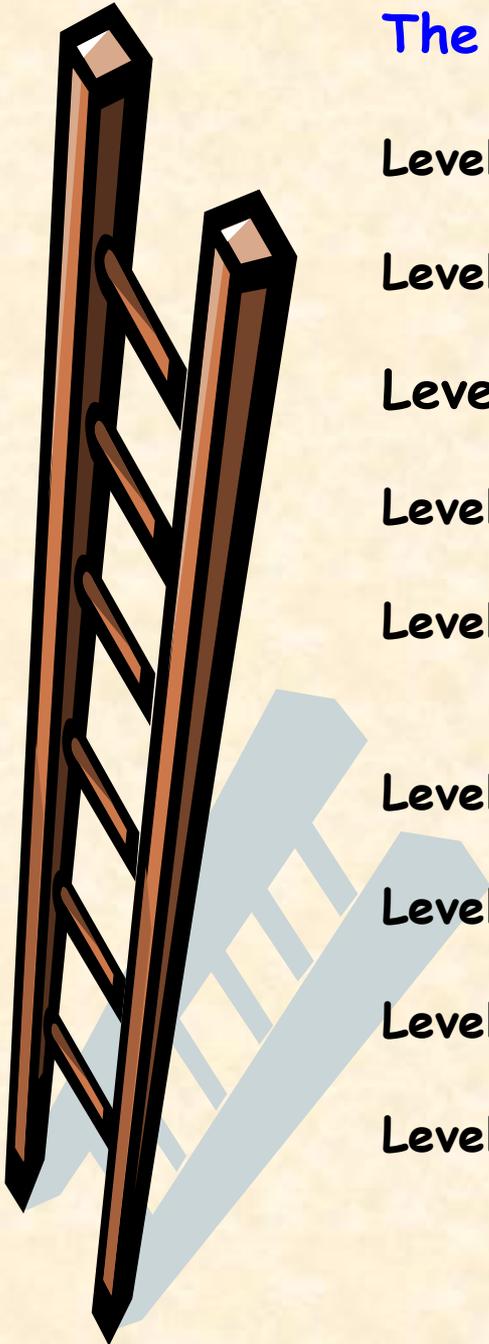
Level 4: Recognition & Production of Syllables

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

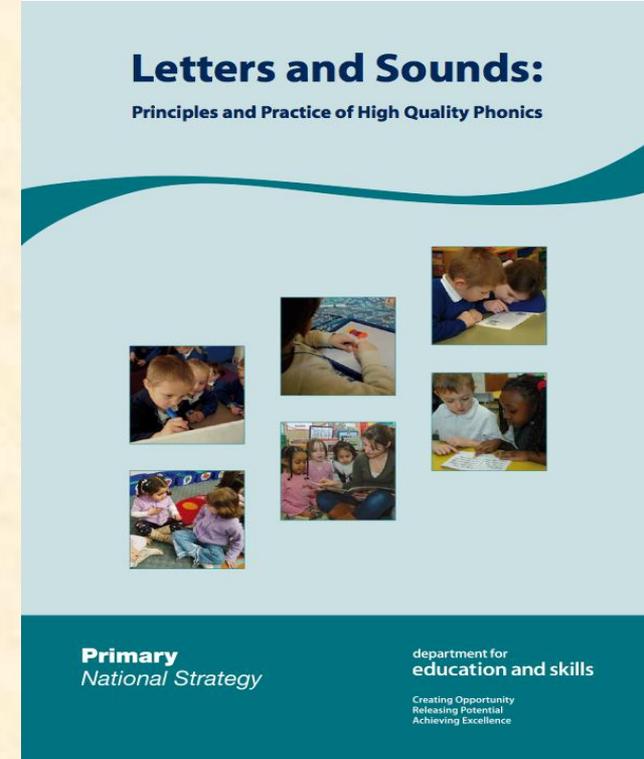
Aspect 5: Alliteration

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



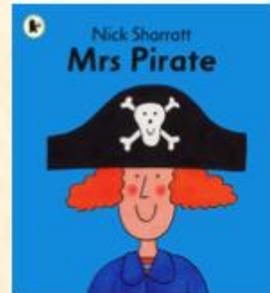
Key elements for an early phonological awareness programme

- 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**.



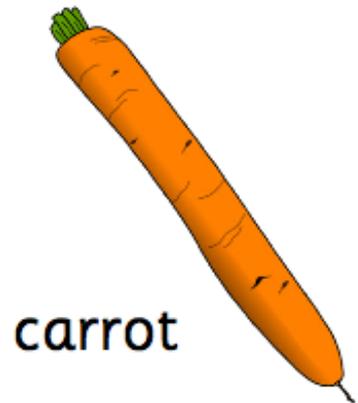
Why Nursery Rhymes?

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

RHYME?

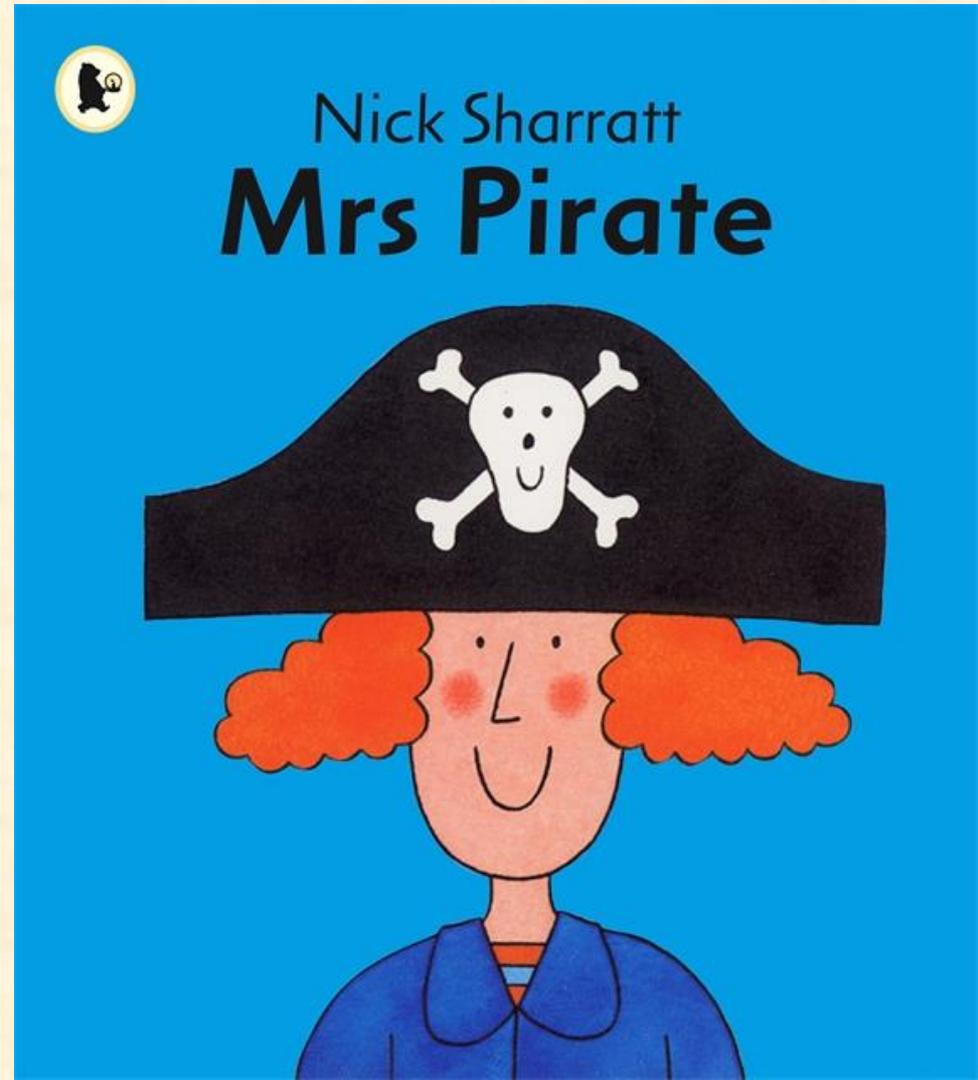
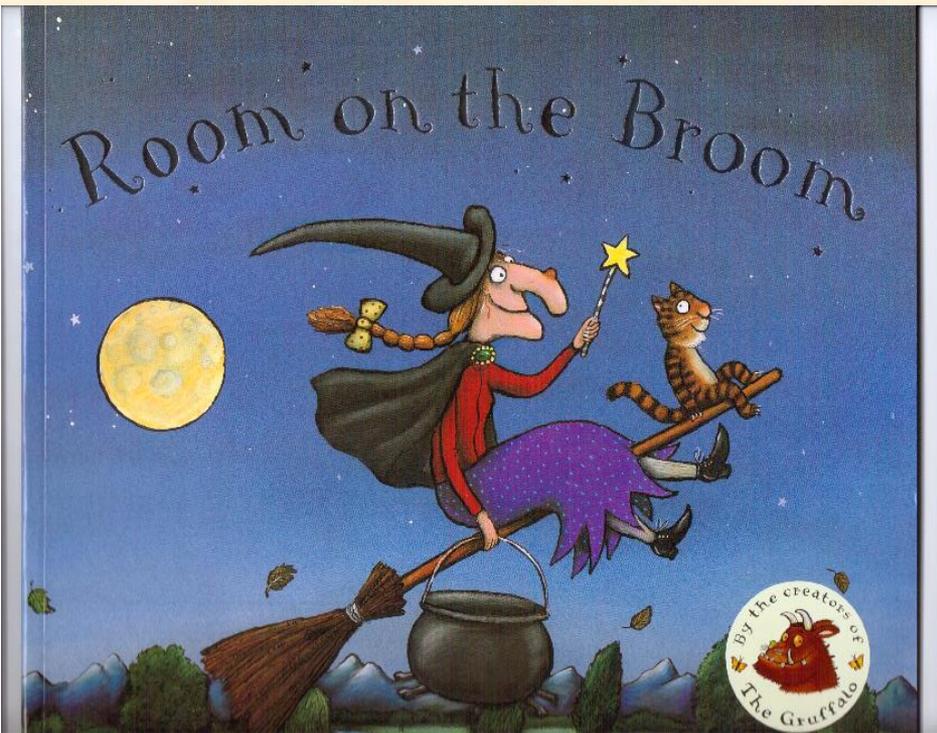
Correspondence of ending sounds of words or lines of verse.

Ability to identify words that have final sound segments.





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

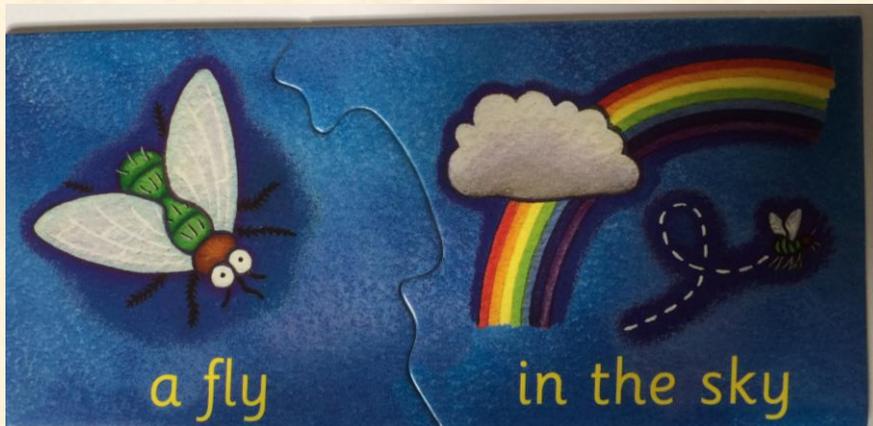
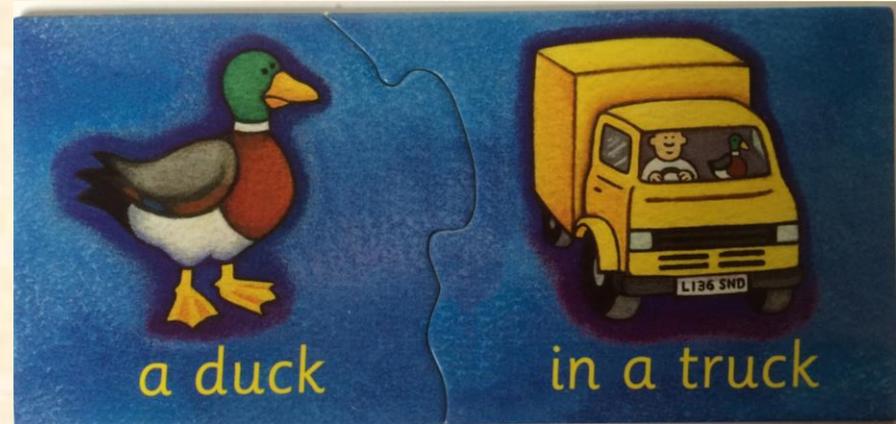
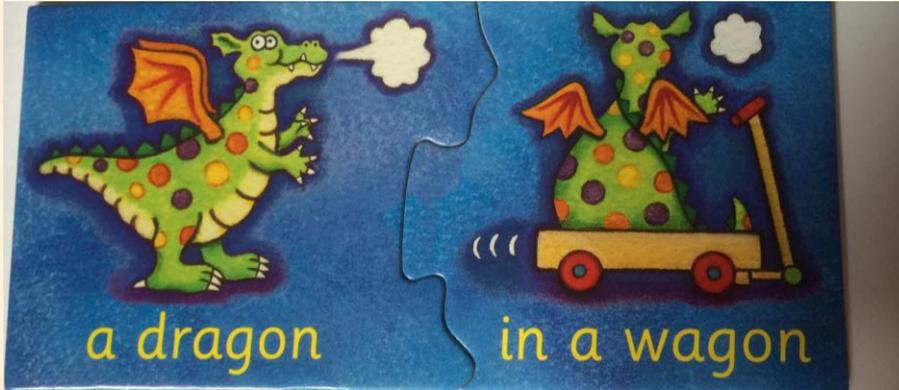
What happened in the nursery rhyme?

Remembering

Who or what was the nursery rhyme about?



Can you find the rhyme?



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.



the
gled
ne
of
uy

Kk



Keira, Kian and Kieran went to see the King. They went to see the kangaroos, koolas 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!

Ll



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 koolas. They left with a lollipop.

Mm



Morven was mopping up monster's house. The monster a metal cage. While she rescued, she looked at her metal thing tried to grab. Mai came to rescue Morven a wiggly ladder to get to the cage. Morven was waiting and grabbed the cage. A good monster which made the cage fall free!



Using children's names

What letter does your name start with?

What sound does it make?

Can you find your name?

Derek

Who else has a name beginning with ..?

Which letters are in your name?

What sounds do they make?

Lynda

F

r

e

y

a

Freya

our favourite nursery rhymes.



Book Nook

A large corkboard titled "Book Nook" is mounted on the wall. It is covered with various items including children's drawings, book covers, and educational cards. Notable items include a drawing of a bear, a card for "Goldilocks and the Three Bears", and a drawing of a person. The board is decorated with a heart and a small figure.

A decorative arrangement of white branches is lit with blue string lights. It features several signs: "Story" on a black sign, "Title" on a blue sign, "Page" on a white sign, "Author" on a green sign, and "Words" on a yellow sign. The arrangement is set against a light blue wall.

- The Gingerbread Man
- Goldilocks and the Three Bears
- Ten Little Princesses
- My First 100 Words
- Jack and the Beanstalk
- Supertato
- Little Red Riding Hood
- No-Bot

A white shelving unit with multiple compartments holds a variety of children's books. Visible titles include "The Tiger Who Came to Tea", "Numbers 1-10", "Mrs Pirate", "Marvel Heroes", "Jumblebum", "It's Not a Big Bear", "Wibbly Pig's Silly Big Bear", "Wee Granny and the Cellich", "Goldilocks and the Three Bears", "The Gingerbread Man", "Ten Little Princesses", "My First 100 Words", "Jack and the Beanstalk", "Supertato", "Little Red Riding Hood", and "No-Bot". The unit also features a red and a blue storage bin.

A blue upholstered armchair with wooden legs is positioned in the corner. It has a floral patterned pillow and a black jacket draped over the back. The chair is set against a light blue wall.

EACH DAY
SMILE



A collection of toys and books on the floor, including a doll, a book titled "Mrs Honey's Hat", and other children's items.

A small table or tray containing various art supplies like markers and crayons, along with a small container.



EACH DAY SMILE

OOK

The Gingerbread Man
Ten Little Princesses
MY FIRST 100 WORDS
Jack the Beanstalk
Supertato
Little Red Riding Hood
NO-BOT

The Tiger Who Came to Tea
Jumblebum
Mrs Pirate
Goldilocks and the Three Bears
Wee Granny and the Celidh

Goldilocks and the Three Bears
Come Alive Stories

as your
rite bit?

"My worst character
is the pea, I don't
like him." Summer

Super tato
Taylor

"the carrots my
favourite he got
wrapped up." chloe

he nearly
mashed him
Summer



like when
she shouts.
My big shouting on
Casey



"I like this book,
I've got a nice brother
and in a buggy." Casey

"the carrot got
wrapped up
Supertato has
helping powers." Taylor



What is the plot?

READ

"read it again,
I like carrots." Zak



"I love the sound
falling off
my head rolled over."
Everyone

"The veg glue comes
your tummy." Sam

Did you like this book?

Why?

Everyone fell
off, it was too
heavy." Callen.



the frog
had a Shower.
Claire

Who is your favourite character?



"The book box
was pretty...
nice." Kelsey

Who did you not like?



"He need on the
flower bed." Kelsie

Character The End of the World Illustration Page Character Author Spine Books



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

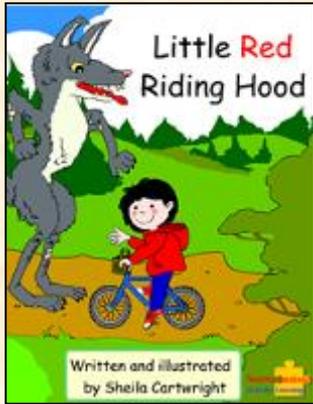
- How to hold book correct way up
- Top to bottom of page
- Left page then right page
- Left to right lines of print
- Other languages different

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

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



Story creating from cards

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



Oliver

it her
friends.
nd

Ashlee

1 2 1 5 1 1



"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?*

