

Literacy for All in our Playrooms



Phonological Awareness





Glasgow's Improvement Challenge (GIC) Health & Safety

“Distance Aware” Encouraging people to take care and respect the space of others

All participants should choose a seat on entry and use this space for the full training session. **Please wipe desks/communal tables before leaving.**

Doors and windows will be opened to increase natural ventilation where it is practical, safe and secure to do so while maintaining appropriate internal temperatures.

Tea and toilet facilities should be used at designated areas, following signage





House-Keeping

- **Fire Alarm:** Tested Wednesday at 10am. No other fire alarm planned so in the instance of hearing it please take guidance from the trainer and make your way to the nearest exit. Be mindful of the children attending Royston Primary, if you feel you could support the class teacher in getting the class out safely please do so.
- **Parking:** Please be considerate of residents and that if parking attendants do patrol the area they will give tickets to cars parked on the pavement or on yellow lines during restricted times.
- **Refreshments:** Please ensure that at the end of training all cups, spoons etc are placed in the bins provided.
- **Facilities:** male/female toilet locations



Take Away Tasks – Reflection

Select a book to plan for Interactive Shared Reading sessions. Consider the following:

- Sparkle Words (using Shooting for the SSTARs)
- Effective questions and think alouds
- Provocations for Talk



Aims

- Reflect on the importance of Phonological Awareness
- Explore the GDSS Phonological Awareness pack and its links to the Literacy for All Frameworks
- Consider how Phonological Awareness can be developed and embedded in our settings



Content

Overview of Phonological Awareness and why it is important

Phonological Awareness Pack (GDSS)

Developing PA through play, stories, songs, rhymes

Embedding PA throughout the day

Family Learning

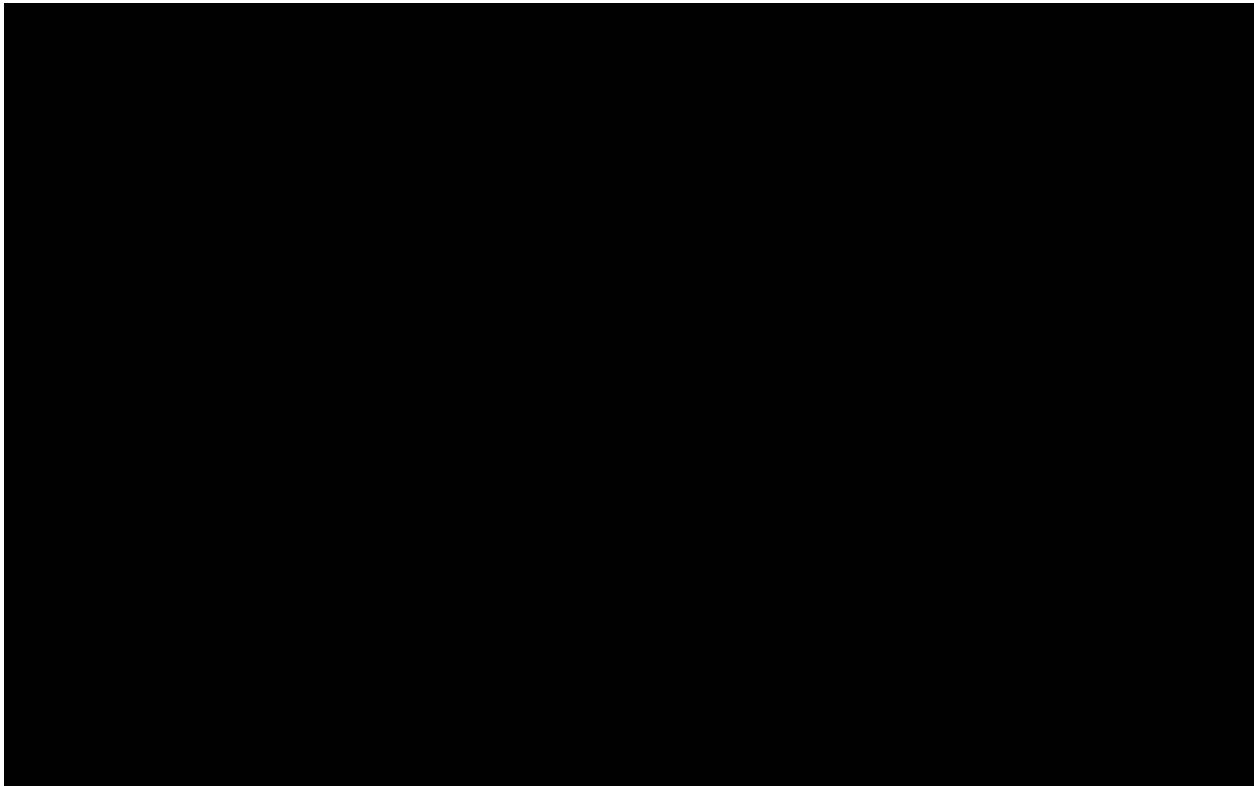


What is Phonological Awareness?

- It is an **auditory** skill.
- Teaches children to tune into the rhythm and sounds of language.
- It is the ability to hear and play with (manipulate) the sounds of spoken language.
- It is vital in developing reading and spelling skills for future learning.
- It requires repetition and explicit emphasis



Video 1



Video 2





Why is phonological awareness important?



Why is it important?

Bradley and Bryant's work in the 1980s showed that:

'Phonological ability in pre school children is one of the biggest predictors of later success in reading ability.'

Prof. J. Elliott's 2014 review of research refers to this work as 'ground breaking' and citing Scarborough goes on to say:

'Phonological Awareness appears to be a better predictor of reading ability in general than reading disability in particular.'



Why is it important?

“Phonological Awareness is the strongest predictor of children's future reading and spelling abilities and should therefore be a major focus in every pre school classroom”

Weitzman, E, Greenberg, J (2010) ABC and Beyond. Hanen Early Language Programme.



Phoneme/Grapheme link

tan tan
beg ✓
bin pin
fat dot
nate

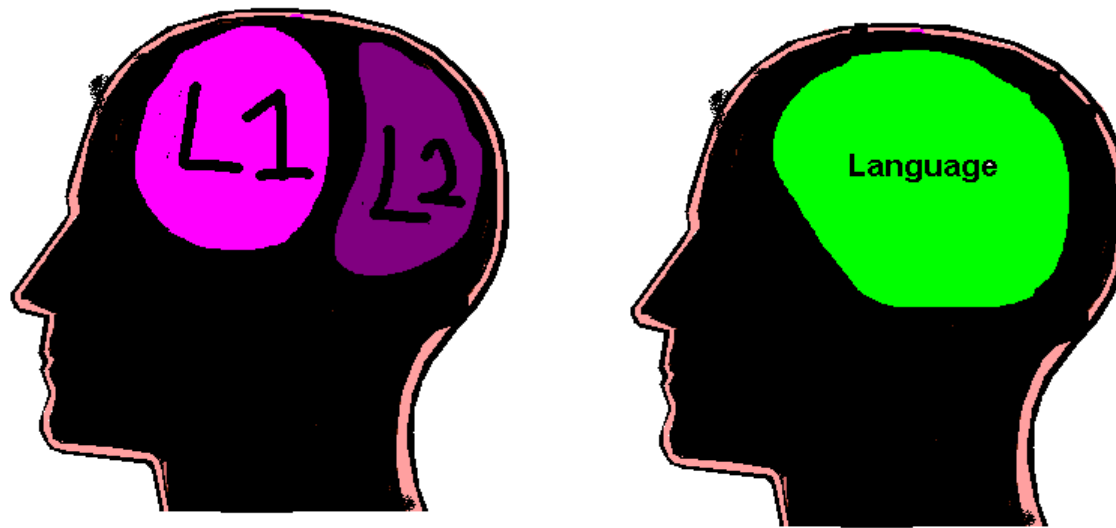
tan ✓
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Phonological Awareness for Learners with English as an Additional Language (EAL)

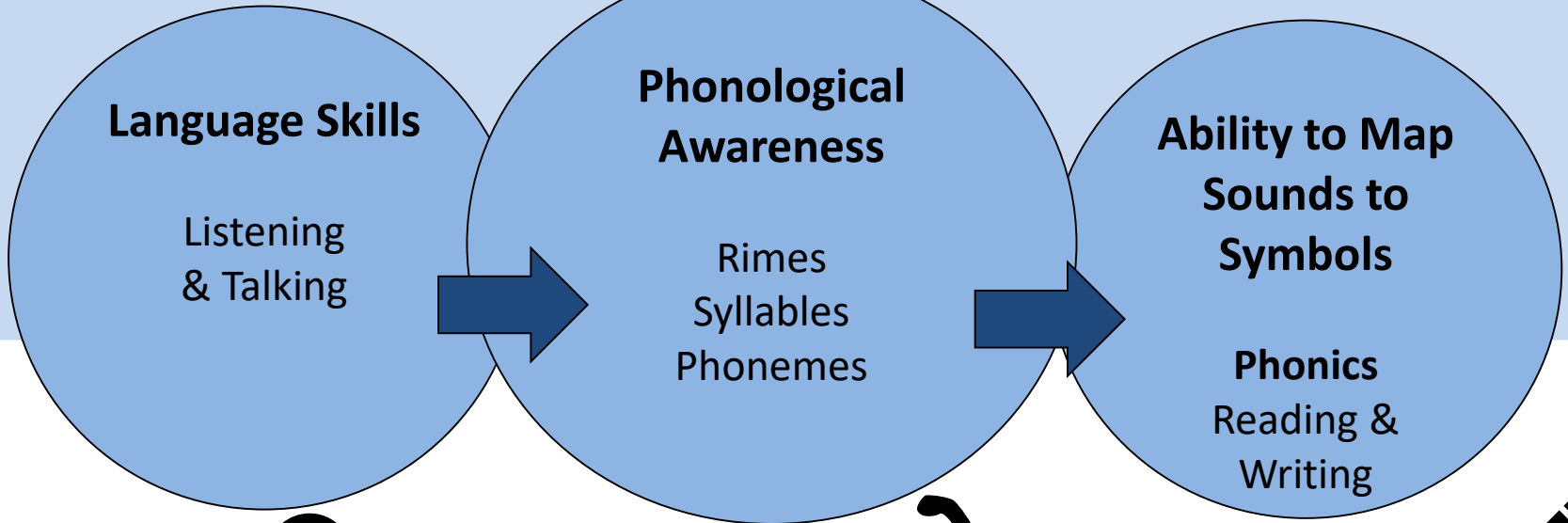
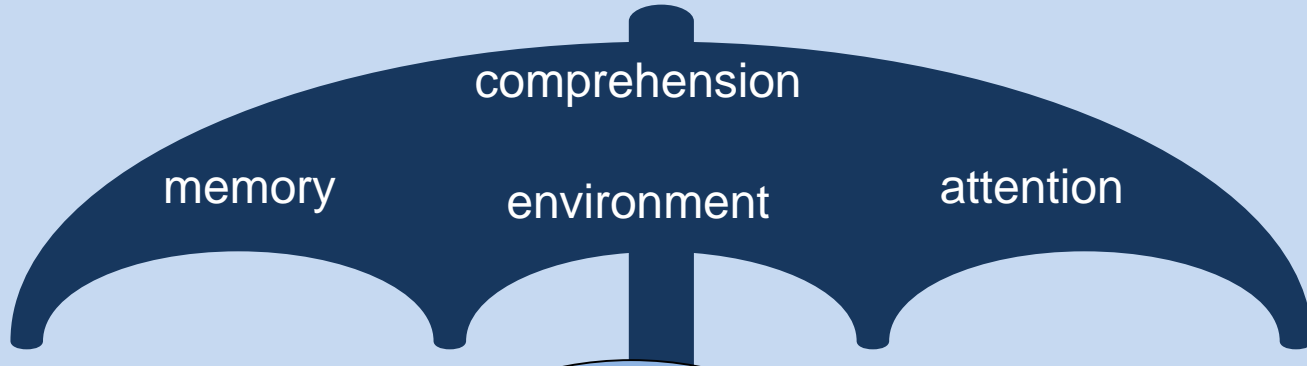
- Most EAL learners will already have a good knowledge of how their home language works
- Learners will need additional input and time to absorb sounds of a new language
- Learners will benefit from being immersed in fun, engaging phonological activities which are embedded in everyday practice



Developing Phonological Awareness in two languages



Phonological Awareness & Literacy



Hearing 

Motivation 

Motor Skills 



Music



“Rhythm is more overt in music than in language and so a focus on musical rhythm along with activities that explicitly link musical beat structure to the beat structure of language may help to improve rhythmic entrainment.

Coordinating rhythmic movement in time with speech and music may also be beneficial...”

Goswami



Phonological Awareness Tracking

- Ten Stages of phonological awareness
- Within Early Years we focus on 4 aspects:
 - Listening
 - Rhyme
 - Syllables
 - Phonemes




Stages of phonological awareness P1

- Word boundaries
- Rhyme awareness
- Syllabic awareness
- Syllable blending
- Syllable segmentation
- Phonemic awareness
 - initial sounds
 - awareness of where a phoneme is in a word
 - breaking words into phonemes
 - deleting phonemes/syllables within words
 - substituting phonemes within words
 - transposing phonemes within words (Spoonerisms)





Phonological Awareness packs



Nursery

Phonological Awareness Pack


Tracking Progress in
Early Years (Pre-school)



Primary 1

Phonological Awareness Pack

Tracking Progress in
Early Years (Primary 1)



Phonological Awareness Pack



- Listening
 - I can discriminate aurally
 - I can follow instructions
 - I can discriminate aurally and I can follow instructions
- Rhyme
 - I can complete nursery rhymes
 - I can identify rhyming words
 - I can produce rhyming words
- Syllabic Awareness
 - I can clap syllables in familiar words
 - I can segment syllables
- Phonemic Awareness
 - I can recognise initial sounds
 - I can identify initial sounds



Listening – tracking progress pack

Activity 1:

Auditory discrimination



Activity 2: Following instructions

Activity 3: Auditory discrimination
and following instructions



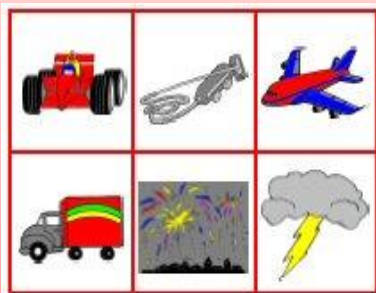
Percussion/shakers



Songs and chants



Sound lotto



Opportunities for developing

Listening

Sound walk



Rhyme awareness

- Building an understanding of rhyme can take a long time: repetition and explicit modelling of rhyme needed
- Focussed teaching of rhymes/chants
- Use of stories with strong examples of rhyme
- Use the word rhyme during activities

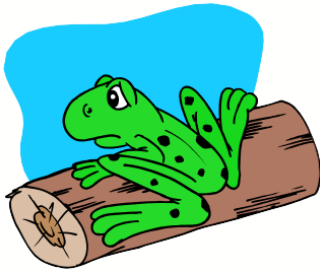


Rhyme awareness – tracking progress pack

Activity 4:
nursery rhyme
completion



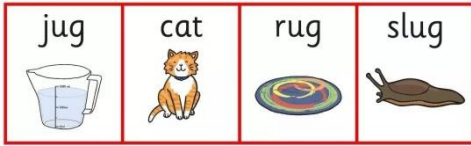
Activity 5:
rhyme
judgement



Activity 6:
rhyme
production



Odd one out



Nursery rhymes



Silly rhymes



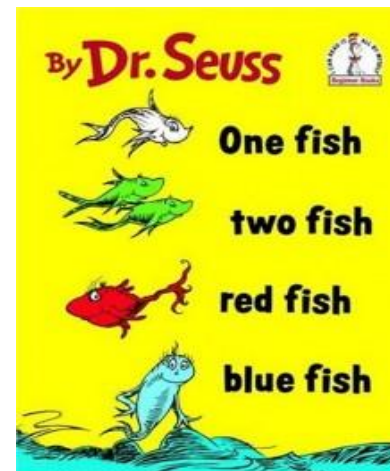
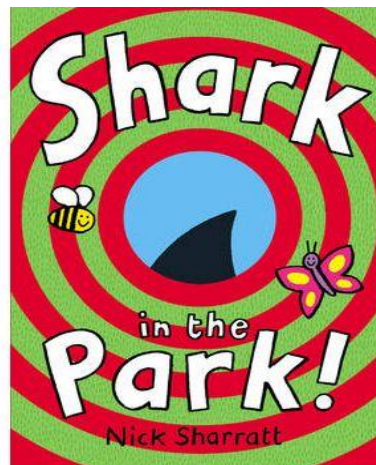
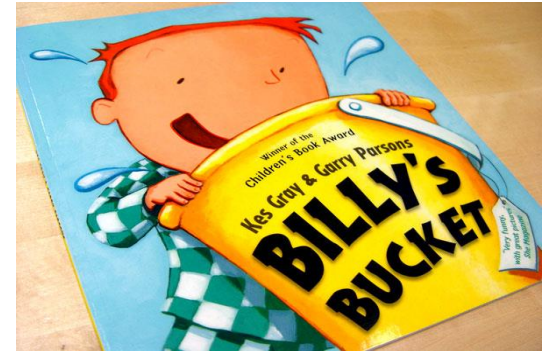
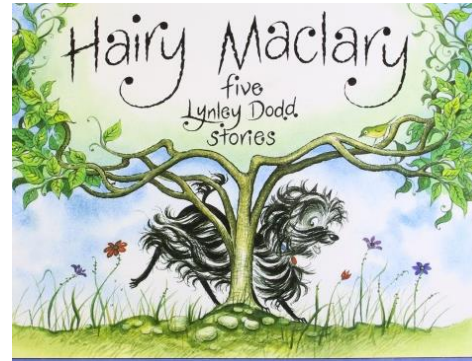
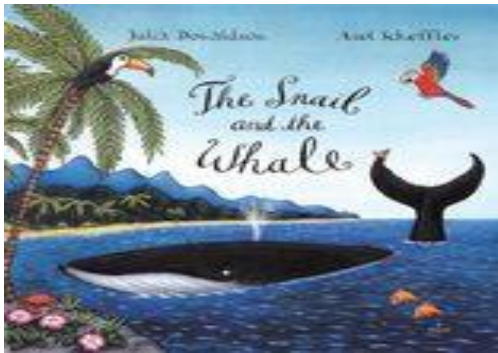
Opportunities for developing

Rhyme Awareness

Songs and chants



In your groups, choose a book and discuss how you would use it to support and extend rhyming opportunities



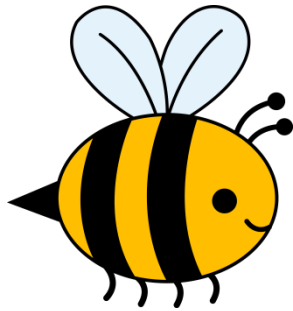
Syllabic Awareness

- Ability to break down a word into syllables
- This concept will require regular reinforcement.
- Learners will need to use familiar words: own name, friends' names, characters, using stories as a context



Syllabic Awareness – tracking progress pack

Activity 7: Syllabic Awareness



Activity 8 Syllable Segmentation

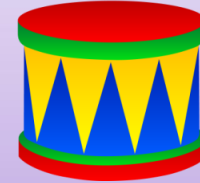


Spi-der-man

**Clapping/beating syllables
in own name**



**Clapping/beating syllables
in songs and chants**



**Clapping
syllables to
request snack
etc.**

Opportunities for developing

**Rhyme
Awareness**

**Syllable sorting
and counting
games**

























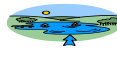







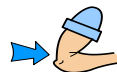











Phonemic awareness - initial sounds

- Phoneme: smallest unit of sound
- English – approx 44 phonemes
- Standard Scottish English – approx 42 phonemes
- Hearing and manipulating these sounds can be the most difficult aspect of PA
- Some phonemes in English do not exist in other languages
- Must not be confused with letter names

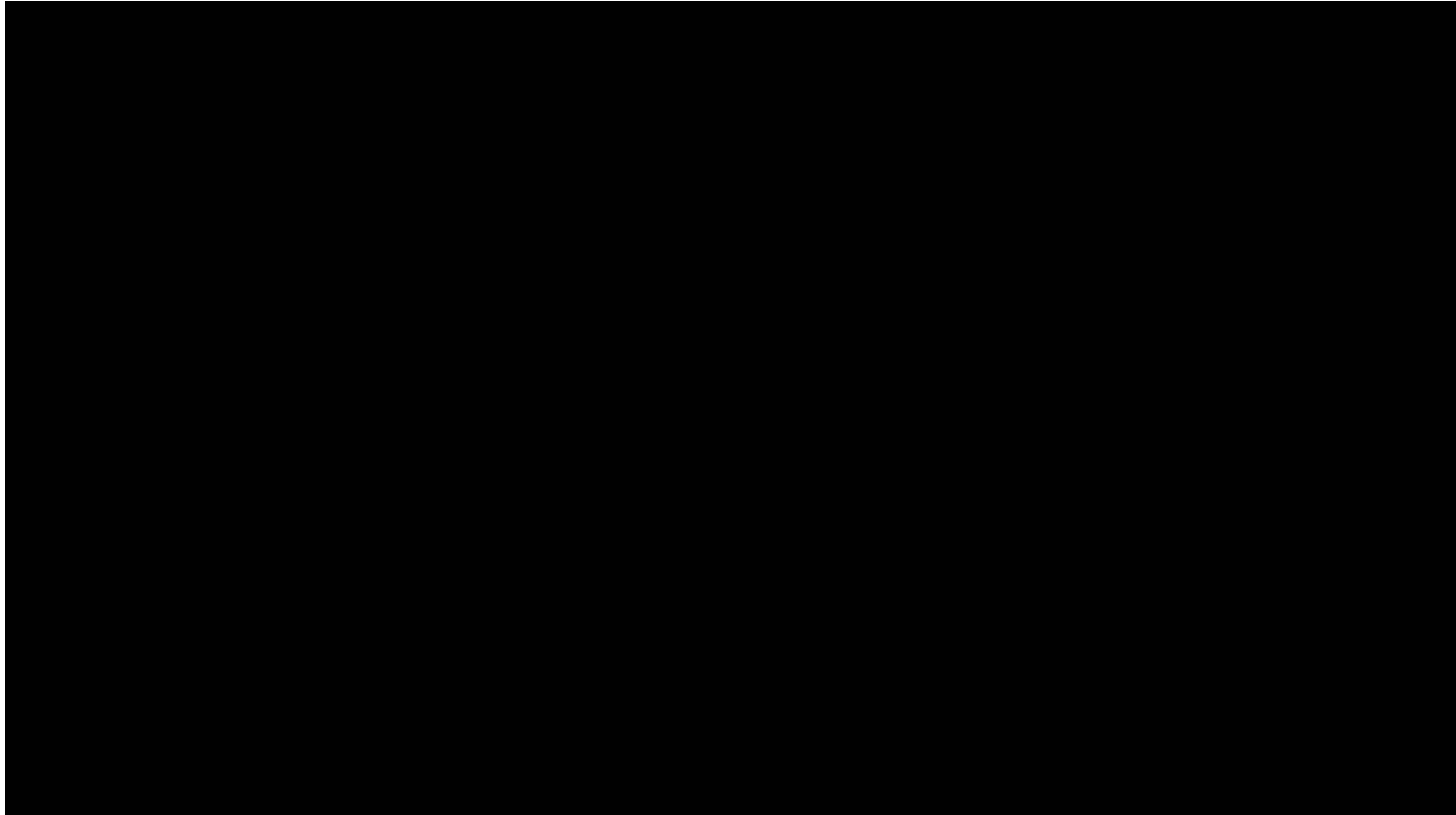


Phonemic awareness - initial sounds

Scottish Standard English

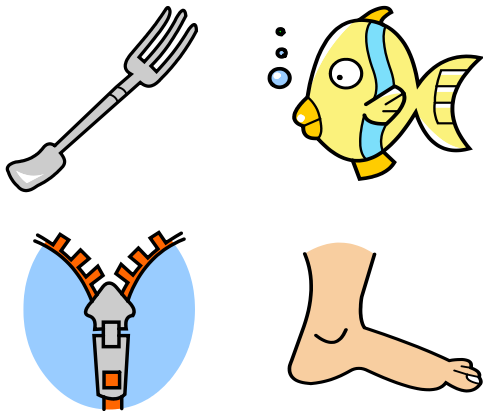
/b/	/k/	/d/	/f/	/g/	/h/	/j/	/l/
							
/m/	/n/	/p/	/kw/	/r/	/s/	/t/	/v/
							
/w/	/ks/	/y/	/z/	/zh/	/ch/	/ch/	/sh/
						 loch	
/shn/	/th/	/th/	/wh/	/ng/	/a/	/e/	/i/
		 them					
/o/	/u/	/ā/	/ē/	/ī/	/ō/	/ū/	/oi/
							
/oo/	/ou/	Use pure sounds					
							

Phonemic awareness - initial sounds

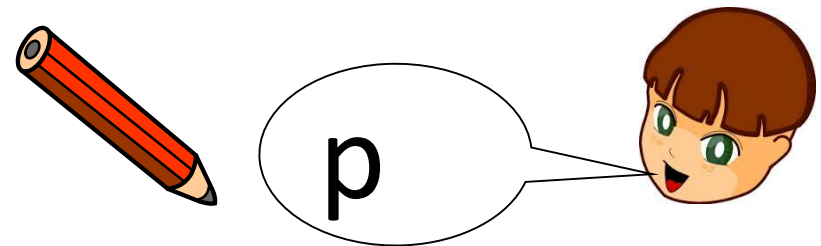


Phonemic awareness - initial sounds tracking progress pack

Activity 9: Recognising initial sounds



Activity 10: Identifying initial sounds



I spy



Tongue twisters



Songs and chants



Initial sound bags

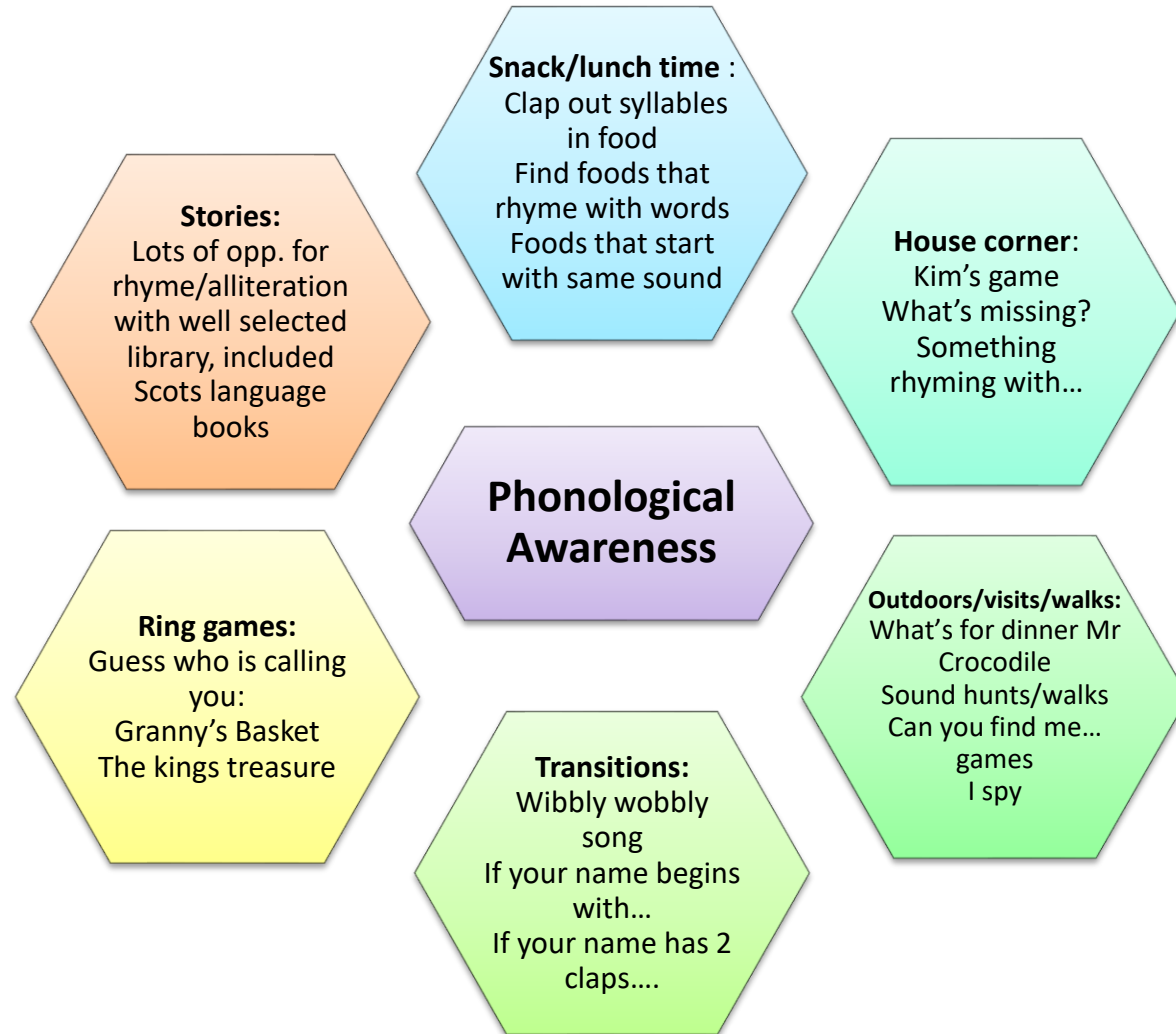


Opportunities for developing

Phonemic Awareness



Embedding Phonological Awareness: Daily Opportunities



Rhyme Awareness

- Use stories which have strong examples of rhyme.
- Stop the sentence before the second rhyme to encourage children to think of an appropriate rhyme
- Making up your own rhyming stories using a familiar story format

Syllabic Awareness

- Counting syllables in names of characters and things in story – use a drum or ask children to tap syllables on head, shoulders, knees, fingers to tell how many syllables
- Using flashcards or objects relating to stories, ask children to sort into 1,2,3,4 syllables
- Use LED push-on night lights to help children count syllables.

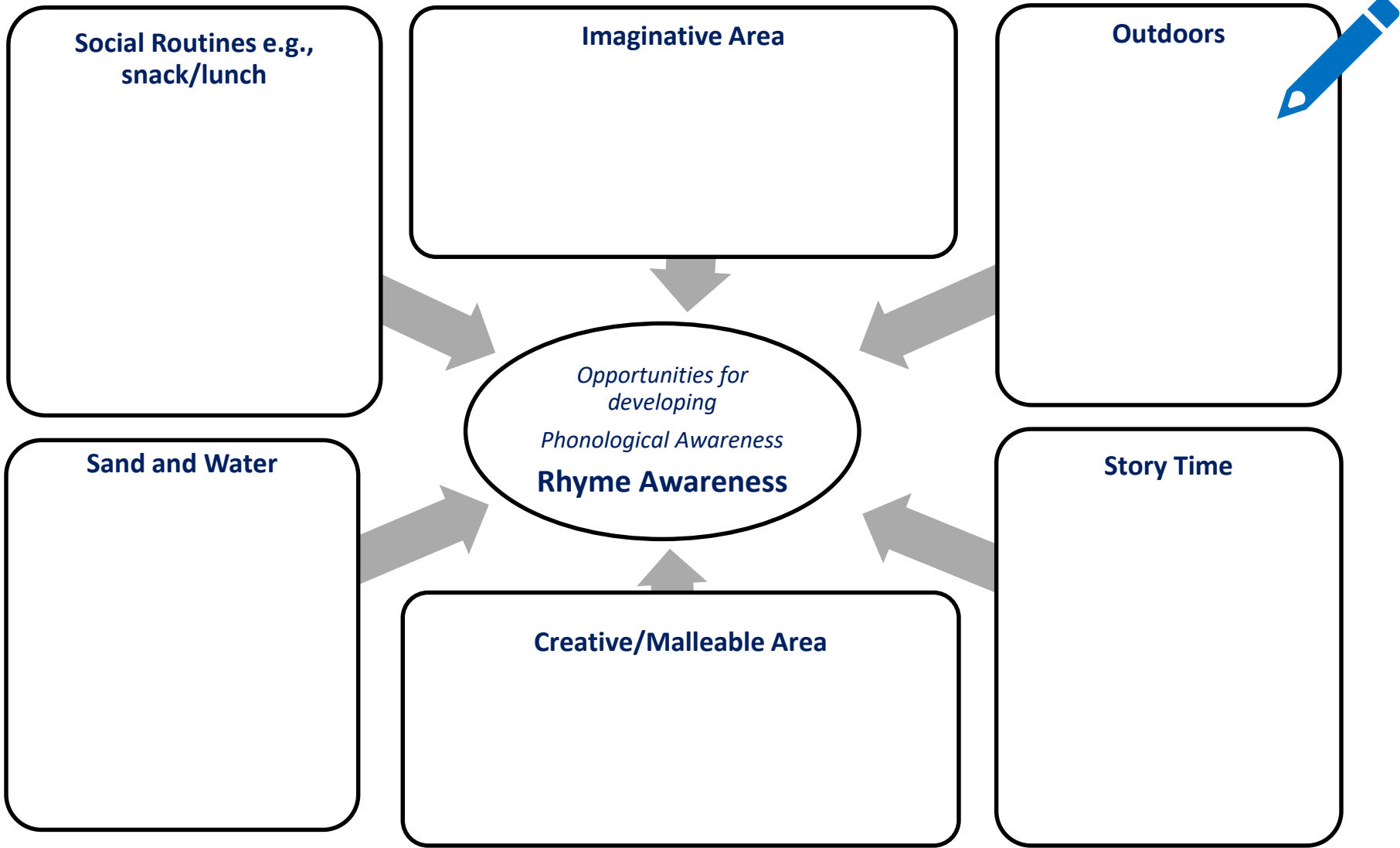
Listening

- Story times are very important in developing and encouraging good listening.
- Ensure that story times are very visual and interactive: use puppets, props, flash cards, sound effects to reinforce storyline.
- Pre teach and reinforce new vocabulary
- Ask the children to do actions for particular events or characters e.g. growl when they see the lion.

Opportunities for developing
**Phonological
Awareness**
Story Time

Initial Sounds

- Initial sound of book title, characters, authors name.
- Alliterative stories
- Making up your own silly rhymes



PA individual assessment

Listening

I can distinguish different sounds.

I can follow instructions.

I can hear different sounds and carry out the appropriate associated action

Rhyme awareness

I can fill in the rhyming words in rhymes, songs ,stories

I can identify rhyming words e.g. cat/mat/bat /fish.

I can generate further rhyming words e.g. tin, pin, win etc.

Syllabification

I can clap the number of syllables in my name and other familiar words

I can say and count each syllable in a word e.g. com-put-er

Phonemic Awareness

I can tell you the sound at the beginning of my name and some other familiar words.

I can identify words that begin with the same sound.



PA Assessment tool

Early Years Phonological Awareness Tracking (Pre-school) Establishment.....

Listening I can discriminate aurally	Listening I can follow instructions	Listening I can discriminate aurally and I can follow instructions	Rhyme Awareness I can complete nursery rhymes	Rhyme Awareness Rhyme judgment I can identify rhyming words	Rhyme Awareness Rhyme production I can produce rhyming words	Syllabic Awareness I can clap syllables in familiar words	Syllabic Awareness Syllable segmentation I can segment syllables	Phonemic Awareness I can recognise initial sounds	Phonemic Awareness I can identify initial sounds
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I can distinguish different sounds.	I can follow instructions	I can hear different sounds and carry out the appropriate associated action	I can fill in the missing rhyming words in rhymes, songs, stories	I can identify words that rhyme e.g., cat/mat/bat /fish	I can generate further rhyming Words, tin, pin, win etc.	I can clap the number of syllables in my name and familiar words	I can say and count each syllable in a word com-put-er	I can tell you the sound at the beginning of my name and some other familiar words.	I can identify words beginning with the same sound.
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Early Level Tracker 1

Reading

Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01a	Become increasingly aware that there are different types of texts e.g. stories, non fiction	With support, start to select texts that can be explored for enjoyment	With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words	Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning
Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a	Can recognise own name and some other familiar words as appropriate	With support can aurally identify most familiar initial sounds starting with own name and friends' names	With support begin to generate some words with same initial sound		Begin to recognise the difference between a letter and a word		
	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words		Begin to use context clues such as illustrations to support understanding of stories.		Begin to be aware of some basic punctuation when sharing a story		
Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a	Explore and discuss features such as title, author, blurb, illustrator and pictures		Discuss the basic differences between fiction and non fiction and begin to develop understanding	With support, use what is known already about subject and text type to help understanding	Ask and answer simple open ended questions about events and ideas in a text		
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading	Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts	Retell familiar stories in different way e.g. role play, puppets and drawings			
Finding & Using Information LIT 0-14a	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose	With support, find information in a text to learn new things	Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts	Retell some key events from a familiar story		

Early Level Tracker 1

Listening and Talking

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b	Become aware that there are different types of text. e.g. those that can be read, watched or listened to	With support start to select texts that can be explored for enjoyment	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.	Develop vocabulary through listening to and exploring different text forms	Will take opportunities to select appropriate texts within collaborative play contexts	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to	
	Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.	Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory	Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making	Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)	Can hear and segment and identify the number of syllables in familiar words	Begin to keep a steady beat when exploring familiar stories, rhymes and songs	Begin to recognise and generate words with the same initial sound starting with own name and friends names
Tools for listening and talking LIT 0-02a / ENG 0-03a	Begin to listen to others with attention and give a response based on what has been said	Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact	Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time	Begin to take turns when listening and talking in a variety of contexts	Begin to develop confidence in asking questions based on what they have heard	Begin to respond appropriately to some questions about what they have said and heard	Can follow a two part instructions and can give a simple instruction to others e.g. when – mixing paint, baking and ask questions to clarify
Finding and Using Information LIT 0-04a	Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation	Talk about information that has been interesting to them and/or new information	Begin to ask and answer questions to demonstrate recall of key information	Describe and share ideas/thoughts using what has been learned from listening to/watching texts.	With support begin to make connections between information learned and their own experiences to expand on a topic or theme	Begin with support to use new vocabulary when talking about information they have learned	Use what they have learned in order to make simple choices
UAE LIT 0-07a / LIT 0-16a / ENG 0-17a	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts	With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines	Can understand and ask 'what', 'where' and 'who' questions to clarify meaning	With support can discuss and answer some questions to demonstrate understanding of what they have heard			
Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a	Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences	Begin to use sequential language (first, next, now etc.) to describe or recount experiences	Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense	Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum	Explore own and familiar stories through play and role play	Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support	Use new vocabulary to which they have had repetitive exposure to

Family Learning

- Play talk read – Play and Learn section

<https://www.parentclub.scot/topics/play-learn>

- Bookbug – website and free app

<https://www.scottishbooktrust.com/bookbug>

- Museums

<https://www.glasgowlife.org.uk/museums>

- Family Learning Officers



Features of Effective Practice

- Small groups of children are better than larger groups
- Daily
- Short sessions that interrupt children's play as little as possible, supported by extension activities
- Involvement of parents
- Commitment of all staff with easy access to support materials
- Embedded in planning, long and medium term
- Ongoing opportunities for staff training and moderation



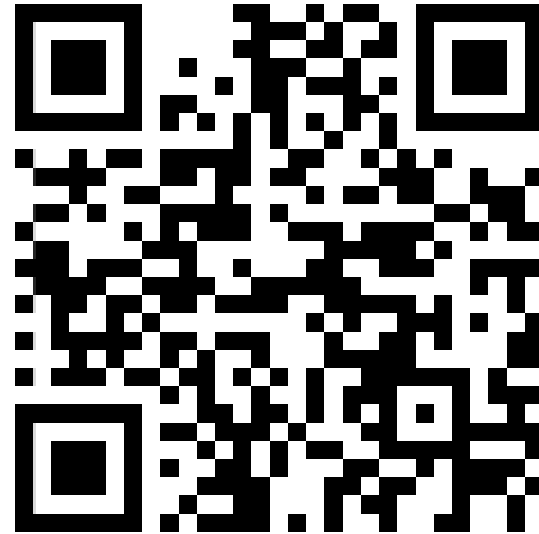
LfA year 1 - Dates for your diary

18/08/23	9:30am-12pm	Session 1: Literacy Framework	Gemma
	1pm-3pm	Leadership of Change 1	Ana
08.09.23	9:30am-12pm	Session 2: Listening and Talking overview	Gemma
	1pm-3pm	Leadership of Change 2	Ana
15.09.23	9:30am-12pm	Education psychologist: Child development	Ed Psych
29.09.23	9:30am-12pm	Session 3: Early Literacy Strategies	Gemma
	1pm-3pm	Leadership of Change 3 (FLO)	Denise and Amanda (FLO)
06.10.23	9:30am-12pm	Session 4: Phonological Awareness	Ana
23.10.23	9:30am-12pm	Session 5: Music and Phonological Awareness 1	CREATE & Gemma
27.10.23	9:30am-12pm	Session 6: Meeting the needs of Bilingual Learners	Maureen (EAL)
	1pm-3pm	HGOIP – Baseline	Ana & Gemma
19.04.24	9:30am-12pm	HGIOP – Final	Ana & Gemma



Evaluation

Go to www.menti.com
Code to vote: 8240627



Please answer **BOTH** questions



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- Blog: Google Leaders of Early Learning
<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>



Literacy for All in our Playrooms



Phonological Awareness

