

# Literacy for All in our Playrooms



## Phonological Awareness



# Aims

- Reflect on the importance of Phonological Awareness
- Explore the GDSS tracking tool for PA and its links to the Literacy for All trackers
- Consider how Phonological Awareness can be developed and embedded in your setting



# Content

Overview of Phonological Awareness and why it is important

Tracking tool GDSS

Developing PA through play, stories, songs, rhymes

Embedding PA throughout the day

Family Learning



# What is Phonological Awareness?

- is an **auditory** skill
- teaches children to tune into the rhythm and sounds of the language
- is the ability to hear and play with (manipulate) the sounds of spoken language.
- is vital in developing reading and spelling skills
- will require repetition and explicit emphasis



# Video 1

- [https://youtu.be/\\_JmA2CIUvUY](https://youtu.be/_JmA2CIUvUY)



# Video 2



# 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.'*



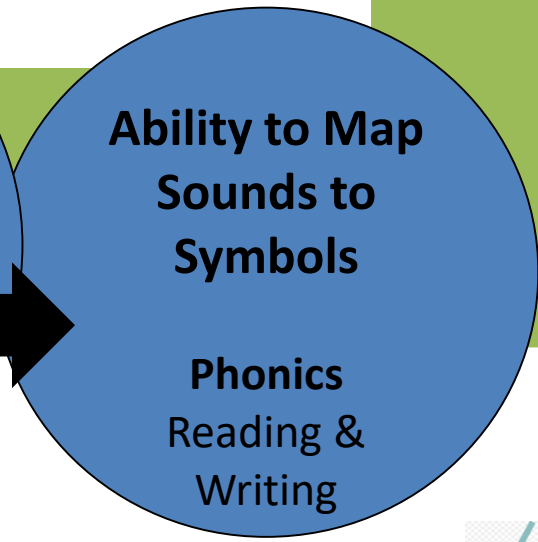
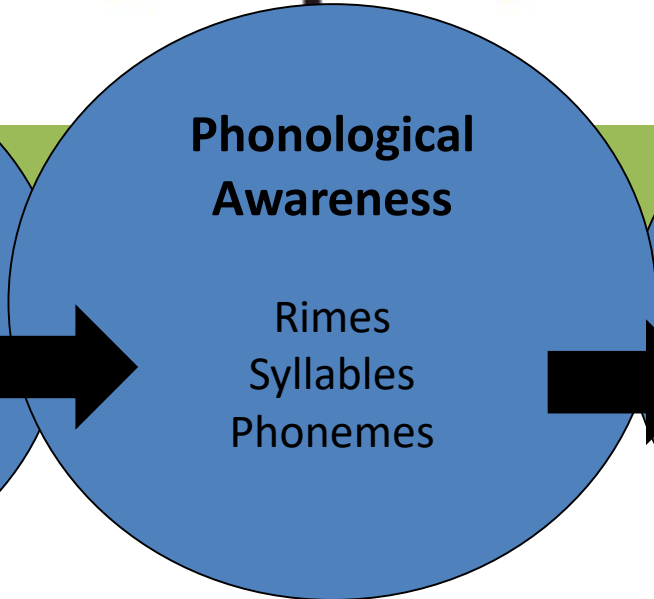
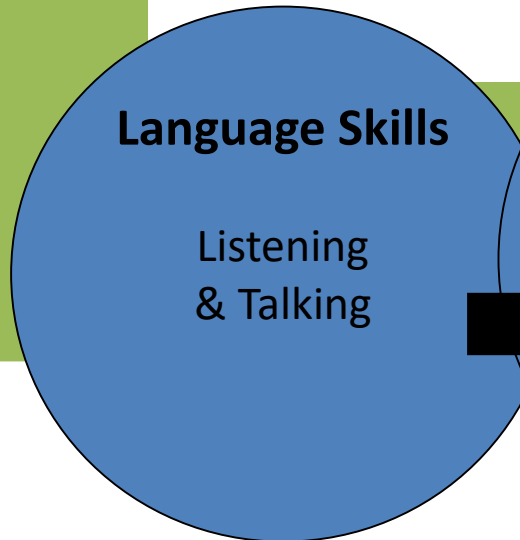
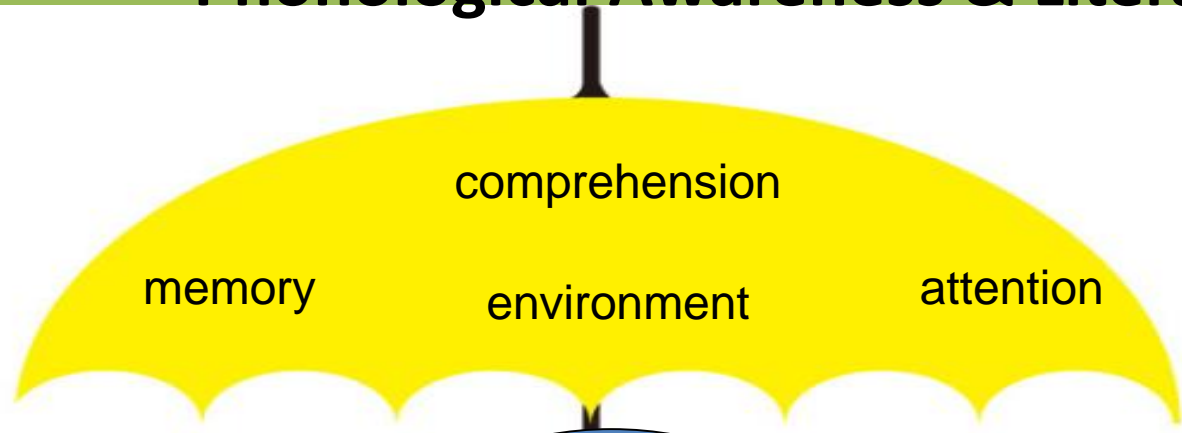
# Why is it important?

- “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.





# 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



# The musicality of language

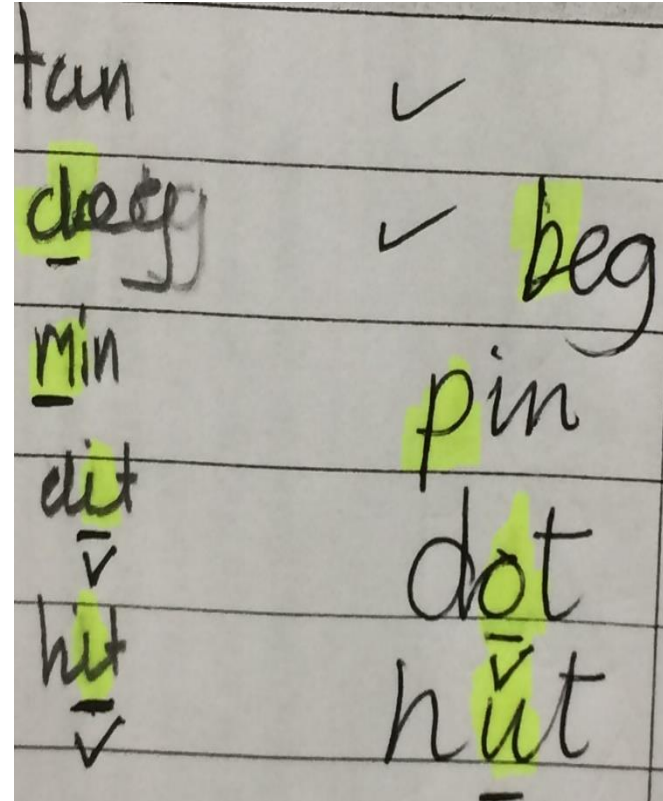
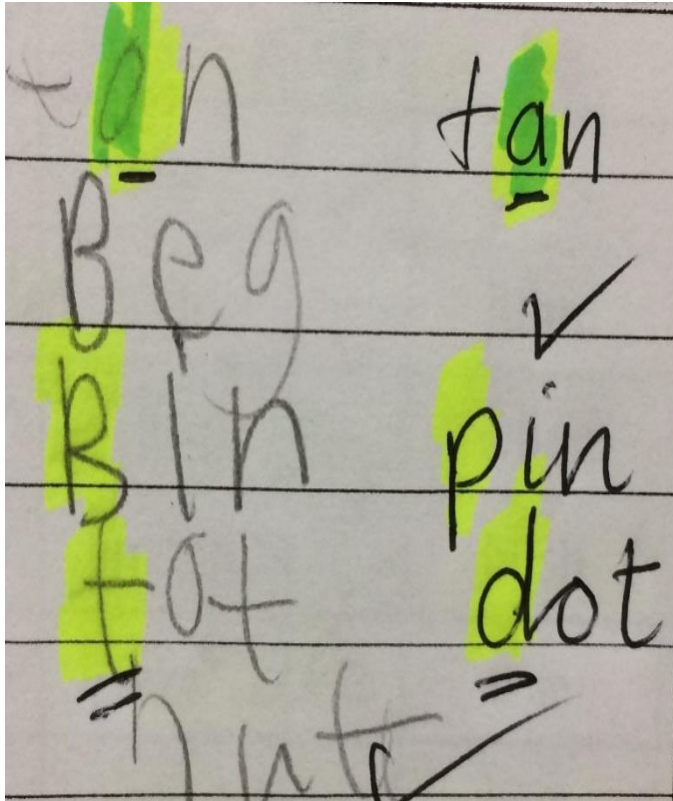
Colwyn Trevarthen is Emeritus Professor of Child Psychology and Psychobiology at the University of Edinburgh, and Vice-President of the British Association for Early Childhood Education.



PrebirthToThreeProfessorColwynTrevarthenMusicalityOfLanguage-360.mp4



# Phoneme/Grapheme link



# 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)

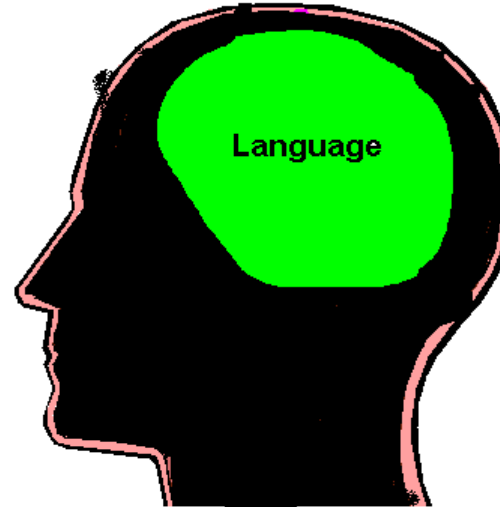


# PA for Learners with English as an Additional Language (EAL)

- 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 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 Tracking Tool

- 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



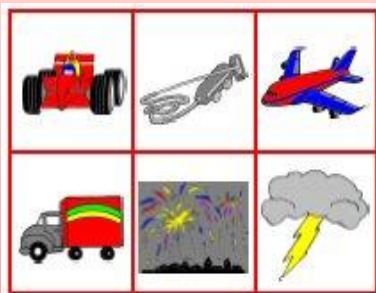
## Percussion/shakers



## 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

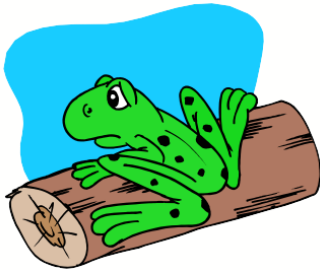


# Rhyme awareness – tracking progress pack

Activity 4:  
nursery rhyme  
completion



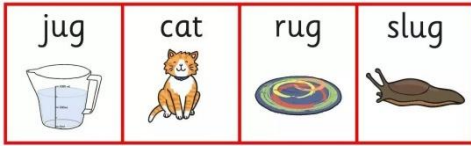
Activity 5:  
rhyme  
judgement



Activity 6:  
rhyme  
production



## Odd one out



## Nursery rhymes



## Silly rhymes



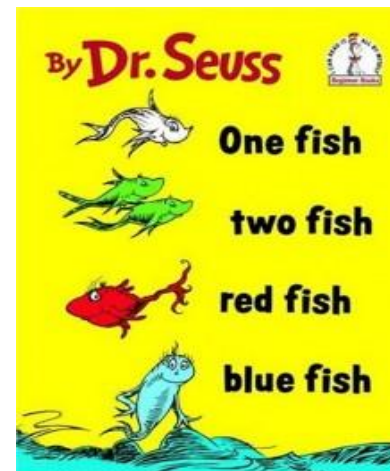
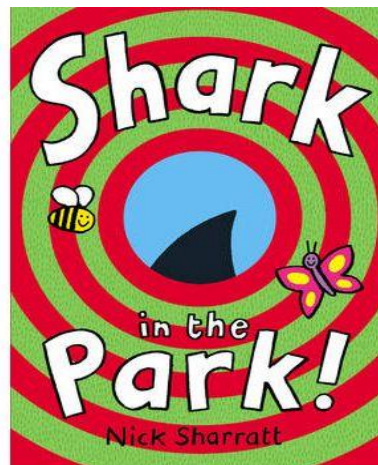
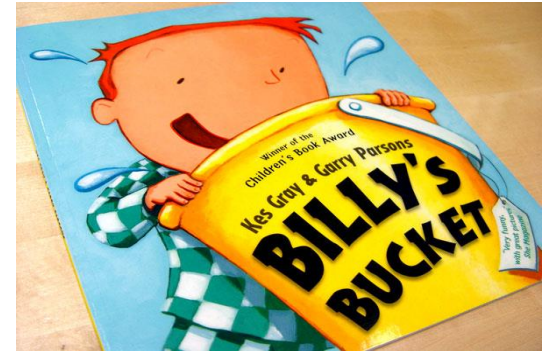
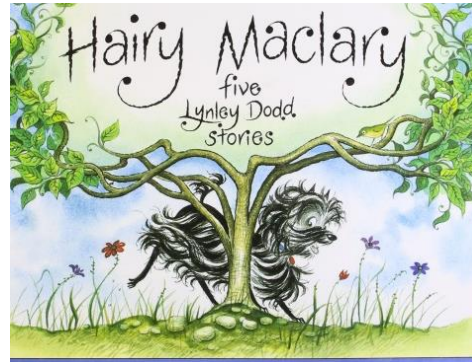
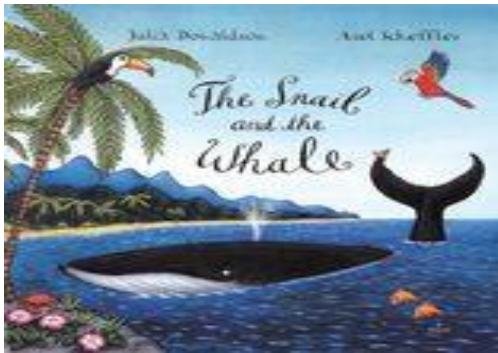
*Opportunities for developing*

## Rhyme Awareness

## Songs and chants



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





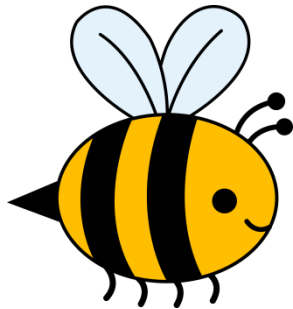
# Syllabic Awareness

- 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

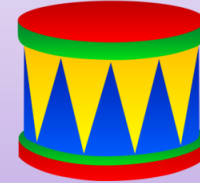


Spi-der-man

**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**

























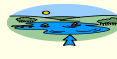







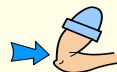











# Phonemic awareness - initial sounds

- 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



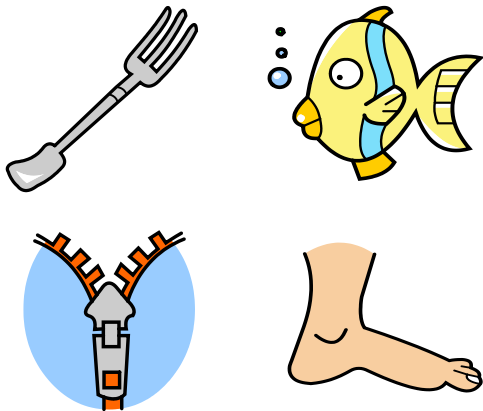
# Phonemic awareness - initial sounds

Scottish Standard English

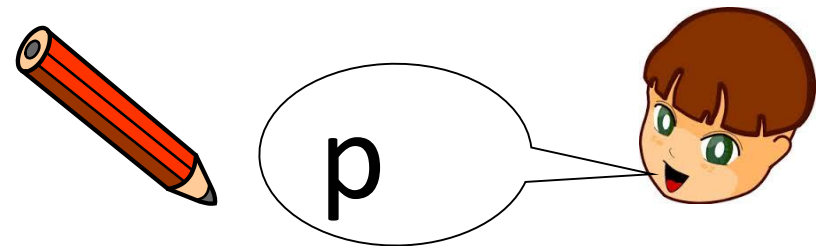
/b/	/k/	/d/	/f/	/g/	/h/	/j/	/l/
							
/m/	/n/	/p/	/kw/	/r/	/s/	/t/	/v/
							
/w/	/ks/	/y/	/z/	/zh/	/ch/	/ch/	/sh/
						 loch	
/shn/	/th/	/th/	/wh/	/ng/	/a/	/e/	/i/
		 them					
/o/	/u/	/ā/	/ē/	/ī/	/ō/	/ū/	/oi/
							
/oo/	/ou/	<b>Use pure sounds</b>					
							

# 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**



# 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 eg 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

<b>Enjoyment &amp; Choice</b>  <a href="#">LIT 0-01a</a> <a href="#">LIT 0-11a</a> <a href="#">LIT 0-20a</a> <a href="#">LIT 0-01a</a>	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
<b>Tools for Reading</b>  <a href="#">ENG 0-12a</a> <a href="#">LIT 0-13a</a> <a href="#">LIT 0-21a</a>	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			
<b>Understanding Analysing and Evaluating</b>  <a href="#">LIT 0-07a</a> <a href="#">ENG 0-17a</a> <a href="#">LIT 0-16a</a> <a href="#">LIT 0-19a</a>	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		
<b>Finding &amp; Using Information</b>  <a href="#">LIT 0-14a</a>	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

<b>Listening and Talking</b>	<b>Enjoyment &amp; Choice</b> <a href="#">LIT 0-01a</a> <a href="#">LIT 0-11a</a> <a href="#">LIT 0-20a</a> <a href="#">LIT 0-01a</a> <a href="#">LIT 0-11b</a> <a href="#">LIT 0-01c</a>	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	
	<b>Tools for Listening and talking</b> <a href="#">LIT 0-02a</a> <a href="#">ENG 0-03a</a>	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
	<b>Finding and using information</b> <a href="#">LIT 0-04a</a>	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
	<b>Understanding, analysing and evaluating</b> <a href="#">LIT 0-07a</a> <a href="#">LIT0-016a</a> <a href="#">ENG 0-17a</a>	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			
<b>Creating Texts</b> <a href="#">LIT 0-09a</a> <a href="#">LIT0-09b</a> <a href="#">LIT 0-31a</a> <a href="#">LIT 0-10a</a>	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	

## 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.

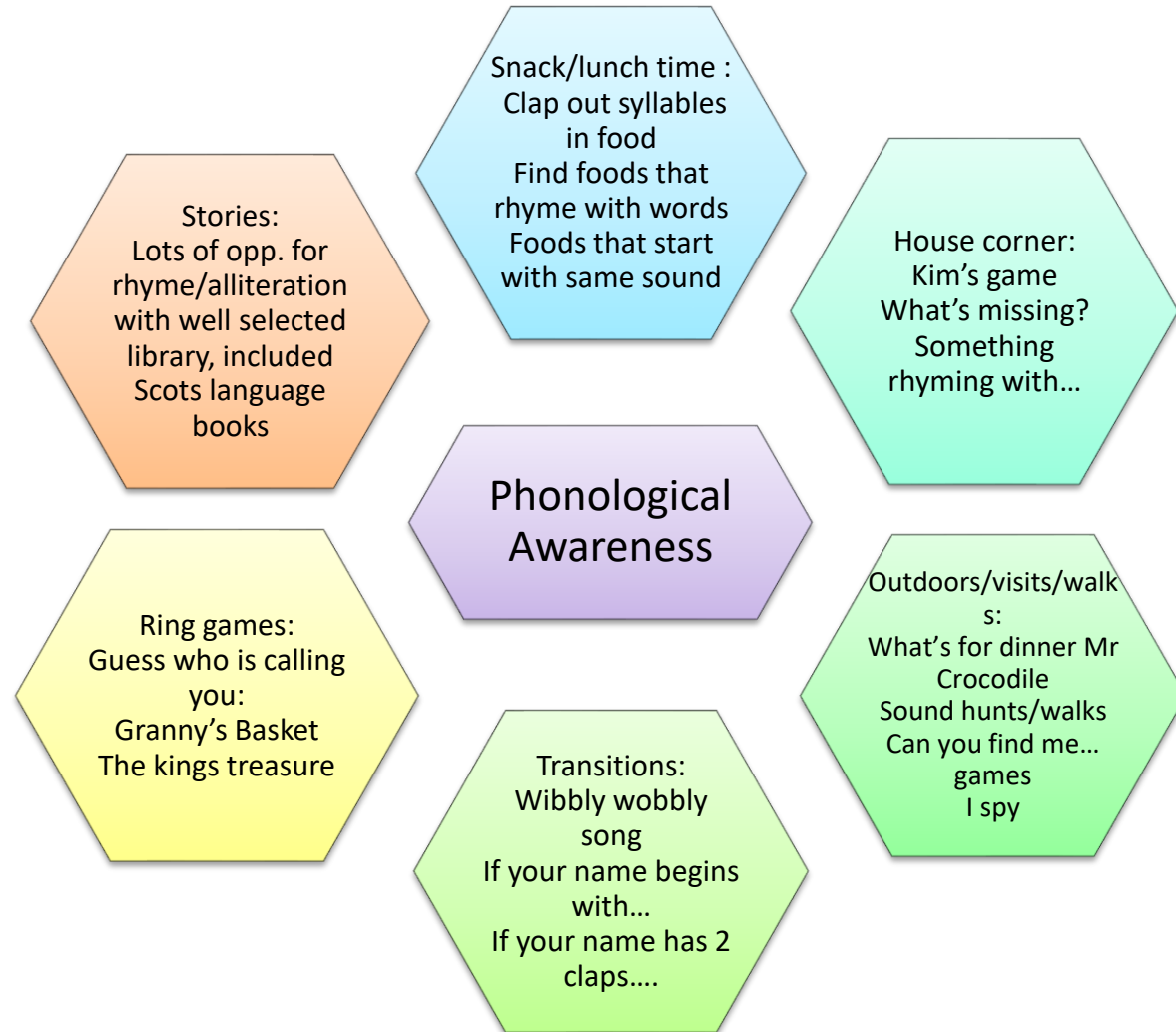
Opportunities for developing  
**Phonological  
Awareness**  
**Story Time**

## Initial Sounds

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



# Embedding Phonological Awareness: Daily Opportunities



# 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



# Literacy for All in our Playrooms



## Phonological Awareness

