

Glasgow Reads in ELC



Phonological Awareness

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Learning

Achievement
and
Progress

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Aims

- Begin to address Glasgow's literacy attainment data.
- To embed our understanding of Phonological Awareness.
- To explore how Phonological Awareness can be developed throughout our spaces, interactions and experiences.
- To consider how we observe, track and ensure progression in Phonological Awareness for all our learners.

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and
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Participation
and Inclusion



Facts



Story



Action



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and
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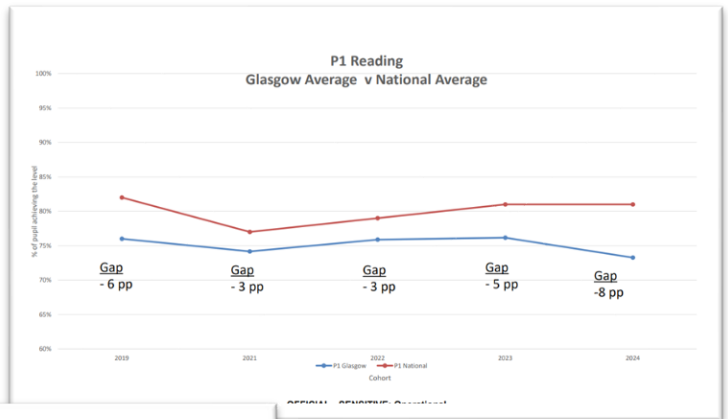
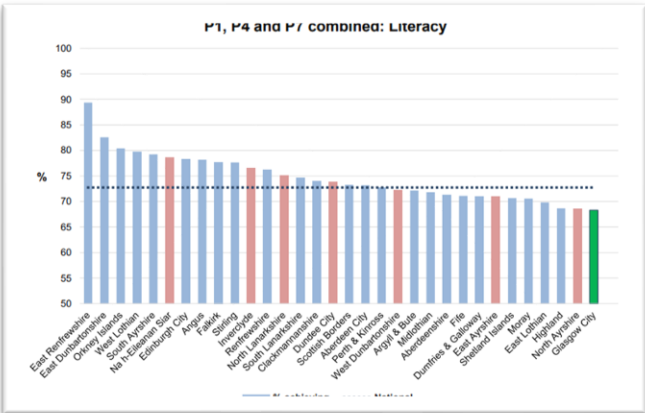
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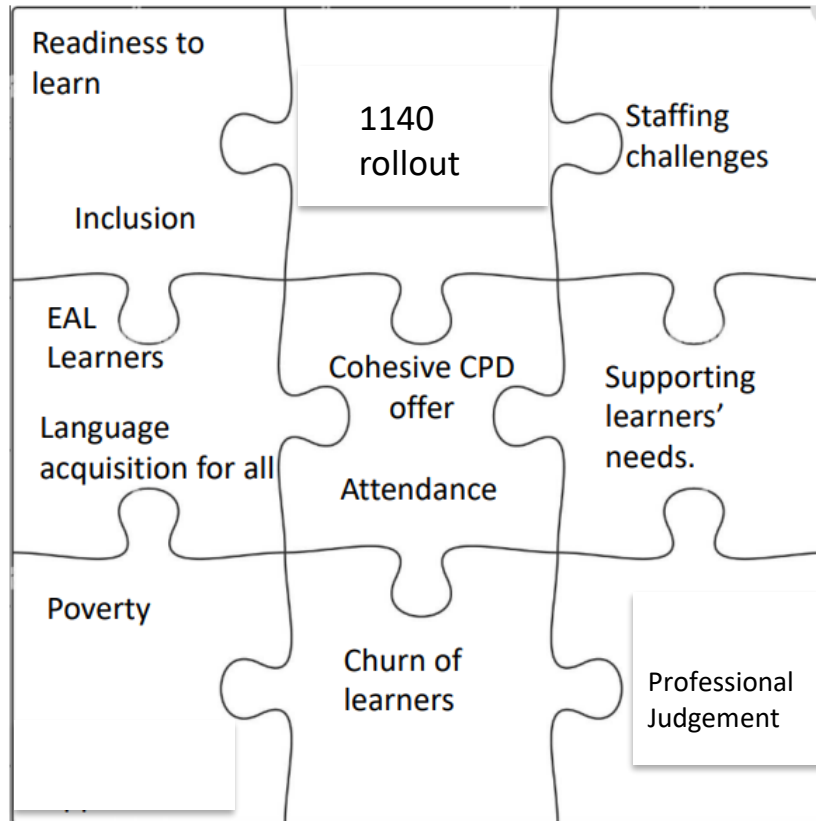


P1 Data Overtime

	2019	2021	2022	2023	2024	Diff 23-24 (pp)	Diff 24-19(pp)
Land T	82%	81.4%	82.8%	82.2%	80.3%	-1.9	-1.7
Reading	76%	74.2%	75.9%	76.2%	73.3%	-2.9	-2.7
Writing	75%	71.8%	73.1%	73.1%	71.4%	-1.7	-3.6
Literacy	71%	68.4%	70.2%	70.6%	68.6%	-2.0	-2.4
Numeracy	81%	79.1%	80.7%	79.7%	77.9%	-1.8	-3.1

	2019	2021	2022	2023	2024	Diff 23-24 (pp)	Diff 24-19(pp)
L and T	82%	81.4%	82.8%	82.2%	80.3%	-1.9	-1.7
Reading	76%	74.2%	75.9%	76.2%	73.3%	-2.9	-2.7
Writing	75%	71.8%	73.1%	73.1%	71.4%	-1.7	-3.6
Literacy	71%	68.4%	70.2%	70.6%	68.6%	-2.0	-2.4
Numeracy	81%	79.1%	80.7%	79.7%	77.9%	-1.8	-3.1

Story



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and
Progress

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Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



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Engagement,
Participation
and Inclusion



The change that you want to see...

- **Who** will change? Think carefully about where the change needs to happen
What is the point of this particular sprint? Who is going to be different?
- **What** about them will change? Needs to be something you can measure is different.(Triangulate) Is it their confidence or their output?
- **How** will it be different? Needs to be measurable so you know when you've successfully changed.

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and
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Engagement,
Participation
and Inclusion



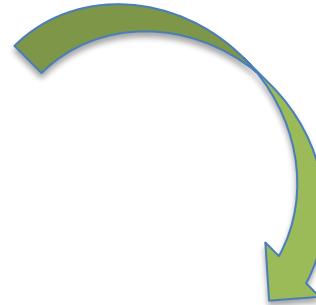
SELF EVALUATION REPORT (PREVIOUSLY EPR)

Establishment name	
Learning Community	
Link Officer	PT3 LEL – Elaine Quinn NE - Audrey Hutchinson NW – Anglea McConalogue S
Head of Service	



GLASGOW CITY COUNCIL EDUCATION SERVICES

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School Improvement Planning Template

School / Nursery	
Learning Community	
Area ELC Manager / MLO	
Head of ELC	Heather Douglas
School / Nursery Roll	
Attendance Rate	
Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.	
PEF allocation 24-26: NOT FOR ELC	SIMD Quintile 1 (% and Number) NOT FOR ELC
Carry Forward: NOT FOR ELC	SIMD Quintile 5 (% and Number) NOT FOR ELC
Total Allocation 24-26: NOT FOR ELC	Other NOT FOR ELC
FME (number and %) NOT FOR ELC	Total No Pupils NOT FOR ELC

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Participation
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Commitments/Tasks

Commitments – are a series of specific actions to close your identified gap; consider these as 'sprints' that shift processes, systems and pedagogy leading to the anticipated transformational change described in your outcome statement.

Staff focus:

- Training sessions
- Peer support
- Cascading training
- Moderation
- Informal Coaching
- Protected time

Family Learning:

- Stay and Play
- Lending library
- Family Learning sessions

Learner Focus:

- Playroom audit/provision
- Observations
- Interventions

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Participation
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Education Scotland

How can we create a Language and Communication Supportive Environment in Early Learning and Childcare settings?

Any change in the language and communication environment will require the active involvement of **each member** of staff in the setting.

Agreed actions might be included in the setting's **improvement plan** and incorporated into professional learning.

Staff will benefit from **peer support, informal coaching and protected time** to reflect on their own practice.

The involvement and inclusion of **parents** is also essential to ensure that all children benefit from opportunities to develop language and communication skills at home as well as in the ELC setting.

[Link to Education Scotland document](#)

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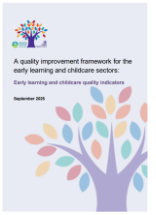
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Shared Inspection Framework



Leadership of continuous improvement

Senior leaders monitor the quality of interactions, experiences and spaces and provide meaningful feedback to staff to ensure continuous improvement.

Themes for learning, teaching and assessment

This quality indicator emphasises the importance of robust tracking and monitoring of children's progress to ensure staff know all children very well as learners.

Children's progress

Our staff make accurate professional judgements about significant learning and children's progress over time based upon a shared understanding of our robust evidence. Senior leaders play a key role in interpreting and using data with staff to inform future planning to secure positive outcomes for children.

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and
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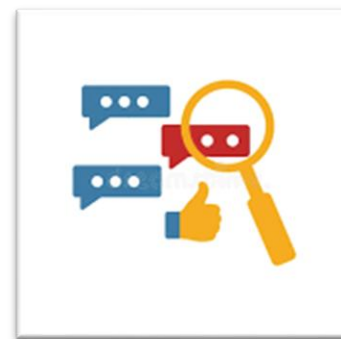
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What does monitoring Phonological Awareness look like ?

- Spaces/interactions/experience
- Children's progress



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and
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Participation
and Inclusion



Monitoring



As an educator how do you support me to provide literacy rich experiences, spaces and interactions?



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- Achievement and Progress
- Networked Learning Organisation
- Connected Learning
- Engagement, Participation and Inclusion



Monitoring



As a child how do you ensure I engage in meaningful literacy rich experiences?



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Tools for Self-Evaluation



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and
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Participation
and Inclusion



Literacy Evaluation Tool/Audit

Early Years Literacy Rich Learning Environment Toolkit

Literacy Rich Environments

Children's language and literacy learning can thrive when surrounded by attuned adults and enabling environments that are rich and diverse in opportunities for developing listening and talking, reading and writing skills. A literacy rich environment emphasises the importance of using **interactions, experiences** and **spaces** effectively to facilitate high quality literacy opportunities.

Practitioners in high quality provision:

- highly value and promote child-initiated experiences and provide spaces to capitalise on children's interests and motivation.
- tune in to child-initiated activity and sensitively intervene to extend children's inquiry, problem solving and thinking skills.
- extend learning based on an understanding of developmental stage and interests, rather than providing adult directed activities that have little meaning for children.
- enable children to lead their own learning, including planning projects and solving their own problems.



Realising the Ambition (2020), p.83

Using the Toolkit

- This Literacy Rich Environment Toolkit can be used to help you and/or your team evaluate the experiences, interactions and spaces within your establishment.
- Use your evaluation to plan for identified areas of development.
- This toolkit is not intended to be used in its entirety at the one time, rather to focus on a particular aspect of literacy. This may be linked to an improvement plan outcome or development need you have identified. For example, if you are focusing on developing reading, you may first use the *reading spaces* pages to identify where you are and how you know, then plan next steps or actions in order to improve the spaces for reading within your establishment. You may then wish to repeat this process using the *reading interactions and experiences* pages to audit the effectiveness of the interactions and experiences currently provided to develop reading.

1

Resources		Comments
Area characteristics		
Always accessible to children		
Adult always available for storytelling		
Cosy, comfortable and inviting		
Well-defined		
Free from distractions e.g. Smart boards, ipads		
Calm, organised and uncluttered		
Soft lighting		
Books related to common interests (multiple copies of favourite books to encourage sharing stories)		
Hard wearing bookcase or open shelving unit		
Texts should be developmentally appropriate to the needs of children (not too wordy/lengthy) and take account of different languages and cultures within the setting		
Comfortable seating, large cushions, beanbags, rug etc		
Constant Provision (to be checked daily)		
Range of texts of different genres (story books, picture books, nursery rhymes, non-fiction, etc). These should be reviewed and rotated regularly to fit with children's interests and needs		
Texts should be laid flat with cover facing outward and spaced out (not on top of each other)		
Well maintained books (damaged books should be removed and repaired)		
Resources for retelling and sequencing of stories (could be linked to particular focus stories e.g. story/rhyme of the moment- stones, spoons etc)		
Enhancements to consider:		
Audio station with CDs and headphones		
Puppets		
Story spoons, stones, cards		
Story sacks linked to specific books (with relevant props)		
Nursery rhyme props (toys/bags/spoons/stones)		
Sensory resources (poppets, bubble lamp, fidgets)		
Comics or appropriate magazines		
Musical instruments to support rhythm and rhyme focus (not always accessible in this area)		
Multi/bi-lingual texts		

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and
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Engagement,
Participation
and Inclusion



Early Years Literacy Rich Learning Environment Toolkit

Phonological Awareness – Interactions and Experiences

Phonological Awareness	
Interactions and Experiences	
There are frequent, spontaneous opportunities for children to enjoy participating in songs, rhymes and chants.	
Children are encouraged to explore and play with patterns and sounds of language e.g. clapping games, jingles, alliterative rhymes and stories, rhyming snap, tongue twisters.	
Adults seek opportunities, where appropriate, to reinforce phonological awareness when reading aloud e.g. rhyme, syllables and initial sounds.	
Children have the opportunity to engage in a variety of listening games e.g. sound walks, sound lotto, matching sounds (instruments/everyday objects), Guess Who is Calling Me. (listening)	
There are lots of opportunities for children to hear, sing and discuss rhymes in relevant other languages. (rhyme)	

Early Years Literacy Rich Learning Environment Toolkit

Phonological Awareness (cont.)	Where are we now?	How do you know?	Where would you like to be? (Actions)
Interactions and Experiences			
Adults promote opportunities for children to enjoy the rhyming components of songs and rhymes e.g. identifying rhyming words, generating rhyming words. (rhyme)			
Children are given opportunities to listen and respond to the sounds and rhythms of words through clapping and music games, e.g. clapping the syllables of own and others names, breaking words of interest into syllables. (syllabification)			
Children are given opportunities to use and explore initial sounds e.g. identifying initial sound of own and familiar names, matching pairs of objects with the same initial sound. (initial sounds)			
Adults are aware of the importance of using 'pure sounds' and use this knowledge to talk about letter sounds as well as letter names. (initial sounds)			

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and
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and
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Learning
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Participation
and Inclusion

Early Years Literacy Rich Learning Environment Toolkit

Phonological Awareness – Spaces

Phonological Awareness	Where are we now?	How do you know?	Where would you like to be? (Actions)
Spaces			
There is a listening station for children to access stories, songs and rhymes independently e.g. QR codes. (listening)			
Musical instruments are accessible to children. (listening)			

Resources that support children to discriminate different sounds are free available e.g. shakers with different sounds to pair up, sound lotto.
(listening)

Grab and go sound bags with everyday objects are available e.g. keys, crisp packet, bubble wrap.
(listening)

Texts within your book area have strong examples of rhyme and opportunities to explore syllables and initial sounds.

Early Years Literacy Rich Learning Environment Toolkit

Phonological Awareness (cont.)	Where are we now?	How do you know?	Where would you like to be? (Actions)
Spaces			
Grab and go syllable bags with real objects are available e.g. ball, bucket, crocodile, helicopter. (syllabification)			
Grab and go initial sound bags with real objects are available e.g. spotty sock, snake, spoon. (initial sounds)			

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Achievement
and
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Participation
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The Language and Communication Friendly Establishment

1 Key Indicators for Glasgow's Educational Establishments

<file:///C:/Users/AG166399/Downloads/Supporting-Glasgow%E2%80%99s-Learners-Policy-into-Practice.-The-Language-and-Communication-Friendly-Establishment-April-2019.pdf>

Self-Evaluation Toolkit

Indicator One – A Physical Environment that enhances and promotes opportunities for speech, language and communication for all children

Key Factors	Evidence	Next Steps
- The playroom/classroom is organised to emphasise open space. - Learning areas are clearly defined throughout the playroom/classroom. - Learning areas are clearly labelled using pictures/ words throughout the playroom/classroom and establishment. - Background noise levels are managed consistently and children know what to expect. - Space for privacy/quiet areas where children can retreat. - Purposeful displays that are not too busy. - Displays are interactive, including items that invite comments from children. - Children's work is displayed and labelled appropriately. - Resources that are available for play are easily reached by the children or easily within their line of vision. - Equipment is clearly labelled with a picture or symbol. - Quiet areas or areas used for story time that are less visually distracting. - Outdoor play is available. - Transition times are managed effectively with minimum disruption and children know what to expect. - Visual support systems are in place. - The establishment provides a welcoming environment where every adult understands their role in listening to children and promoting communication. - Playroom/classroom environments and adult/child interactions enable children to make choices, take risks and develop self-esteem. - There are a range of visual cues about location, equipment, imetables. These visual support systems are matched to children's needs e.g. real objects, photographs, drawings and symbols are chosen as appropriate to children's developmental stage. - Collaborative learning and pupil groupings which support talk. - Displays, resources and routines which scaffold talk.		

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and
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Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Phonological Awareness



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Achievement
and
Progress

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Connected
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Engagement,
Participation
and Inclusion



Education Scotland

Why is it so important to support early language and communication in early learning and childcare settings?

Early language and communication development is a ***critical foundation*** for children's long-term attainment and wellbeing. Babies' and young children's language and communication development is profoundly affected by the spaces where they spend time and by the interactions and experiences that they have within these spaces.

[Link to Education Scotland document](#)

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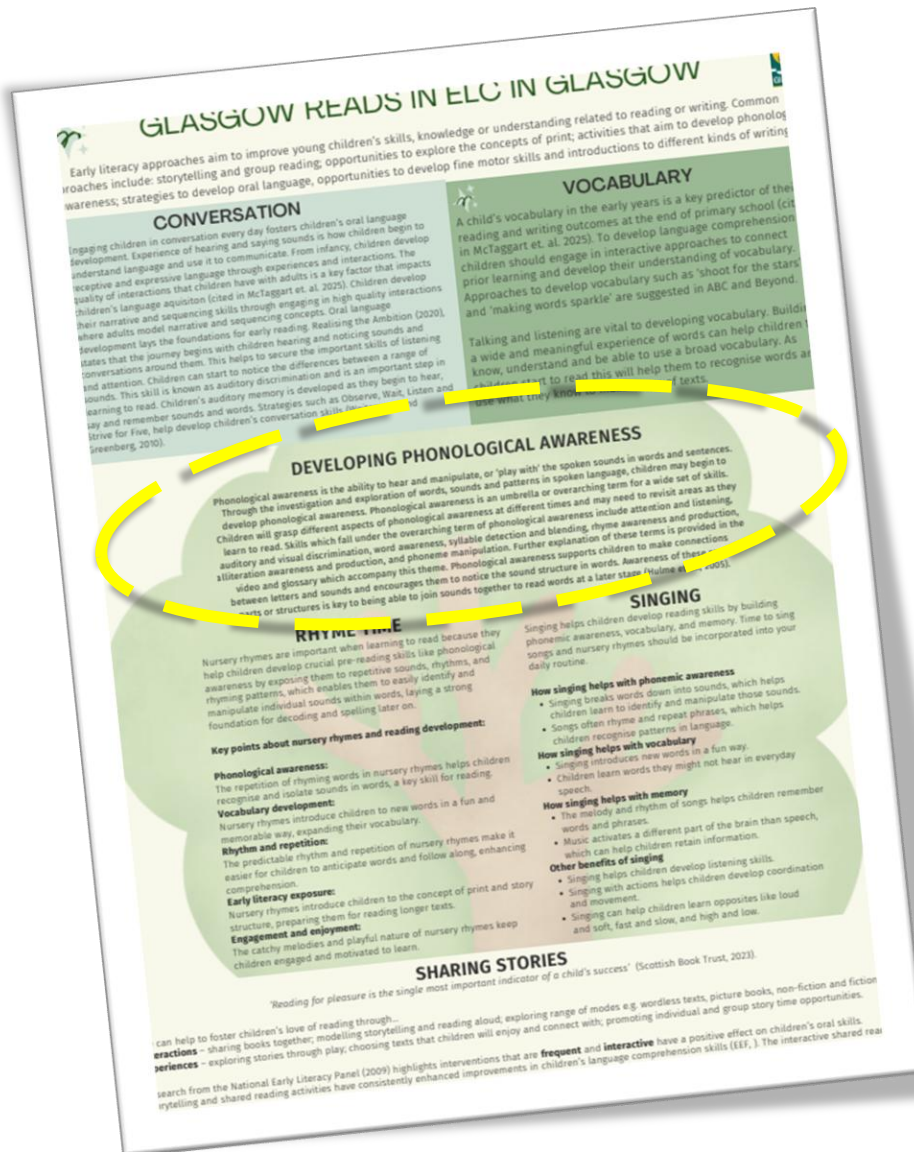
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Engagement,
Participation
and Inclusion





[Link to document](#)

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Participation
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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.



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Connected
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Participation
and Inclusion



Video 1



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and
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Participation
and Inclusion



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.

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and
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Participation
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Phonological Awareness and Literacy Development

“Literacy is rooted in being able to discriminate between similar sounds, where they come from and how they are made, with increasing awareness. Phonological awareness refers to the ability to hear sounds.”

SEIC:

Pedagogy in Practice Issue 4; Sound Rhythm and Rhymes

[Link to Document](#)

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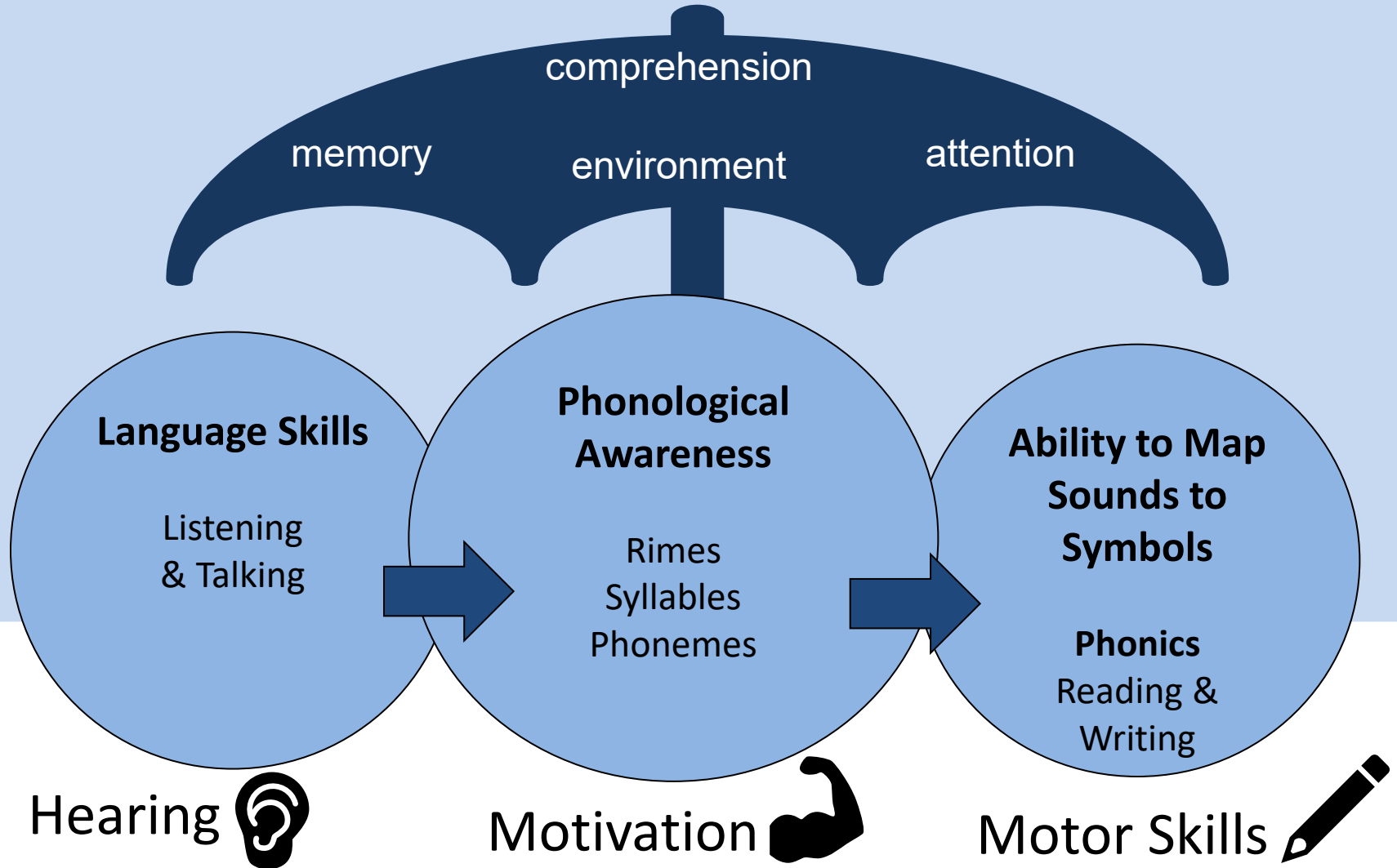
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and Inclusion



Phonological Awareness & Literacy



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and
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Achievement
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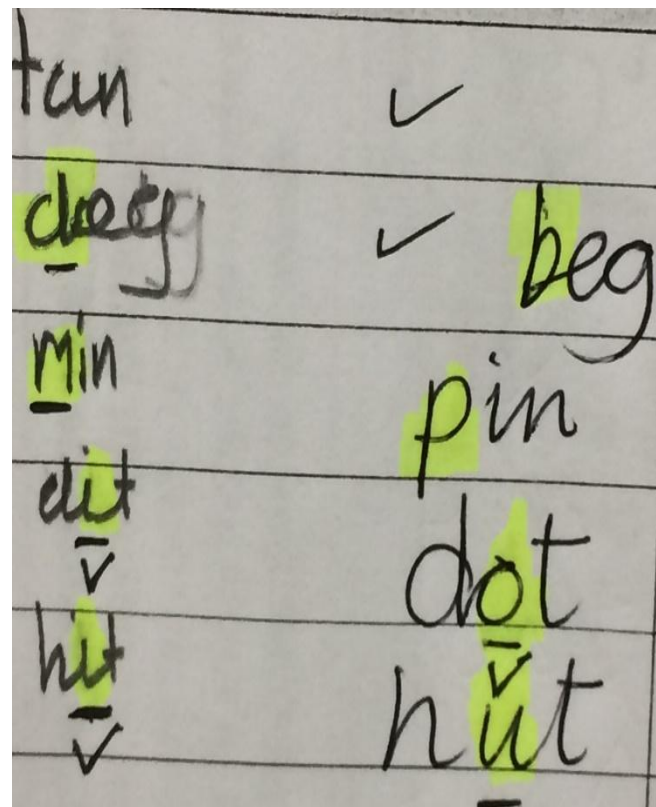
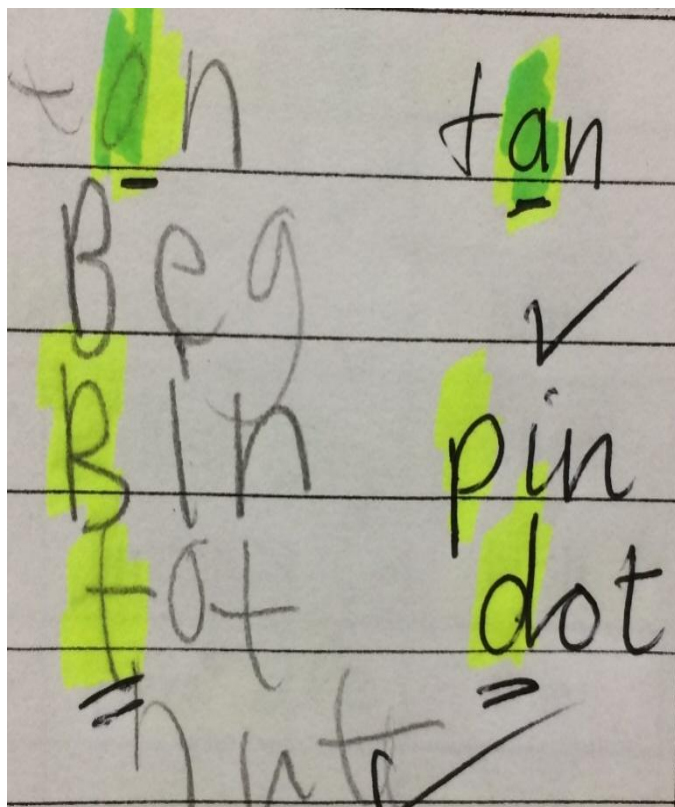
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Phoneme/Grapheme link





Realising the Ambition

Playful Literacy

**“Our ability to use language unlocks all areas of learning.
Children’s language development thrives through exposure to
environments of rich and diverse spoken language
experiences...**

This doesn’t just happen by chance.”

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Participation
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Do all educators have a shared understanding of the crucial role Phonological Awareness plays in children's language and communication development?

How do you know?

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and
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Participation
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Phonological Awareness Skill Development



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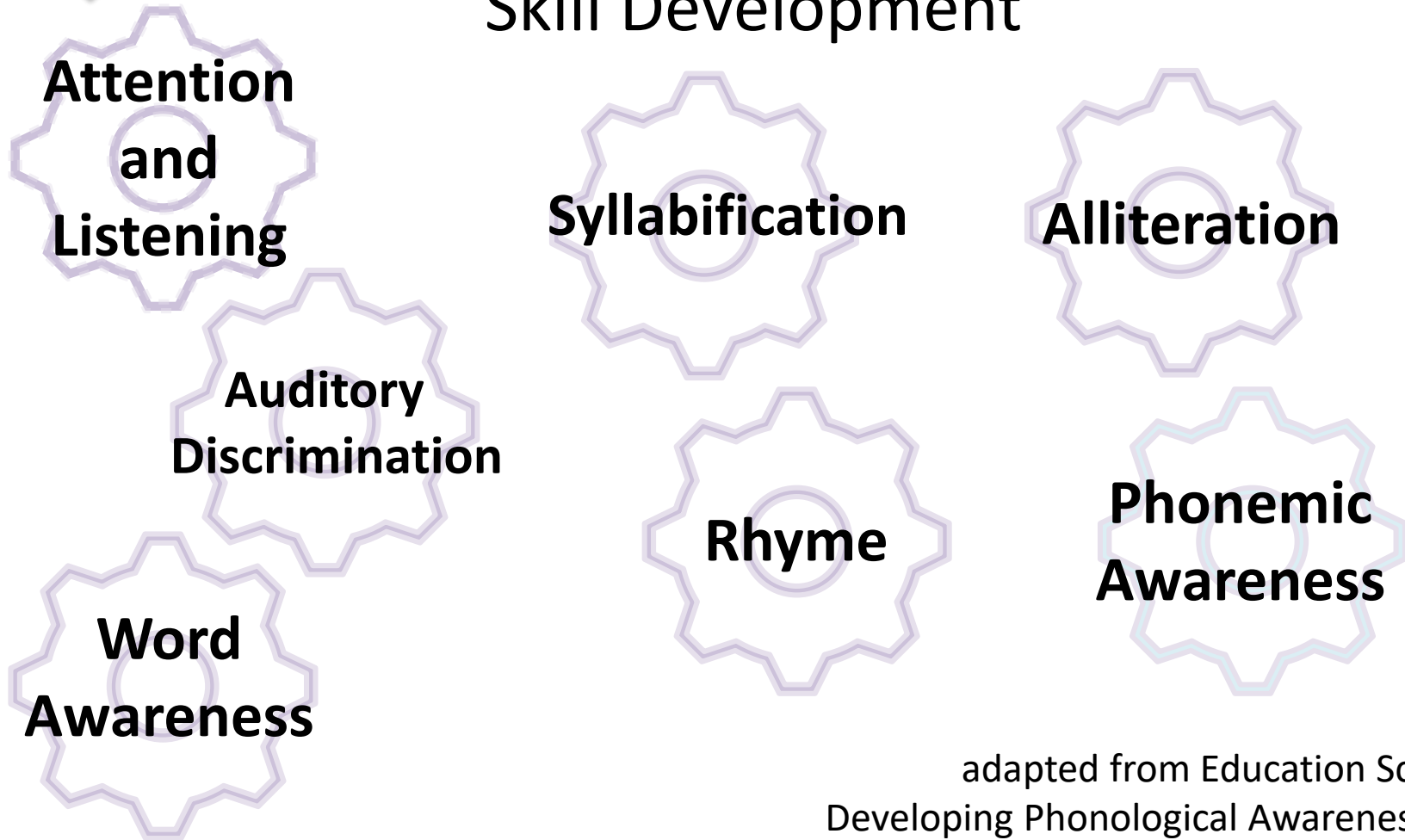
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Phonological Awareness Skill Development



adapted from Education Scotland:
Developing Phonological Awareness video

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In Early Years we focus on:

- Listening
- Rhyme
- Word Boundaries
- Syllables
- Phonemes

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Participation
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Are all educators aware of the different skills that support Phonological Awareness?

How do you know?

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and
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Participation
and Inclusion



EAL Learners and Phonological Awareness



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and
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Participation
and Inclusion





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

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and
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Participation
and Inclusion



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

- EAL learners may already have a good knowledge of how their home language(s) works
- Learners will need additional input and time to absorb sounds of a new language
- Learners should be immersed in fun, engaging phonological activities which are embedded in everyday practice

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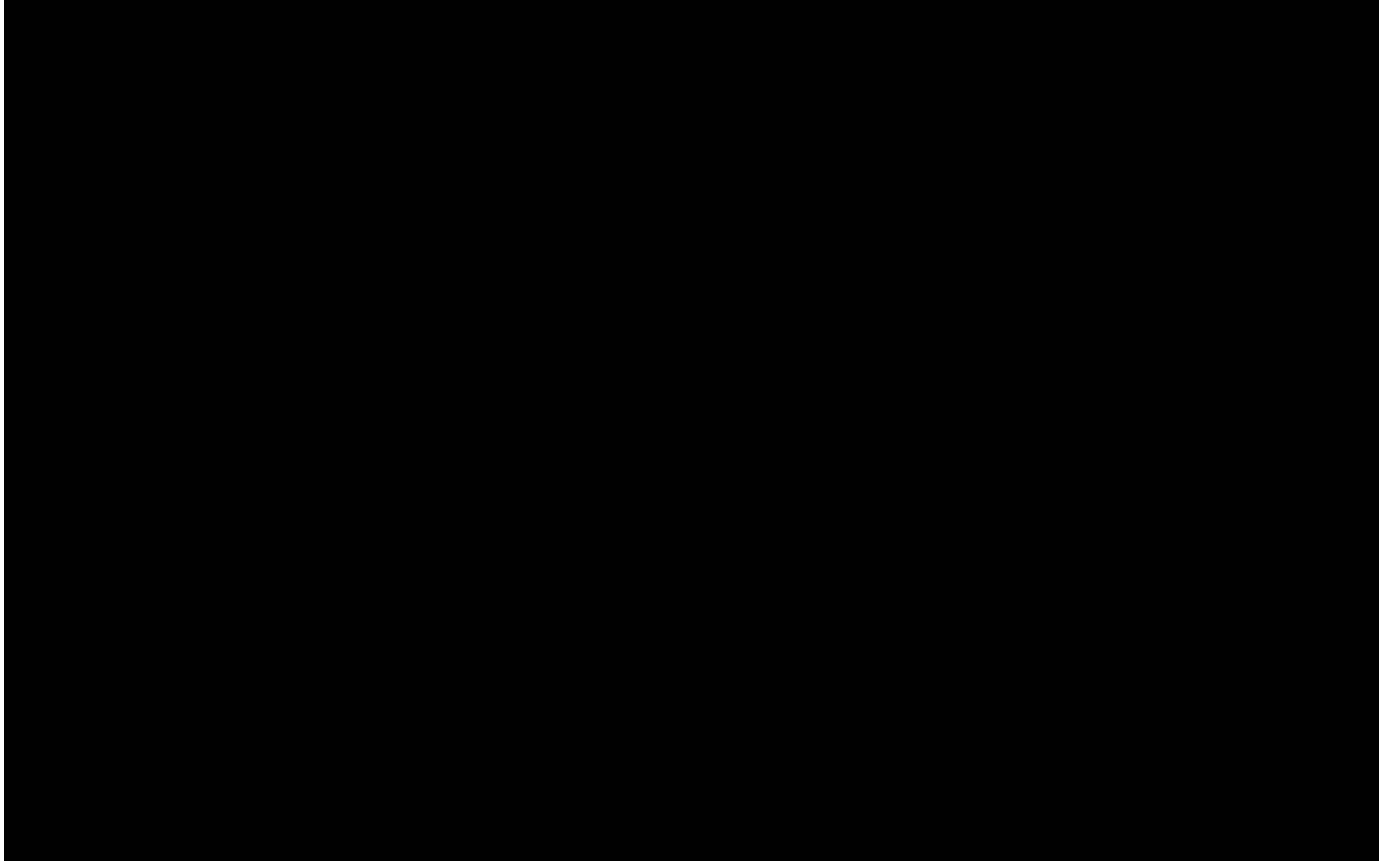
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Participation
and Inclusion



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Achievement
and
Progress

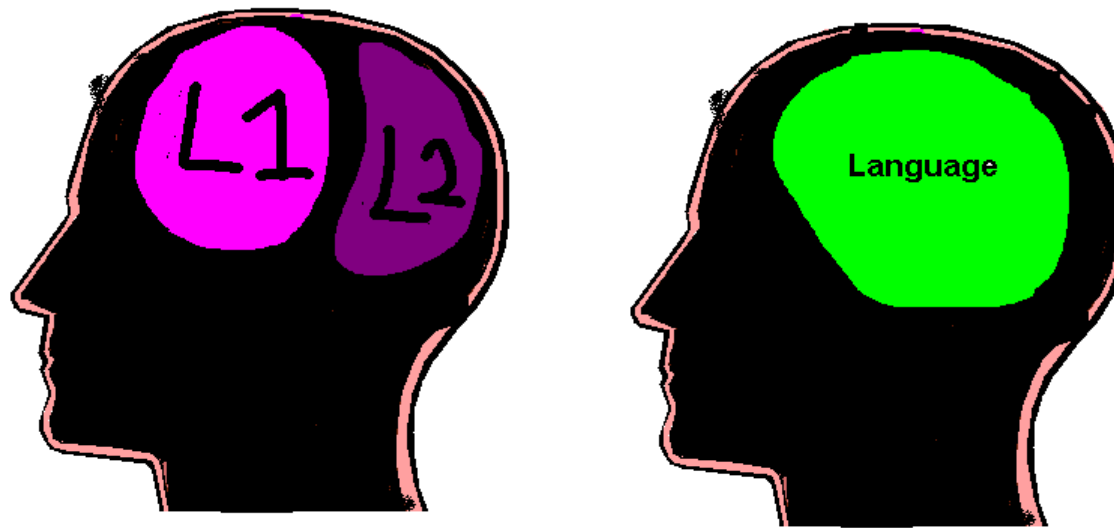
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Participation
and Inclusion



Developing Phonological Awareness in two languages



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and
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Participation
and Inclusion



Learning in 2+ Languages

The reality is that the brain has an unlimited capacity for learning language. The first language that the child learns provides the best foundation for learning additional languages and new concepts. It is vital to continue progress in the home language, as additional languages and new concepts are developed.



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Achievement
and
Progress

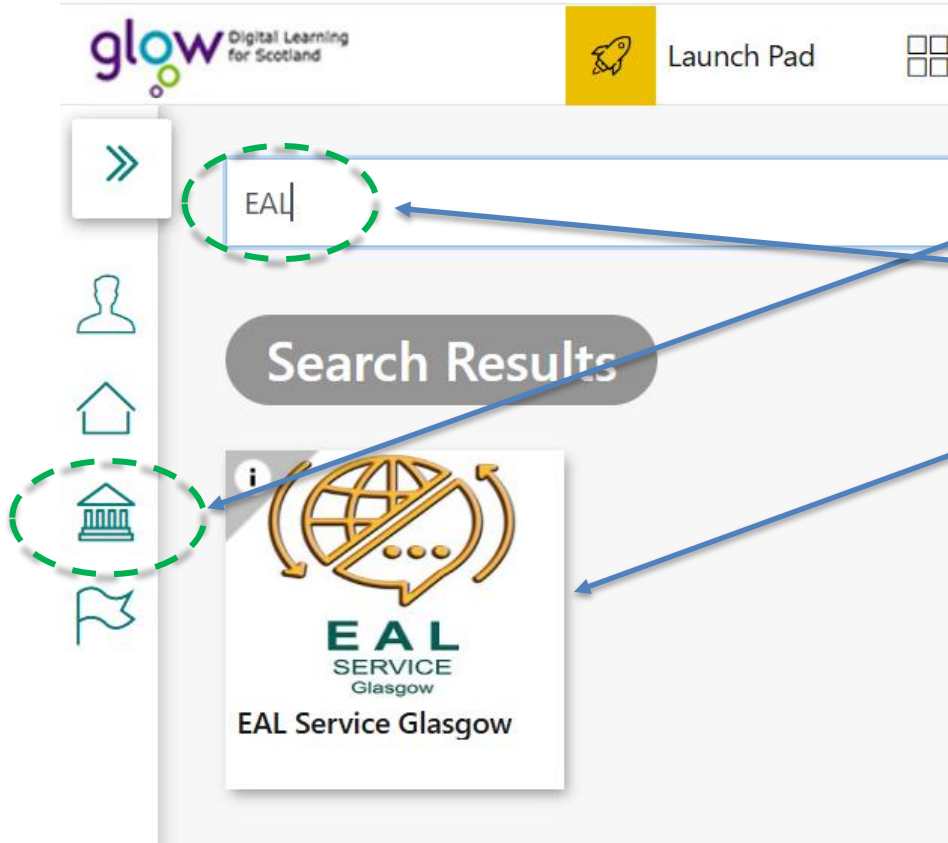
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Participation
and Inclusion



EAL Glow Tile



1. Click on council tab

2. Search EAL

3. Open tab

There are lots of resources available for all curricular areas. For Songs/Chants look in the expressive arts folder.

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and
Progress

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Connected
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Engagement,
Participation
and Inclusion



Stories - EAL

<https://global-asp.github.io/storybooks-uk/>

<https://www.uniteforliteracy.com/>

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and
Progress

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Connected
Learning

Engagement,
Participation
and Inclusion





Do all children have opportunities to hear songs and rhymes in their home languages?

How do you know?

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Achievement
and
Progress

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Learning
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Connected
Learning

Engagement,
Participation
and Inclusion



Embedding Phonological Awareness through our Learning Environment



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Learning

Achievement
and
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Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Education Scotland

What is a language and communication supportive environment?

A language and communication supportive environment can support the early language and communication development of all babies and children through responsive interactions, language-rich experiences and appropriate physical spaces and resources.

[Link to Education Scotland document](#)

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and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



“Literacy ... [is] woven within the fabric of all conversations, interactions and experiences. [It is] everywhere in the environment. [It is] part of a child’s everyday life and ... fundamental to all other learning.”



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Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





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and
Learning

Achievement
and
Progress

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Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Education Scotland

How can we create a Language and Communication Supportive Environment in Early Learning and Childcare settings?

The quality of interactions provides a foundation for all aspects of speech, language and communication support.

Concerns about any aspect of interactions should therefore be prioritised ahead of experiences and spaces.

[Link to Education Scotland document](#)

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Learning

Achievement
and
Progress

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Learning
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Connected
Learning

Engagement,
Participation
and Inclusion



Education Scotland

Interactions

Research tells us that babies and young children benefit from both quantity and quality of interactions. Such interactions should happen regularly throughout the day embedded within all types of experience in the ELC setting including daily routines, indoor and outdoor play and transitions.

Interactions

1. Adults are responsive
2. Adults get down to the child's level
3. Adults adapt their language
4. Adults model and label
5. Adults have conversations with babies and children
6. Adults balance questions with comments
7. Adults expand and recast
8. Adults use gesture, signing and other visuals



[Link to Education Scotland document](#)

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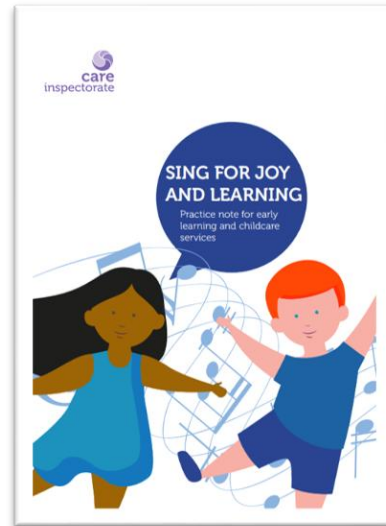
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Sing for Joy and Learning



<https://www.careinspectorate.com/images/documents/6493/Sing%20for%20joy%20and%20learning%20-%20final%20Jan%202022.pdf>

The document explores suggested experiences on singing, rhyming, dancing and music.

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Role modelling language and building vocabulary to make sense of the world is **vital** for all young children. The amount and **quality of language** that children are exposed to is **crucial** to their **progress**.”

*Education Scotland (2020);
Realising the Ambition*

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Embedding Phonological Awareness through our Interactions



- Children develop awareness of and learn language through the interactions they have with others around them.
- Having fun and playing with language through responsive interactions are vital in helping to develop children's awareness and skill within phonological awareness.

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Finding time, **every day**, to be still, to sing lullabies or use sounds to soothe and comfort, should be a key aspect of practice.



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Framework for Expressive Arts

Early, First & Second Level



[Link to CREATE Blog resources](#)



Music and Phonological Awareness

Activity Pack



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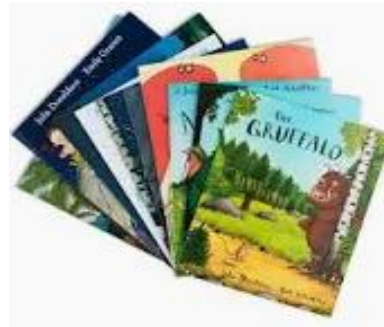
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Playing with the sounds of the language, copying rhythms, singing songs and reciting rhymes are some of the most important interactions we have with children.



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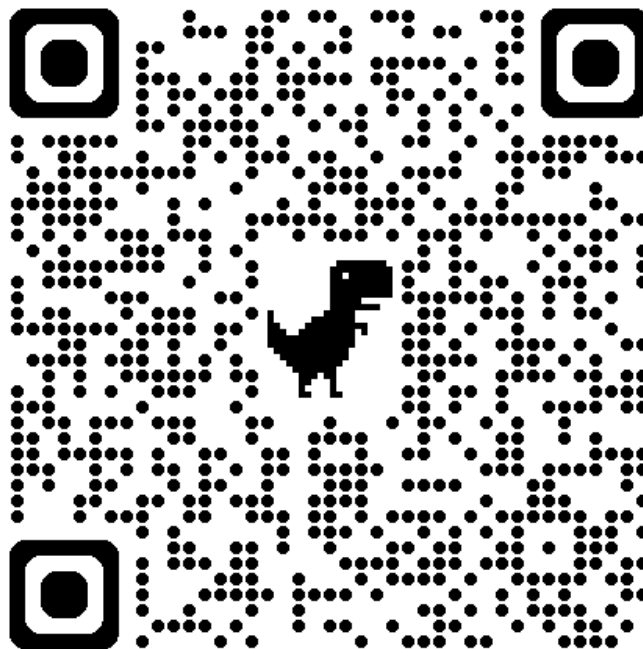
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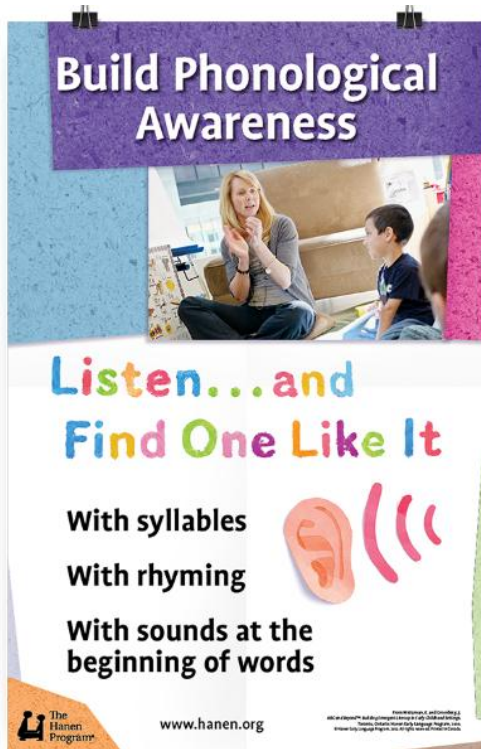
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<https://www.scottishbooktrust.com/reading-and-stories/bookbug/ideas-from-early-years-experts/joseph-coelho>

Listen... and find one like it.



Weitzman, E., & Greenberg, J. (2010). ABC and beyond: Building emergent literacy in early childhood settings (pp. 93-95). The Hanen Centre.

Word boundaries



It is so windy.
Fish and Chips

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Embedding Phonological
Awareness through
your Learning Environment



<https://oaklandsedinburgh.com/our-school/supporting-pupils-communication/song-signifiers/>

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- Achievement and Progress
- Networked Learning Organisation
- Connected Learning
- Engagement, Participation and Inclusion



Monitoring



Are adult interactions responsive and sensitive to children's needs?**

Do all children have daily opportunities to hear and join in with songs and rhymes?

Are musical experiences part of the daily routine?

How do you know?



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Interactions are responsive and sensitive:

Interactions

1. Adults are responsive
2. Adults get down to the child's level
3. Adults adapt their language
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6. Adults balance questions with comments
7. Adults expand and recast
8. Adults use gesture, signing and other visuals



[Link to Education Scotland document](#)

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and
Progress

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Participation
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Participation
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Spaces

Babies' and young children's language and communication development is profoundly affected by the spaces where they spend time and by the interactions and experiences that they have within these spaces.

Spaces

1. Noise management
2. Books and stories
3. Labelling of resources and areas
4. Quiet spaces



[Link to Education Scotland document](#)

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Embedding Phonological Awareness through our Spaces



“We need to co-create safe spaces with children to talk, sing, rhyme and play with sounds, vocabulary and print.”

*Education Scotland (2020);
Realising the Ambition*

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Embedding Phonological Awareness through our Spaces



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Listening to sounds in different spaces helps children discriminate the sounds around them.
Remember: what you hear indoors and outdoors can be very different.





Embedding Phonological Awareness through our Spaces



What resources should be accessible within your spaces?

- Musical instruments*
- Loose parts
- Resources made of different materials e.g. plastic, metal, wood
- Songs and rhymes props
- Initial phoneme/rhyming bags
- Listening station

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Embedding Phonological Awareness through our Spaces



Quiet spaces are crucial for our children to develop their listening skills.

- How is this facilitated within your setting?
- What background noise is present that could be viewed as a distraction?
- How could this be minimised?



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Do our spaces (indoor and outdoor) provide opportunities for children to tune in to different sounds?

Are our spaces free from unnecessary distractions?

How do we know?





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Experiences

Babies and children should have the opportunity to participate a range of child-initiated, adult initiated and adult-directed experiences appropriate to their developmental stage and in response to any identified language and communication concerns or needs.

Research evidence tells us that a combination of adult-led, adult-initiated and child-led experiences can boost language learning.

Experiences

1. Song, rhythm and rhyme
2. Child-led play involving adults
3. Sharing books and stories
4. Small groups
5. Encounters with vocabulary
6. Considered use of screen-based technology
7. Involvement of parents



[Link to Education Scotland document](#)

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A Story, Rhyme and Song a day every day for every child



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Case Study:

Broomloan Nursery



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What does that look like in your setting?



Share ideas

Story of the moment/children's choice

Resources available

Digital – book creator

Who is declining invitation to listen to story/song/rhyme; so what?

EAL opportunities



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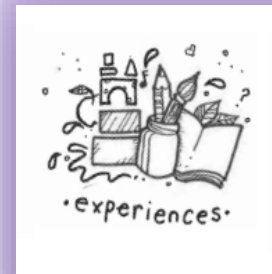
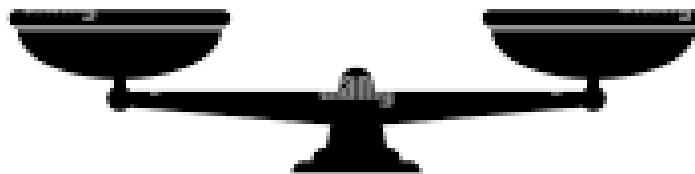
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Intentional

Spontaneous



Remember:

- Small groups of children
- Daily opportunities
- Short sessions
- High quality



<https://education.gov.scot/resources/learning-to-read-early-years-plr/>

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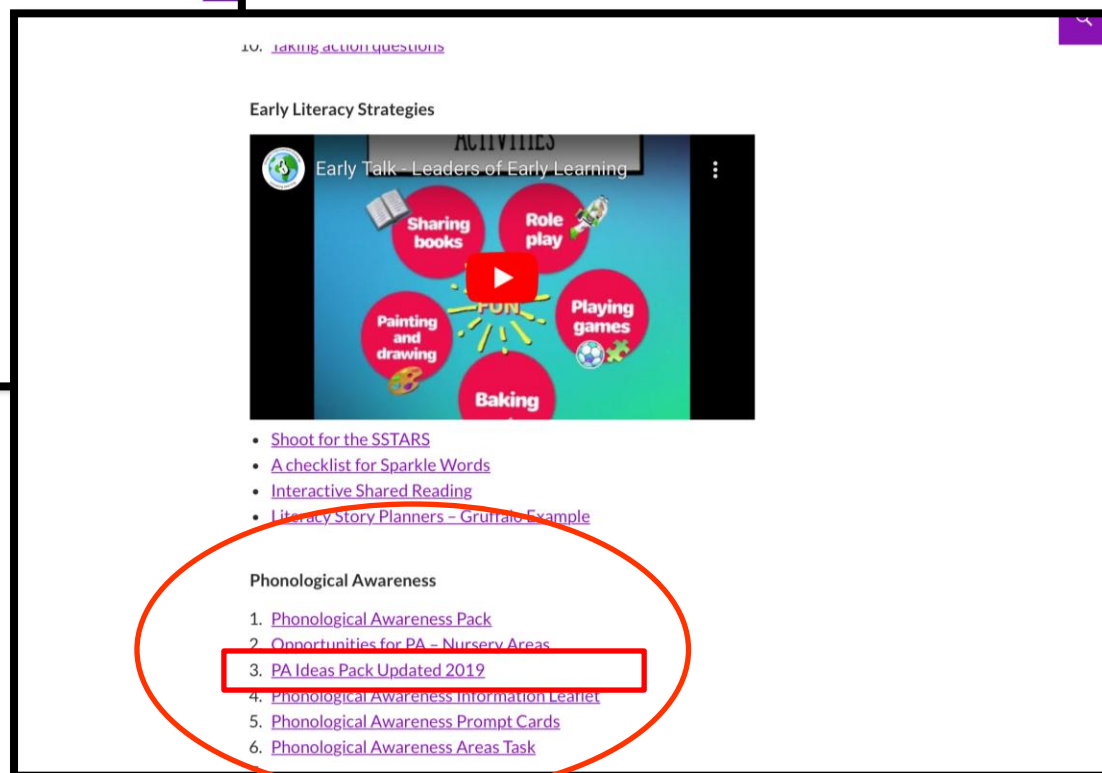
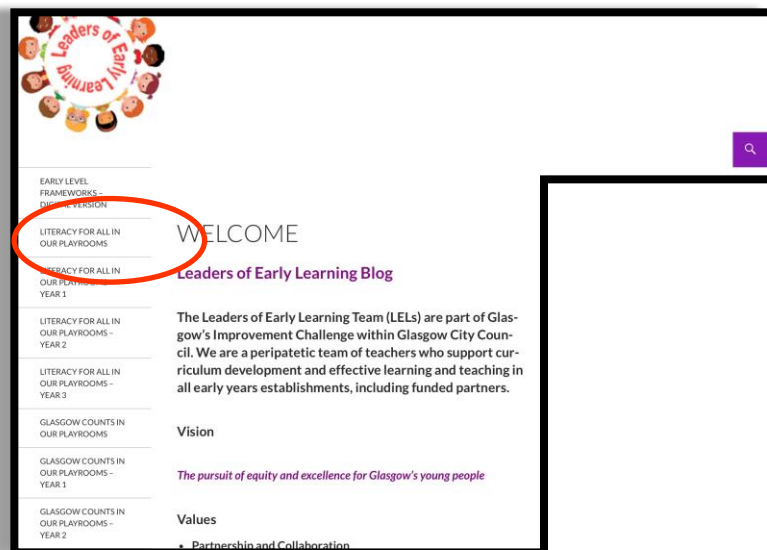
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Leaders of Early Learning Blog



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Monitoring



Are **all** educators considering the choice and availability of songs, rhymes, listening experiences in their planning?

Are these experiences meeting **all** learner's needs?

How do you know?



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Phonological Awareness Tracking Tool



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Why is it so important to support early language and communication in early learning and childcare settings?

All babies and children benefit from **carefully planned** interactions, experiences and spaces to support their language and communication development.

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Phonological Awareness Tracking

We need to know where every child is in relation to:

- Listening
- Rhyme
- Syllables
- Phonemes

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GDSS tracker



Nursery

Phonological Awareness Pack

Tracking Progress in
Early Years (Pre-school)

[Link to
document](#)



Primary 1

Phonological Awareness Pack

Tracking Progress in
Early Years (Primary 1)



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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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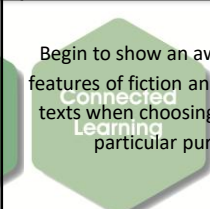
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Early Level Tracker 1

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					Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts		

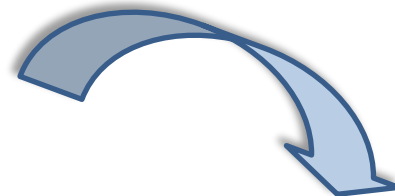
Early Level Tracker 1

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	Begin 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	



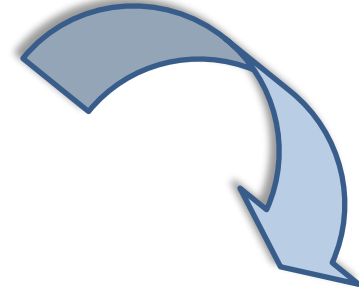
Making the Links



Plan Using Experiences and Outcomes to ensure Curriculum Coverage.

Listening and talking					
Early	First	Second	Third	Fourth	
Enjoyment and choice I enjoy exploring and playing with the patterns and sounds of language, and can use what I hear. LIT 0-01a / LIT 0-01b / LIT 0-01c	I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. LIT 0-01d / LIT 0-01e / LIT 0-01f	I regularly select subject, purpose, format and resources to create texts of my choice. LIT 0-01g / LIT 0-01h / LIT 0-01i	I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. LIT 0-01j / LIT 0-01k	I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. LIT 0-01l / LIT 0-01m	

Early Level Tracker 1											
Listening and Talking	Enjoyment & Choice	Become aware that there are different types of text, e.g. those that can be read, watched or listened to. LIT 0-01a / LIT 0-01b / LIT 0-01c / LIT 0-01d / LIT 0-01e / LIT 0-01f	With support start to select texts that can be explored for enjoyment. LIT 0-01g / LIT 0-01h / LIT 0-01i	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference. LIT 0-01j / LIT 0-01k	Develop vocabulary through listening to and exploring different text forms. LIT 0-01l / LIT 0-01m	Will take opportunities to select appropriate texts within collaborative play contexts. LIT 0-01n / LIT 0-01o	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to. LIT 0-01p / LIT 0-01q				
	Supporting Guidance	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.				
	Tools for Listening and Talking	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.			
	Supporting Guidance	Begin to listen/watch with concentration to find useful information e.g. to learn from 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.			
	Supporting Guidance	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	Supporting Guidance	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.			
	Supporting Guidance	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.



Benchmarks End of Level Assessment

Curriculum objectives	Experiences and Outcomes for listening, learning, thinking and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Enjoyment and choice I enjoy exploring and playing with the patterns and sounds of language, and can use what I hear. LIT 0-01a / LIT 0-01b / LIT 0-01c	I enjoy exploring and playing with the patterns and sounds of language, and can use what I hear. LIT 0-01a / LIT 0-01b / LIT 0-01c	I enjoy exploring and playing with the patterns and sounds of language, and can use what I hear. LIT 0-01a / LIT 0-01b / LIT 0-01c
Tools for listening and talking I listen to others with attention and give a response based on what has been said. LIT 0-02a / LIT 0-02b / LIT 0-02c	I listen to others with attention and give a response based on what has been said. LIT 0-02a / LIT 0-02b / LIT 0-02c	I listen to others with attention and give a response based on what has been said. LIT 0-02a / LIT 0-02b / LIT 0-02c
Creating Texts I speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences. LIT 0-03a / LIT 0-03b / LIT 0-03c	I speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences. LIT 0-03a / LIT 0-03b / LIT 0-03c	I speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences. LIT 0-03a / LIT 0-03b / LIT 0-03c

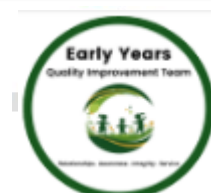
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Early Level Benchmarks

Early Level Benchmarks

- Hears and says patterns in words. (syllabification)
- Hears and says rhyming words and generates rhyme from a given word.
- Hears and says the different single sounds made by letters. (a few)
- Hears and says letter blends/sounds made by a combination of letters.
- Participates actively in songs, rhymes and stories.
- Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator.
- Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.
- Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.

All statements should apply if learner is on track at transition

Clarification to support practitioner judgements.

Red items should not be used when making 'on track' at transition judgements.

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and
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and
Progress

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Engagement,
Participation
and Inclusion



Monitoring



Do all educators get the opportunity to have quality conversations about children's phonological awareness and how to support next steps?

How is this facilitated and protected?



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and
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and
Progress

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Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Tracking Progress



A local authority online system for tracking literacy, numeracy, health, and wellbeing is implemented well by the team. The head of centre, depute and lead practitioner collate comprehensive tracking data with practitioners. This captures children's progress in learning. Practitioners contribute well to planning and tracking meetings. The team continue to upskill their knowledge and skills in collating and interpreting data.

(Chesters, HMIE report April 2024).

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and
Progress

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Engagement,
Participation
and Inclusion



Pace and challenge meetings/ Tracking meetings



Baseline, Interim and Final.



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and
Learning

Achievement
and
Progress

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Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Monitoring

Phonological Awareness Checklist



Phonological Awareness Checklist

	Comment:	How do you know? (Triangulate)	Next steps: (e.g. included in SIP)	Monitored by:
Do all educators have a shared understanding of the crucial role Phonological Awareness plays in children's language and communication development?				
Do all children have opportunities to hear songs and rhymes in their home languages?				
Are all educators using varied tone, volume, pitch, gesture and body language in their interactions?				
Do all children have daily opportunities to hear and join in with songs and rhymes?				
Are musical experiences part of the daily routine?				
Do our spaces (indoor and outdoor) provide opportunities for children to tune in to different sounds?				
Are our spaces free from unnecessary distractions?				
Are all educators considering the choice and availability of songs, rhymes, listening experiences in their planning?				
Are Phonological Awareness experiences meeting all learner's needs?				
Do all educators get the opportunity to have quality conversations about all children's phonological awareness and how to support next steps?				

Family Learning



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Education Scotland

Why is it so important to support early language and communication in early learning and childcare settings?

Parents and carers play a leading role in supporting their child to develop early language and communication skills.

[Link to Education Scotland document](#)

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and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Family Learning Commitments

- Lending Library
- Family story sessions
- Family *Learning* sessions
- Family Learning Officers



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and
Learning

Achievement
and
Progress

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Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion





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and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Summary



Wellbeing
and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Commitments/Tasks

Commitments – are a series of specific actions to close your identified gap; consider these as 'sprints' that shift processes, systems and pedagogy leading to the anticipated transformational change described in your outcome statement.

Staff focus:

- Training sessions
- Peer support
- Cascading training
- Moderation
- Informal Coaching
- Protected time

Family Learning:

- Stay and Play
- Lending library
- Family Learning sessions

Learner Focus:

- Playroom audit/provision
- Observations
- Interventions

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and
Learning

Achievement
and
Progress

Networked
Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



How might you address your gap?



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and
Learning

Achievement
and
Progress

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Learning
Organisation

Connected
Learning

Engagement,
Participation
and Inclusion



Feedback

Glasgow Reads in ELC - Phonological Awareness



[Glasgow Reads in ELC - Phonological Awareness – Fill in form](#)

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Learning

Engagement,
Participation
and Inclusion

