Glasgow Reads in ELC

Early Years
Quality Improvement Team

Relationships . Awareness . Integrity . Service

Phonological Awareness

Aims

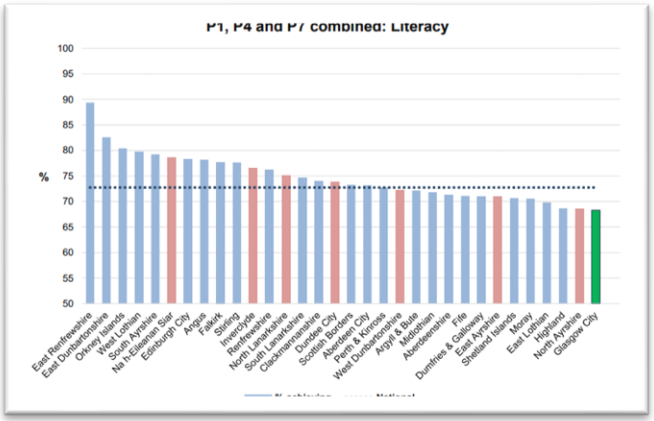
- Begin to address Glasgow's literacy attainment data.
- To embed our understanding of Phonological Awareness.
- To explore how Phonological Awareness can be developed throughout our spaces, interactions and experiences.
- To consider how we observe, track and ensure progression in Phonological Awareness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

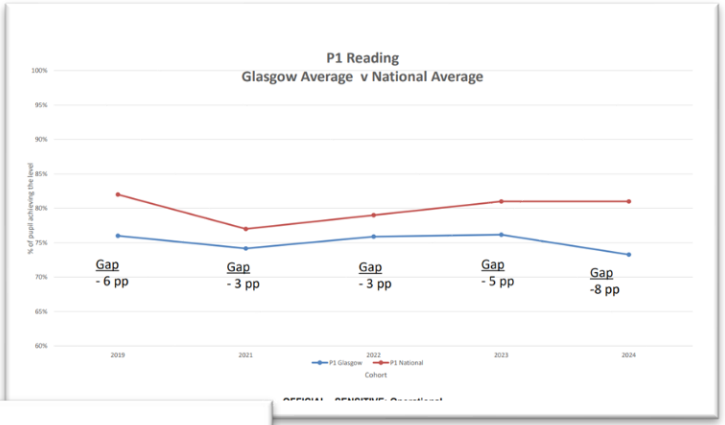
Facts

Story

Action

Facts

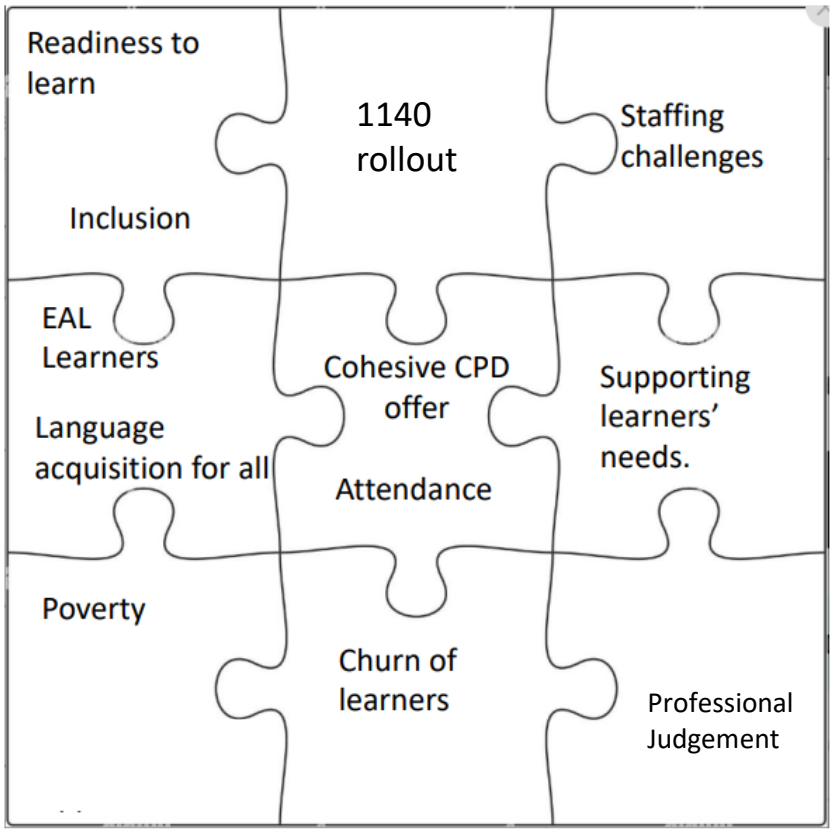




P1 Data Overtime

	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


Readiness to learn
1140 rollout
Staffing challenges
Inclusion
EAL Learners
Cohesive CPD offer
Supporting learners' needs.
Language acquisition for all
Attendance
Poverty
Churn of learners
Professional Judgement

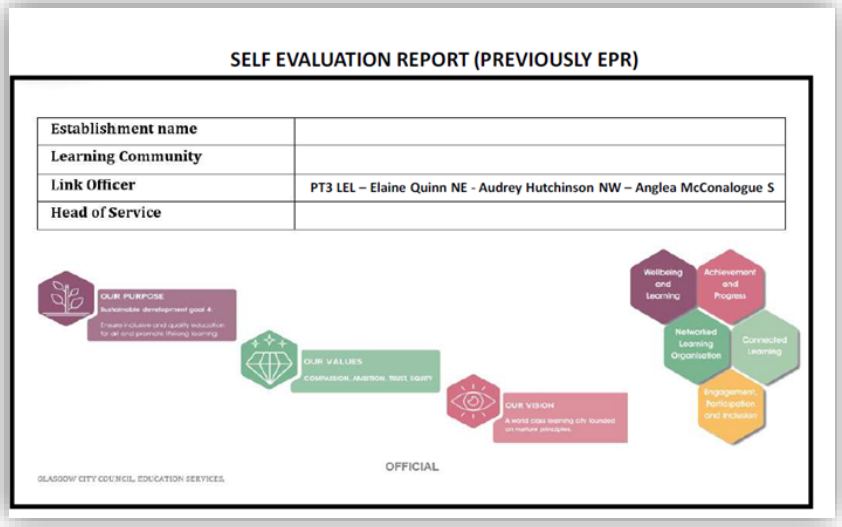
Action

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.



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	

OUR PURPOSE
Sustainable development goal 4
Ensure inclusive and equality education for all and promote lifelong learning

OUR VALUES
COMPASSION, AMBITION, TRUST, EQUITY

OUR VISION
A world class learning city founded on nurture principles.

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

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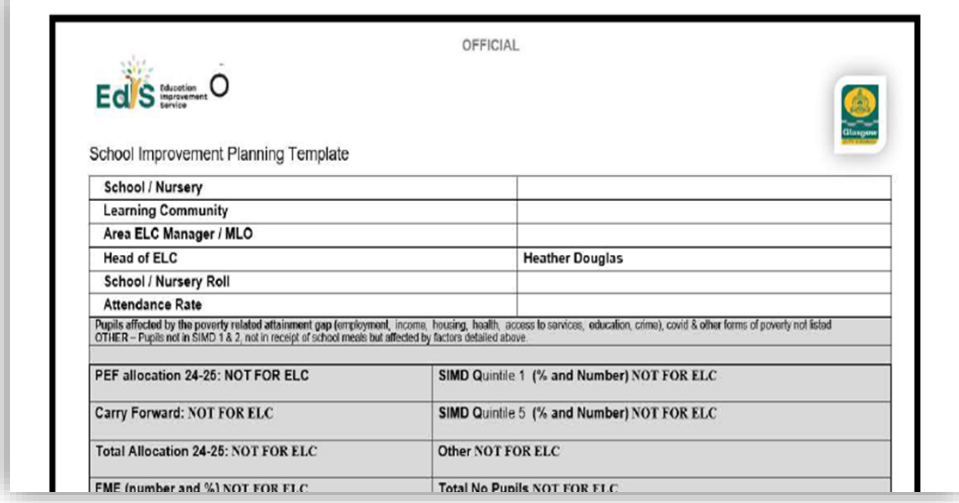
GLASGOW CITY COUNCIL, EDUCATION SERVICES.



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EdIS Education Improvement Service

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 24-25: 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 24-25: NOT FOR ELC	Other NOT FOR ELC
FME (number and %) NOT FOR ELC	Total No Pupils NOT FOR ELC

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

Being me

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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

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.

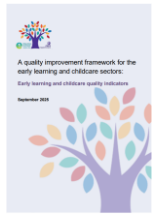
Agreed actions might be included in the setting's **improvement plan** and incorporated into professional learning.

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

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.

Monitoring

What does monitoring Phonological Awareness look like ?

- Spaces/interactions/experience
- Children's progress

Tools for Self-Evaluation

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion

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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.

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Glasgow City Council

Story Area Resource Audit

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, ipods		
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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Tools for Self-Evaluation

Early Years Literacy Rich Learning Environment Toolkit

Phonological Awareness – Inter

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)**			

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 everyda objects are available e.g. keys, crisp packet, bubble wrap. **(listening)**			
Texts within your book area have stro examples of rhyme and opportunities 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)**			

Tools for Self-Evaluation

The Language and Communication Friendly Establishment

1 Key Indicators for Glasgow's Educational Establishments

https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2020/08/28094134/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.		

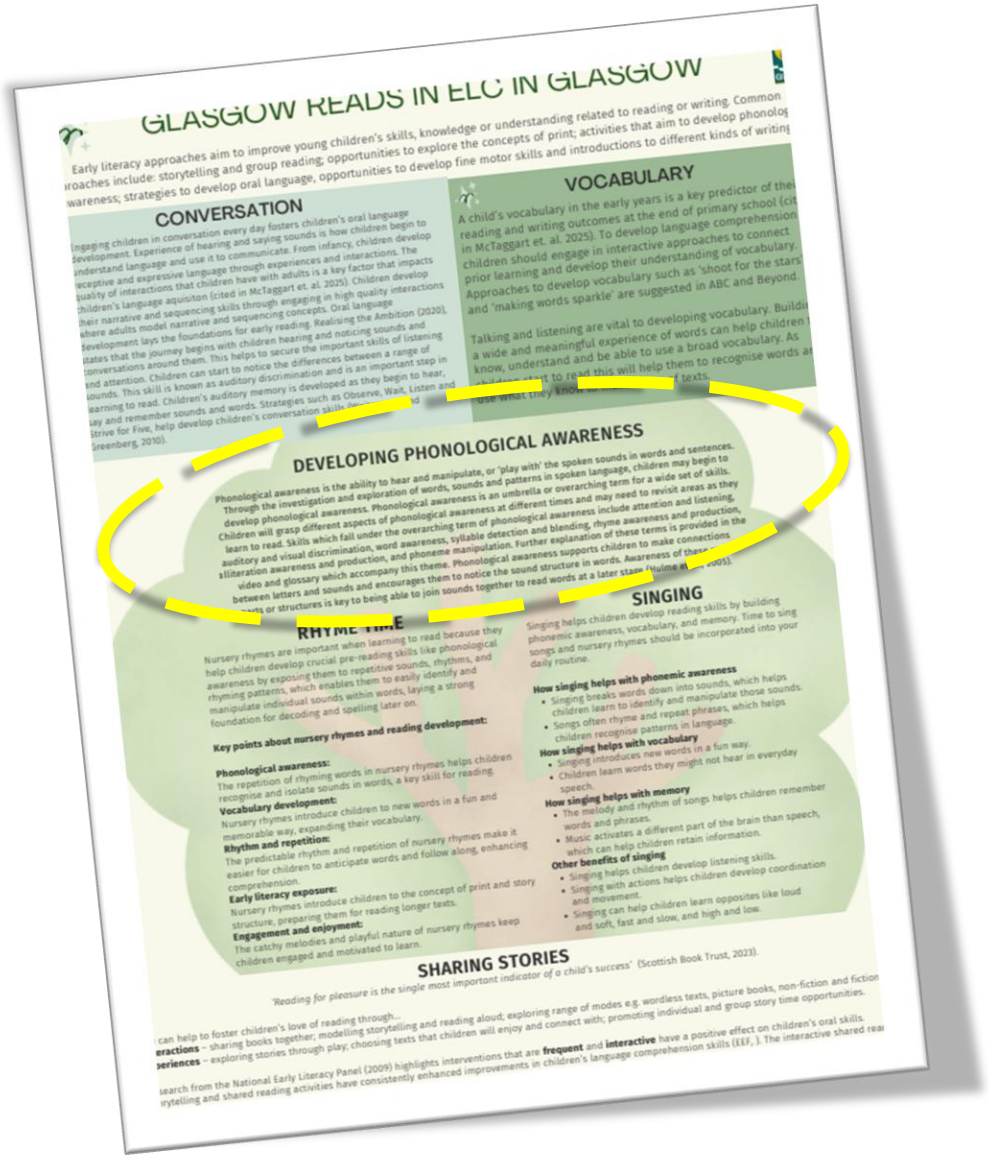
Phonological Awareness

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



GLASGOW READS IN ELC IN GLASGOW

Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common
roaches include: storytelling and group reading; opportunities to explore the concepts of print; activities that aim to develop phonolog
wareness; strategies to develop oral language, opportunities to develop fine motor skills and introductions to different kinds of writing

CONVERSATION

Engaging children in conversation every day fosters children's oral language development. Experience of hearing and saying sounds is how children begin to understand language and use it to communicate. From infancy, children develop receptive and expressive language through experiences and interactions. The quality of interactions that children have with adults is a key factor that impacts children's language aquisiton (cited in McTaggart et. al. 2025). Children develop their narrative and sequencing skills through engaging in high quality interactions where adults model narrative and sequencing concepts. Oral language development lays the foundations for early reading. Realising the Ambition (2020), states that the journey begins with children hearing and noticing sounds and conversations around them. This helps to secure the important skills of listening and attention. Children can start to notice the differences between a range of sounds. This skill is known as auditory discrimination and is an important step in learning to read. Children's auditory memory is developed as they begin to hear, say and remember sounds and words. Strategies such as Observe, Wait, Listen and Strive for Five, help develop children's conversation skills (Greenberg, 2010).

VOCABULARY

A child's vocabulary in the early years is a key predictor of the reading and writing outcomes at the end of primary school (cit in McTaggart et. al. 2025). To develop language comprehension children should engage in interactive approaches to connect prior learning and develop their understanding of vocabulary. Approaches to develop vocabulary such as 'shoot for the stars and 'making words sparkle' are suggested in ABC and Beyond.

Talking and listening are vital to developing vocabulary. Buildi a wide and meaningful experience of words can help children know, understand and be able to use a broad vocabulary. As to read this will help them to recognise words a

DEVELOPING PHONOLOGICAL AWARENESS

Phonological awareness is the ability to hear and manipulate, or 'play with' the spoken sounds in words and sentences. Through the investigation and exploration of words, sounds and patterns in spoken language, children may begin to develop phonological awareness. Phonological awareness is an umbrella or overarching term for a wide set of skills. Children will grasp different aspects of phonological awareness at different times and may need to revisit areas as they learn to read. Skills which fall under the overarching term of phonological awareness include attention and listening, auditory and visual discrimination, word awareness, syllable detection and blending, rhyme awareness and production, alliteration awareness and production, and phoneme manipulation. Further explanation of these terms is provided in the video and glossary which accompany this theme. Phonological awareness supports children to make connections between letters and sounds and encourages them to notice the sound structure in words. Awareness of these

ns or structures is key to being able to join sounds together to read words at a later stage (Hulme et al., 2005).

RHYME TIME

Nursery rhymes are important when learning to read because they help children develop crucial pre-reading skills like phonological awareness by exposing them to repetitive sounds, rhythms, and rhyming patterns, which enables them to easily identify and manipulate individual sounds within words, laying a strong foundation for decoding and spelling later on.

Key points about nursery rhymes and reading development:

Phonological awareness:
The repetition of rhyming words in nursery rhymes helps children recognise and isolate sounds in words, a key skill for reading.
Vocabulary development:
Nursery rhymes introduce children to new words in a fun and memorable way, expanding their vocabulary.
Rhythm and repetition:
The predictable rhythm and repetition of nursery rhymes make it easier for children to anticipate words and follow along, enhancing comprehension.
Early literacy exposure:
Nursery rhymes introduce children to the concept of print and story structure, preparing them for reading longer texts.
Engagement and enjoyment:
The catchy melodies and playful nature of nursery rhymes keep children engaged and motivated to learn.

SINGING

Singing helps children develop reading skills by building phonemic awareness, vocabulary, and memory. Time to sing songs and nursery rhymes should be incorporated into your daily routine.

How singing helps with phonemic awareness
- Singing breaks words down into sounds, which helps children learn to identify and manipulate those sounds.
- Songs often rhyme and repeat phrases, which helps children recognise patterns in language.

How singing helps with vocabulary
- Singing introduces new words in a fun way.
- Children learn words they might not hear in everyday speech.

How singing helps with memory
- The melody and rhythm of songs helps children remember words and phrases.
- Music activates a different part of the brain than speech, which can help children retain information.

Other benefits of singing
- Singing helps children develop listening skills.
- Singing with actions helps children develop coordination and movement.
- Singing can help children learn opposites like loud and soft, fast and slow, and high and low.

SHARING STORIES

'Reading for pleasure is the single most important indicator of a child's success' (Scottish Book Trust, 2023).

can help to foster children's love of reading through...
eractions – sharing books together; modelling storytelling and reading aloud; exploring range of modes e.g. wordless texts, picture books, non-fiction and fiction
periences – exploring stories through play; choosing texts that children will enjoy and connect with; promoting individual and group story time opportunities.

search from the National Early Literacy Panel (2009) highlights interventions that are **frequent** and **interactive** have a positive effect on children's oral skills.
orytelling and shared reading activities have consistently enhanced improvements in children's language comprehension skills (EEF,). The interactive shared rea

[Link to document](#)

Wellbeing and Learning | Achievement and Progress | Networked Learning Organisation | Connected Learning | Engagement, Participation and Inclusion

Being me

Early Years Quality Improvement Team

Glasgow City Council

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.

Video 1

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.

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

Phonological Awareness & Literacy

comprehension

memory environment attention

Language Skills

Listening & Talking

Phonological Awareness

Rimes
Syllables
Phonemes

Ability to Map Sounds to Symbols

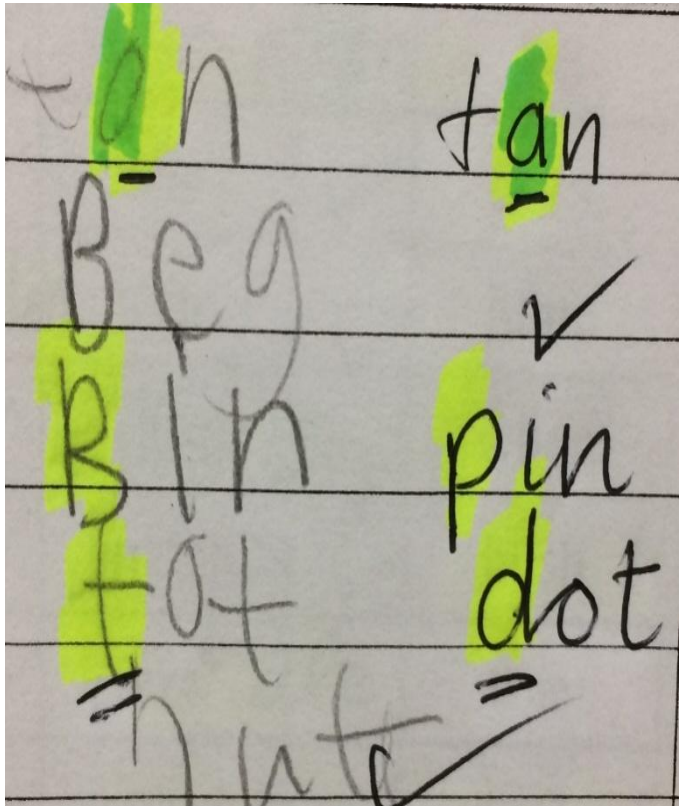
Phonics
Reading & Writing

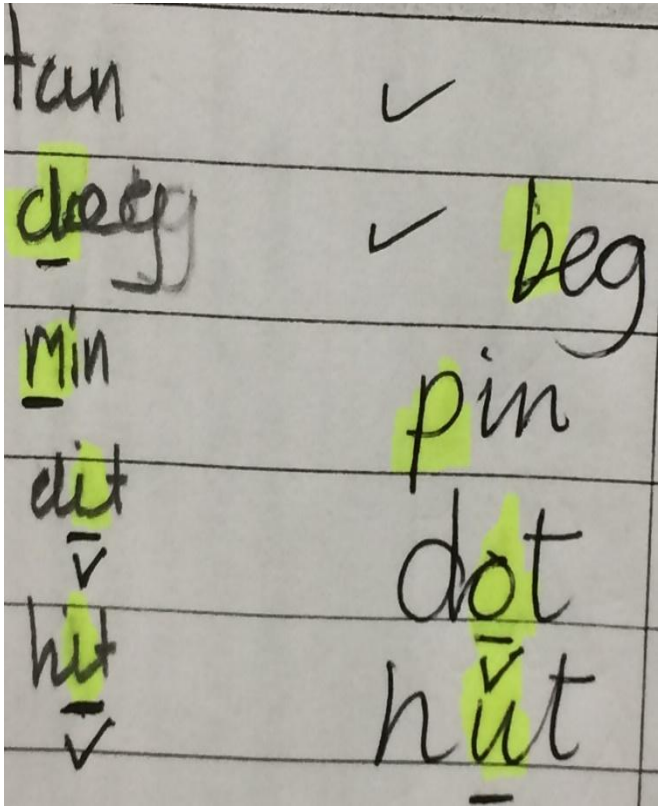
Hearing

Motivation

Motor Skills

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."

Monitoring

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

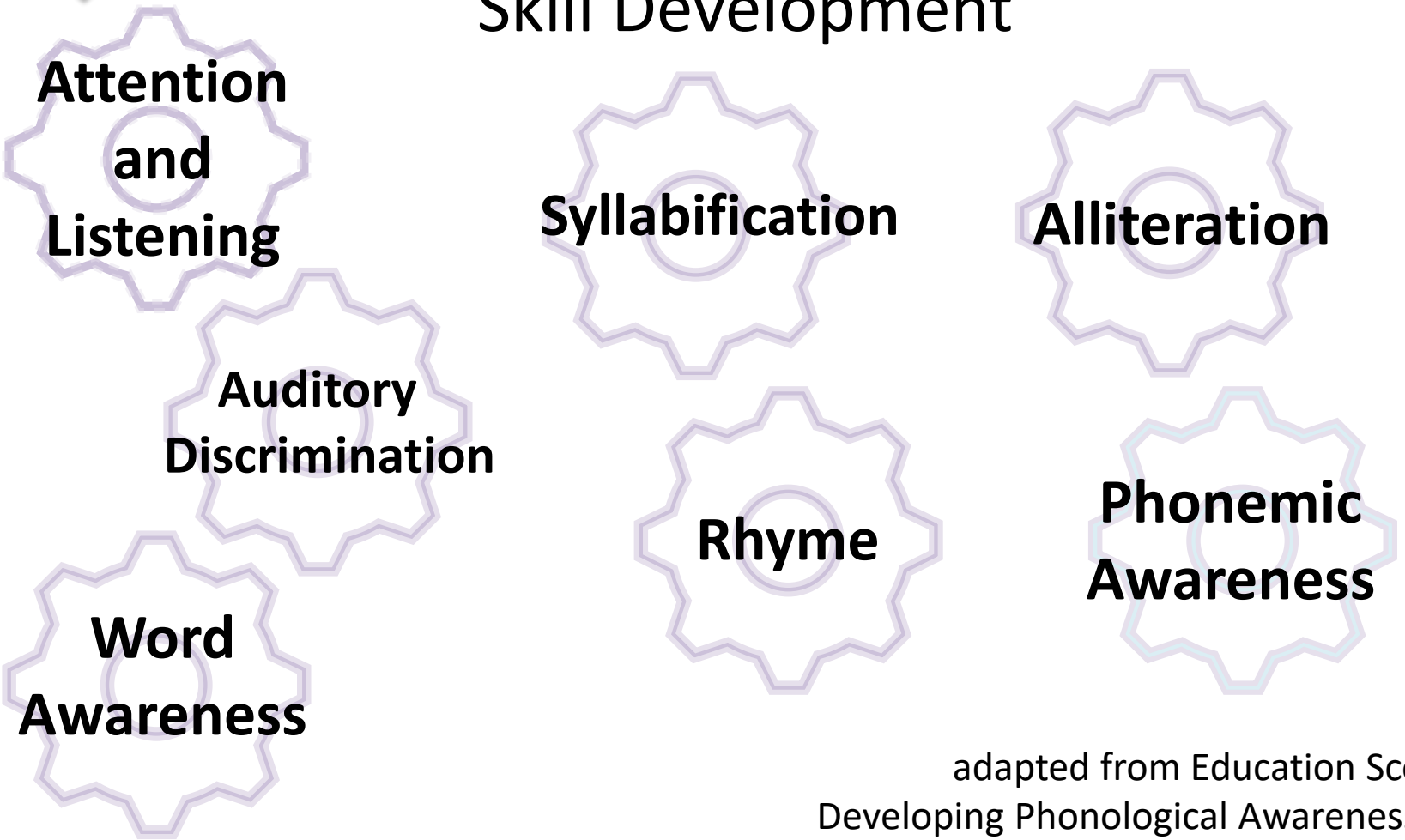
How do you know?

Video 1

Phonological Awareness Skill Development

Phonological Awareness Skill Development

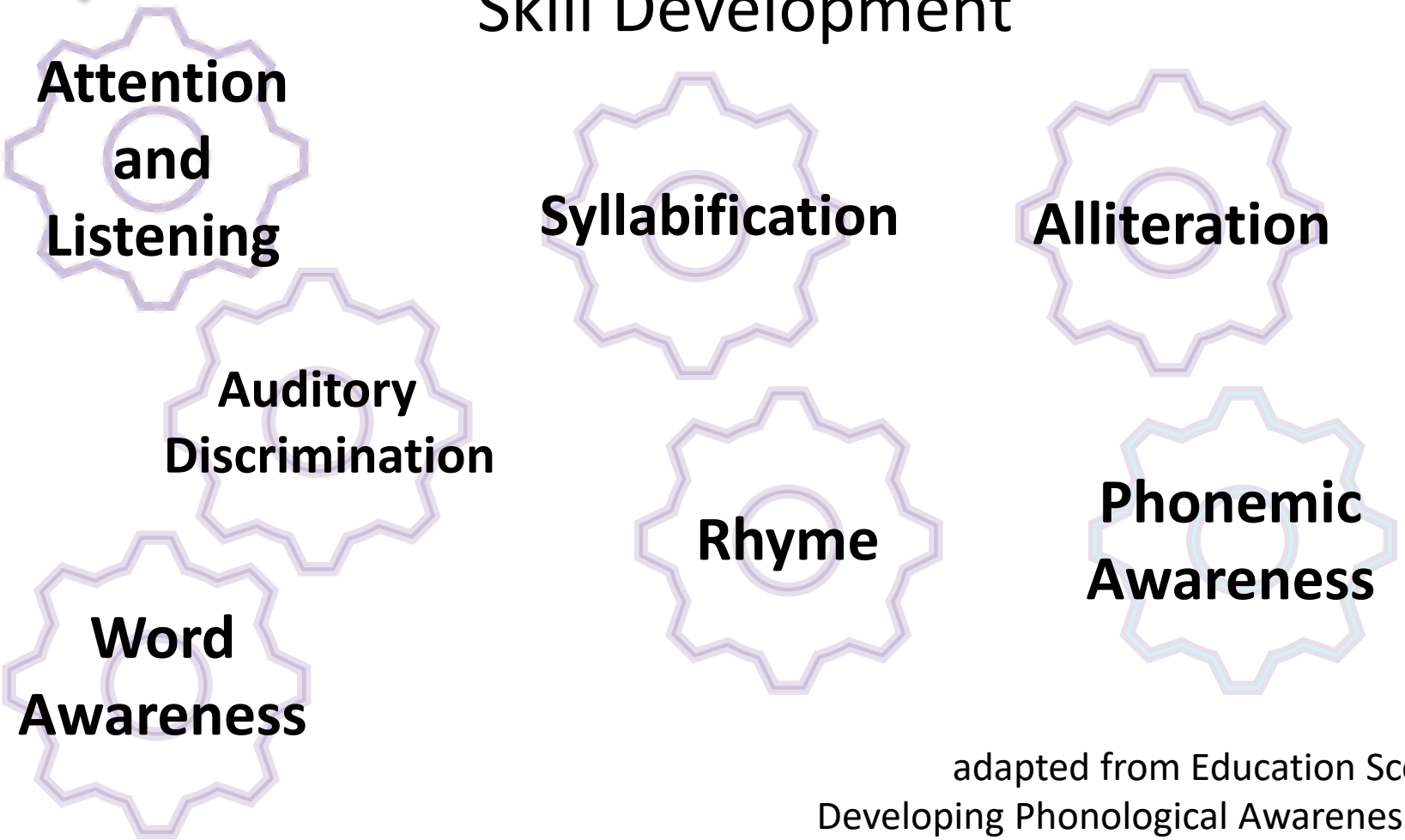
Phonological Awareness Skill Development



adapted from Education Scotland:
Developing Phonological Awareness video

Phonological Awareness Skill Development

Phonological Awareness Skill Development



adapted from Education Scotland:
Developing Phonological Awareness video

Phonological Awareness Tracking Tool

In Early Years we focus on:

- Listening
- Rhyme
- Word Boundaries
- Syllables
- Phonemes

Monitoring

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

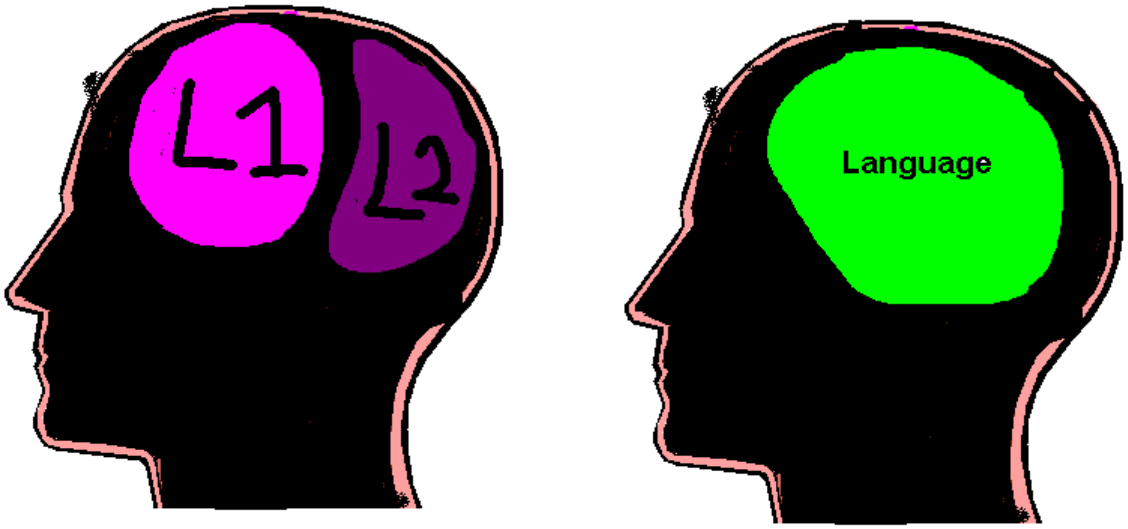
How do you know?

EAL Leaners and Phonological Awareness

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

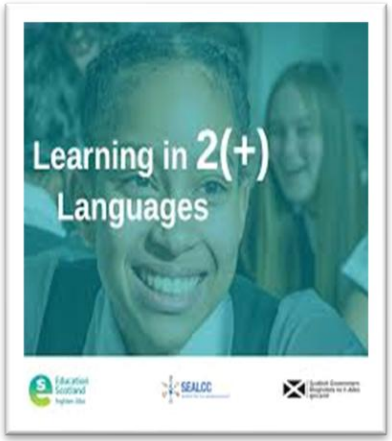
- EAL learners may already have a good knowledge of how their home language(s) works
- Learners will need additional input and time to absorb sounds of a new language
- Learners should be immersed in fun, engaging phonological activities which are embedded in everyday practice

Developing Phonological Awareness in two languages

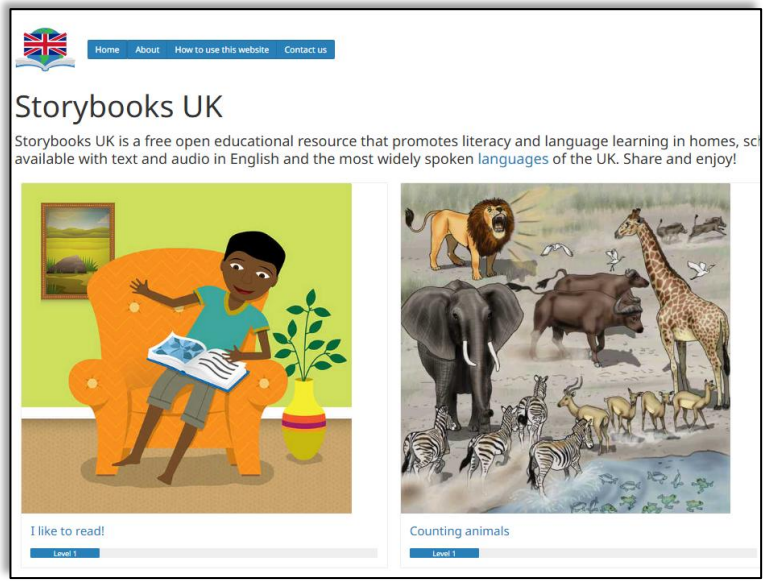


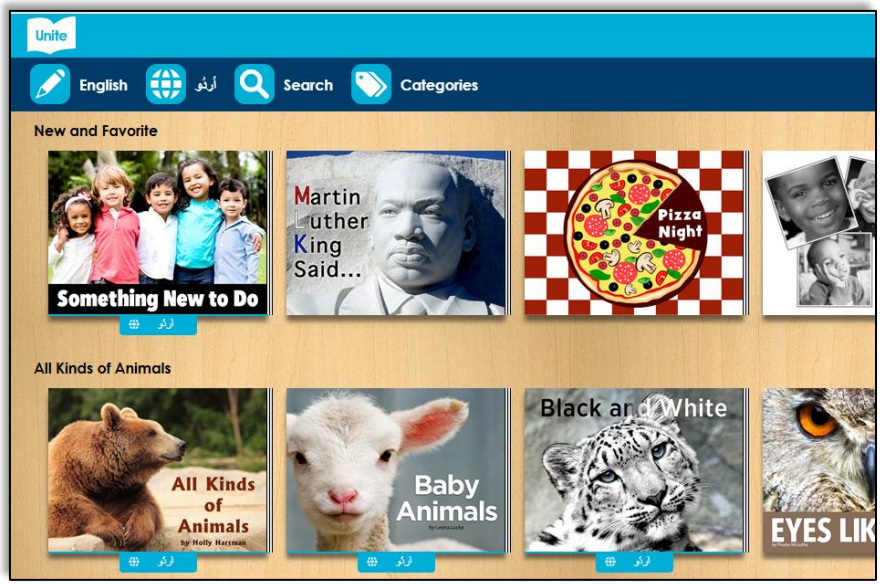
Learning in 2+ Languages

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.



Stories - EAL





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

https://www.uniteforliteracy.com/

Monitoring

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

How do you know?

Embedding Phonological Awareness through our Learning Environment

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

“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.”

interactions

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

Education Scotland

Interactions

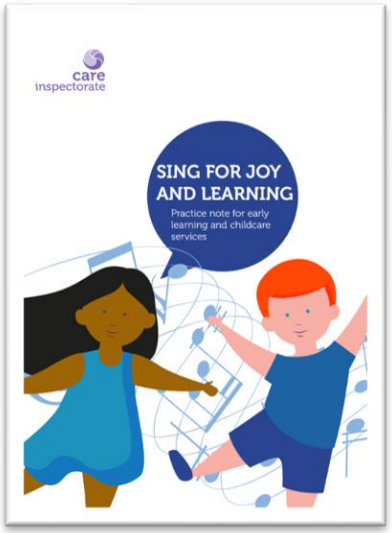
Research tells us that babies and young children benefit from both quantity and quality of interactions. Such interactions should happen regularly throughout the day embedded within all types of experience in the ELC setting including daily routines, indoor and outdoor play and transitions.

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]

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.

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

Embedding Phonological Awareness through your Learning Environment

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

Framework for Expressive Arts

Early, First & Second Level

CREATE

CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

CREATE

CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

Music and Phonological Awareness

Activity Pack

[Link to CREATE Blog resources]

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

Connected Learning

Engagement, Participation and Inclusion

Being me

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Embedding Phonological Awareness through your Learning Environment

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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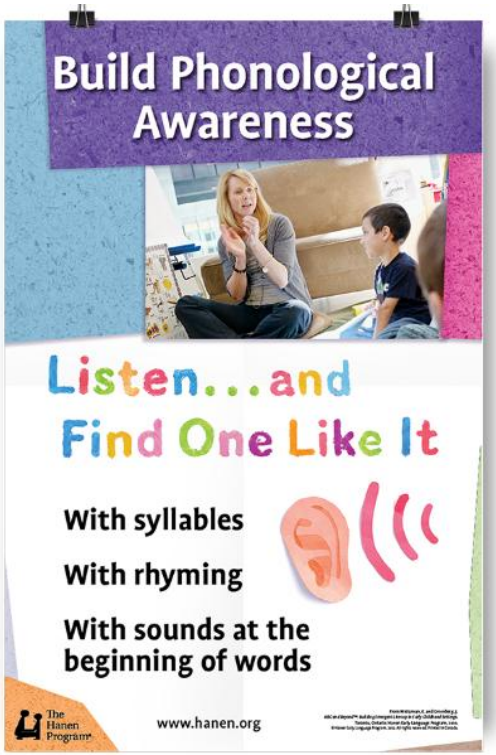
Embedding Phonological Awareness through your Learning Environment

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.

Embedding Phonological Awareness through your Learning Environment

Word boundaries

It is so windy.

Fish and Chips

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

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?

Interactions are responsive and sensitive:

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

spaces

Education Scotland

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

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

Embedding Phonological Awareness through your Learning Environment

Embedding Phonological Awareness through our Spaces

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Embedding Phonological Awareness through your Learning Environment

Listening to sounds in different spaces helps children discriminate the sounds around them.

Remember: what you hear indoors and outdoors can be very different.

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Relationships . Awareness . Integrity . Service

Glasgow CITY COUNCIL

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

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?

Monitoring

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?

•experiences•

Education Scotland

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

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

What does that look like in your setting?

Share ideas

Story of the moment/children's choice

Resources available

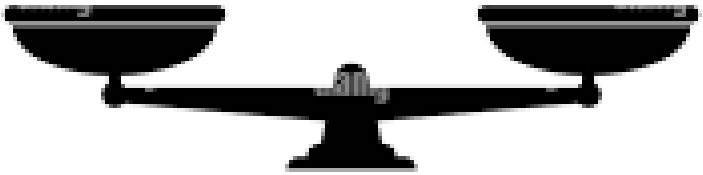
Digital – book creator

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

EAL opportunities

Embedding Phonological Awareness through your Learning Environment

Intentional Spontaneous



Remember:

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

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

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?

Phonological Awareness Tracking Tool

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Education Scotland

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.

Phonological Awareness Tracking Tool

Phonological Awareness Tracking

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

- Listening
- Rhyme
- Syllables
- Phonemes

Phonological Awareness Tracking Tool

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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Phonological Awareness Tracking Tool

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
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.

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

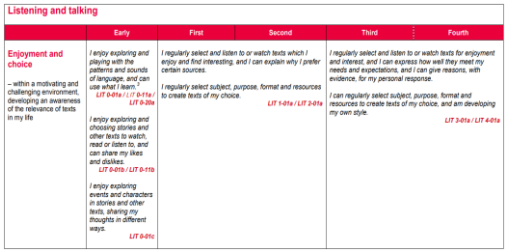
Listening and Talking

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

LfA Framework

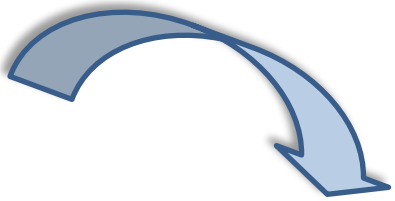
Making the Links

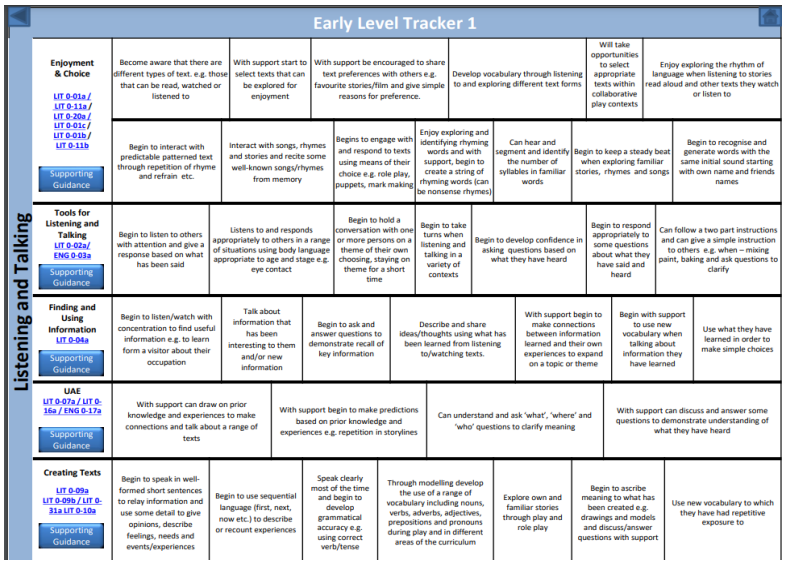
Plan Using Experiences and Outcomes to ensure Curriculum Coverage.



Listening and talking

	Early	First	Second	Third	Fourth
Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. 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. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a / LIT 2-01a		I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. LIT 3-01a / LIT 4-01a	

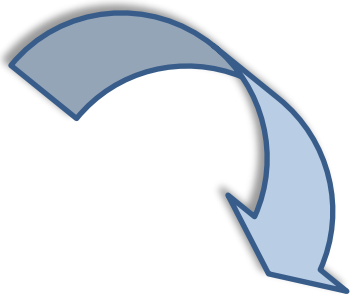




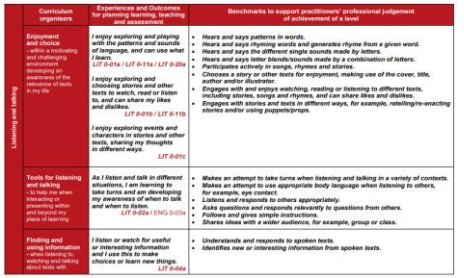
Early Level Tracker 1

Listening and Talking

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a / LIT 0-01c / LIT 0-01b / LIT 0-11b Supporting Guidance	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 Supporting Guidance	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 Supporting Guidance	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 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 LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a 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



Benchmarks
End of Level Assessment



Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Enjoyment and choice – within a motivating and challenging environment developing an awareness of the relevance of texts in my life	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c	• Hears and says patterns in words. • Hears and says rhyming words and generates rhyme from a given word. • Hears and says the different single sounds made by letters. • 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.
Tools for listening and talking – to help me when interacting or presenting within and beyond my place of learning	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. LIT 0-02a / ENG 0-03a	• Makes an attempt to take turns when listening and talking in a variety of contexts. • Makes an attempt to use appropriate body language when listening to others, for example, eye contact. • Listens and responds to others appropriately. • Asks questions and responds relevantly to questions from others. • Follows and gives simple instructions. • Shares ideas with a wider audience, for example, group or class.
Finding and using information – when listening to, watching and talking about texts with	I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a	• Understands and responds to spoken texts. • Identifies new or interesting information from spoken texts.

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Glasgow CITY COUNCIL

Monitoring

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

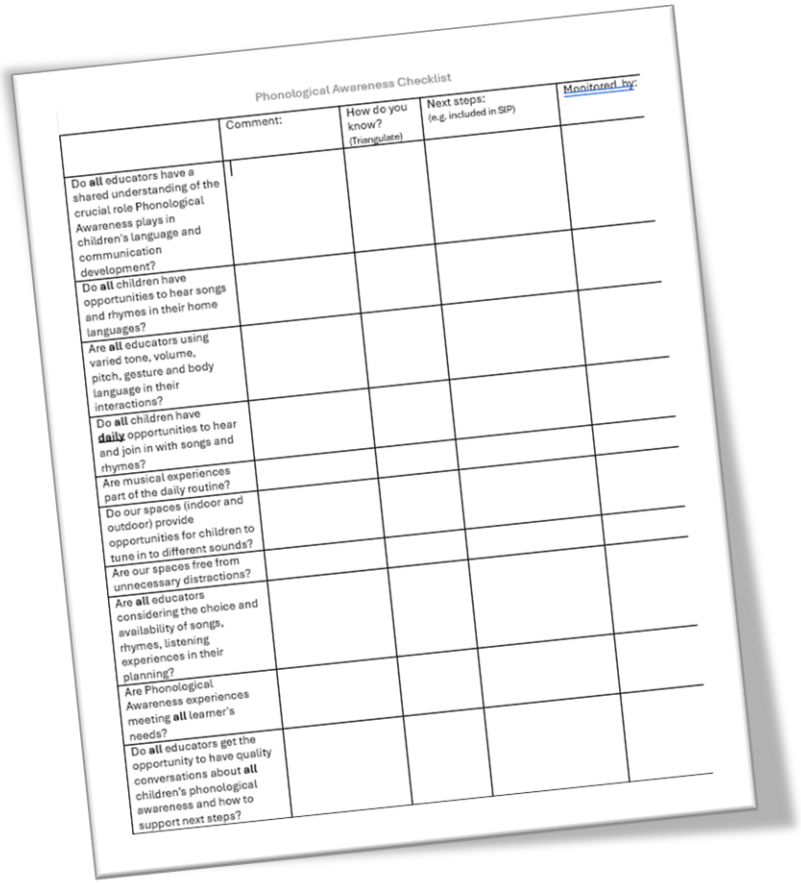
How is this facilitated and protected?

Pace and challenge meetings/ Tracking meetings

Baseline, Interim and Final.

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

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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

Family Learning Commitments

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

Summary

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:

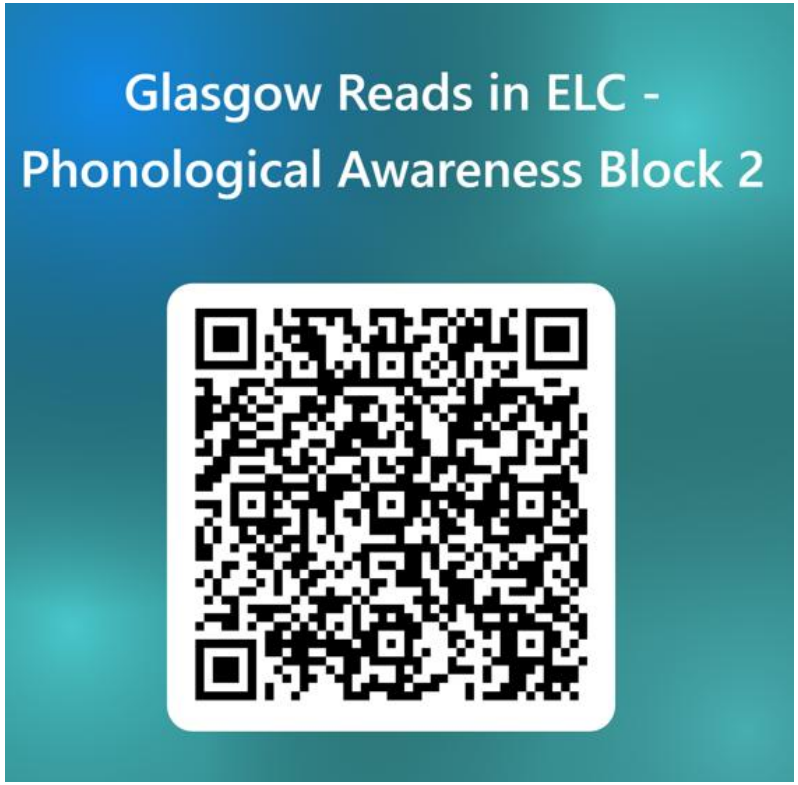
- Stay and Play
- Lending library
- Family Learning sessions

Learner Focus:

- Playroom audit/provision
- Observations
- Interventions

How might you address your gap?

Feedback



[Glasgow Reads in ELC - Phonological Awareness Block 2 – Fill in form]

Anastasia Gould

anastasia.gould@glasgow.gov.uk

Gemma Macdonald

gemma.macdonald2@glasgow.gov.uk