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| **Literacy: Reading: Word Level Learning: Auditory Discrimination - Sounds and Phonology**  **Developing Knowledge and Skills Sequentially** | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1. | •Notices and engages with sounds in the environment  •Watches key adults intently and listens to tone of voice with interest  •Recognises different people’s voices – when they are familiar to them | • Use finger play, rhymes and familiar songs to support young babies’ enjoyment • Say the names of sounds children hear around them and bring to their attention as you play | • Provide mobiles, inviting displays and pictures of  familiar characters in the environment, including  in physical care areas, to prompt babies’ focused  gaze, pointing and shared attention • Offer books that provide sensory experiences • Include babies in telephone and video calls with family and close friends |
| 2. | • Responds to sounds in the environment such as cars, sirens and birds  • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments  • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes  •Begins to repeat strings of sounds when babbling e.g. ‘ma-ma-ma’ •Copies and repeats some of the sounds they hear adults make when talking and playing with them | • Notice and support babies’ developing responses, gestures and movements as they learn to anticipate and join in with finger and word play.  • Make voice sounds and say words as babies explore print and digital books with adults - leave pauses after words and sounds to encourage babies to begin to repeat them if they choose to.  • Sing simple songs and nursery rhymes with children, encouraging them to join in. | • Provide opportunities for children to explore  sound with drums, other instruments, kitchen pans  and wooden spoons or upcycled resources. • Provide opportunities for children to move to music, songs, rhythms and rhymes e.g. ‘Tiddlywinks Sessions’ ‘Active kids movement games’ • Talk to children about the different sounds made by different instruments/objects – indoors and outside • Use Nursery Rhyme Packs – send home to parents similar rhymes – include any parents know/use at home, including those in different languages •Demonstrate actions to match rhymes/songs and encourage children to join in – use props and visual stimuli to match different rhymes/songs |
| 3. | • Is interested in and anticipates rhymes and may have favourites  • Begins to join in with actions and sounds in  familiar song and book sharing experience  • Makes a range of speech sounds  •Repeats a range of speech sounds with improving accuracy | • Use different voices to tell stories and encourage young children to join in wherever possible. • Sing/say/act out a range of different rhymes/songs/jingles including actions and encourage children to join in – lots of repetition – continue leaving pauses for children to join in  •Use children’s favourite toys and props as a link to different rhymes and songs | • Provide digital recordings of rhymes, stories,  sounds and spoken words. • Make ‘sound books’ available to children so they can press buttons that link sounds to different part of the story/rhyme • Suggest to parents they might encourage children to take part during telephone and video calls, through smiling, making sounds and words. • Provide regular opportunities for singing and instrument play so children build up a repertoire of songs and knowledge of different sounds • Create frequent opportunities for singing, rhymes and music sessions. • Listen to sounds around school, indoors and outdoors to encourage children to listen to and spot what they can hear in different places, at different times. •Encourage children to say and repeat different speech sounds in their play and classroom activities – demonstrating and modelling the pronunciation clearly for them |
| 4. | • Has some favourite stories, rhymes, songs, poems or jingles • Fills in the missing word or phrase in a known rhyme, story/book, e.g. Humpty Dumpty sat on a… • Repeats/ uses actions, words/ sounds and/or phrases from familiar stories • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes  •Knows what certain sounds are even when they are out of sight •Claps rhythm of their name and other children’s names/key words  •Hears and says the initial sound in their own name...then other important sounds they know in friends/family’s names • Repeats the initial sound in words when adults demonstrate e.g. car…’c’ •Pays attention when adults write/scribe for them, sometimes commenting on letters/words and shapes made | • Tune into words from stories that individual children particularly enjoy, e.g. children’s favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions.  • Read stories that children already know, pausing at intervals to encourage them to “read” the next word  • Encourage children to identify the sounds they hear in the environment and to explore making rhythms with musical instruments and upcycled resources  •Demonstrate how to pronounce letters and sounds clearly – work with children on any sounds they struggle • Ask children what they want you to write e.g. names on drawings and/or helicopter stories or words in a letter to Santa etc. • Demonstrate how to break the flow of speech down in to words and then letters when writing – discuss this skill with children | • Find quality time every day to tell/read stories  to children and to sing/say/play rhymes and songs using puppets, soft toys, or real objects as props.  • Create frequent opportunities for singing, rhymes  and music sessions.  • Provide a range of simple musical and percussion  instruments, such as tambourines, shakers or  xylophones.  •Use claves to bet out rhythms for children to copy, continue and follow  •Play sound games with children one to one and in small groups e.g. sound lotto and Guess the Sound games  •Use Beat Baby activities to help children keep to the beat and develop an understanding of rhythm – increasing the difficulty as confidence develops  •Say the rhymes in our writing scheme as you write and scribe words and letters for children so they begin to hear them regularly |
| 5. | • Listens to and joins in with stories/poems  • Joins in with repeated refrains and anticipates key events/words/ phrases and sounds in rhymes/stories/songs and jingles  • Begins to develop phonological and phonemic awareness •Shows awareness of rhyme and alliteration •Recognises rhythm in spoken words, songs, poems and rhymes - •Claps or taps the syllables in words during sound play • Hears and says the initial sound in words • Tells you the sound a word begins with when listening to simple words e.g. ‘tap’ – ‘t’ and especially those in names of familiar people • Listens to some names/words and point to the letter they begin with •Repeats letter formation shown and say rhymes from school writing scheme- RWInc • Tells you the sound they hear at the end of simple words they listen to e.g. tap – ‘p’ •Copies the break-down of words(in to phonemes) via Robot Talk – when shown and demonstrated by staff • Blends phonemes together orally/aurally to guess the ‘Robot Talk’ words • Can begin to break down words in to phonemes for themselves – e.g. to help with games/writing • Asks adults to scribe for them telling them what to write and breaking down thoughts in to words and then words in to letter sounds  • Attempts to write letters they have seen, heard and recognise from around them. | • Help children to understand what a word is by using names and labels and by pointing out words in the environment and in print  and digital books – reading words aloud to children when possible/appropriate.  • Share/Sing/Say/Read rhymes, poems, songs and jingles that have specific rhymes and include alliteration –leaving pauses to encourage children to join in  • Share/Sing/Say/Read rhymes, poems, songs and jingles that have noticeable rhythms, emphasising the rhythm as you demonstrate | • Furnish the setting with diverse resources that  reflect children’s home cultures and the diversity  of cultures in the local community, including dual  language books, as well as artefacts that children  are attached to, such as special objects, sounds,  images, as well as animals and insects. • Provide a wider range of musical and percussion instruments for children to explore, including instruments from around the world and those played in cultures children may not usually experience. •Demonstrate letter formation with rhymes from school handwriting scheme RW Inc – with frequent opportunities for children to copy, rehearse formation and say rhyme •Provide copies of the school writing scheme and the letter rhymes for parents to work on at home.  • Demonstrate and use Robot talk using toys and puppets to engage children’s interest and involvement |
| 6. | • Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies Alliteration  • Repeats the short vowel sounds in words when listening to simple words  • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them  • Starts to link sounds to letters, naming and  sounding the letters of the alphabet  • Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee  • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences  • Uses phonic knowledge to write letters and simple, regular words | • Read aloud to children every day, introducing children to a wide  variety of literature  • Encourage children to tell their own stories in their own way, to take the lead in storytelling so you can listen and learn from children about what they know and are interested in.  • Model oral blending of sounds to make words in everyday contexts, e.g. Can you get your h-a-t hat?  • Play games to help children make links between letters (graphemes) and speech sounds (phonemes), such as letter bingo and linking actions with sounds  • Model how simple words can be segmented into sounds and blended together to make words  • Consider teaching Alternative and Augmentative Communication  (AAC) such as British Sign Language | • Include playful, multi-sensory and creative  experiences and games that promote children’s  interest in reading and in developing phonics skills  and knowledge.  • Demonstrate using phonics as a strategy to  decode words while children can see the text, e.g.  using big books or an interactive whiteboard.  • Provide varied texts, including decodable texts,  and encourage children to use all their skills  including their phonic knowledge to practise  reading with the skills and knowledge they have,  so they experience success.  • Begin to introduce playful systematic phonics  sessions in fun ways that capture children’s  interest, sustain motivation and reinforce learning  and success. |