New 2020 ELG Word Reading:

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs; *a pair of letters representing a single speech sound, as ea in meat or th in path.*

- Read words consistent with their phonic knowledge by sound-blending;

- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.

*What are the steps along the way?*

***Literacy***

***Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.***

***Reaching the new ELG …***

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| ***What does the practitioner need to do….?*** |
| **Children under 3 years old….**  ***Children need something interesting to talk about and someone to talk to***  Develop vocabulary, talk to children about what they are doing and add new and interesting word when appropriate  Use ‘Talking Tips’ to support children’s conversation and give them many opportunities to lead the conversation on subjects they are interested in  Play alongside children creating a dialogue to accompany their play/commenting on actions/modelling language “I’m going to…that didn’t work very well so now I’ll try…”  Sing nursery rhymes and songs – new ones and ones they sing at home/in their home language  Say and read poems  Play with sounds – *Letter and sounds* activities e.g. drum outdoors/listening walks/make shakers/ listen and talk about environmental sounds  March and drum - practice keeping a steady beat  Nicola Burke Musical matters – early education and also on Nicola Burkes website  Read aloud many different stories from books and repeat may favourite stories  Tell stories when play partnering to support story language  Use props, enable children to handle props to support story telling  Look for environmental print that is meaningful – shop and restaurant signs they begin to recognise  <http://readingwithbabies.com/tips-and-tricks/>  <https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/how-to-read-with-your-child/>  [*http://www.talkingpoint.org.uk/parents/some-children-struggle/difficulties-speech-sounds*](http://www.talkingpoint.org.uk/parents/some-children-struggle/difficulties-speech-sounds) *- use mirrors to watch facial expression as toddlers blow, squeak, hum, etc see* [*http://teachmetotalk.com/2014/02/10/lets-make-some-noise-eliciting-play-sounds-in-toddlers/*](http://teachmetotalk.com/2014/02/10/lets-make-some-noise-eliciting-play-sounds-in-toddlers/) |
| ***3 years and above***  ***Being able to read is greatly facilitated by a natural familiarity with and love of book language***  ***Reading and writing are closely related processes***  ***Continue all activities from above***  Provide a range and breadth of high quality books.  Enable children to see themselves reflected in the language, characters and events allowing for deeper engagement and empowerment as a reader.  Support children’s enjoyment of listening to, sharing and joining in with a range of familiar stories.  Enable them to react and respond to illustrations, character and narratives through questions and imaginative play.  Reading at this stage relies principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and can recall. Support children to act out the stories they know to practice story language in their play.  Enable children to read from memory, share and be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud.  Read rhymes and stories with rhyming elements … hesitate before reading the second rhyming word i.e. 'Hurry Mable lay the …………..' and give children the chance to fill in the word  Ensure children at this stage know how to handle books, are aware of directionality and how print works by adults pointing to words as they read.  Word pointing and letter pointing in the environment and visual print [various fonts and logos – visual imagery]  Enable children to join in with nursery rhymes, poems, songs and rhyming texts, which are an integral part of the daily learning opportunities.  Slow the rhyme down so that all children can grasp the words and join in  Repeat rhymes many times and track the children who are able to sing and say rhymes, support those who cannot.  Teach rhymes until children know them – simple ones first and move to more difficult ones  Introduce instruction and range non-fiction text  Use a variety of information sources: follow a recipe, seed packet, signs to the treasure, invitations to the Christmas party, re-read instructions, labels etc.  Enable children to engage with activities that develop their early phonological awareness through play with sounds, such as recognising sounds in their environment, using musical instruments and their bodies and voices to create a range of sounds.  ***Letter and sounds*** – including 7 aspects  Visual & auditory memory  Visual & auditory discrimination  Figure ground differentiation  Visual and auditory sequencing  Visual and auditory composition and recording for permanence  Enable children to have fun with sounds and develop phonological awareness naturally in the setting.  **Sound recognition skills can also be** explicitly taught and strengthened through:   tuning children into sounds   listening and remembering sounds   talking about sounds   playing games with sounds   grouping words and objects according to sounds   singing rhymes and songs   hearing books read aloud   introducing oral blending and segmenting of sounds in words  <http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/earlyyears/soundgames/soundgames.htm>  Support children’s enjoyment of rhythm and rhyme and rhythm  **Rhythm**   Exploring patterns and the beat in songs and words helps children to be phonologically aware.   We also need this sense of time when walking, dancing, cutting, counting and drawing.  NB Nicola Burke Musical matters – early education and also on Nicola Burkes website  <https://www.early-education.org.uk/musical-development-matters>  Patterns – maths activities : <https://foundationyears.org.uk/mathematical-resources/>  <https://foundationyears.org.uk/2011/10/numbers-and-patterns-%e2%80%93-laying-foundations-in-mathematics/>  Support children’s recognition of a few known, core words, letter names or sounds, often of personal significance, such as names or other words, letters or sounds of interest. name/ mum/ dad (not flash cards here)  Use refrains from familiar stories to make new stories "Not Now Bernard" ,"Oh, No I Can't Stand This", “Run, run as fast as you can, you can’t catch me I’m….” “Who is that trip trapping over my bridge..”  Use puppets to re-tell stories, add speech bubble captions, make story maps with key words on  Story ropes – place a rope along the floor and retell a story by placing props along the rope. Enable the children to ‘find’ the appropriate props, capture it by drawing the story alongside the props on a roll of wall paper.  Make group big books using different colours and fonts for the words - print and cut up a second set of words for children to place in order.  Encourage and enable children’s curiosity and interest to engaging with other kinds of texts, e.g. print around them, digital and media texts. |

And for older children …. http://stimulatinglearning.co.uk/2015/02/phonics/

<https://www.youtube.com/watch?v=Orb6xXPPBKo>