

PHONOLOGICAL AWARENESS IN THE EARLY YEARS

What you will gain from this session:

- A deeper understanding of what phonological awareness is.
- Strategies for supporting the development of phonological awareness in an EYFS setting.

Find out about Little Link, Speech & Language Link's new screening and universal intervention package for 3-5-year-olds.



WHAT IS PHONOLOGICAL AWARENESS?

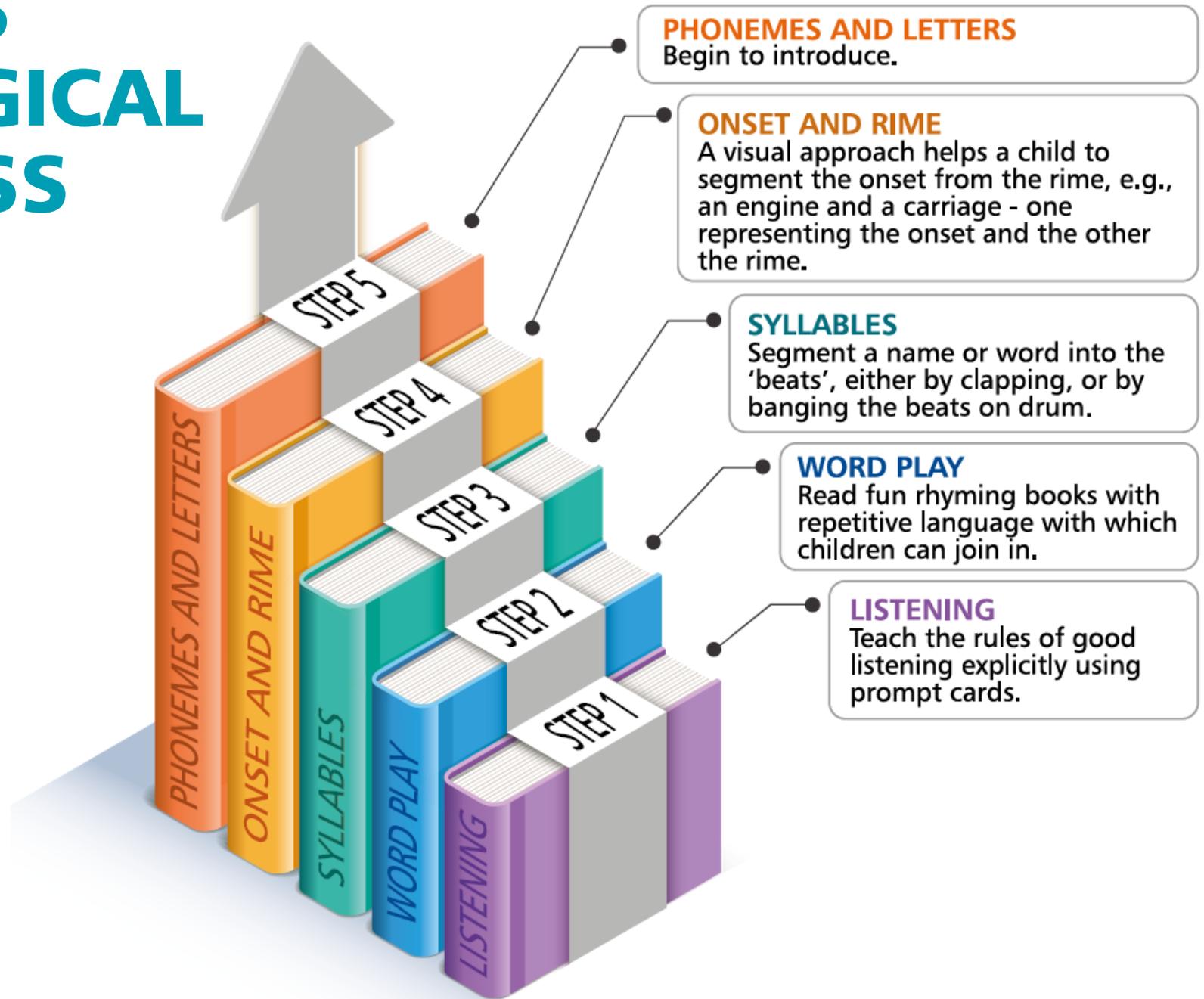
It's the ability to understand that spoken words are made up of sounds and to recognise how they come together to form words.

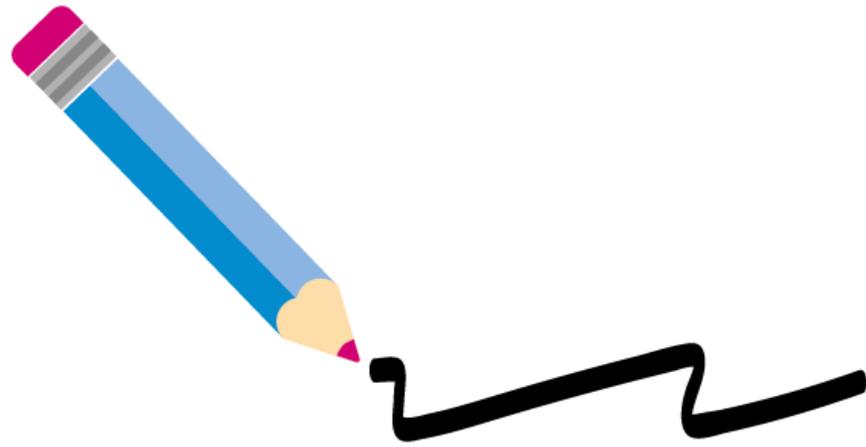
When you have it, it means you can do things like:

- Break down words into syllables,
- Recognise words that rhyme,
- Break words into sounds,
- Blend sounds together to make words.



HOW DOES PHONOLOGICAL AWARENESS DEVELOP?



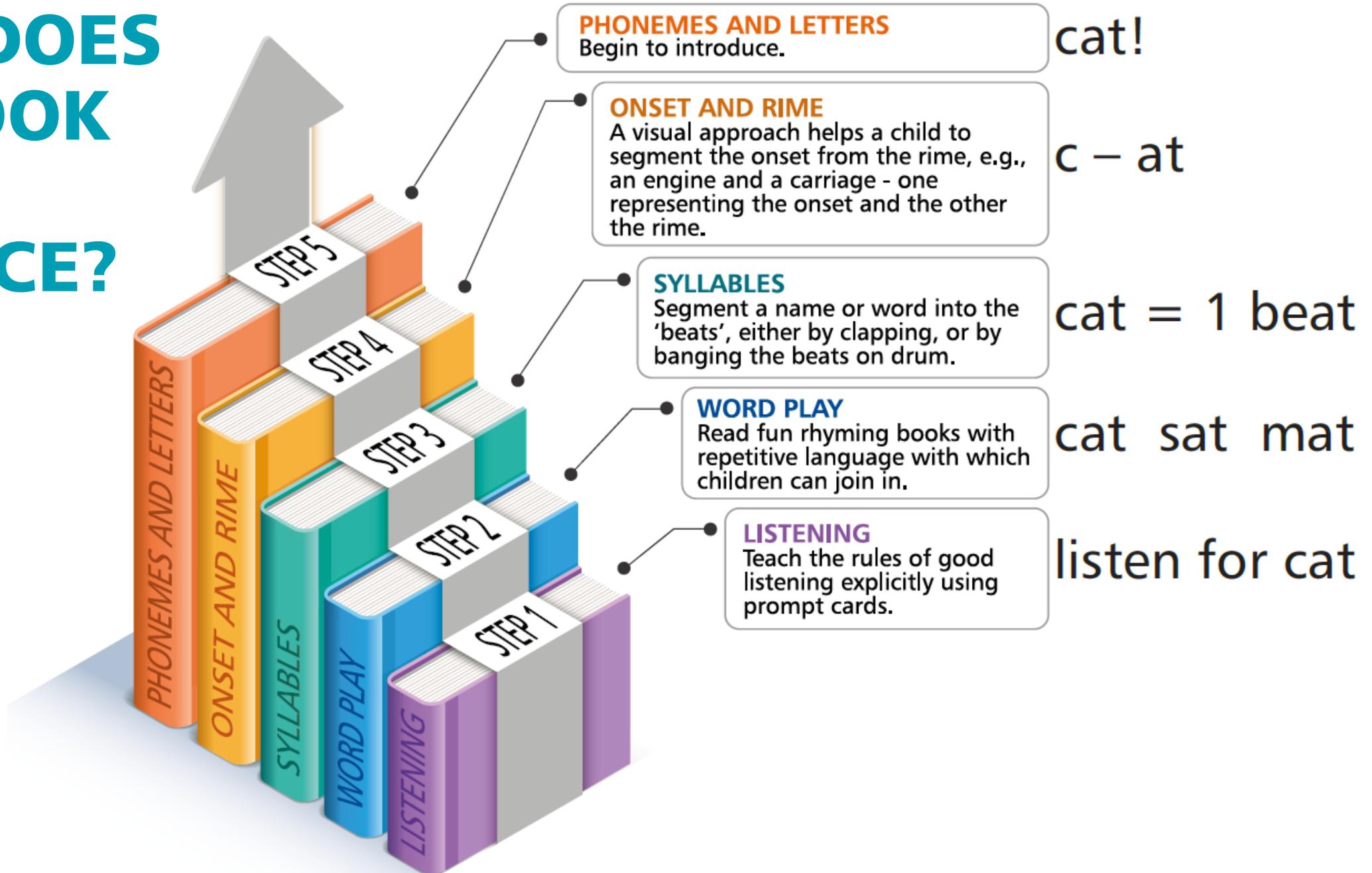


Write down the name of:

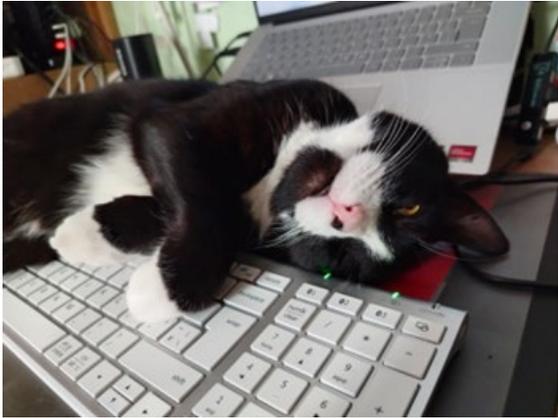


A family pet

WHAT DOES THIS LOOK LIKE IN PRACTICE?



TIGGER IS GETTING...



CHILDREN WITH POOR PHONOLOGICAL AWARENESS MAY STRUGGLE WITH:

- Recognising or generating rhyming words.
- Clapping out or counting syllables in words.
- Hearing the difference between sounds, especially similar sounds.
- Pronouncing words correctly.

WHY MIGHT CHILDREN HAVE DIFFICULTIES DEVELOPING PHONOLOGICAL AWARENESS?

- Attention and listening.
- Hearing.
- Organisation and sequencing difficulties.
- Auditory memory.
- Understanding of concepts.



WHY IS PHONOLOGICAL AWARENESS SO IMPORTANT?

- Literacy skills.
- Vocabulary.
- Clear speech.

WHAT CAN WE DO TO SUPPORT THE DEVELOPMENT OF PHONOLOGICAL AWARENESS SKILLS?

Things you probably do already!

- Reading aloud to children regularly.
- Offering a **variety** of books, songs and rhymes.
- **Pointing out rhyming words and alliteration** in books and other activities.

Things you might need to do more of.

- Teach the foundation skills for **good listening** explicitly in the early years.
- **Play** with sounds and words even more.
- Make your setting **word rich**.
- **Don't be afraid to go back.**

LittleLink





Universal screening tool to screen all **3-5-year-olds** in your setting.

Language enrichment programme designed to **boost the language skills of every child** in the setting.

Toolkit to **develop staff knowledge and skills.**





Developed around **6 stories** about Teddy and his friend, Ben.

Each book is the focus for **2 weeks**:

- *Story week.*
- *Make it stick week.*



5 key language targets:

1. Action words.
2. Describing words.
3. Emotion words.
4. Position and sequence words.
5. Negatives.

Each target is the focus of one session in every story week.



CONTENTS

The story

Tabletop – Phoning friends

Pretend play – Party food mix-up

Outdoors – Mud cakes

Rhythm and rhyme time

LittleLink

Session 1

CONTENTS

- The story
- Tabletop – Phoning friends
- Pretend play – Party food mix-up
- Outdoors – Mud cakes
- Rhythm and rhyme time

Ben's Party Session 1

Tabletop – Phoning friends

LittleLink

Session target: To understand and use negatives	Resources: Phone templates Drawing and colouring materials	Key words: can't, no, not, isn't, won't
---	---	---

Prepare:
Place resources on a table.
In advance: print out the phone templates.

Explain:
"In our story, Ben's mum had to call his friends to tell them that there would be no party. We are going to phone our friends and let them know what we're doing today!"

Do:
Ask the children to draw a picture of their friend on the phone template. Model phone conversations to friends using negative words. What will the children tell their friends about what they are doing today and what they're NOT doing or CAN'T do?

Core strategies

- PAUSE** (II icon): Slow down, watch and wait
- COMMENT** (Speech bubble icon): "I'm **not** going to the park today!"
- OFFER CHOICES** (Choice icon): "Are you **not** going to the park or **not** going on a playdate?"
- REPEAT AND REPAIR** (Headphones icon): "Your friend **isn't** feeling well!"
- ADD** (+ icon): "He **isn't** feeling well, so there is **no** playdate!"
- ASK** (Question mark icon): "If he **can't** go to the park, what will he do?"
- KEEP THE TALKING GOING** (Play button icon): "Sometimes, when we're poorly, we **can't** go to nursery".

4



RHYTHM & RHYME TIME

Every session ends with a Rhythm & Rhyme Time activity.

For each book there is a focus on a different aspect of phonological awareness

The rules for good listening are reviewed in every session.



Ben Helps Out **Session 2**

Rhythm and Rhyme Time

Session Target: To identify whether a word starts with the target sound – 'b'	Resources: <ul style="list-style-type: none">'Good Listening' cue cards'Set 2' pictures: ball, box, baby, sheep, sock, car'Ben Helps Out' bookCardboard Box	Key Words: listen
Prepare: In advance: Cut out the individual pictures on the sheet.		
Explain: <ul style="list-style-type: none">Remind the children of the rules of good listening using the cue cards.Say: "I've got some more pictures to show you. Some of them have names that start with a 'b' sound. Can you make that sound?... 'b'. We're going to work together find the 'b' words".		
Do: Reveal the pictures one and a time. Encourage the children to name them. Agree as a group whether the name of the object starts with a 'b' or another sound. Then recap the 'b' words you found. Can the children name something else that starts with a 'b' sound?		
Finish: Give a short summary of the activities the children have completed today and ask them what they liked best. Praise them for their good listening, sitting and looking. Put the book back in the box with the cue cards and		



Phonological awareness is a vital foundation skill.

This is why we've made it a key element in Little Link.



WANT TO KNOW MORE ABOUT LITTLE LINK?

We'll be sharing more information about it on our site over the next 6 months as we prepare for launch!

Visit speechandlanguage.link

