

“The importance of language in education cannot be exaggerated. It is the bedrock on which all formal learning is based, not least the learning of literacy skills.”

Sue Palmer and Ros Bayley

Early Literacy Fundamentals, Prembroke Publishers 2005

The Unique Child

- Children are encouraged to communicate their thoughts, ideas and feelings

Positive Relationships

- Communication, reading and writing are valued and celebrated
- Parents/carers are regularly advised on how to support their children

Enabling Environments

- There is a strong emphasis on developing speaking and listening skills across all play activities and experiences
- The CLLD curriculum is broad and rich and takes account of the four interdependent strands of language (speaking, listening, reading, writing) and enlarging children’s vocabulary
- The environment is both attractive, aurally and visually rich and reflects the children’s diverse interests and cultural heritage
- There are a variety of quality CLLD resources that are easily accessible both indoors and outdoors
- Children are regularly observed and resulting assessments inform planning
- All adults demonstrate the correct enunciation of phonemes

Learning and Development

- Phonics teaching and learning is part of a broad and rich EYFS curriculum
- Phonics are taught in discrete, daily sessions which build systematically and include new learning
- The phonics session is fast, fun and interactive – time limited, at any point of the day, inside or out
- There is rigorous, rapid introduction of graphemes
- The learning and teaching of phonics is multi-sensory
- A variety of stimuli and environments are used
- All children participate in the discrete, whole class, phonics teaching session
- All children can hear and see the teaching input at all times
- Additional adults support the learning during the whole class guided sessions
- Connected planned classroom activities further support the phonics learning
- Different needs are accounted for through adult support and resources during guided activities
- Phonics are used as the prime approach for attempting to read new words
- Guided writing sessions use the focus graphemes and children have the opportunity to apply their phonic skills
- Children have opportunities to read texts and spell words that are within their phonic knowledge
- Correct letter formation is encouraged from the outset
- The children’s progress is regularly assessed and tracked



Leaders and managers

- One named adult leads on CLLD across the EYFS and Year 1
- Monitoring and evaluation focuses on the quality and consistency of phonic learning and teaching
- Any commercial phonics programmes are systematic and meet the core criteria from the Rose Review

A few tips...

For the discrete phonics session

- All children should see and hear the teaching input and see any objects being used for teaching
- The session should be fully interactive for most children for most of the time
- The articulation of phonemes is correct
- Children should articulate phonemes for themselves, not just listen to the adult doing so
- The children are taught how to blend, segment and blend back to form the whole word
- Letter names are used when appropriate e.g. when introducing digraphs

In general

- Have permanently on display a good supply of magnetic letters which the children can use independently to practice their phonic knowledge
- Have a stand alone dry white board for the childrens independent use both indoors and outdoors, with a large supply of dry white markers!
- Purchase large letter/alphabet mats for use outdoors. The children can attempt to create words on a large scale
- Allow children to experiment through Clicker 5, SMART Notebook or similar computer software

Further information

We have provided shortcuts to these documents on the EYFS page of our Publications section at www.childrenscentres.org.uk

Letters and sounds, DCSF 2007

<http://www.standards.dfes.gov.uk/local/clld/las.html>

http://www.standards.dfes.gov.uk/local/clld/resources/letters_and_sounds/00282_2007BKT_EN.pdf

PNS Communication, language and literacy development, DCSF 2007

http://www.standards.dfes.gov.uk/primary/publications/literacy/clld_pd_resource/

Independent review of the teaching of early reading, DCSF 2006

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-0201-2006&>

For further information visit www.childrenscentres.org.uk
Produced by Ealing Early Years Foundation Stage Team

2008