Communication, Language and Literacy Development programme

Materials for practitioners

Department for Education

The National Strategies
Primary
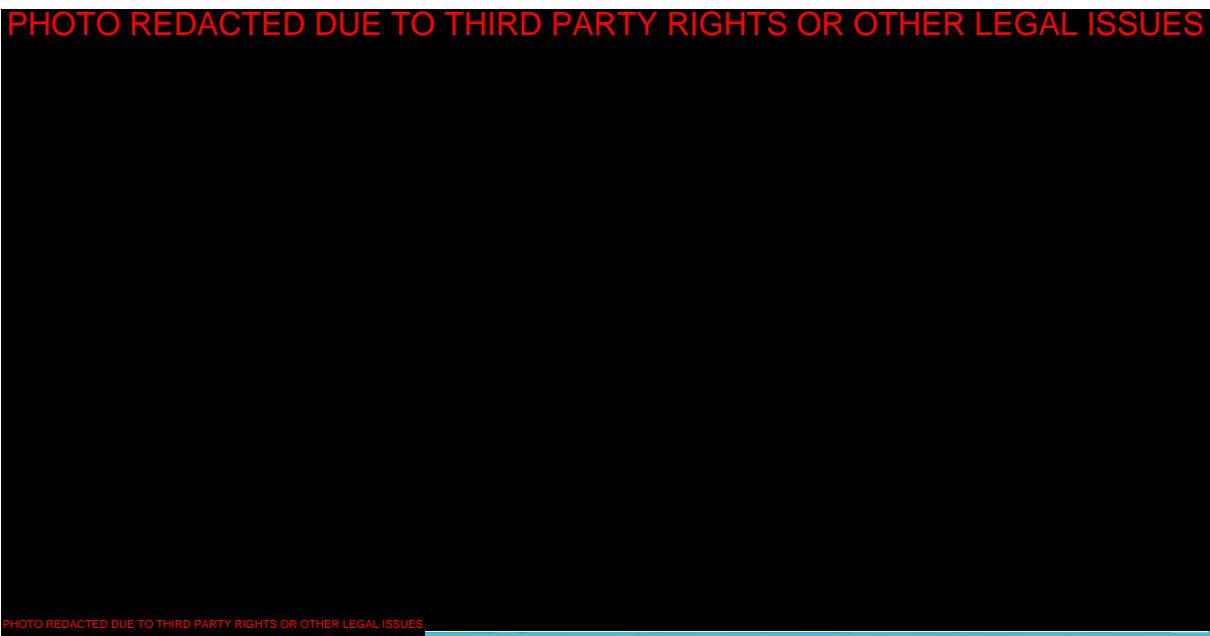
Communication, Language and Literacy Development programme

Materials for practitioners

department for
children, schools and families

Communication, Language and Literacy Development programme
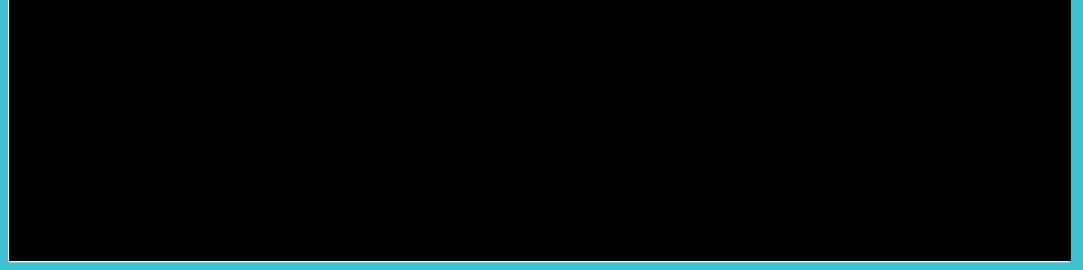
Materials for practitioners

Disclaimer

The Department for Children, Schools and Families wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

Contents

Introduction

Section 1

Section 2

Section 3

Section 4

Appendices

Introduction

The Communication, Language and Literacy Development programme: An outline for teachers and practitioners

Welcome to the Communication, Language and Literacy Development (CLLD) programme, which we see as an important and exciting opportunity for schools and settings, practitioners and teachers across the Early Years Foundation Stage (EYFS) and Key Stage 1 to implement the recommendations of the Rose Review[1]. The CLLD programme will enable you to work in partnership with the Primary National Strategy to develop early reading and accelerate the pace of phonics teaching within a rich, engaging and stimulating language curriculum. The main focus of the programme is on the EYFS and Key Stage 1, though it will also support children in Key Stage 2 who need additional support to be successful readers and writers. We look forward to developing this work together to support improved outcomes for children.

Fifty local authorities (LAs), including the 18 LAs that were part of the Early Reading Development pilot (ERDP), have been participating in the CLLD programme since September 2006. An additional 50 LAs joined the programme in April 2008. The programme engages a range of LA colleagues, schools and key linked Early Years settings in developing young children's speaking and listening, and reading and writing, with a particular focus on the teaching and application of word recognition skills. As well as national and local cluster meetings, there is a web-based facility for sharing resources and examples of effective practice: www.standards.dcsf.gov.uk/clld The findings from the programme will be disseminated to all LAs.

Background and aims of the programme

The CLLD programme is based on the recommendations of the Rose Review and on key lessons learned from the ERDP. It provides focused support for early reading and writing, and speaking and listening – the interdependent skills identified within the Rose Review recommendations for early reading.

Expected outcomes from the programme

For practitioners in schools and settings receiving consultant support, the main expected outcome should be clear and detailed evidence of children's progress and achievement at the end of the EYFS and Key Stage 1 in terms of speaking, listening, reading and writing.

Reports on the programme to date

In a report to the Secretary of State in March 2008, Sir Jim Rose noted that 'good progress has been made in raising the quality of teaching for beginner readers such that the leading-edge work in our schools is excellent by any standard'. He also commented that schools had responded positively to the Rose Review recommendation that children's speaking and listening skills should be strengthened. He recommended that this excellent progress in the teaching of early reading and writing should extend into all schools so that it becomes the norm for all children.

[1] Rose, J. (2003) Independent review of the teaching of early reading: Final report (DfES).

In his response (DCSF Press Notice 2008/0049), the Secretary of State commented that 'every child in every school needs to be taught reading through phonics' and that 'systematic phonics teaching is crucial to raising standards and pupil confidence which will help children succeed in the rest of their school life'.

Ofsted, in its March 2008 paper *Responding to the Rose Review: schools' approaches to the systematic teaching of phonics,* reported that expectations about how quickly and well children could learn to read and write had been raised as a result of a systematic approach to teaching phonics. This had led to the creation of a 'virtuous circle' with children's increasing mastery of phonics knowledge and skills leading to increased staff expectations and, in turn, to improved pace and challenge of phonics teaching. It also found that teachers were 'surprised by the joy' shown by children as they mastered phonics skills and that children were gaining satisfaction from putting their learning into practice in their reading and writing.

The design of the programme

In the CLLD programme LAs, leaders of schools and key linked settings, practitioners and teachers will work together with LA colleagues and the Primary National Strategy to develop an approach based on the process of identifying barriers to children's learning, devising, implementing and evaluating solutions and modifying practice. Working in this way we seek to develop a structured and systematic programme of phonics teaching set within a rich language curriculum and based on effective early years practice.

This programme promotes the development of speaking and listening skills alongside the daily teaching of phonics as a discrete activity. It offers teachers and practitioners a systematic 'revisit and review – teach – practise – apply' sequence within each daily session. It will also support them in applying and developing phonics knowledge through shared, guided and independent reading and writing across the curriculum, including opportunities for freely chosen activities.

The CLLD programme provides opportunities for children's development in communication, language and literacy to be supported throughout the whole of the EYFS and Key Stage 1, and for their progress to be monitored regularly and carefully.

Consultant support

As part of the programme, you will be offered discrete support from a CLLD consultant and the opportunity to engage in other professional development opportunities. You may also be offered additional support from a leading teacher or practitioner. Funding provided through the programme may also mean that you can have time to observe colleagues, discuss practice and visit other schools and settings as appropriate.

Consultant support will include on-site visits to model and support work in your own setting, whole-school professional development and support for work with parents and carers, as well as the professional development offered through local cluster meetings.

There will be an initial audit and assessment visit to help you get started on the programme and to make observations and detailed assessments of your children. This will be followed by a second visit where the CLLD consultant will model or co-teach the discrete teaching sequence and help you to plan further learning and teaching opportunities over the next few weeks. At this and subsequent visits the consultant will work with you on reviewing children's learning and identifying the next steps for teaching.

It is important that you work closely with the CLLD consultant to monitor and evaluate the impact on children's learning.

What does involvement in the programme offer?

Involvement in the CLLD programme provides an opportunity to engage in a national programme looking at specific approaches to the effective teaching of early reading within a rich and relevant curriculum. There will be an opportunity to engage in professional development through:

- regular support from a CLLD consultant and/or leading teachers and practitioners with expertise in early literacy, using a coaching model

- regular cluster meetings with the consultant and colleagues from other schools and settings in the LA that are participating in the programme, where there will be an opportunity to discuss children's progress and share solutions to practical issues.

Schools, settings, teachers and practitioners will work alongside the LA CLLD consultant and leading teachers or practitioners to implement the programme and monitor and evaluate the outcomes in terms of curriculum, pedagogy and children's learning and progress. In particular, they will work together to:

- audit and analyse current provision in terms of the quality of the early learning environment and the teaching of early reading within high-quality EYFS/Key Stage 1 provision

- review existing arrangements for assessment and tracking to ensure that these systems enable the practitioner to monitor closely children's learning and progress, particularly in phonics

- plan and co-deliver a number of discrete exemplar phonics teaching sequences as a basis for supporting progression in the teaching of phonics across the curriculum, including opportunities for freely chosen activities

- develop the quality of the learning environment, particularly to support application of new literacy skills and knowledge

- develop provision and practice for promoting children's speaking and listening skills

- support continuity of children's learning across settings and schools

- review and evaluate the impact of their work in terms of the outcomes for children.

In addition to support within the individual school or setting, teachers and practitioners will also make a commitment to:

- attend LA cluster meetings and develop their practice

- develop expertise through continuing professional development opportunities, for example, Communicating Matters

- share findings and exemplar teaching approaches with other schools and settings involved in the programme at local and national levels.

What support materials are provided?

The materials include:

- key messages from the EYFS as the statutory context within which the programme is set

- the principles outlined in the Key Elements of Effective Practice (KEEP) to provide the core expectations of effective Early Years practice

- key messages from the renewed Primary Framework for literacy and mathematics

- the principles for developing an effective communicative environment

- a clear outline of expectations for progression in phonics acquisition

- guidance to support effective assessment

- a model for a daily sequence to ensure discrete teaching, practice and application of phonics skills and knowledge

- advice on how to ensure application of the phonics skills and knowledge in the broader literacy curriculum

- assessment materials to help you determine the next learning steps for children

- support in developing appropriate guided reading sessions

- resources available on the website www.standards.dcsf.gov.uk/clld

The CLLD programme seeks to balance the delivery of a national programme with sensitivity to the specific contexts and conditions of the individual LAs, schools and settings that have agreed to be part of its development. The programme recognises the individuality and specific needs of each child who will be part of it and aims to support parents and carers as they nurture and support their children's early reading and writing as part of the children's wider development.

Key messages from EYFS

The principles of the EYFS should underpin all future learning by supporting, fostering, promoting and developing children's:

- personal, social and emotional well-being, in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted

- positive attitudes and dispositions towards their learning, in particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners

- social skills, in particular by providing opportunities that enable them to learn how to cooperate and work harmoniously alongside and with each other, and listen to each other

- attention skills and persistence, in particular the capacity to concentrate on their own play or on group tasks

- language and communication, with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully

- reading and writing, with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books.

The Key Elements of Effective Practice (KEEP)

The KEEP are drawn from and cross-reference the Principles for Early Education. The elements reflect the key findings of recent research into what helps Early Years staff reflect on their work and what effective practice looks like. Good relationships between children and staff, parents and carers and staff, and among the staff themselves ensure that children feel secure and valued and parents and carers are respected as partners in supporting their children's learning.

Building on these good relationships, practitioners need to:

- understand how children develop and learn

- know about the curriculum – the subject knowledge that is as important in the EYFS as in later stages

- know about and be able to use the range of teaching strategies appropriate to this distinct stage

- understand how to promote and support child-initiated learning.

To be truly successful, practitioners and settings need to develop the ability to do all of these things within the context of close partnership with parents and carers and the community. These teachers and practitioners will work alongside a range of professional colleagues who come together to deliver the fully integrated approach to services for young children and their families that is at the heart of the Sure Start agenda. The KEEP provide a framework for this.

Effective practice in the Early Years requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding. Effective practitioners use their own learning to improve their work with young children and their families in ways that are sensitive, positive and non-judgemental. Therefore, through initial and ongoing training and development, practitioners need to develop, demonstrate and continuously improve their work in the areas shown in the diagram below.

- Understanding of the individual and diverse ways that children develop and learn
- Relationships with both children and adults
- Knowledge and understanding in order to actively support and extend children's learning in and across all areas and aspects of learning
- Work with other professionals within and beyond the setting
- Practice in meeting all children's needs, learning styles and interests
- Work with parents, carers and the wider community

Key messages from the renewed Primary Framework for literacy and mathematics

The renewed Primary Framework for literacy and mathematics (2006) recognised the need for a review of guidance on teaching and learning to take account of developments in the area of early reading as a response to research and the publication of the Rose Report.
Changes to the original Frameworks include support for schools and settings in implementing the recommendations of the Rose Report through the provision of high-quality teaching of phonics and early reading. The renewed Framework also extends to the beginning of funded education, to create greater coherence and continuity within and between the EYFS, KS1 and KS2.

The incorporation of four speaking and listening strands into the renewed Framework 'makes explicit the centrality of speaking and listening not only as a communicative skill in its own right but also as the bedrock of literacy development'. (Page 15)

The Framework also includes three strands in reading, reflecting the Simple View of Reading as described in the Rose Review, with emphasis on the importance of reading independently and reading for pleasure.

The five strands for writing emphasise the importance of encouraging children to become 'independent creative writers able to make informed choices about form, audience and purpose'. (Page 15)

Literacy Strand 5 – Word recognition: decoding (reading) and encoding (spelling) focuses on the development of phonic knowledge and skills and the application of phonic knowledge and skills as the prime approach to reading and spelling.

The renewed Framework holds that good literacy teaching:

● is lively, engaging and involves a carefully planned blend of approaches

● challenges children to think

● provides opportunities for children to initiate their own learning and to use and apply the skills they have been taught

● is pitched at a rate which is appropriate to the children

● ensures high expectations

● ensures that all children make progress and includes early intervention for children who need more support

● recognises the interdependence between speaking, listening, reading and writing

● requires a good knowledge of the subject and an understanding of the progression in the curriculum being taught.

Section 1

Getting started: Audit and assessment to support self-evaluation

In order for its impact to be evaluated, the programme should start from a secure base of audit and assessment. In this section of the materials, you will find:

- information about available audit tools to help you determine current practice in your school or setting

- a checklist of the key elements of an effective phonics programme

- tools to support assessment of children's phonics skills at the beginning of the programme and at half-termly intervals.

The audits will be standard across all schools and settings wherever possible to give a firm basis on which to evaluate the impact of the programme.

Monitoring of each child's progress throughout is essential to ensure that the child is making progress and that particular difficulties in any of the Areas of Learning, whatever the cause, are identified and addressed. This process needs to start before children join the setting, with practitioners listening to parents' and carers' accounts of their children's development and noting any concerns. Prompt and appropriate action at this stage could help to prevent children from developing learning difficulties later on.

There will be a small number of children who have special educational needs or disabilities that will require specific provision for particular activities, such as specialist teaching, adapted equipment or support from an adult. It is essential that these children are identified as soon as possible and appropriate support is provided.

Other children may be more able and need activities that offer an appropriate challenge. Monitoring of each child's progress throughout the programme will also ensure that their achievements can be celebrated.

Within the remit of the programme, there will be specific support for the assessment of children's progress in acquiring and applying phonics knowledge in both reading and writing.

Auditing provision

At your first LA cluster meeting, the CLLD consultant will have introduced the CLLD audit tools and provided guidance to support their use. The tools will provide a useful starting point for your school or setting prior to the CLLD consultant's first visit to discuss with colleagues the current provision.

On this first visit, the CLLD consultant will discuss the audit findings with you and the leadership team to define priorities for further work together.

Choosing a programme to support the teaching of phonics

The following criteria have been agreed by Sir Jim Rose and the Primary National Strategy to support schools and settings in selecting a suitable phonics programme. It is crucial that, whichever programme is chosen, it should be adhered to 'with fidelity', that is, applied consistently and used regularly.

The sequence, progression and pace of phonics teaching can be supported by using a commercially produced resource or the Primary National Strategy's resource, Letters and Sounds. Settings and schools can use other programmes such as those they have developed themselves, or which have been developed for use within their local area. The Rose Review recognised that there are a number of differing approaches to 'teaching reading in general, and phonic work in particular… The common elements in each programme – those that really make a difference to how well beginners are taught and learn to read and write – are few in number'. (Paragraph 54)

What is important is that the programme adopted by the school or setting reflects the key features of high-quality phonic work and that it is adhered to 'with fidelity', applied consistently and used regularly, avoiding drawing in too many elements from different programmes.

Programmes to support the teaching of phonics vary in both pace and timescale, though they are all careful to introduce phonemes, graphemes and the processes of segmenting and blending. Schools and settings will need to consider whether their current approach to the teaching of phonics, and the material they use to support their approach, form a programme that will:

- be fully compatible with a broad and rich curriculum

- be systematic, with a clearly defined and structured progression for learning all the major grapheme–phoneme correspondences, including digraphs, trigraphs, adjacent consonants and alternative graphemes for the same sound

- be delivered in discrete daily sessions at a brisk pace that is well matched to children's developing abilities

- be underpinned by a synthetic approach to blending phonemes in order all through a word to read it, and segmenting words into their constituent phonemes to spell them

- make clear that blending and segmenting are reversible processes

- be multisensory, encompassing various visual, auditory and kinaesthetic activities that actively engage children (for example, manipulating magnetic or other solid letters to build words, activities involving physical movement to copy letter shapes)

- make clear the importance of speaking and listening as the foundation for embarking on a systematic phonics programme and for acquiring the skills of reading and writing

- offer clear guidance on how to assess progress and use this to inform the next steps of learning

- offer guidance about adapting the programme for children with special educational needs or who have missed earlier elements.

Criteria for assuring high-quality phonics programmes can be found in Appendix 2. Publishers' self-evaluations can be viewed at www.standards.dcsf.gov.uk/phonics

The importance of regular high-quality assessment

The Rose Review highlights the importance of careful assessment, concluding that 'assessment for learning is vital for planning work that is matched well to children's needs'. (Paragraph 59)

This is in keeping with the EYFS Practice Guidance which states: 'All effective assessment involves analysing and reviewing what you know about each child's development and learning. You can then make informed decisions about the children's progress and plan next steps to meet their development and learning needs.' (Page 12)

The Primary Framework for literacy and mathematics (2006) also stresses the importance of effective assessment: 'Assessment is about informed observation and effective questioning, which helps the teacher or practitioner note what children can do and what they need to do next.' (Page 10)

In its briefing paper *Responding to the Rose Review: schools' approaches to the systematic teaching of phonics* (May 2008), Ofsted commented that there was 'some insecurity about assessment' and that schools needed to be clear about 'indicators of children's command of phonics skills'.

The Rose Review emphasises the need for assessment that is 'targeted precisely to provide relevant information, for example, on the next steps in teaching phonics, either for individuals or for groups of children.'

In order to plan effectively for children's next steps in learning, it is crucial that teachers continually assess children's knowledge of grapheme-phoneme correspondences and their ability to blend and segment words.

By observing children carefully and continuously, and assessing what they know and can do independently, in both adult-directed and child-initiated activities teachers should gain sufficient information about when to move children on to the next step in their learning. Only when children are not making expected progress should it be necessary to set up specific activities, designed to gain a better understanding of an individual child's grasp of phonic skills and knowledge.

This approach to day-to-day assessment will also ensure that teachers identify early the children who are not making progress in line with their peers, and can take steps to ensure that those children have plenty of opportunities to catch up quickly before the gap between them and their peers widens.

Assessing children's phonic skills and knowledge

Assessment of children's progress through the phonic phases should be based primarily on observation of their responses and the level of confidence they display in using and applying their phonic skills, knowledge and understanding in a range of contexts.

During the discrete daily phonics session

Introduction

Revisit and review
Note which children respond confidently when practising previously learned graphemes and/or blending and segmenting

Teach
Assess how well children respond to teaching of new graphemes or tricky words, and whether they make links with previous learning when appropriate

Practise
Note how well children engage in partner work and whether they demonstrate growing confidence in their use of the new grapheme. Note how successfully they practise blending and/or segmenting words with the new grapheme-phoneme correspondence

Apply
Note how well children are able to apply independently what they have just been taught, as well as what they know and remember from previous sessions, as they read or write captions/sentences containing the new skills and knowledge

Assess learning against criteria
Record significant observations in a simple way so that they effectively inform next steps in teaching and learning

During shared, guided and independent reading and writing sessions

Teachers should also be alert to evidence that children are applying their phonic skills and knowledge in shared, guided and independent reading and writing, across the curriculum, and in freely chosen activities both indoors and outdoors.

Shared reading and writing

During shared reading, for example, teachers might occasionally draw attention to words containing recently taught graphemes and note children's responses. In shared writing, children might be asked to 'help' the teacher spell words containing a new phoneme and correct responses noted as evidence of successful application of phonic knowledge.

Guided reading and writing

Guided reading and writing sessions also provide a wealth of opportunities for assessing, as well as consolidating, children's knowledge of grapheme-phoneme correspondences and their blending and/or segmenting skills.

Independent reading and writing

Observations of children reading independently can provide the teacher with a great deal of information about their phonic knowledge and blending skills, as well as their reading behaviours and their views of themselves as readers. Teachers should watch out for examples of children reading text from fiction and non-fiction books, displays, role-play areas, menus, etc.

Examples of children's independent writing often provide very useful evidence of their ability to apply what they have learned during the discrete daily phonics session. It is crucial therefore that teachers provide a wide range of stimulating writing equipment and resources both indoors and outdoors to encourage all children to want to write independently. It is worth noting that some children who never feel the need to pick up a pencil in freely chosen activities indoors will become enthusiastic writers when given the opportunity to write using a pen and clipboard outdoors!

How do schools assess pupils' knowledge, skills and understanding?

Ofsted noted in its briefing paper *Responding to the Rose Review: schools' approaches to the systematic teaching of phonics* that the majority of the schools visited by HMI were assessing pupils' phonic knowledge and skills 'with a reasonable degree of rigour'.

However, they found that many teachers were unsure about when a skill had been fully and confidently learned, and posed the following question:

How do we know if they've cracked it?

In order to decide whether children 'know' a phoneme or have mastered the skills of blending and segmenting, teachers should draw on their observations of children's independent responses during the discrete daily phonics session and other adult-led activities, as well as in freely chosen activities.

Evidence of children's ability to distinguish the shape of a letter, recognise and articulate its sound and recall the shape of the letter when given its sound can be drawn from carefully planned 'revisit and review' and 'practise' parts of the discrete daily phonics session.

The 'apply' part of the discrete daily phonics session provides a particularly useful opportunity for teachers to assess how securely embedded phonic knowledge and skills are, as children read or write captions or sentences containing both new and previously taught grapheme-phoneme correspondences.

Blending and segmenting ability

Through careful planning and skilful questioning, teachers should be able to assess children's individual ability to segment and blend as part of discrete daily phonics sessions and during shared and guided reading and writing sessions.

Observing children's responses to environmental print and classroom books will provide further evidence of their ability to blend for reading, and examples of independent writing in adult-led activities, role-play or other freely chosen activities will provide further evidence of their ability to segment for spelling.

Assessment for the Early Years Foundation Stage Profile (EYFSP)

It is expected that children's enhanced progress in phonics and the increased enjoyment and satisfaction noted by Ofsted[2] should be reflected in improved EYFSP outcomes, particularly on the Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy (CLL) scales.

An analysis of results from the Foundation Stage Profile (FSP) in 2005 and Key Stage 1 (KS1) teacher assessment from 2007 showed a clear relationship between the two, with every additional point achieved at the FSP stage increasing the chance of doing well at KS1. The analysis also showed that CLL had the highest correlation with KS1 outcomes, meaning that children who achieve well in all CLL scales are most likely to continue to do well in KS1.

Assessment tools

In this section you will find a selection of resources that practitioners have used to observe and assess children's understanding and application of phonics knowledge and skills. You may already be using other assessment materials developed in your setting or by your LA, including the QCA publication *Observing children – building the profile* (QCA/05/1569). Discuss with the CLLD consultant whether these materials provide you with enough information about each child's progress to help you to plan the next steps for the child. The information from your observations and assessments should feed into the Early Years Foundation Stage Profile. You should also consider the important contribution of teaching assistants (TAs), and other adults working in the setting, to gathering information for assessment.

One of the aims of the programme is to support teachers and practitioners in teaching the phonics knowledge and skills identified in the renewed Framework for literacy. This includes teaching children one representation of each of the spoken sounds in English by the end of the Reception year, within the context of a rich and relevant Early Years curriculum. To fulfil this aim, it is essential that all participants in the range of settings across the country who are involved in the programme keep careful records of children's progress in relation to phonics.

To establish a baseline at the start of the programme, you will be asked to bring to the first cluster meeting your assessment of children's knowledge in relation to phonics. Each time the CLLD consultant visits you in your setting, he or she will expect to review children's progress with you and to discuss your ongoing assessments. You will therefore need to ensure that the record systems you use provide the necessary information.

The following pages contain examples you may wish to use.

- An assessment form for tracking key phonics knowledge and skills for the class is provided. This can be updated regularly to show each child's progress by writing the child's name in the appropriate box of the phonic phase they are working on. The form includes guidance on the content of each phase of phonics learning, and advice on making formative and summative assessments.

[2] Responding to the Rose Review: schools' approaches to the systematic teaching of phonics (Ofsted, March 2008)

- You will also find a form for recording and updating the grapheme–phoneme correspondences that each child knows, for use where you have been unable to gather sufficient information from observations or where you have concerns about a particular child's progress. There is also guidance on undertaking the assessment appropriately.

Before the initial visit from your CLLD consultant you will need to carry out an initial assessment of where your children are in terms of their phonics knowledge and application. You will derive much of the information about their current knowledge from your discrete phonics sessions, but to gain an accurate picture of their ability to apply their knowledge and skills independently you will need to set up suitable activities and observe the children's engagement. Over a week, observe the children in your setting in everyday activities, for example in the outdoor area, the sand and water tray, the book corner, the role-play area, and during movement and dance sessions. Notice children's independent activity and record their conversations and activities that show how they are beginning to use sounds and letters.

The QCA publication *Observing children– building the profile* is recommended for use when making observations.

Letters and Sounds: Phonic progress tracking sheet – Early Years Foundation Stage through Key Stage 1						
Class: Teacher/Practioner:						
	Autumn		Spring		Summer	
Phase 6 (Year 2) Working on: Recognising phonic irregularities and becoming more secure with less common grapheme-phoneme correspondences. Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.						**Y2**
Phase 5 (Year 1) Working on: Reading phonically decodable two syllable and three-syllable words. Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.						**Y1**
Phase 4 (Year Reception/Year 1) Working on: Segmenting adjacent consonants in words and applying this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.						**YR/Y1**

Phase 1 continuous through Phase 2 - 6

Phase 3 (Reception) — Working on: Knowing one grapheme for each of the 43 phonemes

	Autumn		Spring		Summer	
Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant Digraphs: ch, sh, th, ng Working on: Reading and spelling CVC words using letters and short vowels. Letter progression: Set 7: y, z, zz, qu Set 6: j, v, w, x.						
Phase 2 (Reception) Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling some VC and CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p						
Phase 1 (seven aspects) Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.						

Guidance on using the 'Phonic progress tracking sheet'

The 'Phonic progress tracking sheet' is designed to provide an overview of children's progress through the phonic phases. Regular monitoring of the tracking sheet will allow teachers and managers to ensure that all children make expected progress, including children in the most vulnerable groups.

Working on

Teachers should enter children's names on the tracking sheet, under the appropriate half-term heading, as children begin working on a particular phase. For example, the names of those children who begin working on Phase 2 in September should be written into the box alongside the Phase 2 descriptors and in the first 'Autumn' column.

Secure at

Children are judged to be secure at a particular phase once they know most of the phonemes associated with that phase most of the time, and can apply the skills of blending and segmenting using an appropriate range of grapheme-phoneme correspondences. Many teachers have adopted a strategy of highlighting children's names once they are judged to be secure at that phase. This provides a simple system for recording and reporting as necessary (for example, to the local authority) the numbers of children secure at any given phase at any time.

As teachers highlight the names of children who are judged to be secure at one phase, it is likely that they will, at the same time, write these children's names in the box relating to the next phonic phase as children begin working on the knowledge and skills associated with that phase.

(Practitioners may find it helpful to photocopy this guidance onto the back of the phonic progress tracking sheet)

Assessing grapheme–phoneme correspondences

Where you have not been able to gather sufficient information from observations to provide a clear picture of children's achievements, or if you have concerns about a particular child, you may wish to undertake a more focused adult-led assessment, such as the one described here. You will need:

- the record sheet for the child's responses
- the individual grapheme cards.

Procedure

Present the grapheme cards one at a time and ask the child to tell you what sound he or she says when he or she sees the letter or letters.

Record the child's responses on the record sheet.

Guidance

- Start with the graphemes from a letter group you have been using, for example 's', 'a', 't', 'p', 'i', 'n', then move on to another letter group. If children recognise all these single-letter graphemes, move on to simple digraphs, for example 'sh', 'th'. Stop the assessment when you judge that the child has reached the limit of his or her knowledge.

- In subsequent assessments, there is no need to go through all the graphemes again. Focus on the graphemes the child did not know, or was unsure of, in the previous assessment.

- It is most important to allow children thinking time as you are presenting the graphemes outside their context as part of the whole word. This can make it more difficult to recall the association, even for successful readers.

- If children are not having much success with this assessment, an alternative is to lay out two or three cards at a time and invite them to identify any they know and to give you the card. Use your judgement about when to finish each child's assessment.

- Children who are not able to identify any graphemes in this way could be asked to play a 'sounds game' where they select an object from a bag and identify the initial sound in the object's name. They could then try to link the initial sound to the correct grapheme from a small selection.

- Some children will persist in saying the name of the letters rather than the sound. Reassure them that this is what we call the letter – its name. Remind them that you want them to tell you the sound. It can help to get them on the right track by asking what they would say if they saw that letter at the beginning of a word. Write it down if necessary. This is very important because a child who can only name the letters is unlikely to have an understanding that letters are the way we show the sounds in our spoken language or that letters have sound values.

Form for recording grapheme-phoneme correspondences

Record any errors or use of letter names in the space provided.

Child's name

	Date of assessment	Date of assessment	Date of assessment		Date of assessment	Date of assessment	Date of assessment
a				ng			
b				qu			
c				x			
d				ay			
e				ee			
f				ie			
g				oa			
h				oo			
i				or			
j				ar			
k				er			
l				oy			
m				ow			
n				air			
o				ear			
p				ea			
r				igh			
s				oe			
t				ai			
u				ue			
v				ew			
w				ou			
y				oi			
z				au			
sh				aw			
ch				ur			
th				ir			
wh				ure			
ck							
	Score__/29	Score__/29	Score __/29		Score__/28	Score__/28	Score__/28

To make grapheme cards, laminate the tables below and cut into separate cards.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	qu	r
s	t	u
v	w	x
y	z	sh
ch	ck	wh

th	ng	ai
ee	ie	oa
or	ar	ir
oi	au	ay
ea	igh	oe
ew	ue	oy
ow	ou	air
ear	oo	ur
aw	ure	er

Section 2

Outlining expectations for progression and pace in phonics knowledge and skills

Guidance for practitioners and teachers on progression and pace in the teaching of phonics

This guidance is intended to offer support to practitioners as they reflect on their teaching of phonics in the light of the recommendations of the Rose Review.

An important feature of high-quality phonic work is that it should be 'systematic', which means teaching all the major grapheme–phoneme correspondences in a clearly defined sequence. The aim will be to secure essential phonics knowledge and skills so that children progress quickly to independent reading and writing. Learning should be at a brisk pace but sensitive to children's developing abilities.

Phonic work should be an ambitious, enjoyable and time-limited part of the reading journey. Children progress from 'learning to read' to 'reading to learn', as they secure the alphabetic code, become confident in decoding and recognising words, and begin to read for purpose and pleasure.

Strand 5 of the Framework (Word recognition) ends at Year 2 because by that time children should be well on the way to becoming fluent readers capable of decoding the words on the page automatically. Obviously, there will be some who progress at a faster rate and some who progress more slowly than others in any given setting or class. Practitioners and teachers should monitor children's progress carefully in order to adapt their teaching to achieve optimum progress for each child.

An effective, high-quality phonic programme for supporting progression and pace should meet the criteria in the appendix on page 47. All the criteria are important but it is essential that the programme to be followed is multisensory, builds on earlier speaking and listening activities, is set within a coherent broader curriculum and teaches beginner readers:

- grapheme–phoneme correspondences (the alphabetic code) in a clearly defined sequence

- to apply the highly important skill of blending (synthesising) phonemes in order, all through a word, to read it

- to apply the skill of segmenting words into their constituent phonemes to spell

- that blending and segmenting are reversible processes.

Choosing a phonics programme

Settings and schools should consider how their current practices measure against the criteria. Commercial and non-commercial materials (such as Primary National Strategy's Letters and Sounds materials) are available and offer guidance on the sequence, progression and pace of phonic teaching. Settings and schools can also use their own programmes. Whatever programme is chosen, it is important to implement it with fidelity; in other words, it should be applied consistently and regularly and avoid introducing too many elements from other programmes, which can slow the pace and disrupt progression.

Outline of progression

Phase 1

Main purpose

Through speaking and listening activities children will develop their language structures and increase their vocabulary. In developing their phonological awareness, children will improve their ability to distinguish between sounds and to speak clearly, and will become familiar with rhyme, rhythm and alliteration.

Outcome

Children explore and experiment with sounds and words. They listen attentively. They show a growing awareness and appreciation of rhyme, rhythm and alliteration. They speak clearly and audibly with confidence and control. They distinguish between different sounds in words and begin to develop awareness of the differences between phonemes.

Typical duration

The phase reflects the developmental stages for communication, language and literacy in the EYFS. It paves the way for a programme of systematic phonic work to begin. This starts when the grapheme–phoneme (letter–sound) correspondences are introduced at Phase 2.

Phase 2

Phase 2 represents the point at which children embark upon a programme of systematic phonic work. Good systematic programmes typically start by teaching the whole group together and include different levels of support for smaller groups or individuals according to children's needs.

Main purpose

To introduce 19 grapheme–phoneme (letter–sound) correspondences.

Outcome

Children know that words are constructed from phonemes and that phonemes are represented by graphemes. They have knowledge of 19 of the common consonants and vowels. They blend them together in reading some VC and CVC words and segment them to support spelling.

Typical duration

Up to six weeks.

Phase 3

Main purpose

To teach children one grapheme for each of the 43 phonemes in order to read and spell simple regular words.

Outcome

Children link sounds to letters, naming and sounding the letters of the alphabet. They recognise letter shapes and say a sound for each. They hear and say sounds in the order in which they occur in the word, and read simple words by sounding out and blending the phonemes all through the word from left to right. They recognise common digraphs and read some high-frequency words.

Typical duration

Up to 12 weeks.

Phase 4

Main purpose

To teach children to read and spell words containing adjacent consonants.

Outcome

Children are able to blend and segment adjacent consonants in words and to apply this skill when reading unfamiliar texts and in spelling.

Typical duration

Four to six weeks.

Phase 5

To teach children alternative pronunciations for graphemes and alternative spellings for phonemes.

Outcome

Children will use alternative ways of pronouncing the graphemes and spelling the phonemes corresponding to long-vowel phonemes. Children will identify the constituent parts of two-syllable and three-syllable words and be able to read and spell phonically decodable two-syllable and three-syllable words. They will recognise an increasing number of high-frequency words automatically. Phonics knowledge and skills will be applied as the prime approach in reading and spelling when the words are unfamiliar and not completely decodable.

Typical duration

Securing reading and spelling will extend through Year 1.

Phase 6

Main purpose

To teach children to develop their skill and automaticity in reading and spelling, creating ever increasing capacity to attend to reading for meaning.

Outcome

Children apply their phonics skills and knowledge to recognise and spell an increasing number of complex words. They read an increasing number of high-frequency and medium-frequency words independently and automatically.

Typical duration

For the majority of children this phase will begin in and continue through Year 2 so that by the end of this year they should be well on the way to becoming fluent readers. This means that in Year 3 the emphasis will change from teaching word recognition to developing children's language comprehension.

Section 3

Planning the next steps in learning and teaching

Completing the observations and assessments will support you in defining where your children are within the progression in the acquisition of phonics skills.

The summary of progression and pace in Section 2 enables you to see the phases in progression in learning phonics. This will be useful for identifying where your children are in their current stage of phonics knowledge.

It is intended to act as an overview and guide to seeing the bigger picture in terms of the incremental acquisition of phonics knowledge. It should also steer your planning for the development of teaching to ensure that all children have the opportunity to engage in this detailed learning journey. You will want to discuss your assessments with your CLLD consultant and headteacher; indeed you may want to carry out some joint observations to moderate your judgements.

The CLLD consultant will discuss with you the current stage of phonics knowledge and then support you in planning the next steps for learning. With your CLLD consultant, you will identify groups of children who are at the beginning, middle and later stages of using letters and sounds. Over the next few weeks you will be delivering activities that will support these children in developing their phonics knowledge. As part of the approach we are taking in the programme, we want both to develop discrete teaching of phonics and to explore ways of helping children apply their learning in a range of purposeful and meaningful activities across the curriculum. As part of this approach, we want to set out:

- a model for the daily discrete teaching of phonics skills and knowledge

- an overview of the range of experiences and opportunities for learning and applying phonics we want to encourage in each setting.

Your CLLD consultant will explore this approach with you and support your planning for the discrete teaching of phonics and for a range of experiences and opportunities to develop learning and application of phonics knowledge. The CLLD consultant will also model the approach and offer support in teaching and assessment for learning.

Model for daily discrete teaching of phonics skills and knowledge

Introduction

Revisit and review
Recently and previously learned grapheme–phoneme
correspondences, and blending and segmenting skills as appropriate

Teach
New grapheme–phoneme correspondences; skills of blending and segmenting

Practise
New grapheme–phoneme correspondences; skills of blending
and segmenting

Apply
New knowledge and skills while reading/writing

Assess learning against criteria

This teaching sequence assumes that practitioners are working to the principles of effective
assessment for learning for all children.

Developing learning across a week

Every day

Children are provided with:

- opportunities throughout the day, inside and outside, to engage independently in speaking, listening, reading and writing activities across the curriculum that allow them to explore and practise their growing phonics knowledge and blending and segmenting skills

- an interactive multisensory phonics session, led by the teacher or practitioner, comprising discrete teaching and opportunities to practise and apply new learning

- a session, led by the teacher or practitioner, of shared reading and/or shared writing so that reading and writing strategies, including the use of phonics, are clearly demonstrated in a purposeful context

- opportunities to hear a wide-ranging selection of stories, poems, rhymes and non-fiction as part of a regular read-aloud programme.

Twice a week

Children take part in:

- guided reading with the teacher or practitioner. These small-group sessions will be planned to support the development of reading strategies and skills according to the needs and experience of children.

Once a week minimum

Children take part in:

- guided writing with a teacher or practitioner, where, as part of a group, they have the opportunity to develop their writing skills (including oral rehearsal) with support. The context for the writing could derive from any area of the curriculum, and indeed over time should do so.

Planning for a week: Discrete teaching of phonics and further application across the curriculum

Discrete teaching (daily)

- Based on your assessments, decide which phase of phonic progression you will be working at, and which letter group or groups you will be using.

- Plan each day's discrete teaching session, ensuring from Phase 2 onwards that you are teaching a balance of blending and segmenting every week.

Application in shared reading and writing (daily)

- Plan your shared sessions to include demonstrating to children how to apply their new and existing phonics skills and knowledge so they can see how to blend phonemes when reading and segment phonemes when writing.

Application across the curriculum (daily)

- When planning your learning environment and continuous provision, ensure that children have opportunities throughout the day, both inside and outside in Reception, to engage independently in speaking, listening, reading and writing activities that allow them to explore and practise their growing skills.

Application in guided reading (twice a week)

- When planning your guided reading sessions, ensure that children are prompted to use the phonic skills and knowledge you have been working on.

- Children at the very early stages of independent reading may need focused small-group sessions to develop their experience, vocabulary and skills.

Application in guided writing (once a week minimum)

- Plan for all children to participate as frequently as possible in guided writing sessions, where they can develop their independent writing skills with the support of a teacher or practitioner. The context can arise from any area of the curriculum.

Planning a week's discrete teaching sessions

In this example, the practitioner has worked for a few weeks at Phase 2: introduce grapheme–phoneme [letter–sound] correspondences using the letters 's', 'a', 't', 'p', 'i', 'n'. She is now devising further sessions, where she will teach some new grapheme–phoneme correspondences, reinforce those already learned, and teach children how to blend sounds for reading and segment them for spelling.

Monday	
Revisit and review	Tray game using 's', 'a', 't', 'p', 'i', 'n' and new letters
Teach	Introduce new letters 'b' and 'u' and teach mnemonics CVC segmentation using phoneme frame Letters: 's', 'b', 'u', 't' Words: 'bus', 'tub'
Practise	Using the three-part session, 'hear it and say it', 'see it and say it', 'say it and write it', 't', 'b', 'u'
Apply	Full circle

Tuesday	
Revisit and review	Mnemonics for 'b' and 'u'
Teach	Introduce new letter 'f' and teach mnemonic CVC segmentation using phoneme frame Letters: 'f', 'i', 't' Words: 'if', 'fit'

Practise	Fans using 'b', 'f', 'u', 'i', 'm', 'g'
	Words: 'fig', 'gum', 'big'
Apply	Quickwrite

Wednesday	
Revisit and review	Mnemonics for 'b', 'i', 'f' and 'u'
Teach	Introduce new letter 'h' and teach mnemonic
	CVC blending using sound buttons
	Words: 'bit', 'hit', 'hub', 'tab', 'fib'
Practise	Use the interactive whiteboard for the three-part sessions, 'hear it and say it', 'see it and say it', 'say it and write it', 'b', 'f', 'i', 'u', 'h'
Apply	'What's in the box?' 'fog', 'mug', 'him', 'hat', 'but'

Thursday	
Revisit and review	Mnemonics for 'h', 'i', 'u'
Teach	CVC blending using sound buttons
	Words: 'if', 'it', 'hug', 'bug', 'got'
Practise	Variation on 'What's in the box?'
Apply	In pairs, children read prepared suggested captions, for example 'Has a cat got a bus?' 'Is a pig fat?'

Friday	
Revisit and review	Mnemonics for 'b', 'u', 'i', 'f', 'h'
Teach	CVC segmentation using Full circle
	Words: 'am', 'at', 'ham', 'bib', 'pig', 'cut'
Practise	Practice fans
	Letters: 'b', 'u', 'f', 'I', 'h', 'm' Words: 'fib', 'hub', 'him', 'hum'
Apply	Write a short sentence on the board with a missing word for children to write on their whiteboards when you say the word aloud.
	Words: 'it', 'tap', 'cut'

Section 4

Monitoring and evaluating the impact of the programme

The CLLD programme will be monitored and evaluated at school or setting, LA and national level.

For schools, the key monitoring and evaluation activity should include:

- regular monitoring of progress of children in phonics acquisition using assessments provided by the programme (initial assessments taken at the beginning of the project and half-termly thereafter)

- comparison of the progress of children involved in the programme with previous years' progress

- progress against key priorities identified by the school in the audit of provision

- self-evaluation by teachers and practitioners to reflect improved confidence in the teaching of phonics (the confidence schedule to be used at the beginning and end of the year)

- monitoring and evaluation of the quality of teaching and learning of phonics sessions by headteachers, Early Years leaders, subject leaders and CLLD consultants

- evaluation of the approaches to support from the CLLD programme (at the end of the year)

- monitoring and evaluation of the strategies used to engage parents/carers more fully in their children's early reading through discussions with parents and carers

- a final evaluation report against the aims of the project – a joint report completed with the CLLD consultant following the final review visit.

Practitioner self-evaluation

It is intended that involvement in the CLLD programme will help you to develop further as a reflective practitioner through learning new skills, and by deepening your understanding of children's progress in learning. To establish this, you will be asked to undertake this simple self-evaluation exercise at the start and completion of the programme.

Please consider the following questions and decide where you would place yourself on a scale of 1 to 4, where 1 indicates that you are very confident and 4 indicates that you are not at all confident. (Circle the appropriate number for each question.)

(i) How confident are you in assessing children's speaking and listening skills and in planning for the next steps in their development?

1	2	3	4

Very confident   Not at all confident

(ii) How confident are you in your understanding of children's acquisition of phonics knowledge and skills?

1	2	3	4

Very confident   Not at all confident

(iii) How confident are you in assessing individual children's progress in phonics knowledge and skills?

1	2	3	4

Very confident   Not at all confident

(iv) How confident are you in teaching a structured phonics programme?

1	2	3	4

Very confident   Not at all confident

(v) How confident are you in planning and teaching guided-reading sessions with groups of children?

1	2	3	4

Very confident   Not at all confident

(vi) How confident are you in assessing individual children's stages of reading development?

1	2	3	4

Very confident   Not at all confident

(vii) How confident are you in planning the next steps for children's progress in reading?

1	2	3	**4**

Very confident   Not at all confident

(viii) How confident are you in demonstrating reading strategies in shared reading?

1	2	3	**4**

Very confident   Not at all confident

(ix) How confident are you in using demonstration writing as a teaching strategy?

1	2	3	**4**

Very confident   Not at all confident

(x) How confident are you in assessing individual children's stage of development in writing?

1	2	3	**4**

Very confident   Not at all confident

(xi) How confident are you in planning opportunities for children to apply their developing reading and writing skills across the curriculum?

1	2	3	**4**

Very confident   Not at all confident

In which of the areas identified in the confidence schedule would you wish to have further support from your LA?

Appendix 1

Developing an effective communicative environment in Early Years settings

'In recent years there has been an increasing awareness of the critical importance of developing children's communication and language skills and a recognition of the crucial role which language plays in supporting children's later achievement.' (Introduction to Communicating Matters)

'In effective Early Years settings practitioners will be good communicators themselves and will ensure that communication between children, and between children and adults, is purposeful and related to children's interests and needs. In these settings children have as many opportunities as possible to initiate and maintain communication, and their communication is acknowledged and respected. Their voices are listened to and welcomed. Most of all, these are settings in which educational practices do not, even unintentionally, close down opportunities for communication, restrict what children are allowed to say and leave practitioners with too little time to hear what children are saying. This is true for all children, even those who may have communication difficulties. These children will often have specialised support through specific activities. However, a specialised programme will work much better if, for much of the time, the child learns and plays alongside other children within the purposeful interactions of a rich communicative environment.' (Introduction to Communicating Matters)

Key learning principles that apply to the ways in which children learn about communication and language

- Having common ground for communication, and learning to share attention with other people, gives a context for children's developing language.

- The wider communicative environment in which children find themselves provides the resources with which they learn to construct language; this happens through their increasing experience of social and interactive situations.

- Features of adult–child interaction are culturally determined, and conventions for interaction vary, both within and across speech communities.

- For all aspects of speech, language and communication, there is wide variation in the rate at which children move through the developmental stages.

Research has consistently shown that if practitioners could become more aware of how their own language behaviours impact upon children's communication and could modify their behaviour, then this change would have a greater beneficial influence on children's language than almost anything else. Because so much language is generated spontaneously, especially in a busy setting or classroom,

and disappears almost instantaneously, being aware of what we do and say is hard and as a result it is often difficult to change. This is why it is so important to reflect on how to listen and respond to children.

Communicating Matters identifies some key behaviours for practitioners to develop and demonstrate to support children's language development more effectively. These include the following.

- Listen before talking – more time spent listening without interrupting leads to more relevant adult language, allows children to gather their thoughts and usually leads to more high-quality interactions.

- Talk to the child as one would to an adult – this means that both participants in the conversation have equal rights to initiate, select topics or even close the conversation.

- Give children space and time to respond – the imperative on practitioners to get children learning often forces them to take over children's talk. Practitioners have to become comfortable with the children's silences, which allow them time to think about what has been said and what they should reply. Pauses and hesitations are a natural part of everyone's talk. Once children learn that they have freedom to comment, they will take advantage of the opportunities that such space offers.

- Think about the role of questions and use them appropriately – used too often, questions can turn conversations into interrogations and cast the child as a passive partner. The best questions are always those for which the answer is not already known.

- Avoid correcting children's speech – modelling and expanding language is preferable to drawing attention to children's 'deficiencies' in language since this can undermine their self-confidence.

- Show real interest in what the child has to say – the greatest respect we can show to children is to respond seriously to what they have to say. This requires practitioners to reflect on their own assumptions about children from homes or cultures different from their own, and to avoid negative stereotypes.

- Don't talk for the sake of talking – while it would be foolish to suggest that practitioners never initiate conversation with a child, following the child's lead demonstrates a positive regard and respect for children as individuals.

- Maximise the opportunities for children to use language purposefully – engaging in interesting and meaningful activities is always likely to lead to richer language than might occur in artificially created situations.

Adults in Early Years settings need to become better listeners and to provide a much better model of what it means to be a good listener. The best practitioners recognise that they need to rein in their own power as communicators and give children the freedom to initiate and lead.

Appendix 2

Criteria for assuring high-quality phonic work

Published programmes for phonic work should meet each of the following criteria. Further explanatory notes are offered at Annex A.

The programme should:

- present high-quality systematic phonic work, as defined by the independent review of teaching of early reading and now encapsulated in the Primary Framework, as the prime approach to decoding print (see note 1)

- enable children to start learning phonic skills and knowledge systematically by the age of five with the expectation that they will be fluent readers having secured word recognition skills by the end of Key Stage 1 (see note 2)

- be designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme-phoneme correspondences (see note 3)

- enable children's progress to be assessed (see note 4)

- use a multisensory approach so that children learn variously from simultaneous visual, auditory and kinaesthetic activities that are designed to secure essential phonic knowledge and skills (see note 5)

- demonstrate that phonemes should be blended, in order, from left to right, 'all through the word' for reading

- demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words

- ensure children apply phonic knowledge and skills as their first approach to reading and spelling, even if a word is not completely phonically regular

- ensure that children are taught high-frequency words that do not conform completely to grapheme-phoneme correspondence rules and ensure that, as early as possible, children have opportunities to read texts (and spell words) that are within the reach of their phonic knowledge and skills even though not every single word in the text may be entirely decodable by the children unaided.

Annex A

Explanatory notes

1. Phonic work is best understood as a body of knowledge and skills about how the alphabet works, rather than one of a range of optional 'methods' or 'strategies' for teaching children how to read. For example, phonic programmes should not encourage children to guess words from non-phonic clues such as pictures before applying phonic knowledge and skills. High-quality phonic work will make sure that children learn:

   - grapheme–phoneme (letter–sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence

   - to apply the highly important skill of blending (synthesising) phonemes, in order, all through a word to read it

   - to apply the skills of segmenting words into their constituent phonemes to spell

   - blending and segmenting are reversible processes.

2. Teachers will make principled, professional judgements about when to start on a systematic programme of phonic work but it is reasonable to expect that the great majority of children will be capable of, and benefit from doing so by the age of five. It is equally important for the programme to be designed so that children become fluent readers having secured word recognition skills by the end of Key Stage 1.

3. The programme should introduce a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words.

4. If the programme is high quality, incremental and systematic it will, by design, map progression in phonic knowledge and skills. It should therefore enable teachers to: track children's progress; assess for further learning; and identify incipient difficulties, so that appropriate support can be provided.

5. Multisensory activities should be interesting and engaging but firmly focused on intensifying the learning associated with their phonic goal. They should avoid taking children down a circuitous route only tenuously linked to the goal. This means avoiding over-elaborate activities that are difficult to manage and take too long to complete, thus distracting the children from concentrating on the learning goal.

www.standards.dcsf.gov.uk/phonics

Appendix 3

Communication, Language and Literacy Development (CLLD): Implications for children for whom English is an additional language (EAL)

Frequently Asked Questions

Should the focus for young children learning EAL be speaking and listening, not reading?

It needs to be both, for all children. The Rose Review (2006) is very clear about the importance of the four interdependent strands of language: speaking, listening, reading and writing. The CLLD programme recognises and aims to develop these four strands and takes into account the following points.

- Children should develop rich oral language, as well as a positive attitude to literacy. For bilingual learners, rich oral language includes first and additional languages.

- Early reading, word recognition and language comprehension should be taught within a broad and rich curriculum that fosters the four interdependent strands of language: speaking, listening, reading and writing.

- Developing fluency in reading requires experiences of rich language and literature, as well as structured and focused teaching.

Why the emphasis on phonics? There is more to learning to read than phonic work.

Rose acknowledges early in the review that:

'It is widely agreed that phonic work is an essential part, but not the whole picture, of what it takes to become a fluent reader and skilled writer… For example, nurturing positive attitudes to literacy and the skills associated with them, across the curriculum, is crucially important, as is developing spoken language, building vocabulary, grammar, comprehension and facility with ICT.' (Paragraph 37)

The remit of the Rose Review was to examine the role of phonics within this broader picture and to make recommendations about the most effective ways to teach phonic knowledge and skills to young children.

Do children learning EAL need to be taught phonics?

All children should receive high-quality, systematic teaching of phonics as part of their entitlement to a rich and broad language curriculum. Successful reading requires the skills of word recognition as well as language comprehension. Word recognition is defined as the ability to read and understand words in and out of context, and language comprehension is 'the process by which… word information, sentences and discourse are interpreted'. (Rose Review, page 76 paragraph 14)

These two aspects of reading development are represented visually as two axes in the conceptual framework of the 'Simple view of reading'.
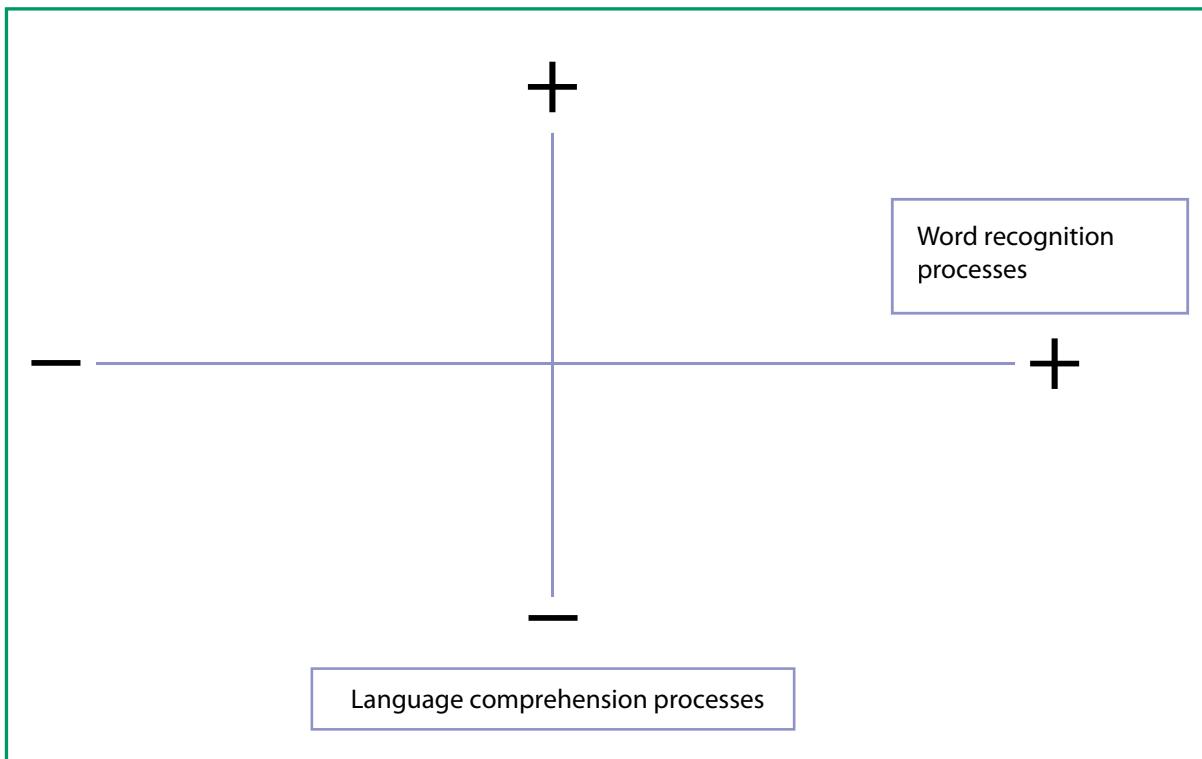
'Each dimension is necessary. Neither is sufficient on its own.' (Rose Review, 2006)

See *Excellence and enjoyment: Learning and teaching for bilingual children in the primary years*, Unit 2 Creating the learning culture, pages 31-4, for a fuller discussion of this conceptual underpinning and its implications for EAL learners.

Is it appropriate for young children learning EAL, for example those in Reception classes, to receive the 'daily discrete phonics' sessions recommended in the Rose Review?

Yes. The advice of the CLLD team endorses the observation that high-quality, daily discrete phonics sessions should be active, engaging, pacy and multisensory. Short sessions (15-20 minutes) of this nature every day, following the teaching sequence suggested in the CLLD programme of 'review-teach-practise-apply' will support all children's incremental acquisition of phonics knowledge and skills. This is achieved by:

- using a familiar structure that scaffolds new learning and shows children how it is applied in real-life reading and writing

- using props such as objects and pictures to clarify understanding

- starting with familiar words and extending to new words

- using repetitive words and phrases in context

- enabling the practitioner to make ongoing assessments that enable them to fine tune each session to match the children's rate of learning.

These, of course, are important for all children. For children learning EAL, aural, as well as oral, experiences should continue through all phases. The ongoing assessment should include careful observation and listening to assess children's understanding, particularly as some phonemes may not occur in the children's first language and therefore they will need more focused teaching.

We know that children learning EAL often acquire phonic knowledge easily. Is there a risk that they may end up as efficient decoders who cannot understand what they read?

As a result of direct instruction in word recognition, EAL learners are often able to efficiently decode words which they do not understand and so it is important that understanding develops alongside the acquisition and application of phonic knowledge. This is particularly important for young bilingual learners as well as older early-stage learners who are developing language comprehension at the same time as word recognition processes.

For further guidance, see *Excellence and enjoyment: Learning and teaching for bilingual children in the primary years*, Unit 2, page 34.

This is why both dimensions of the 'Simple view of reading' are equally crucial. It is not suggested that children are only taught phonics, but that this is a crucial skill, particularly for beginner readers. Teachers and practitioners need to address the dimension of language comprehension equally thoughtfully. Considering each dimension separately, word recognition and language comprehension, enables the teacher or practitioner to assess each child's progress on each dimension and adjust their planning and provision accordingly.

The aim is for children to develop in both dimensions, while recognising that for some children progress in each dimension may well be spasmodic and irregular, rather than a steady incline. Regular assessment of children's progress is crucial in determining the next steps in their development in a particular dimension, in line with good assessment for learning practice.

It is quite possible that EAL learners may learn to decode and encode (spell) words which are outside their current vocabulary when they are learning to read. This is, of course, true of monolingual children too, many of whom may not know the meanings of simple decodable words such as 'log', 'tub', 'pod', 'dish', for example. This does not invalidate the skill of decoding, but means that the teacher's job is to help expand the vocabulary of all children, for example through the use of objects, pictures and verbal explanations.

It also means that the teacher or practitioner has to select carefully the reading material that children will be tackling in guided and independent reading. This is to ensure that it does not contain so many unfamiliar words that understanding is lost, and to pre-teach any unfamiliar words that may present a problem as part of the book introduction in the guided session. Guided reading sessions provide ideal opportunities through small-group discussions to extend vocabulary and to assess and develop children's understanding of what they have read, both the literal meaning and inferential meaning.

What about common words that cannot be decoded?

Alongside rapid decoding, an aspect of developing word recognition is the ability immediately to recognise, and be able to read, some of the high-frequency words that form a large part of reading vocabulary. Those which are not decodable need to be taught and memorised – for example words such as 'the', 'said', 'come', which occur very frequently in early reading material. However, many high-frequency words are phonically decodable – for example, 'and', 'in', 'on', 'at', 'but', 'can', 'went', 'not', 'mum', 'dad' – and so children who have learned to decode rapidly do not need to memorise long lists of common words. Children learning EAL should be provided with opportunities to use these words in meaningful contexts as using them will consolidate understanding of the common words. Guidance on teaching 'tricky words' can be found in Letters and Sounds.

Do young children with EAL entering Reception need to develop skills of phonological awareness before they start on a phonic programme?

There is no reason why the phonological awareness of young children learning EAL should be any less well developed than that of other children. The development of phonological awareness will have begun prior to entry into a Reception class and will be ongoing, before and alongside the introduction of a phonic programme. The focus for practitioners is building on children's phonological awareness in their first language to develop it in the additional language.

The Rose Review recognises the value of activities and games that help 'pave the way' for systematic phonic work. This is encapsulated in Phase 1 of Letters and Sounds. However, it is important to recognise that some of the activities that fall within Phase 1, such as those which support the development of rhyme and rhythm, will continue to be suitable for children of all ages: children do not stop singing, reading poetry or saying rhymes when they start on a phonic programme. Some Phase 1 activities should continue to be part of the provision in addition to the systematic phonics work at Phase 2 and beyond, as bilingual learners will continue to require tuning into the sounds of the additional language.

Careful assessment of each child is key, and until the teacher/practitioner introduces some grapheme–phoneme correspondences (Phase 2) in the multisensory, engaging way described above, they cannot know for sure exactly how children will respond: they often surpass expectations. It is probable that many children learning EAL in Reception classes will, like most other children, find learning grapheme–phoneme correspondences and how to blend sounds perfectly straightforward. This was certainly true of those who participated in the Early Reading Development Pilot in 2005-06, where children learning EAL were reported by their teachers to be achieving well.

What about the particular needs of children learning EAL?

The Rose Review suggests that, 'By the time children enter school, their language skills are typically considerably advanced. They understand much of what is said to them and they can express their ideas, feelings and needs in ways that others can comprehend. Their language processes are established and though there is still much to develop, particularly in the areas of vocabulary and syntax (grammar), they can be considered to be proficient language users.' (Appendix 1, paragraph 60)

While the above is true for many speakers of English as a mother-tongue learning to read, children learning EAL are learning both to understand what is said to them, and to express their ideas to be understood in an unfamiliar language. Children learning EAL will require planned teaching and opportunities to understand the language they hear and read, whatever their age.

The emphasis given to speaking and listening in the programme, and especially in Phase 1, will help practitioners to strengthen provision for children learning English as an additional language. Listening to lengthy stretches of language, where both the speaker and the topic are unfamiliar, makes great demands on children for whom English is a new language. A familiar speaker using imaginative resources to stimulate talk about a topic that the children already know something about will provide a more helpful context for these children. Equally, the programme offers many opportunities for planned adult-led and child-initiated small-group and partner work to encourage these children to communicate in English as early as possible.

Letters and Sounds: notes of guidance, page 6 (Ref: 00282-2007BKT-EN)

Aren't the pace and progression set out for reading in the Primary Framework too ambitious for young children learning EAL?

No. It is important to have the same ambitious expectations for children learning EAL as for children for whom English is the mother tongue. With carefully-planned teaching, children will make good progress in word recognition and in language comprehension. Developing both aspects of the reading process will support their achievements in all areas of the curriculum.

How do I teach phonics to an EAL learner who is still at the silent stage?

Some children who are just beginning to learn EAL spend time listening and absorbing the new language before beginning to use it. Their passive understanding will be greater than their active use of the language. During this period, it is important that practitioners continue to teach, involve the child in activities and encourage, but not force, verbal participation. Gestures and other non-verbal communication may show what the child understands and knows. Once the child is speaking in English, it would be useful to reassess previous knowledge and understanding. This approach applies to learning and teaching in all aspects of the curriculum, not just the teaching of phonics.

What guidance is provided by the Rose Review to meet the needs of children with literacy difficulties?

The independent review is very much concerned with improving the quality of learning and teaching for all children and preventing early failure. Aspect 3 of the report examines and comments upon what range of provision best supports children with significant literacy difficulties and enables them to catch up with their peers, and the relationship of such targeted intervention programmes with synthetic phonics teaching. The importance of early intervention and responding early to any difficulties cannot be over-estimated. Careful assessment of children's progress should alert teachers and practitioners quickly to those children who are not making sufficient progress so that steps can be taken to prevent further difficulties arising.

For many children, incipient reading difficulties can be prevented, or nipped in the bud, by thorough early assessments of their performance. This assessment information should then be used to adjust and tailor work more closely to children's needs. These adjustments can often be made effectively so that children continue to be taught in their regular classes. Where this is not in their best interests, however, the arrangements for intervention advocated by the Primary National Strategy remain sound advice. That is to say, work should be adapted within the classroom, further support in small groups should be provided for those who need it and individual programmes should be provided for those with the greatest need, some of whom will have special educational needs or learning difficulties and disabilities. (Paragraph 132)

What is meant by the three waves of intervention in respect of early reading?

The National Strategies advocate a systematic approach to teaching based on three 'waves' of tailored support. Schools should use a 'waves' approach to plan, design and tailor effective and appropriate provision for all children.

- Wave 1 – The effective inclusion of all children in daily 'Quality First teaching'

In terms of early reading, this means the provision of a rich language curriculum that fosters all four interdependent strands of language: speaking, listening, reading and writing - and provides access for all children to high-quality phonic work. It is important to remember that the need for interventions, or 'catch-up' programmes, may be significantly reduced when Quality First teaching is well-matched to the different abilities of beginner readers. An early, systematic, high-quality phonic programme within Wave 1 should do much to prevent early difficulties occurring in the first place.

It is not the purpose of intervention work to shore up weak teaching at Wave 1. Settings and schools should establish Quality First teaching to minimise the risk of children falling behind and thereby secure the most cost-effective use of resources. High-quality phonic work should therefore be a priority within Wave 1 teaching. (Page 71)

- Wave 2 – Wave 1, plus additional time-limited, tailored intervention support

Wave 2 provision is designed to increase rates of progress and secure learning for groups of children which puts them back on course to meet or exceed age-related expectations. This usually takes the form of a tight, structured programme of small-group support, carefully targeted and delivered by teachers or TAs who have the skills to help children achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Crucially, intervention support needs to help children apply their learning in mainstream lessons and should therefore be fully compatible with mainstream practice. It is important to recognise that the prime purpose of intervention programmes at Wave 2 is not to compensate for weak teaching at Wave 1.

It should be recognised that some learning difficulties may be caused or exacerbated by the school's learning environment or adult/child relationships. This means looking carefully at such matters as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively. (SEN Code of Practice 2001.)

- Wave 3 – Wave 1, plus additional highly-personalised interventions

Wave 3 interventions are highly personalised to meet the individual needs of small numbers of children experiencing significant literacy difficulties, and include specifically targeted approaches for those children whose main areas of need fall within the SEN Code of Practice. They are:

- cognition and learning

- behaviour, emotional and social development

- communication and interaction

- sensory and/or physical needs.

How does the conceptual framework of the 'Simple view of reading' relate to children with language and literacy difficulties?

The 'Simple view of reading' proposes that skilled reading entails the development of a set of processes by which the words on the page are recognised and understood (word recognition processes) and development of increasingly sophisticated language comprehension processes, by which texts, as well as spoken language, are understood and interpreted. Learning to read therefore involves setting up processes by which the words on the page can be recognised and understood, and continuing to develop the language comprehension processes that underlie both spoken and written language comprehension. These processes are both necessary for reading but neither is sufficient on its own. Children who cannot adequately recognise the words on the page are, by that fact alone, prevented from fully understanding the text; however, recognising and understanding the individual words on the page is no guarantee that the text will be understood.

These two aspects of reading development are represented visually as two axes in the conceptual framework of the 'Simple view of reading'.
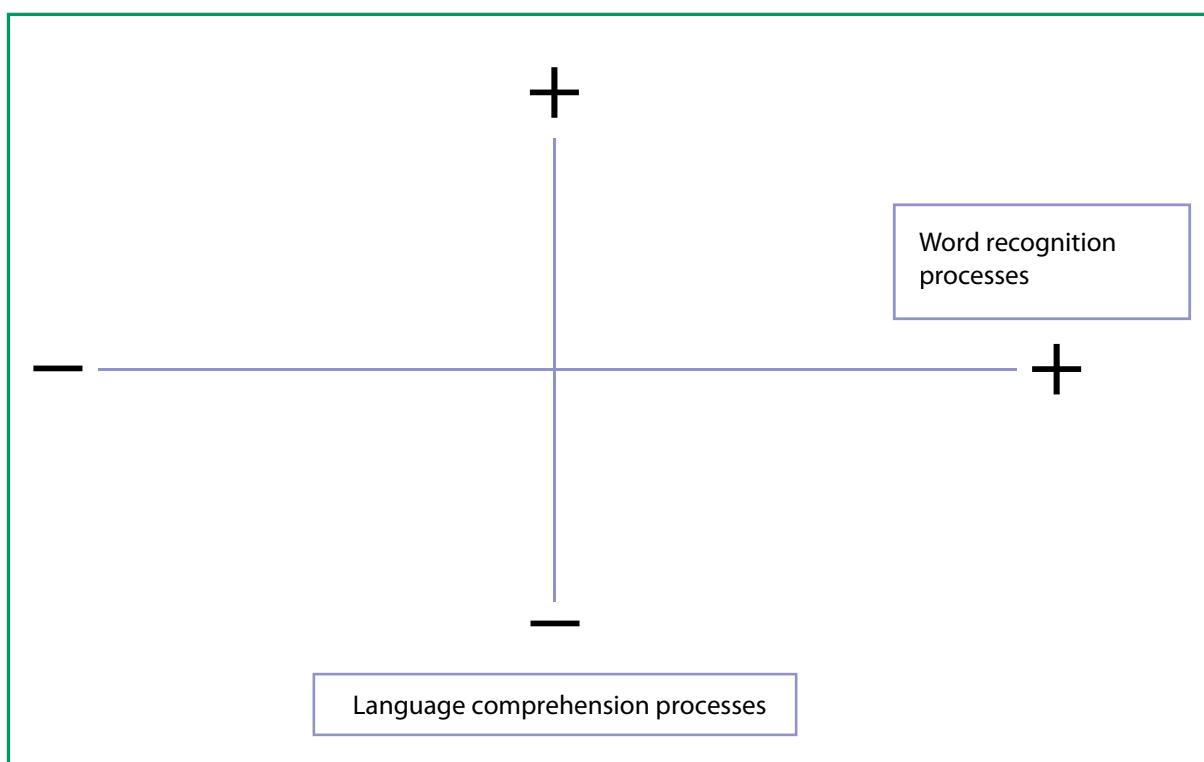
Clear differentiation between the two dimensions encourages teachers not to expect that the children they teach will necessarily show equal performance or progress in each dimension. It makes explicit that different kinds of teaching are needed to develop word-recognition skills from those that are needed to foster the comprehension of written and spoken language.

Four different patterns of performance should be observable across the two dimensions. As teachers assess children's performance and progress within both word recognition and language comprehension processes, they need to identify children's particular learning needs, and use this analysis to guide further teaching and to plan the next steps. Careful tracking of children's progress is vital for the early identification of those children who are falling behind so that teaching can be appropriately targeted to meet individual needs.

What about meeting the needs of children with specific communication and language disabilities?

It is generally acknowledged that successful development of literacy depends upon competency in oral language skills. There is plenty of evidence which documents the impact of poor language skills on reading performance. However, the type of literacy difficulty which the child experiences will depend on the particular communication and language needs of the child. A focus on developing children's speaking and listening skills through the EYFS and Primary years is essential for all children, but particularly for those experiencing spoken language difficulties. Outlined below are some areas of possible difficulty and the implications for beginner readers.

- Children with phonological (speech sound) difficulties

Linking phonemes to graphemes, segmenting, blending and manipulating sounds may be much more problematic for children with phonological difficulties. Nonetheless, there is evidence that many children with such difficulties go on to have no difficulty with learning to read and spell, although the same is not true for children who have persistent complex disordered speech patterns. It is therefore important to invest considerable time in the activities outlined in Phase 1 of Letters and Sounds in order to support children's phonological awareness. As children move into Phase 2 and beyond, and develop word recognition skills, teachers need to be mindful that their lack of fluency and automaticity in decoding sounds may hinder comprehension.

- Children with syntactic (sentence structure), semantic (word meaning) or pragmatic language difficulties

Literacy acquisition will be affected for children who have problems with syntax, semantics or discourse. Children with impoverished vocabulary, or who are unable to understand complex oral language and word meanings, are likely to have poor reading comprehension, and those who find it difficult to make inferences will find making sense of written text difficult.

Children with pragmatic language difficulties, and notably those on the autistic spectrum, can be hyperlexic, that is having excellent decoding skills but showing limited understanding of what they have read. By being mindful of the 'Simple view of reading', teachers can assess children's progress on each of the axes and plan activities which support and develop children's language structures and language comprehension.

For further information see *Communication Disability and Literacy Difficulties*: ICAN 2006.

What about provision for children with physical or sensory needs?

Children with a physical disability may not require different programmes of phonic work, particularly if they are receiving Quality First teaching within their regular classes. Some may indeed make progress to, or above, the expected levels for their age, given appropriate support within an inclusive framework. This may also be true for children with sensory impairments, although some modifications to the phonic programme may be necessary. It will be important, for example, to emphasise the multisensory aspect of the phonic session or to intensify support for speaking and listening by using visual clues, signs and gestures.

What is the advice on withdrawing children from the phonics session?

Quality First teaching is the entitlement of every child and should provide optimum conditions for all. For beginner readers, there are significant benefits of learning things together as children are encouraged to engage in interesting tasks that involve helping each other, for example through

partner work, as well as learning from carefully planned activities. For a small number of children who, despite such teaching, are not making progress and who are falling behind their peers, intervention will be necessary. Effective intervention work should focus on the phonic skills children have already met in their mainstream class but should provide more help and time from skilled adults to strengthen and secure those aspects needing further reinforcement.

Effective phonics teaching makes full use of all additional adults. This may be achieved through in-class support – for example, by carefully scaffolding the learning during the session or through providing additional support outside the session or outside the classroom. The important point is that all the contributions to a child's programme must be implemented to an agreed plan that is closely monitored and coordinates intervention and mainstream work. Irrespective of whether this work is undertaken in the regular class or elsewhere, the gains made through intervention work should be sustained and built upon after it is no longer deemed necessary for children to have the support of an intervention programme. Where additional support is regularly provided by TAs, then they should be thoroughly trained with children's specific needs in mind and have the opportunity to routinely work alongside teachers in the mainstream.

Which intervention programmes are appropriate?

Deciding on an intervention programme requires careful assessment of the child's specific needs and interests as well as knowledge of the range and purpose of the schemes available. Intervention programmes need to be carefully matched to learning needs. In order for this to happen, teachers and practitioners need to have a very clear picture of a child's strengths and difficulties. In reaching a decision it will be important to draw on information gleaned from other involved agencies, such as speech and language therapists, educational psychologists and specialist teachers, as well as discussion with parents. A useful summary is provided in the Basic Skills Agency publication *Boosting Reading in Primary Schools* (2005) which provides details of each of the main schemes, the appropriate age range, the length of the intervention and a brief description of the programme.

80% recycled
This publication is printed
on 80% recycled paper

recycle
When you have finished with
this publication please recycle it

department for
children, schools and families