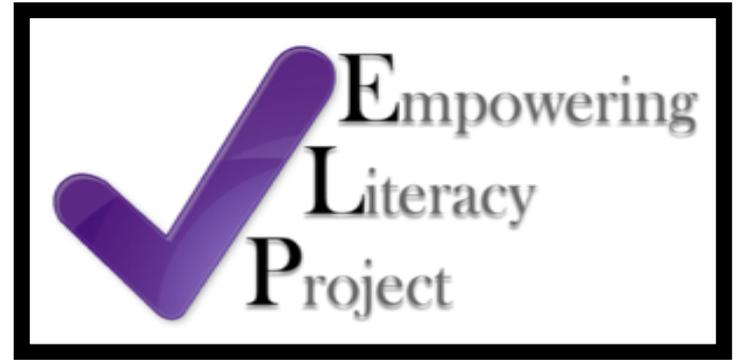




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A developmental approach to teaching pre-phonics skills as a foundation for later literacy acquisition

9th February. 2018

Aims:

- 1) Identifying the impact from implementing a pre 'literacy' skills approach in early years**

- 2) Exploring an effective pre-skills based approach - Secure foundations, preparing children in readiness for phonics**

- 3) Accelerating progress and closing attainment gaps in early years and Key stage 1 - Tools to measure success**

What the EEF say

Early years education aims to ensure that young children have high-quality learning experiences before they start school.

Gaps between more affluent children and their peers emerge **before** the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early education approaches typically include:

- Communication and language activities;
- Play-based learning;
- Interactive story-book reading, physical and creative activities,
- Support for parents to encourage learning at home.

Early literacy approaches

Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing.

Common approaches include:

- **Storytelling and group reading;**
- Activities that aim to develop **letter knowledge, knowledge of sounds, early phonics and introductions to different kinds of writing;**
- **Early literacy strategies** which may have components in common with **Communication and language** approaches and may also involve Parental engagement

Speaking and listening skills are at the heart of **language**, not only as foundations for **reading and writing**, but also as essential skills for **thinking and communication**. A focus on developing **oral language** skills is important for pupils in this age group.

EEF -How effective are early literacy approaches ?

Early literacy approaches have been consistently found to have a positive effect on early learning outcomes.

The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.

How secure is the evidence?

There is moderate evidence related to the impact of early literacy approaches, including a number of meta-analyses and high quality individual studies. The majority focus on reading.

Starting earlier. Overall the evidence related to early starting age is of moderate security. This relates to the quality of the underlying studies, where **it is difficult to be sure about the cause of differences in early starting age and for how long effects are sustained....**

What do we consider as best literacy practices related to the provision for 2/3yrs olds starting in our school settings and our disadvantaged groups ?

Beginning early years education at a younger age appears to have a high positive impact on learning outcomes

It appears likely that the quality of provision is the key determinant of sustained improvement, but more evidence is needed in this area to identify which practices are most helpful for different ages

The challenge with the evidence base, is that early literacy approaches are often only ONE part of multi-component interventions or curricula, which can make it hard to attribute changes to the early literacy approach, or to identify which aspects of that approach are most important

With growing demands on KS1 and KS2 colleagues, there is a huge emphasis and focus on ensuring early years children develop firmer foundations to literacy



WISE, our dilemma – Which one produces the best outcomes?

Every Child A
Talker

A rich language environment – Friendly
talking spaces

Sounds Right

Talk for Writing

Read Write Inc

Jolly Phonics

Development Matters

Letters and
Sounds

Squiggle while
you Wriggle

Dough Disco

Musical
Movements

Brain Gym

Talk Boost

What we needed to consider ?

1. How do we ensure our early literacy strategies are well-balanced, and **combine approaches** that will support the development of skills, knowledge and understanding, not only our very young and disadvantaged children; but also ensuring children transition into year 1 with skills covering all the literacy components they require for reading and writing in KS1?
2. Are our assessment progresses identifying children's current level of development in all basic literacy components ?
3. Do we acknowledge the basic developmental processes to literacy for young children? Do we monitor learning that recognises the developmental approaches to how children acquire all the literacy skills they need to become competent readers and writers?
4. Do our approaches and systems enable us to teach and close literacy skills gaps for ALL children, including vulnerable / disadvantaged groups ?
5. Have staff received sufficient training and professional development, in the developmental approaches to teaching basic pre- literacy skills to younger children?

What did we know ?

We were aware that specific phonic programmes such as Letters and Sounds, Read, Write, Inc. were not appropriate for all our children. Some of our children enter nursery and indeed reception, without basic speaking, language and communication skills, they're quite simply not ready to be taught phonological awareness skills at that point in time. **So what can we do to support all vulnerable groups to make accelerated progress from low starting points in literacy to then exit early years in line with age related expectations?**

Children are entering Year 1 unprepared and without the basic literacy skills they require for reading and writing in KS1. Speech, language, communication and vocabulary issues still remain across all key stages **Our previous approaches to supporting these children has been to repeat the same diet of phonics programmes, again and again!!!!**

We needed a cohesive literacy approach to support all children including our most vulnerable /disadvantaged groups, to prepare them in readiness for reading and writing in KS1

What did we need ?

An approach which would support us to close literacy skill gaps for all children, including our vulnerable groups/disadvantaged children.

To ensure our early literacy strategy was well-balanced, and combines best early years approaches that will support the development of skills, knowledge and understanding at the same time as acknowledging the child's developmental stages to learning pre literacy skills?

Launchpad to Literacy and the ELP project.



Launchpad to Literacy – Pre-phonics skills

R E A D Y							c-v-c blending and segmenting	Medial phonemes identification	
					Learn to write own name		c-v-c blending and segmenting where 'v' or 'c's' are digraphs	Final phonemes identification	
						Identify number of claps/syllables in words	c-vc blending and segmenting	Initial phonemes identification	Sound exchange
P R E P A R I N G	Abstract symbol Silhouette	Visual memory of sequences	Auditory memory of sequences		Develop L-R marks	Syllable awareness e.g. clapping out words	2 and 3 syllable word blending and segmenting	Rhyme generation	Alliteration generation
	Line drawing		Auditory memory	Abstract vocabulary: concepts – adverbs, adjectives, prepositions	Recall and draw simple shapes	Copy simple rhythms e.g. 3 beats	Compound word blending	Rhyme detection	Alliteration detection
	Coloured picture	Visual discrimination	Auditory discrimination			Keep a steady beat		Basic awareness of rhyme	Basic awareness of alliteration
S T A R T I N G	Photographs		Sound location	Verb vocabulary	Copy and make mark with finger and tools				
	Miniature objects			Noun vocabulary	Manipulation skills with hand and eye coordination Hand and finger strength				
	Object	Visual attention	Auditory attention	Understanding of everyday vocabulary	Gross motor skills				
	Memory	Attention and Discrimination				Rhythm	Auditory, Blending and segmenting	Sound Identification	
	Visual Skills		Auditory Skills	Vocabulary	Motor Skills (Writing)	Phonological Awareness			

Launchpad

What it provides

A tool to support us

Early Years Strand – Launchpad will underpin all aspects of the strand

All key stages

Reading – Finding out reasons why and choosing appropriate, effective solutions

Writing – Finding out reasons why and choosing appropriate, effective solutions

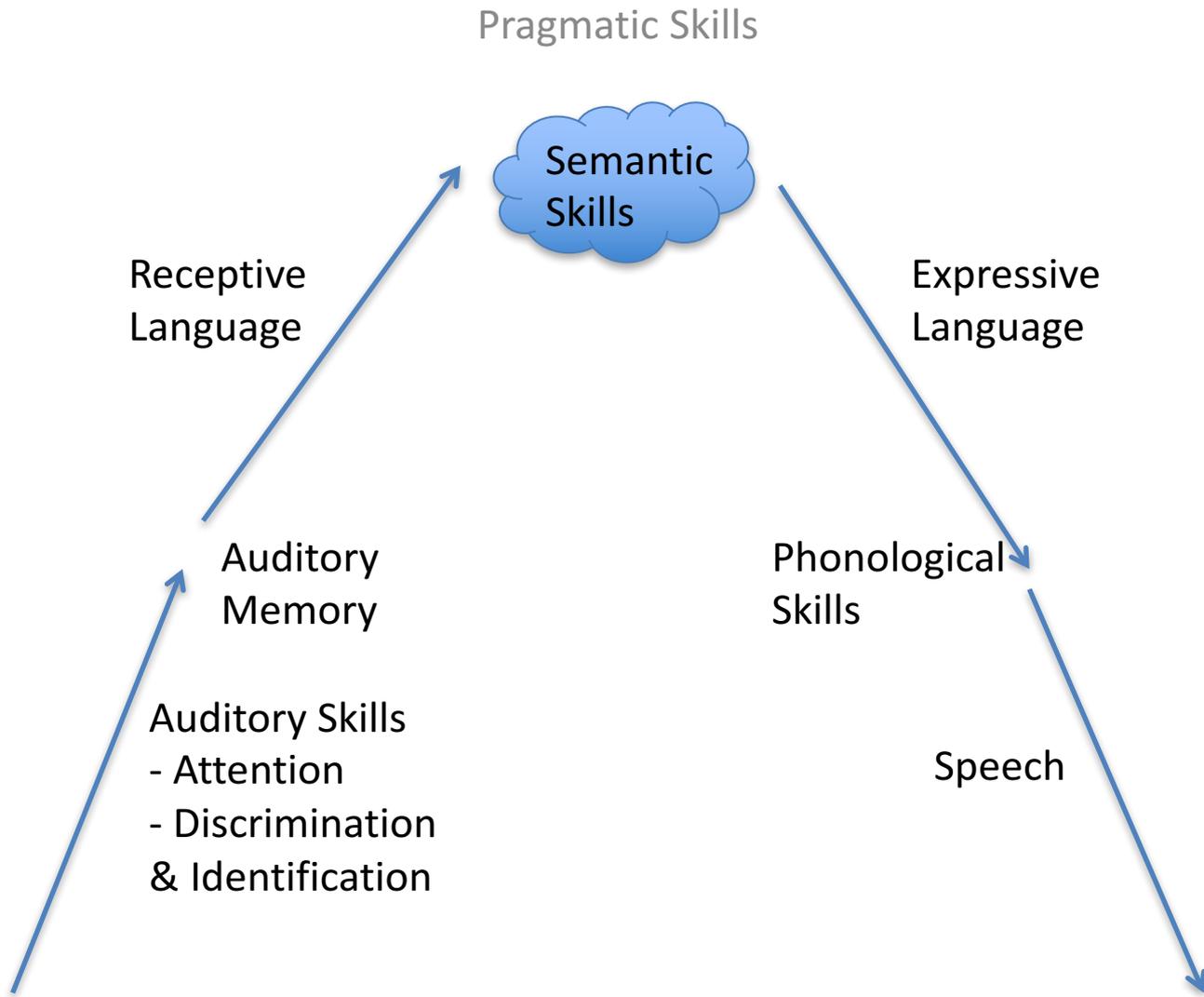
Launchpad for Literacy

A Developmental Approach to Literacy

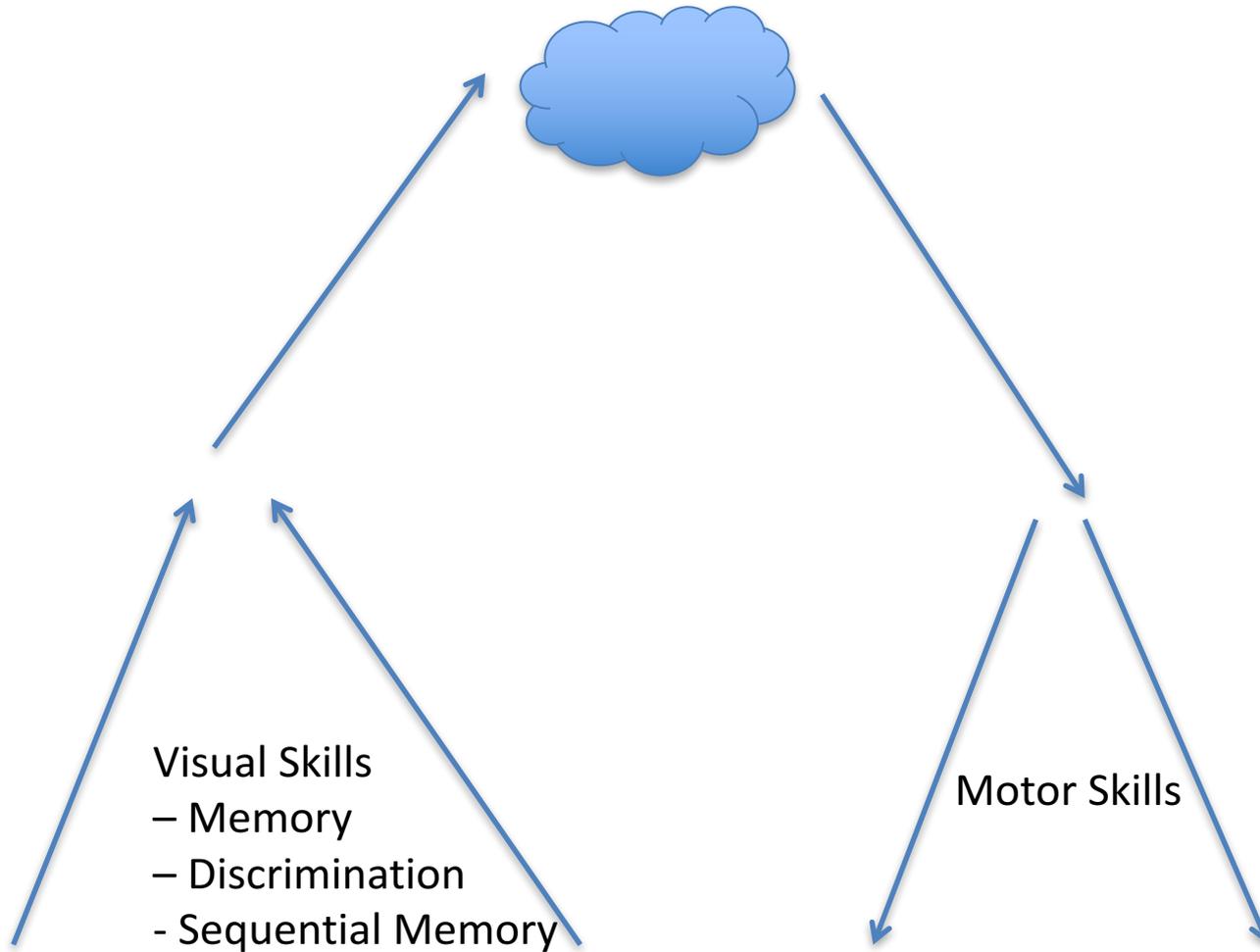
- A skill-based framework
- Prepares children in readiness for literacy in KS1 /2
- Builds on best early years literacy practices
- Prepares children with the basic pre phonic skills to access all early phonics programmes
- Helps practitioners to assess children's pre phonic BASIC skills, identifies early literacy gaps before they teach children phonological awareness skills
- Pre-conditional skills for all aspects of literacy – preparation for long-term success
- Developmentally sequenced
- **Amalgamates ECaT, Letters and sounds, RWI, C&L, Early literacy teaching, Speech, language and EAL support along with focus on Basic skills**
- A framework to support assessment, tracking, planning and general thought processes

When can we use it?

- Looks at skills from birth
- Schools can use from 2 years
- Useful for supporting work with parents
- EYFS – preparation for all but this must be systematic, differentiated and embedded
- KS1 – Informed interventions but ongoing preparation for all with language skills such as inference and semantic skills
- KS2 – Informed interventions



Skills and Literacy



and there's more!

The Child

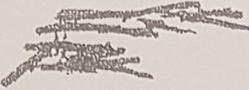
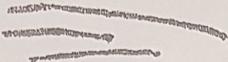
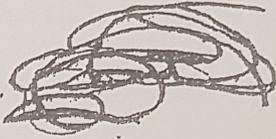
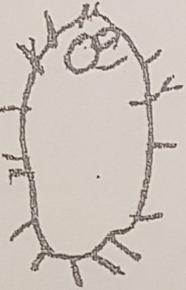
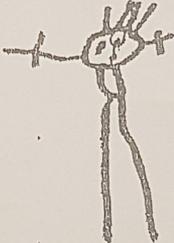
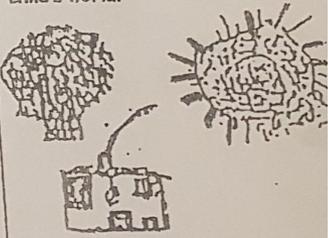
- What developmental level has a child reached with each skill?
- What is the next step for the child?
- Focus on what a child can do rather than what the child can't – What is the child's LEVEL OF SUCCESS?
- Who should I group this child with?
- Pre-empting and, ideally, preventing difficulties
- Why is the child finding literacy tricky? Match my support and interventions to the **skill gap** – informed and embedded intervention

Launch Pad to Literacy / Development Matters

Developmental stages -Mark making to writing

Launch Pad		Development Matters	
Age	Stages	Age	Stages
3 yrs	Can hold a crayon and scribble freely	2-3 yrs (22-36mths) Writing - Distinguishes between the different marks they make	PD -Shows control in holding mark making tools
	Can paint with wrist action, making dots		PD - Beginning to use three fingers (tripod grip)
	Can make vertical, horizontal and circular marks		PD - Imitates drawing simple shapes such as circles and lines
	Can copy a circle, also V,H and T		PD - Maybe beginning to show preference for dominant hand
	Can draw a person with head and face - usually no body		
4 yrs	Can paint and draw freely	2 1/2 to 4 yrs (30-50 mths) Writing - Sometimes give meaning to marks as they draw and paint Ascribes meaning to marks that they see in different places	PD - Draws lines and circles using gross motor skills
	Can draw circles		PD - Holds pencil between thumb and two fingers
	Can copy letters X,V,T,H and O		PD - Holds pencil near point between two fingers and thumb and uses it with good control
	Can draw on request a person with head, legs and body		PD - Can copy some letters e.g. from their name
5 yrs	Can copy triangles, squares and other geometric shapes	3 1/2 to 5 yrs (40-60mths) Writing Uses some clearly identifiable letters to communicate meaning,..... Writes own name and other things such as captions and labels Attempts to write short sentences in meaningful contexts	PD - Shows a preference for dominant hand
	Can trace a detailed picture		PD - Begins to use anticlockwise movements and retrace vertical lines
	Can write one or two letters - usually ones in their name		PD - Begins to form recognisable letters
<p>Writing ELG : Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p> <p>Fine motor ELG: They handle equipment and tools effectively, including pencils for writing</p>			

Demonstrating Progress - Mark making to early drawing

<p>Stage 1 The child's hand moves backwards and forwards to produce a scribble.</p> 	<p>Stage 2 The child becomes able to lift the pencil from the paper and move it in different directions.</p> 	<p>Stage 3 The child begins to scribble in circles.</p> 	<p>Stage 4 The child becomes able to draw round and round in circles.</p> 	<p>Stage 5 The child starts to draw people and uses a circle to represent a face. Marks are put inside for eyes, nose and mouth.</p> 
<p>Stage 6 Lines are added all round the circle as well.</p> 	<p>Stage 7 The lines are arranged in bunches to represent hair, arms and legs.</p> 	<p>Stage 8 The arms come straight out from the face. The legs come from a smaller circle which is drawn below for the body.</p> 	<p>Stage 9 The body becomes much more important and the legs have feet.</p> 	<p>Stage 10 Clothes are added. The drawings also have trees, houses, animals, cars and other objects in the child's world.</p> 

The old man made some
shoes out of leather
and then the old man
went to bed and
then the elves came
and then the elves made
the shoes and then
wow up and then he
man got a big surprise the

Pre-early writing skills

Fine and gross motor skills

What knowledge and pre-skills do our children need to know / develop and why ?

- Development Matters and Launchpad's developmental processes to writing criteria
- Vocabulary / positional language
- Fine / gross motor skills

Pre-early reading skills

Visual Skills

What pre-skills do children need to acquire and why?

Visual:

- Memory
- Discrimination
- Sequential

Pre-auditory Skills

Auditory Skills

What pre-skills do children need to acquire and why?

Auditory:

- Attention
- Discrimination
- Identification

Vocabulary

Abstract vocabulary- Understanding of everyday vocabulary
Concepts, adverbs, adjectives, prepositions

- Learning zones / first hand experiences - water area, construction (mathematical links)
- Verb vocabulary
- Noun vocabulary

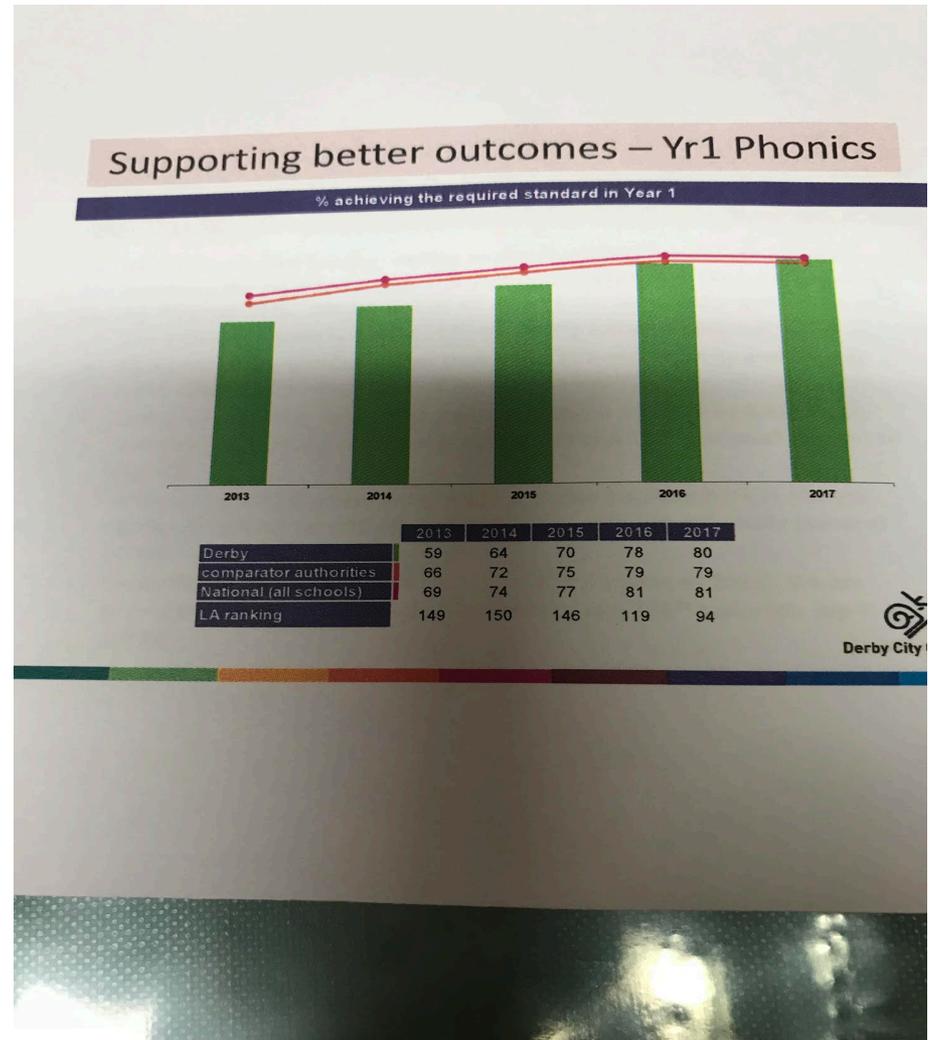
Early Phonological Awareness

Basic skills:

- Keep a steady beat
- Copy simple rhythms
- Basic awareness of rhyme
- Sound identification
- Basic awareness of alliteration
- Basic rhyme detection

Outcomes

Derby LA had the lowest score results for the phonics screen. The LA decided to embrace Launchpad in all their early years settings. They now also use it as an intervention tool to close literacy gaps in KS1 and KS2 as a whole school approach.



Increasing %'s of children reaching ELG 's for reading and writing

WISE - Reception ELG Exit %'s 2016/17				
	Sch.%'s Reading results 2016	Sch.%'s Reading results 2017	Sch. %'s Writing. Results 2016	Sch.%'s Writing results 2017
Academy 1	67	69	69	69
Academy 2	78	79	73	76
Academy 3	69	74	67	72
Academy 4	75	75	71	71
Academy 5	65	79	60	74
Academy 6	N/A	83	N/A	81
Academy 7	N/A	88	N/A	88
National	77	77	72.6	73.3



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