

“The development and use of communication and language are at the heart of young children’s learning ... Practitioners must support children’s learning and competence in communicating, speaking and listening, being read to and beginning to read and write.”

EYFS 2007

“A child’s first word has behind it a history of listening, observing and experimenting with sounds...”

Whitehead 2002

Much good work was evident [in the setting] where young children were actively and fully engaged in developing [phonological] awareness within a broad and language-rich curriculum. This work exploited the power of play, story, songs, rhymes and drama to familiarise children with letters, words and sounds.”

Rose Report 2006

“The most effective work drew upon all six areas of learning in the Foundation Stage curriculum and experience to fire children’s imagination and enrich their communication skills, particularly speaking and listening.”

Rose Report 2006

Supporting Early Reading with Young Children

Speaking and Listening

Developing speaking and listening skills in English is key to children’s success in reading.

Understanding the development of language skills enables staff to plan, support and scaffold children’s developing speaking and listening skills effectively.

Evaluate and develop current practice in speaking and listening ... See CARD 1

Phonological Awareness, Synthetic Phonics and Early Reading

Phonological Awareness underpins children’s ability to discriminate differences in sounds and later success in learning to read.

Phonological awareness is;

- listening to, paying attention to and noticing the differences in speech sounds.
- remembering and identifying sequences of sounds without access to printed letters.

Evaluate and develop current practice in phonological awareness, synthetic phonics and early reading ... See CARD 2



Leadership and Management

Clear leadership is an essential requirement for effective provision of development in Early Reading.

Effective provision is dependent on leaders and managers having a full understanding of progression in early reading and a clear vision of how it will be implemented in their settings.

Evaluate and develop current practice in leadership and management ... See CARD 3

Parents and Carers

Settings should realise the importance of involving and supporting parents in developing children’s language and literacy.

Children’s attitudes to reading are greatly influenced by parents and carers. They can do much to stimulate children’s early interest in literacy by reading to children and telling stories and making sure that children have lots of opportunities to listen and talk.

Evaluate and develop current practice regarding parents and carers ... See CARD 4