

# Phonological Awareness, Synthetic Phonics and Early Reading

Staff understand the developmental stages and use strategies to support early reading.

Are staff aware that children need to hear patterns of sounds before they can hear sounds in words and, sounds in words before recognising the written letter?

Staff recognise the importance of exciting, multi-sensory, interactive and differentiated activities to support early reading.

Do practitioners provide exciting, multi-sensory, interactive and differentiated activities to support early reading?  
Are all staff aware of the needs of children with language difficulties or English as an Additional Language?

The learning environment is language rich.

Does your setting provide reading opportunities in all areas of provision?  
Are there places within your setting where children can talk, listen, share books, paint, sing, keep a steady beat, make songs and rhymes, music and dance.

Practitioners value the importance of speaking and listening.

Do staff members provide opportunities for speaking and listening and observe children's developments to enable further challenge?

Activities are planned to promote 'tuning in' to a variety of sounds in the environment.

Are music, rhyme and story activities planned for as part of early reading?  
Do activities engage children for an appropriate amount of time?

Staff use focussed observations to assess children's progress and plan next steps for learning.

Do practitioners plan time to observe children during child-initiated and adult-led activities and use these observations to inform future planning?

Practitioners use their knowledge of phonological development to introduce sound to letter recognition at the correct time for the children.

Do staff observe children's development of early reading skills and introduce letter sounds, names and linking sounds to letters when appropriate for the individual?

All settings have a named person in charge of developing Early Reading.

Is there a named person, with an understanding of children's language and literacy development, responsible for developing Early Reading?