Primary
National Strategy

Communication, Language and Literacy development programme

Materials for consultants: second instalment

**department for
education and skills**

**Creating Opportunity
Releasing Potential
Achieving Excellence**

Communication, Language and Literacy Development

Materials for consultants: second instalment

Contents

Please note

Wherever possible the consultant visits should follow the appropriate cluster meeting; i.e. Visit 2

should take place after the practitioners have attended Cluster Meeting 2.

Cluster Meeting 2R: Word recognition and early reading

This session is a joint cluster meeting for teachers and practitioners in the targeted schools. Like any effective CPD provision it requires dedicated time and will take approximately two to three hours or one half-day. The subsequent consultant visit (Visit 2R) to schools is to monitor implementation of the agreed actions.

This cluster meeting is a generic structure to be adapted according to the needs of teachers and practitioners. However, consultants should ensure that in all cluster meetings the following aspects are addressed:

- The tracking of children's progress in the phases of phonic progression and PSED/CLL.

- The needs of vulnerable groups, e.g. new arrivals, children with special educational needs, those learning English as an additional language.

- The development of speaking and listening skills.

Cluster 1R		**Cluster Meeting 2R**	Cluster Meeting 3R	Cluster Meeting 4R	
		2PVI	3PVI	4PVI	
		Programme of support: modelling, co-planning and teaching, observing, reviewing progress			
Initial Visit 1a	Initial Visit 1b	Planned visits to schools and linked settings Visit 2PVI, Visit 2R; Visit 3PVI, Visit 3R; Visit 4PVI, Visit 4R			Review meeting

Audience	Teachers and practitioners in Reception classes
Aims and agenda	• To promote professional dialogue and the sharing of effective practice • To review ongoing progress and practice in the teaching of phonics • To explore the Simple View of Reading to take full account of word recognition and language comprehension processes for the effective teaching of early reading and the implications for classroom practice. It is important to note that whilst the focus here is on application into reading it should be made clear to beginner readers that blending and segmenting are reversible processes • To support the effective planning of opportunities to apply word recognition skills across the six areas of the Foundation Stage curriculum • To identify next steps for development and agree action required by teachers and practitioners

Before the session	Check arrangements for the attendance of representatives from Reception classes and from literacy and/or Foundation Stage coordinators.
	Ask practitioners to bring:
	• phonic tracking sheets showing progress in the phonic phases;
	• examples of activities and planned opportunities for the application of phonics and reading across the six areas of the Foundation Stage curriculum.
	Identify practitioners to share individual case studies.
Introduction/ review and feedback	Review and take feedback on the teaching of phonics in the discrete teaching sessions, including:
	• reviewing progress;
	• sharing successes – what went well and why?;
	• issues and challenges;
	• joint problem solving;
	• sharing effective practice (short individual case study).
	(Approximately 15 minutes)

Focused input	**Focus: Early reading and the Rose Review**
	Introduction and key messages
The Simple View of Reading	It is vital to develop positive attitudes to reading in all children through the provision of a rich literacy environment, a significant aspect of which is a balanced class reading programme. This needs to include:
Rose Review	• reading aloud to children;
	• shared reading – modelling reading and reading with children;
	• guided reading;
	• paired reading;
	• independent reading.
	It should embrace the wealth of high quality literature, including story, poetry and picture books that are readily available and should be a feature of every class at every age in primary education.
	However, a positive attitude on its own won't be enough for the vast majority of children, and particularly not for those whose only contact with books and texts is in their school or setting.
	We are focusing in this session very specifically on that time-limited period when children are learning how to decipher the words on the page and determine what they mean – word recognition. The broad literacy curriculum underpins and supports this.
	The Early Learning Goals for Communication, Language and Literacy (CLL) outline what most children will be able to achieve in reading by the end of the Foundation Stage.
	Curriculum Guidance for the Foundation Stage contains detailed guidance for teachers and practitioners to support children in learning to read (p. 44 'Communication, language and literacy').

There is now considerable evidence to support the need for clear distinction between

- processes concerned with recognising the printed words that comprise the written text - word recognition;

- processes that enable the reader to understand the messages contained in the text - language comprehension.

This is conceptualised in 'The Simple View of Reading' as exemplified in the Rose Review. Explain that simple does not mean 'simplistic' but rather clarifies different dimensions of reading development.

Display slide of Simple View of Reading

This recognises the two distinctive but interdependent dimensions; different skills and abilities contribute to successful reading development. Neither is sufficient on its own for reading. Display slide of Simple View of Reading labelling outcomes. Remind practitioners that the language comprehension axis starts at birth and continues throughout life, whilst the word recognition axis is time limited.

Two dimensions – four possible outcomes

So there are children with good word recognition skills who fail to understand what they can read and there are children with poor word recognition skills who make better than expected sense of what they read. ('One way to get it right, three ways to get it wrong.' Morag Stuart.)

Good effective teaching in early reading is based on teachers and practitioners knowing which dimension is the focus and having a clear objective for the shared or guided session in order to ensure children make good progress. Clarification of teaching focus has the potential to really improve teaching and learning. **Refer again to Simple View of Reading.**

Look at the word recognition axis

Key Question: What is your current practice in terms of the word recognition axis?

The Rose Review makes clear that:

1. The **prime** approach to the teaching and learning of word recognition (note: NOT reading), should be phonics, to decode (read) and encode (spell). **A key feature of high quality phonics teaching makes clear to beginner readers that blending and segmenting are reversible processes.**

2. Phonics should be taught discretely and is 'timebound'.

3. Phonics should be set within the broad and rich language curriculum with plenty of opportunities and planned activities to apply knowledge.

4. The teaching of phonics should be multi-sensory and should engage all children.

5. There should be direct teaching of words which are not phonically regular but which occur frequently in children's reading.

Key Question: What is your current practice in terms of the language comprehension axis?

The Rose Review makes clear that:

6. Far more attention needs to be given to the development of speaking and listening skills.

7. Reading comprehension depends crucially on language comprehension including listening comprehension.

Discuss with practitioners

The main points to emphasise are:

Discrete Phonics

Teachers and practitioners should have high expectations for phonic acquisition in the Foundation Stage – highlight the expectation that, by the end of the Foundation Stage, children will know the grapheme/phoneme correspondence for the 44 phonemes and will be able to blend and segment CVC words (Phase 3).

This equates to the Early Learning Goals. However, many children will be working well beyond Phase 3. (It would be useful here to refer to the ERDP outcomes in 2006 – 84% of children achieved 6+ scale points on LSL and 35% achieved 7+ scale points.)

Phonics teaching has to be incremental, systematic and rigorous.

Blending and segmenting need to be explicitly taught and children need plenty of opportunities to practise and apply these skills.

Refer to Pace and Progression document

Discuss the progression from Phases 1 to 3. Emphasise that Phase 1 is very much the remit of the settings. Rose refers to 'paving the way'. However, many children in YR will continue to benefit from Phase 1 activities to promote speaking and listening skills.

It is also important to consider the time scales in the Progression and Pace document.

Implications of the Simple View of Reading for classroom practice

Teachers and practitioners need to:

- be aware that the children they teach will not show equal performance or progress in each dimension;

- assess performance and progress separately in each dimension to identify learning needs;

- clarify at the planning stage which dimension of the simple view of reading they are focusing on and be aware that different kinds of teaching are needed for each;

- have a good knowledge and understanding of oral language development and ways to foster language comprehension;

	• have a good knowledge and understanding of the interdependence of the two dimensions; • ensure that word recognition work is reinforced by application in worthwhile and interesting curricular content; • ensure high frequency words which are not phonically regular are directly taught.
Planning, teaching and assessment	Activity – in twos or threes What have they developed and/or changed in their practice to address points 5 and 6 above, in particular? **Provide Sheet A to record.** Collate teachers' and practitioners' examples of activities/opportunities that promote independent application of blending and segmenting skills. (This could perhaps be produced as an aide memoire for the group and possibly for wider circulation within the LA if appropriate.) Discuss as a group and emphasise the need to address opportunities to read these words in the other areas of learning.
Next steps and agreed action	Clarify programme expectations in the teaching of word recognition: • agree actions on teaching, practice and application of phonics; • identify focus for the individual school/setting; • review and feedback focus for the next meeting; • visit dates and support focuses agreed with the consultant.
Resources	*Curriculum Guidance for the Foundation Stage*, QCA/00/587 Primary Framework for literacy and mathematics: Core learning in literacy for Foundation Stage Foundation Stage Toolkit Progression and Pace document Simple View of Reading slides – these can be obtained from the consultants' PPT distributed at the CLLD events Copies of Sheet A Assessment information/observations (from practitioners) Early reading literacy environment checklist Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years (DfES ref: 2061-2006PCK-EN)

Cluster Meeting 2R: Word recognition and early reading
Sheet A

There should be direct teaching of words which are not phonically regular but which occur frequently in children's reading.

Far more attention needs to be given to the development of speaking and listening skills.

Name: School:

Visit 2R: Review of word recognition and application into reading

Cluster 1R		**Cluster Meeting 2R**	Cluster Meeting 3R	Cluster Meeting 4R	
		2PVI	3PVI	4PVI	
		Programme of support: modelling, co-planning and teaching, observing, reviewing progress			
Initial Visit 1a	Initial Visit 1b	Planned visits to schools and linked settings Visit 2PVI, **Visit 2R**; Visit 3PVI, Visit 3R; Visit 4PVI, Visit 4R			Review meeting

Points to consider

Visit 2 provides opportunities for a focused coaching and support activity with the practitioner and follows on from Cluster Meeting 2R. The session is likely to take approximately one half-day. Application into reading is the suggested focus.

If, following Visit 1b, there is still further attention to be given to key aspects of phonics teaching, this session might include any or all of:

• additional modelling/co-teaching of a phonics activity

• additional joint assessment activity.

Note: This is a generic structure to be adapted according to content.

Aims and overview	The visit could include the following elements:
	• Modelling/co-teaching of a discrete phonics session by consultant/ practitioner.
	• Review of children's progress with reference to the phonics tracking sheet.
	• Joint planning of further phonics session at the relevant phase.
	• Opportunities for reading across the Foundation Stage curriculum.
	• Review of early reading resources and provision.
	• Planning and next steps.
Before the session	• Agree the focus of the visit.
	• Meet with headteacher and literacy or Foundation Stage coordinator to discuss progress.
	• Recap cluster meeting actions/expectations.

Observation, modelling and review – phonics	**Phonics**
	Modelling/co-teaching/observation to support next steps in the teaching of phonics
	Feedback and review:
	• Review progress since the last visit on teaching, practice and application of phonics.
	• Review phonics assessments and children's progress.
	• Identify children for additional small-group support.
	• Review planning, provision and resources.
	Early reading
	Curriculum Guidance for the Foundation Stage indicates that young children learn to read through:
	• *opportunities to share rhymes, songs, poems and stories;*
	• *exposure to language through a print-rich environment, including signs, labels and books;*
	• *playing and experimenting with reading, and watching others read;*
	• *playing games that help them hear sounds in words and recognise high-frequency words;*
	• *using their own curiosity and questions to find information.*
	Children need a balanced reading programme that includes reading to children, guided reading with children and independent reading.
	Assessment (this can be done before or after this session).
	Discuss how reading is assessed in the Foundation Stage:
	• *current skills and knowledge;*
	• *use of reading strategies, with a specific focus on word recognition;*
	• *next steps in learning.*
	Refer to the Simple View of Reading – how is it being used to inform planning? Are the two distinctive but interdependent dimensions being planned for?
	Ensure that the Class tracking sheet for reading is completed for all children.

Planning and next steps	**Phonics**
	With the practitioner, agree follow-up actions:
	• phonics-focused teaching over the next week or two and complete some co-planning (refer to the planning example in the practitioner materials);
	• agree expectations for progress for the identified group/children.
	Application of phonics in reading
	Discuss the opportunities provided for children to apply their phonic skills in reading (blending) in all areas of learning.
	Reading curriculum
	Discuss and review early reading environment and agree any further actions.
	Discuss and reflect on the reading curriculum and the opportunities for reading in all areas of learning.
Resources	Class tracking sheet for reading
	Bickler, Baker and Hobsbaum (2003) Book Bands for Guided Reading, University of London Institute of Education, ISBN 0 85473 6875
	The Reading Curriculum

The reading curriculum

The Primary National Strategy is committed to providing a rich, comprehensive reading programme, offering children a range of opportunities to develop as fluent, enthusiastic and critical readers. A balanced reading programme should include carefully planned shared, guided and independent reading and offer children varying levels of support, a variety of methods of instruction and a range of reading experiences.

Shared reading provides an opportunity for the teacher to model fluent, expressive text reading for the whole class. Shared reading also provides opportunities for teacher modelling of effective reading strategies. The teacher takes the lead, focusing on reading strategies and features of the text. Support and discussion opportunities are provided for less confident readers, while targeted questioning can stretch the more able reader. Levels of comprehension can be clarified and new understanding scaffolded.

Guided reading extends the opportunities provided by shared reading with a sharp focus on the targeted needs of a particular group with similar reading ability – once or twice a week with the class teacher at Key Stage 1 and more often in the very early stages of reading, and once or twice a fortnight at Key Stage 2. There is a clear focus by the teacher on the specific strategies the learners need to be introduced to, develop or practise, and apply during their independent reading.

Careful selection of the text is important, matched not only to the reading ability of the group, but also informed by the teacher's knowledge and understanding of the children's interests, background (prior knowledge) and previous experiences of texts. The text selected should be at the children's instructional level, i.e. 90–94% accuracy. (*Book Bands for Guided Reading* provides detailed lists of texts in ten progressive bands of difficulty.)

Guided reading provides opportunities for children to take part in discussion where they can enthuse and learn from each other.

Regular independent reading (individual, group or paired)

This is vital for building stamina and fluency and for developing children's knowledge and experience of a range of books and authors. Regular independent reading helps to motivate children and establish the reading habit. It is important to make the links between guided reading and independent reading: for example, children continue to read texts covered in guided reading sessions during independent time with a specific focus designed to feed into further sessions.

Selecting their own choice of texts

This is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences. Children should have access to well-stocked, attractive classroom book areas and school libraries.

Hearing books read aloud on a regular basis

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language.

Home/school reading

Reading is not seen as just a school activity. Wider family involvement supports readers. Home/school reading ensures that children have access to reading materials at home.

The Rose Review states that '…children's attitudes to reading are greatly influenced by parents and carers. They can do much to stimulate children's early interest in literacy.' (paragraph 108). The review found that settings and schools realised the importance of involving parents in developing children's language and literacy through use of workshops on the teaching of reading, easy access to materials to use at home and use of school libraries.

Reading in the community

Providing opportunities for children to meet authors and visit libraries extends their knowledge of books and reading in the wider community. There are many initiatives, national and local, designed to promote reading. The Rose Review recognised that well-regarded initiatives such as Bookstart, Books for Babies and Reading Connects did much to forge links between homes, settings and schools. Agencies such as the National Literacy Trust and Volunteer Reading Help have established programmes for engaging parents, wider families and the community.

Communication, Language and Literacy Programme

Class tracking sheet for reading

This grid tracks children's progress in reading from Reception to Year 2 using Book Band levels. See *Book Bands for Guided Reading*, ISBN 0 85473 6875 (2003).

Class: Year: Teacher: 200_–200_				
NC Level 2b/2a Band 8/9/10 Purple/Gold/White				
NC Level 2c Band 7 Turquoise				
NC Level 1a Band 6 Orange				
NC Level 1b Band 5 Green				
NC Level 1c Band 4 Blue				
Early Learning Goals Band 3 Yellow				
Stepping Stones Band 2 Red				
Stepping Stones Band 1 Pink				
	On entry	Autumn	Spring	Summer

Cluster meeting 2PVI:
Phase 1 and phonological awareness

This session is a joint cluster meeting for teachers and practitioners in the targeted settings. The main focus is on developing speaking and listening skills throughout Phase 1. Like any effective CPD provision it requires dedicated time and will take approximately two to three hours or one half-day. The subsequent consultant visit (Visit 2PVI) to settings is to monitor implementation of the agreed actions.

This cluster meeting is a generic structure to be adapted according to the needs of teachers and practitioners. However, consultants should ensure that in all cluster meetings the following aspects are addressed:

- The tracking of children's progress in the phases of phonic progression and PSED/CLL.

- The needs of vulnerable groups, e.g. new arrivals, children with special educational needs, those learning English as an additional language.

- The development of speaking and listening skills.

Cluster Meeting 1R		Cluster Meeting 2R	Cluster Meeting 3R	Cluster Meeting 4R	
		2PVI	3PVI	4PVI	
		Programme of support: modelling, co-planning and teaching, observing, reviewing progress			
Initial Visit 1a	Initial Visit 1b	Planned visits to schools and linked settings Visit 2PVI, Visit 2R; Visit 3PVI, Visit 3R; Visit 4PVI, Visit 4R			Review meeting

Audience	Teachers and practitioners working with younger children in the Foundation Stage, primarily in the non-maintained sector but could also include those working in maintained nurseries.
Aims and agenda	To clarify the content and expectations of Phase 1. To support an audit of existing provision for reading stories, telling stories and opportunities for children to develop their communication and language skills. To explore using stories to promote speaking and listening skills. To identify next steps for development and agree action required by teachers and practitioners.

Before the session	Contact practitioners and ask them to bring with them:
	• a week's planning for provision in their setting;
	• a book that is used in their setting that is a favourite for them and the children.
	Consultant to collect a selection of books that can demonstrate rhyme, rhythm and alliteration.
	Contact LA Foundation Stage Lead Officer to get a copy of Communicating Matters, Module 2. The CD will be needed for video clip and slides.
	Read L1D4 Learning and Teaching Communication, Language and Literacy in the Early Years Foundation Stage (in Mailing 2).
Introduction/ Review and feedback	Stress:
	1 The vital importance of Phase 1 to later development and explain how it 'paves the way' for a phonic programme to begin. Practitioners should be made aware of their critical role in Phase 1 and that they should not consider 'missing it out' in order to help children progress 'more quickly'.
	2 The necessity of sharing with parents this vital stage in children's literacy development and of encouraging parents to promote speaking and listening skills at this stage.
	3 The importance of storytelling and reading, the practitioner's role (as in Communicating Matters – you may wish to consider the relevance of material in Module 2 prior to this meeting).
	4 How a review of current practice around reading and telling stories will be useful and will help practitioners to reflect on what they need to change to ensure they are providing a good communicative environment.
	(15 minutes)

Focused input Phase 1	Go through Phase 1 and explain, using the Outline of Progression introduced at the first cluster meeting (page 18 in the Practitioners' File and Appendix 1 for you).
	Emphasise that the Rose Review recommends the development of speaking and listening skills, a broad and rich language curriculum, multi-sensory activities that capture children's interest, sustain motivation and reinforce learning in imaginative and exciting ways. Rose found that the 'most effective work drew upon all six areas of learning of the Foundation Stage curriculum and experience to fire children's imagination and enrich their communication skills, particularly speaking and listening'.
Foundation Stage curriculum	Remind practitioners about the Key Messages from Foundation Stage Curriculum Guidance (page 6 in the Practitioners' File and Appendix 2). Point out the similarities between the recommendations of Rose and a good Foundation Stage curriculum, and that it is important to remember that in early years we have always strived to improve children's language and communication skills and now we have been given permission to focus even more on this vital stage of development.

Use the 'L1D4 Learning and Teaching Communication, Language and Literacy in the Early Years Foundation Stage' paper as a basis for discussion. Go through the first two sections, emphasising the importance of early language development, and then say that in the rest of this meeting the focus will be on some aspects of the first two bullet points in 'How settings can effectively implement this area of learning and development'.

These are:

To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

• providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other;

• giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.

This session will have a particular focus on reading stories and encouraging children to respond to stories.

Ask the practitioners, in small groups, to consider their setting and their planning. What opportunities do they give to children to 'communicate thoughts, ideas and feelings' and 'share and enjoy a wide range of rhymes, fiction and non-fiction books', etc.?

Give 5 minutes and then ask for feedback.

Acknowledge that they already provide a range of activities and that we now need to look more carefully at these and see how we can really exploit all the opportunities for developing communication skills. It is important to plan these activities carefully; no doubt story and rhyme sessions will have been planned, but practitioners may have found that their planning does not reflect an emphasis on the development of communication and language skills, or providing opportunities for children to communicate with each other. Much of this learning happens 'incidentally' and is not systematically planned.

Move on to focus on reading stories, using materials from Communicating Matters. Some practitioners may have attended the full training; this is part of Module 2, with some additional activities.

Load CD Module 2
Open PowerPoint Show 7
Show Slide 6 (objective)

We all know that children enjoy having books read to them; now we are going to watch a short video clip of children having a story read to them. Watch and then we can discuss.

Show Slide 7.

Point out that the children were gaining from the activity:

• enjoyment

• fun

• engagement

• interest

• listening

• looking at the pictures.

Now we are going to watch the video again, and this time ask the group to think about how listening to the story is helping the development of language.

Give 5 minutes, in small groups, for a discussion about how this example or other story reading sessions might help the development of language. Ask for feedback.

Don't accept answers like 'they are learning to sit quietly' or answers relating to book handling: focus on ideas that are specifically about the properties of language.

Children are offered the chance to learn about:

- vocabulary

- pronunciation

- sentence structure

- different kinds of language

- what literary language sounds like (point out that the way language is used in fiction and non-fiction books is different, illustrate with an example from a book or show Slide 10. It is important that children experience both.)

- the rhythms and patterns of reading aloud

- how people use language to interact with each other

- what oral language looks like when it is written down

- the structures of longer narrative texts

- rhyme (give an example of what this means and how rhyme is often used from your collection of books)

- alliteration (give an example of what this means from your collection of books).

Sum up by showing and reading Slide 11.

Show Slide 12. *Curriculum Guidance for the Foundation Stage* offers a rich range of suggestions for exploring and enjoying books with children. Read through slide.

Unfortunately these valuable ideas are often translated into activities that do little to aid progress in language. There are two rituals that are probably familiar to everyone…

Show Slide 13: the 'what happened next?' ritual

or show Slide 14: the 'who did what?' ritual.

These processes take the children through the narrative order, the sequence of the story, and the children name events and characters, but doing this too often can be problematic as it does not really help the children to develop their language. Ask the group why this may not be the best way to develop language. Reflect on the following points:

- The children often give only one word or very short answers.

- They always say these brief answers directly to the practitioner, they are not given the opportunity to discuss anything with other children, or to ask questions or voice opinions.

- The practitioner dominates the session.

- Some children say very little or nothing!

Show Slide 15 and read through.

Show Slide 16 Video.

Instead of the 'what happened next?' response, some different responses could have been asked for.

Show and go through Slides 17 to 22.

Explain the concept of a 'talking partner'.

Show Slide 23 Video as an example

Explain that this strategy of encouraging children to express their views more will take some time to become successful. Children will be used to the routine of language in a setting (i.e. often children answering questions). Practitioners who have introduced these ideas have found that it takes time for children to become used to the idea that they have the freedom to ask questions, voice opinions, etc. It is important to give children these opportunities: what will they learn from this?

Show Slide 24 and read through

Suggest that the group should try some of these techniques, they should remember to:

Show Slides 25 and 26.

Activity. Ask practitioners to look through the book that they have brought with them and to do two tasks.

1 Individually, think of two after-story responses that could be used to stimulate discussion, not 'who did what' but more open invitations to a response (5 minutes).

2 In small groups share your ideas for responses.

3 Then in each group share planning with others. Look at what was planned for story sessions and share not just what they did, e.g read a story, but why they read that particular story, what the follow-up was, what questions did they ask, was the story extended into other areas, e.g. role-play, were puppets, story sacks or boxes used, were children given opportunities to revisit the book on their own, or to retell the story, were children given opportunities to respond to the story in other ways, e.g. experimenting with rhyming words?

Take some feedback from each group (10 minutes).

Share with the group your choice of books and why and how you would use them with children; point out alliteration, rhymes, some extension activities, etc.

Move on to discuss how story sessions are organised, small groups, large groups, beginning of the session, are there opportunities for adults to read stories at other times in the session, perhaps to individual children?

What consideration is given to children with EAL or children with special needs?

	What support/ training is given to trainees, newly qualified practitioners or volunteers? Do they know rhymes and songs that can be used in follow-up, do they have opportunities to observe a more experienced member of staff reading a story, are they aware of how to develop communication skills and the importance of this?
	What other opportunities are children given to access books or retell stories? E.g. book areas, access to props, listening areas, outdoors.
	What advice, support or information is given to parents about reading stories and discussing them with their children? Is there anything in your prospectus? Do you loan story sacks? If so do parents know the purpose of them? Are they involved in making them? Are you involved in the Bookstart Treasure Box initiative? Do you encourage parents to share information about their children's interest in books and stories and use this information in your assessments?
	Talk through the Story Audit, which will form the basis of the next visit; point out that this is not exhaustive but gives a basis for further discussion and planning for improvement. Note that the sections of the story audit in blue are from the Early Communication, Language and Literacy Development Audit. Completing the story audit will provide valuable evidence for that audit, as the two are complementary.
Planning, teaching and assessment	Practitioners to plan story sessions, using the techniques discussed. A variety of opportunities to respond to be given to the children. Remind practitioners that this will take time to implement successfully. Remind them to think about how they can disseminate this information to others in the setting; this approach needs to be used by everyone in the setting. (Additional Activity Suggestion. Practitioners can be asked to get a colleague to complete an observation of their story session, concentrating on their follow-up session and the success of the approach, detailing the children's responses. This to be reflected on following the session and help given in planning changes to the next story session. Alternatively the session could be videoed and shared with colleagues and the consultant at the next visit or at the next cluster meeting.)
	Practitioners to complete audit, preferably before the visit.
Next steps	Implement story ideas in setting, share with colleagues, do audit/checklist together as a team and plan for improvements in this area in cooperation with consultant.
Resources	A range of books to illustrate the use of rhyme and alliteration, and 'Not now Bernard' to illustrate Communicating Matters, Module 2 CD
	A laptop, preferably with speakers, screen (if it is a small group a laptop may be sufficient)
	Copies of L1D4 Learning and Teaching Communication, Language and Literacy in the Early Years Foundation Stage (in Mailing 2).
	Copies of Story Audit

Appendix 1

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 will become familiar with rhyme, rhythm and alliteration.

Outcome: Children explore and experiment with sounds and words. They show a growing awareness and appreciation of rhyme, rhythm and alliteration. They talk confidently about, and distinguish between, different sounds in the environment 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 Early Years Foundation Stage. 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.

Appendix 2

(Page 6 in Practitioners' File)

A: Key messages from *Curriculum Guidance for the Foundation Stage*

The curriculum for the Foundation Stage 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.

Visit 2PVI: Review of storytelling and audit

Cluster 1R		Cluster Meeting 2R	Cluster Meeting 3R	Cluster Meeting 4R	
		2PVI	3PVI	4PVI	
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Initial Visit 1a	Initial Visit 1b	Planned visits to schools and linked settings **Visit 2PVI**, Visit 2R; Visit 3PVI, Visit 3R; Visit 4PVI, Visit 4R			Review meeting

Points to consider

- Visit 2PVI provides opportunities for a focused coaching and support activity with the practitioner and follows on from Cluster Meeting 2PVI. The session is likely to take approximately one half-day. Storytelling is the suggested focus.

- It is important to remember the diversity of the settings involved and the make-up of the staff team. Dissemination of the information may prove to be a challenge in some settings and it is vital that the leader or manager of the setting is able to support this.

- Every PVI setting will have some support from a qualified teacher; the level of support varies between Local Authorities. It is important that the CLLD consultant makes contact with the teacher support team as they may already be working with the setting on improving the quality and a consistency of approach to support is vital. They may prove very useful in improving practice and should know very well the structure within the setting and issues that may hinder progress.

(Note: This is a generic structure to be adapted according to content.)

Aims and overview	To support the setting to complete the Story Audit and to review progress in after-story responses. This could include an observation of practice and a review of the environment and a meeting with the staff team or manager, or discussing the audit and planning the next steps.
Before the session	Agree the focus of the visit, recap expectations that the audit will have been completed and new techniques implemented. Agree the time for the visit (consideration: it is not unusual that in preschool playgroups practitioners leave immediately after the session to go to another job or that in a day nursery a break may not be taken until after the children have had their lunch. The support teacher for the setting may be able to suggest times that s/he has found are convenient for the staff).
Observation and review	Review: • Progress in implementing revised after-story responses • Progress with Story Audit • Remind practitioners that story audit evidence also to be used in Early Communication Language and Literacy Development Audit
Planning and next steps	Review with the practitioners the progress so far and identify priorities for action and support to compile an action plan. Share action plan with support teacher.
Resources	Story Audit

Story Audit for PVI Settings

Date: **Completed by:**

Key themes Links to Early Communication, Language and Literacy Development Audit	Issues for consideration	Comments/ Evidence
The environment Reading Linking sounds and letters Language for communication and thinking	Does your environment encourage children to want to read, listen to and tell stories? For example: • If you have a book area, is it inviting and attractive, somewhere that children and adults can enjoy books together? • Are the books well kept, do the books reflect the interests of the children, are there books that will appeal to boys, do you have books in community languages, are there non-fiction and fiction books, are there repetitive books and rhyming books? • Are there opportunities and appropriate spaces for children to read books on their own or with others, both indoors and outdoors? • Do you have a range of resources to support children's listening skills including tapes, microphones and stories rich in sound effects? • Do you help children to predict and order events or make up stories by providing props and materials to re-enact stories and events?	
Practitioners Reading	• Are all staff, including parents and volunteers, provided with support or training on reading and telling stories to children? • Are practitioners familiar with the books in the setting? ## Do all practitioners: • use different voices to read and tell stories and get children to join in, sometimes using puppets, soft toys or real objects as 'props'? • encourage children to re-enact the stories they hear in their play? • encourage children to predict outcomes or to think of alternative endings?	

	• focus on meaningful print, such as a child's name or favourite book, in order to discuss similarities and differences between symbols?	
	• point out words in the environment and in books?	
	• read stories that children already know, pausing at intervals to encourage them to 'read' the next word?	
	• talk to children about characters and their feelings about stories?	
	• talk to children about their own reading or demonstrate their interest in reading by sharing their favourite books with the children?	
	• tell their own stories to children?	
	• talk about similarities in rhyming words?	
Linking sounds and letters	• draw attention to the similarities in sounds at the beginning of words, emphasising initial sounds?	
Planning	• Does your long term planning include the continuous renewal and development of your resources such as books and props?	
Quality of provision	• Are all aspects of CLLD and PSED planned for and addressed effectively across a week? Does your planning detail the opportunities that are available for story sessions and for additional activities such as retelling stories using props or planning a role-play area with the children based on a story?	
	• Are story sessions well planned, including the opportunity for children to contribute and express their views?	
	• Are story sessions planned for both large and small groups?	
	• Do activities take place outdoors too?	
	• Do you plan opportunities for children and adults to tell (not read) stories?	
Children's progress	• Does your planning reflect and meet the needs of children with EAL and SEN?	
	• How is children's learning in CLL documented, including their ability to listen and respond to stories?	

Parents Developing a professional learning community	• How do parents know about the setting's approach to the development of CLL, including the importance of reading and telling stories? • How do you share information about children's learning with parents? Do you encourage parents to share information with you about their child's interests, perhaps which stories they enjoy listening to or stories that their children have been telling at home, and do you share information with them?	
Children's progress	• Do you have resources such as story sacks or rhyme bags that parents can use at home with their child? • Do you encourage parents to participate in the Bookstart schemes?	

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