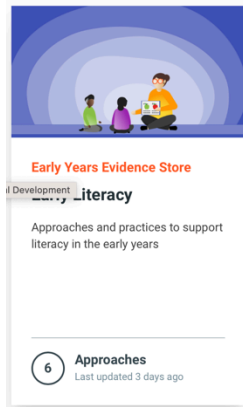


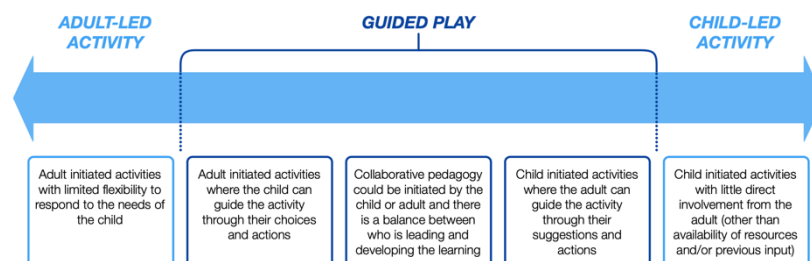
A child's Literacy Daily Diet; a case study of approaches in action.



The **Early Literacy Theme** is now available on Education Endowment Federation Evidence Store. It highlights **6 evidenced based approaches** that are our 'best bets' to supporting children's literacy, including phonological awareness;

1. **Interactive Reading**; actions within the context of shared reading that encourage children to become an active participant in 'reading' the book (See July Webinars to book on, for information)
2. **Teaching sound discrimination**; supporting children to identify sounds and notice similarities and differences between individual sounds and groups of sounds
3. **Teaching sound manipulation**; supporting children to break down, combine, and change sounds
4. **Teaching sound-letter mapping**; learning the written letters (graphemes) that go with particular letter-sounds (phonemes)
5. **Interactive writing**; the adult and child participate in the composing or writing process together
6. **Teaching mark-making and letter formation**; adults support children to use tools to make marks that represent their thoughts and ideas

Below is a case study from a child's perspective, of the Literacy diet they access during a typical nursery session. You'll see how there is a balance of approaches applied across different contexts for teaching and learning, that are spread across the pedagogical continuum.



This case study explores the exposure to early literacy experiences of one child through their typical Nursery session. Noura is 4 years old and is working at Age Related Expectations, across all areas of her learning. She attends nursery for 5 sessions a week.

Upon arrival to Nursery, Noura finds her name on the self-registration board. She spells out her name using the correct letter sounds “n-o-u-r-a that’s my name” (*letter-sound mapping*) She then takes her book bag to change her book. Her Keyworker asks what her story might be about? “It’s about a duck, look and he has some friends too” Her keyworker asks if she likes books about animals? “Yes I haven’t read this one before though, I can read it with my Mummy later”



A short while later it is ‘Talk Time’, an adult led small group activity teaching *sound manipulation*. Noura is eager to join in. Today, the children are helping One Eyed Jack retrieve his treasure from his chest. The children practice orally segmenting the sounds in the object they have chosen. Noura confidently walks the plank and chooses the man. Her key worker encourages Noura to say what sounds she can hear. “m-an”. Her key worker models the three sounds m-a-n and Noura repeats this.

Next Noura moves on to child-initiated learning and decides to play with a letter jigsaw puzzle. She carefully sorts the pieces and fixes them together in the correct order. The practitioner notices her playing and reads the words she has created; she encourages Noura to copy her (*sound discrimination*)



The children have been sharing the story ‘Jack and the Beanstalk’. Noura can be found in the writing area. Yesterday, she had made a beanstalk for Jack to climb. So, today she wanted to draw a castle to go on the top. “ I don’t know what a castle looks like” she commented. So, a practitioner encouraged her to think about where she could find out. Noura found a copy of the story in the book corner and together they talk about the features of the castle. Her key worker introduces words like turret, tower and drawbridge, as Noura adds the features to her picture. “This is really careful, detailed drawing, let’s make sure everyone knows it’s

yours by putting your name on it". The practitioner then supports Noura to write her name (**mark-making and letter formation**).



At the end of the session, Noura is sitting on the carpet with her keyworker waiting to go home. She is looking around and says "b-e-l-l, look a bell" Her keyworker praises her for using her sound talk and challenges her to orally segment other words by using a simple game of eye spy. "I spy a b-oo-k", Noura says. "A book", guesses her key worker and the game continues, even mom joins in as she arrives to collect her. Her key worker explains the game and encourages mom to continue playing at home.

Take a look at the videos of the approaches in action, available on the evidence store and share them with colleagues.

*Also see the link below, **to book on to training**, which will consider the approaches in more detail and provide resources and key practices to put them into action in your setting!*

<https://forms.gle/DNK5Z1hygrnrvYMH7>

Find out more and watch the approaches in action on the Evidence Store here:

<https://educationendowmentfoundation.org.uk/early-years-evidence-store/early-literacy>