

# Liverpool Early Reading Pathway



School Improvement  
Liverpool

© School Improvement Liverpool 2021

**INTEGRITY**  
**PURPOSE**  
**KNOWLEDGE**

# Contents

- Aims
- Introduction
- Liverpool City Council Education Priority 2
- Purpose
- Key Milestones Timeline
- Universal Reading Offer for all Children
- A Graduated Approach to Early Reading
- Assessment
- Effective Partnerships
- Identifying children at risk of reading failure
- Strategies to support early reading development
- Targeted Support
- Identifying Possible Risk Factors
- Supporting parents and carers
- Supporting children and families for whom English is an additional language
- Specialist support Services
- References
- Appendix

# Aims

The Liverpool Early Reading Pathway provides structured guidance for leaders, teachers, practitioners and childminders working with children in the early years foundation stage that will enable them to identify the best ways to support children's development of early reading skills.

Drawing on recent early years publications and the latest early years reforms, the pathway promotes partnership working between schools/early years settings/childminders and parents/carers, as well as outside agencies, to ensure that all Liverpool children have access to quality provision and impactful learning opportunities. The pathway also lays out a clear process to enable practitioners to efficiently and effectively identify children who may benefit from additional support in order to become successful readers.

The guidance provided within the document offers a structure for the strategic planning of early reading.

# Introduction

Recommendations made within the pathway will be in line with the learning and development requirements within the Statutory Framework for the Early Years Foundation Stage, 2021;

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Education programmes; Literacy, EYFS Statutory Framework, 2021

The development of children's spoken language underpins all seven areas of learning and development. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Education programmes; Communication and Language (extract), EYFS Statutory Framework, 2021

# Liverpool Education Priorities

The Liverpool Early Reading Pathway will also take account of the priorities detailed in the Liverpool Education Improvement Plan, in particular Priority Two;

***Ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.***

## **Priority Two; Ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.**

### **Why it is important?**

Teaching a child to read is one of the most important aspects of education. The early education of a child is critical. Children who are behind their peers at the age of seven do not catch up later and everything stacks up against them. Reading is imperative to this. If our children leave primary school with an enthusiasm for – and proficiency in – reading they are best prepared to be successful in the opportunities that their secondary education offers. Children who are unable to read find all sorts of mechanisms to hide that reality and it can be manifested in poor mental health, persistent absenteeism, exclusions and an inability to pursue education, employment and training.

This priority is to ensure that we support children in learning and being taught how to read. It seeks to address the consequences for older children and that we act quickly to lay the foundations for younger children.

*Liverpool Education Improvement Plan, 2021*

# Purpose

The Liverpool Early Reading Pathway will work in conjunction with the Liverpool Speech and Language Pathway and will highlight ways in which effective partnership working across Liverpool agencies can support improved outcomes in early reading across the city.

The pathway will consider ways in which all children should be supported to become successful readers but will also offer strategies to support practitioners in schools, childminding settings and PVI nurseries to identify support needed for children who are not demonstrating reading skills that are of a level expected for their age and stage of development. This will include signposting to SEND and health services and ensuring that there is a shared understanding of the role of such services across the early years sector.

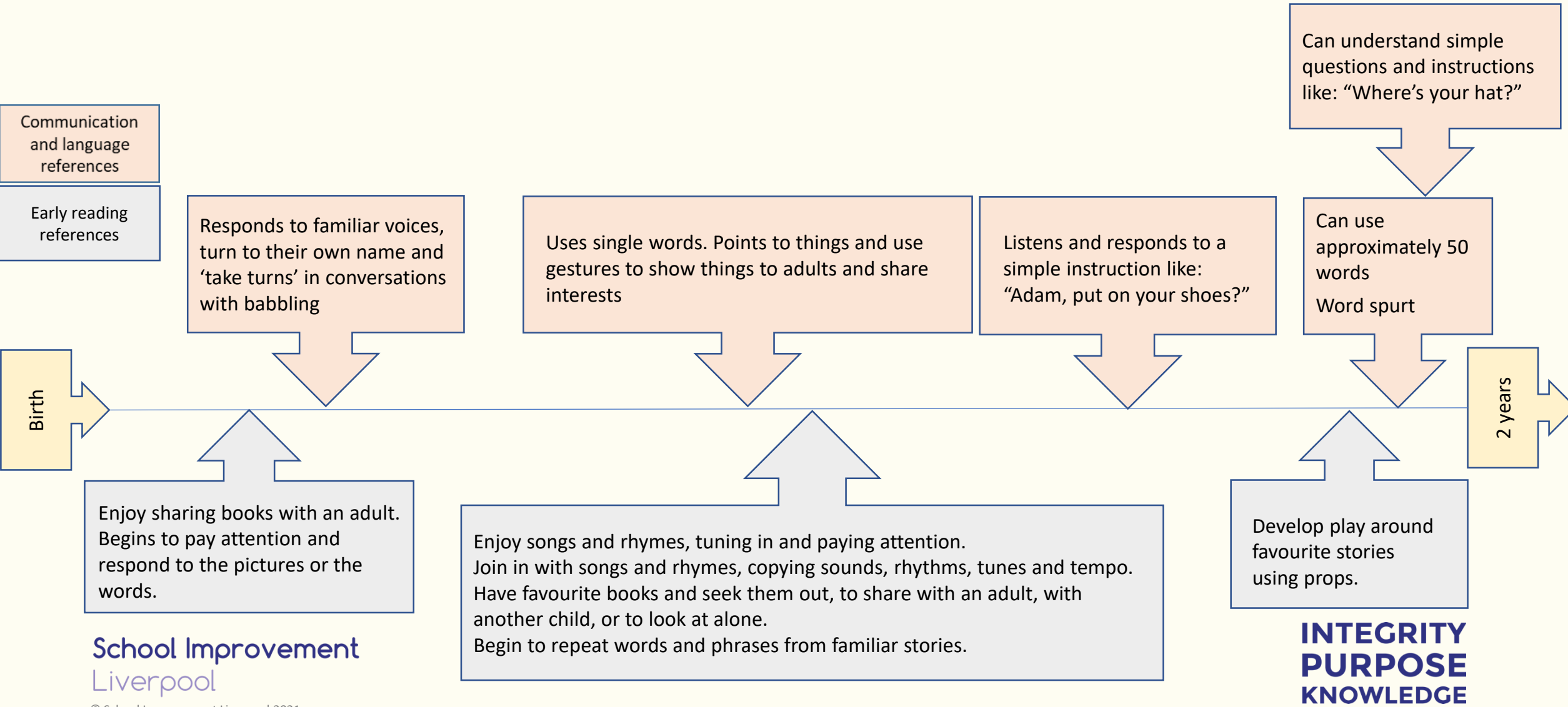


# Key Milestones Timeline

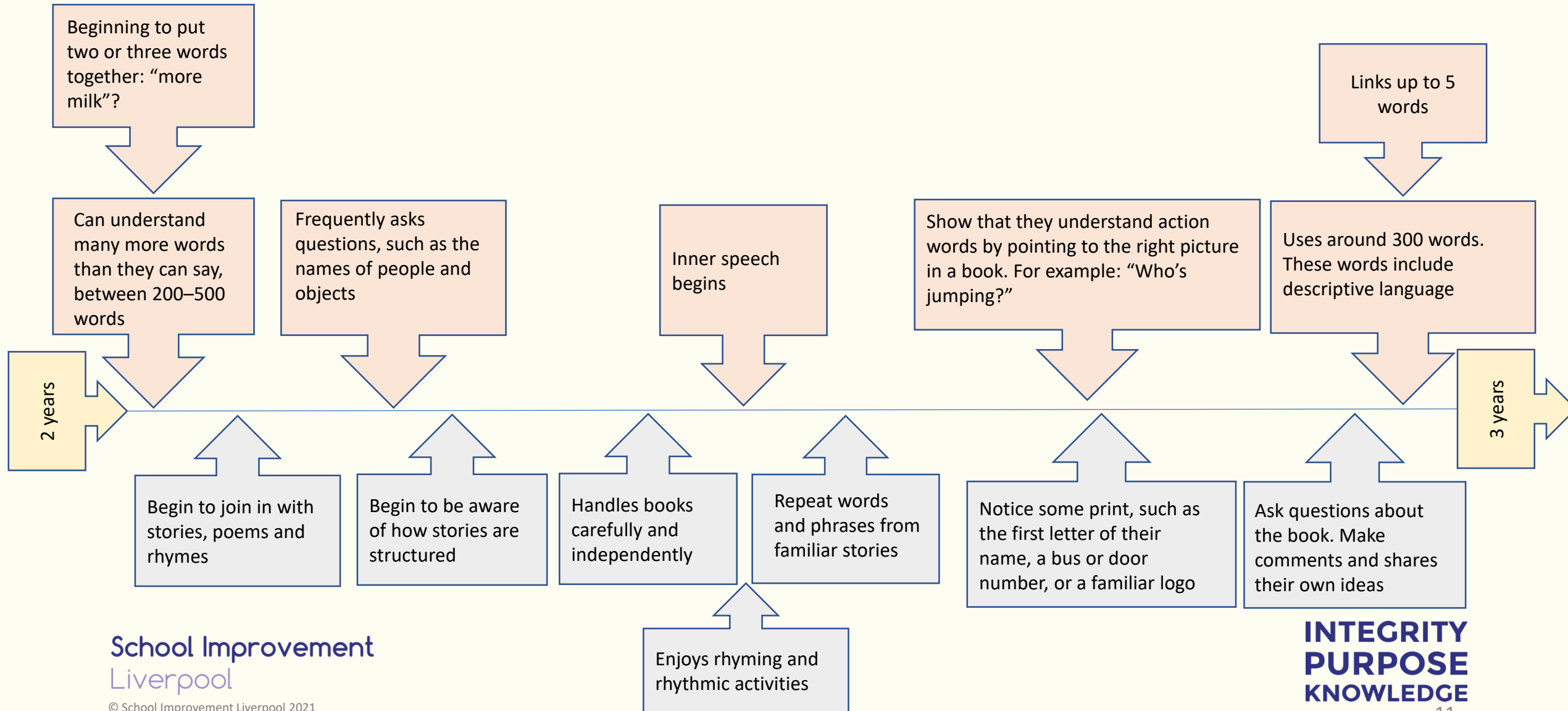
The following key milestones have been drawn from various sources and non statutory guidance documents (see References). Displayed as a timeline, the resource aims to demonstrate the close relationship between early language and early reading and can be used as a reference to support observation and assessment of children's progress. The statements above the continuous arrow relate to communication, speech and language development while those below are more closely linked to early reading.

*The timeline should be used in conjunction with school/settings' choice of non-statutory guidance and other supporting assessment and planning materials, not in place of.*

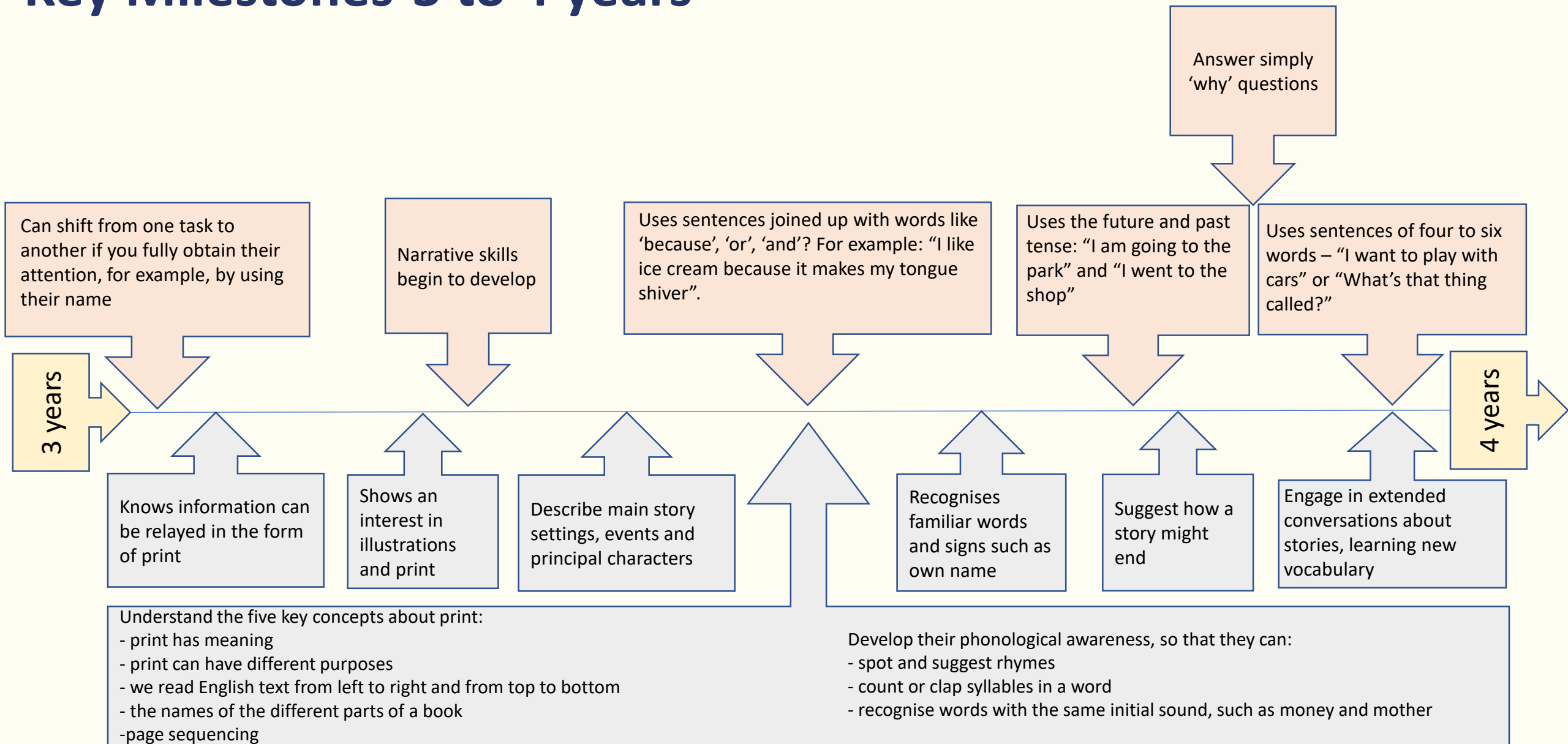
# Key Milestones - Birth to 2 years



# Key Milestones - 2 to 3 years



# Key Milestones-3 to 4 years



# Key Milestones-4 to 5 years

Between 4 and 5 years children will develop the ability to;

- Understand how to listen carefully and why listening is important
- Learn and use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases

Has a vocabulary of 1000 + words .

4 years

Has an expressive (words he or she says) vocabulary of approximately 2,000–2,500 words.

5 years

Read individual letters by saying the sounds for them.  
Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.  
Read some letter groups that each represent one sound and say sounds for them.  
Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Between 4 and 5 years children will be developing the ability to;

- Engage in story times and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

# Universal Reading Offer for all Children

A school or settings' universal reading offer for children (their reading curriculum) should be broad, balanced and sequential. It should also take account of what practitioners and leaders know about the children they are working with.

The following page offers examples of the type of wide ranging activities leaders and practitioners should include within their early reading curriculum.

# Universal Reading Offer for all Children

A curriculum that prioritises early reading and early language should include;

Stories and books read aloud regularly	A language rich environment	Daily taught phonics from Reception using an evidence based synthetic phonics programme	Experiences that support the development of children's vocabulary
Opportunities to develop pre-phonics skills including discriminating between environmental sounds, oral blending and segmenting and awareness of rhyme and rhythm	Access to fully decodable books from Reception	Partnership working between home and setting	Songs and rhymes taught and revisited frequently
Access to quality resources that will support children's ability to revisit stories and create their own, such as puppets and small world play	A key worker with whom a child can build a secure and positive relationship	Well selected books that allow children to experience tier 2 vocabulary (see Appendix 1)	Opportunities to talk and be listened to in different contexts for example during child initiated play, at snack time, while participating in adult directed activities
Opportunities for children to learn, play and interact with their peers	Access to quality books and other reading materials	Opportunities to engage with reading in the wider community, for example by visiting the local library	Taking part in local and national events that celebrate and promote reading
Adults who take time to find out about, and respond to, children's interests	Reading in different contexts, e.g. looking at maps during trips out or labels on food packaging	Skilful adults who are able to support children's development effectively	Activities that support children to develop positive attitudes to reading

# Phonics

A school or settings' reading curriculum must include daily taught synthetic phonics from the beginning of Reception.

Schools/settings should choose a phonics teaching programme listed on the [DfE Validated List](#) with fidelity.

In April 2021, DfE published the revised core criteria for effective systematic synthetic phonics teaching programmes and launched a new process to validate complete systematic synthetic phonics teaching programmes.

By ensuring high-quality phonics teaching the government wants to improve literacy levels to:

- give all children a solid base upon which to build as they progress through school
- help children to develop the habit of reading widely and often, for both pleasure and information

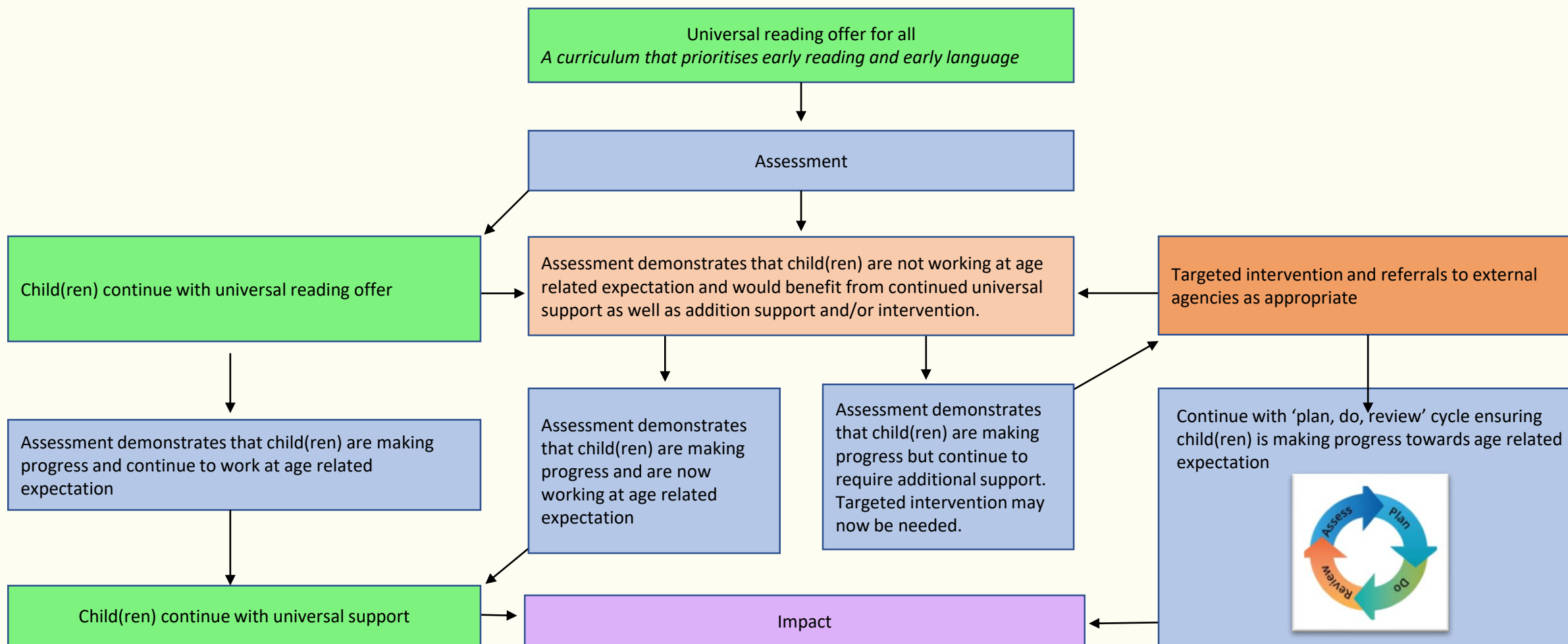
Read Write Inc is the current recommended model for Liverpool. The programme includes all elements required to be a full systematic, synthetic phonics programme and meets recommendations within The Reading Framework; Teaching the foundations of literacy, 2021



# A Graduated Approach to Early Reading

The Graduated Approach to Early Reading flowchart, on the following page, offers a structured approach to support leaders and practitioners to ensure that all children have access to a robust and effective universal reading offer and guidance as to when some children may benefit from additional support.

# Graduated Approach to Early Reading



# Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Statutory Framework for the Early Years Foundation Stage, 2021

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

Statutory Framework for the Early Years Foundation Stage, 2021

Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Statutory Framework for the Early Years Foundation Stage, 2021

Robust and accurate assessments of children's progress and attainment will enable practitioners, leaders and parents/carers to make decisions about the best ways to support all children to become competent and successful readers.

Some children will be assessed as **progressing well** and will continue to access the school/setting's universal reading offer.

For some children their progress will be **less than expected**. Such children will need to be closely monitored and may need targeted intervention in addition to the universal reading offer.

Some children may have **significant emerging concerns or an identified SEND** requiring a targeted plan. This plan may include specialist support in addition to the universal reading offer.

# Suggested Assessment Points

0-2 years	2-3 years		3-4 years				4-5 years		
Starting points	* Two Year Progress Check/ Integrated Review	Wellcomm screening	Transition information	Wellcomm screening	Securing judgments	Transition information	* Baseline on entry to Reception	Wellcomm screening	* End of EYFSP
Within 6 weeks of children starting at the setting			e.g. when children change settings, rooms or phases		Internally and externally, with other schools and settings	End of nursery/ preschool			Early Learning Goals  Good Level of Development
<p><b>Ongoing observations</b> To be discussed during planning meetings, staff supervisions etc.</p>									

\* Refers to statutory assessment points

Note 1: *Securing judgments; It is recommended that practitioners discuss their assessment judgements with colleagues from their own and other settings to support accuracy and continuity. This activity can be undertaken at any point but has been included for demonstration purposes at 3-4 years.*

Note 2: *Training for Wellcomm will be rolled out to Liverpool schools and settings from 2022 as part of LCC's speech and language strategy .*

# Effective Partnerships

The following table highlights the role of leaders, SENCos, practitioners and partner agencies when supporting children’s early reading development. Guidance offered will be appropriate for use with children from birth to 5 years, i.e. those in the Early Years Foundation Stage. The information provided will follow a similar model to, and will work in conjunction with, the Liverpool Speech and Language Pathway and will follow a graduated approach.



Specialist/ who?	Leader-Headteacher/manager/SLT	EYFS lead/room lead/SENCo	Practitioners working directly with the children	Parents/carers	External agencies
Targeted	Senior leaders support middle leaders and practitioners by giving access to; <ul style="list-style-type: none"><li>Quality CPD opportunities</li><li>Internal and external support including coaching and mentoring as required and by ensuring that;</li><li>The curriculum offer is implemented, accessed by all children and has a positive impact on progress and attainment</li><li>Assessment judgments are secure and accurate</li></ul>	Middle leaders support practitioners by; <ul style="list-style-type: none"><li>Observing children in partnership with children's key workers, taking into account the views of parents and carers</li><li>Referring to external agencies as and when appropriate</li><li>Considering risk factors such as persistent absence, unemployment/low income, instability at home, experiencing or witnessing violence in the local community, being discriminated against</li></ul>	Additional support may include such activities as; <ul style="list-style-type: none"><li>Wellcomm activities</li><li>SALT activities where appropriate</li><li>Additional small group and 1:1 story, rhyme time and/or pre-reception phonics</li><li>Adult support during continuous provision-additional modelling of language during such activities as role play and small world activities</li><li>Environments are adapted, where necessary, in order to support</li></ul>	Parents/carers may benefit from further support that will enable them to; <ul style="list-style-type: none"><li>Read aloud to children regularly</li><li>Access age and stage appropriate phonics books and resources</li><li>Access SALT services where appropriate</li><li>Access online support form their child/themselves</li></ul>	Support from external agencies may be appropriate in some cases for example; <ul style="list-style-type: none"><li>Consortia-EYs/primary</li><li>SALT</li><li>Community paediatrician</li><li>Health visitor</li><li>Community nursery nurse</li><li>Disability Link Workers</li></ul>
Review	Signpost to CPD available to support middle leaders and practitioner in planning and implementing a curriculum that will effectively support children’s early language and early reading	Signpost to universal support for all or support practitioners to offer targeted support and/or intervention	Offer continued universal support for all or implement additional support and/or intervention. Ensure parents/carers are aware of what support is available and ways in which the can support their child at home	With the support of school/setting staff and outside agencies where applicable, implement early language and early reading activities at home	Signpost to support available and provide resources that will support children as and when applicable
Universal	Senior leaders ensure that; <ul style="list-style-type: none"><li>The curriculum offer enables children to make progress toward or within age related expectation</li><li>The curriculum has an underpinning focus on supporting children’s development of early language and early reading</li><li>There is a clear vision for early reading and that this fosters a love of reading in all children</li></ul>	Middle leaders ensure that; <ul style="list-style-type: none"><li>The curriculum offer is inclusive and offers all children the opportunity to make good progress towards and within age related expectation</li></ul>	Practitioners working directly with children ensure that they; <ul style="list-style-type: none"><li>Deliver pre-reception phonics activities</li><li>Hold regular story and rhyme times</li><li>Build songs and rhymes into daily routines</li><li>Give children experiences that will support their acquisition of new and varied vocabulary</li><li>Have effective interactions with children</li><li>Have the opportunity to play, learn and communicate with their peers</li></ul>	Parents/cares have the opportunity to; <ul style="list-style-type: none"><li>Join a local library and take advantage of the services on offer</li><li>Come into the school/setting to observe story time and ways in which early reading is taught</li><li>Access to Children's Centre services</li></ul>	Services available to all early years children include; <ul style="list-style-type: none"><li>Children’s Centre services and activities</li><li>Health visitor advice and support</li></ul>
Assessment	Senior leader will ensure that; <ul style="list-style-type: none"><li>A robust system to monitor attainment and progress is in place and that children in need of additional support are identified quickly</li></ul>	Middle leaders may support assessment by; <ul style="list-style-type: none"><li>Securing judgments with other early years professionals internally and, where possible, externally (for example through school networks or setting cluster groups)</li></ul>	Assessment of children may include; <ul style="list-style-type: none"><li>Starting point assessments, taking account of the views of parents/carers</li><li>End of nursery/preschool assessments to support transition</li><li>Wellcomm screening</li></ul>	Parents/carers may need to be supported to identify; <ul style="list-style-type: none"><li>When their child is not meeting key milestones in relation to their development in the prime areas</li><li>When their child is not working at age related expectations in relation to early reading</li></ul>	External agencies may deem it appropriate to offer specific assessments of children and may signpost to services, advice and resources available.
Key messages	<ul style="list-style-type: none"><li>Liverpool City Council Education Priorities 2021</li><li>School Inspection Framework</li></ul>	<ul style="list-style-type: none"><li>SEND Code of Practice</li><li>Universally Speaking</li><li>EYFS Statutory Framework</li></ul>	<ul style="list-style-type: none"><li>EYFS Statutory Framework</li><li>Development Matters</li><li>Birth to 5 Matters</li><li>The Revised EYFS; Principles into Practice, Julian Grenier</li></ul>	<ul style="list-style-type: none"><li>I Can</li><li>Hungry Little Minds</li><li>Tiny Happy People</li></ul>	25
Online resources	<ul style="list-style-type: none"><li>Early Years Inspection Handbook</li><li>EYFS Statutory Framework</li></ul>	<ul style="list-style-type: none"><li>Development Matters</li><li>Birth to 5 Matters</li><li>The Revised EYFS; Principles into Practice,</li></ul>	<ul style="list-style-type: none"><li>What to Expect, When parental guidance</li><li>Chat, Play, Read</li></ul>		

# Identifying children at risk of reading failure

**This section will consider;**

- The Four Broad Areas of Need
- Risk factors that may lead to children not reaching the expected reading standard at the end of the EYFS
- When and how risk factors may be identified
- The role of the leader/practitioner/parents and carers/partner agencies
- Addressing concerns and overcoming potential barriers to early reading success

# Four Broad Areas of Need

Consideration should be given to the four broad areas of need;

- Cognition and Learning
- Social, Emotional and Mental Health
- Communication and Interaction
- Sensory and/or physical

Some children may be experiencing challenges in relation to their development within one or more of the four broad areas of need, listed above. Each of these areas have the potential to impact children's early reading development. Identification of a child's needs in relation to the four broad areas of need will enable support to be put in place that will ensure every child is in the best position to become a confident and successful reader, as well as impacting positively on their holistic development.

# Identifying need

Those working directly with children in the EYFS will be making assessments of children's progress on an ongoing basis (formative assessment). Where observations demonstrate that a robust early reading offer is in place but a child continues to experience difficulty developing early reading skills, practitioners and their leaders will need to consider next steps in terms of support for the child, in partnership with parents and carers. Considerations may include ensuring that a child's basic needs are met and that the environment is conducive to learning.

The following pages offer points to consider in relation to meeting children's basic needs and providing an enabling environment.

# Meeting a child's basic needs

Those supporting children  
in the early years should  
consider...

Whether the child's physical needs  
have been met.  
For example...

Is the child dressed appropriately? Do his/her clothes fit? Are they comfortable and suitable for the weather?

If the child needs additional aids, such as glasses, are these always available?  
Are procedures in place to support the child when they regularly do not have or use such aids?

Whether the child's health needs have  
been met.  
For example...

Are health checks and vaccinations, appropriate for the child's age, up to date? Is the child registered with a dentist?

Is the child usually clean and encouraged to manage their on health and self care, at an age appropriate level?  
(examples may include toileting, washing hands or independently dressing)

Whether a child's academic needs  
have been met.  
For example...

Does the child have emotional support available to him/her by familiar and trusted adults both in the setting and at home?

Is the child making progress within, or towards, age related expectations?

Do all adults who support the child have a secure understanding of the child's needs and next steps? Is there a understanding of child development?

# The Enabling Environment

Those supporting children  
in the early years should  
consider...

Where do reading activities, that are led by an adult, take place?

Is there too much background noise for the child? A noisy heater for example or sounds from a nearby road.

Is it too light/too dark for the child?

Do the reading activities offered to the child inspire, interest and motivate them?

What time do daily reading activities, including phonics, take place? Does this enable children who may be persistently late to participate or are alternative times available for 'catch up'?

Is the floor or chair on which the child is sitting comfortable for them?

Is it too warm or too cold? Are there any drafts for example?

Are there too many distractions that may make it difficult for the child to focus?

Is the child developmentally ready to follow expectations set for the group? For example are they physically able to sit cross legged? Are they able to sit and focus for a period of more than a few minutes?

Are any resources needed organised well and are they readily available?

Can the child hear the instructions being given? Are they given sufficient time to respond?

Are expectations of the ways in which children demonstrate they are listening age and stage appropriate?  
*Practitioners may wish to consider Whole Body Listening as illustrated in Appendix 4*

# Preparing a story

Those supporting children in the early years should consider...

Seating	The teacher should sit on a low chair, so that all children can see the book easily, and make sure that everyone is comfortable
Voices	Choose the best voice for: <ul style="list-style-type: none"> <li>• the narrator: a neutral voice that won't detract from the characters' voices or a voice that gives away what the narrator is thinking</li> <li>• the main characters: high- or low-pitched? quick or slow? Not everyone can imitate accents successfully, but real life offers a multitude of voices to draw on: the needy 'Could you make me a cup of tea?'; the 'I'm so disappointed in your behaviour'; the voice for interviews; the 'furious' voice when something goes wrong. Remember, the voices have to be maintained for the whole story. If there are too many, it can be difficult for the children to identify them</li> </ul>
Pauses	Decide on the best places to pause to convey shock, concern or, sometimes, just to tease. Pausing builds anticipation.
Word meanings	Wait until the second reading to explain words. Tell the children the meaning: if they already know it, there is no point in asking; if they don't, the question is pointless and encourages only guessing. If only a few children guess, it will distract others from the story. Even if some children do know the meaning, it might not be, in any case, the correct meaning in the context of the story. Use short asides to explain a word or a specific use of a familiar word to avoid disrupting the flow, such as 'leapt – that's a big 85 jump' or – in the context of the story – 'a spin – that's a fast ride in a car'
Asides	Use asides to show reactions to particular events: <ul style="list-style-type: none"> <li>• 'I can't believe he did that!'</li> <li>• 'Oh, my goodness. He's not happy.'</li> <li>• 'Whatever will he do next?'</li> </ul>
Memorable words and phrases	Colour your voice to give words meaning: whooped, wondered, wailed or to convey an action: sprouted, quivered, squirmed. Emphasise memorable words and phrases. These will feed into children's vocabulary and awareness of the syntax of literary texts and increase their comprehension. Use phrases from the story later in different contexts, when children know it well. For example, when they recognise: 'Is there room on the broom for a dog like me?', they can enjoy being asked, 'Is there room at the table for a teacher like me?'
Illustrations	Decide which pictures to show – and when. If you have decided to show a picture, give the children enough time to look at it.

The Reading Framework- Teaching the foundations of literacy, 2021

# Back and forth talk across the curriculum

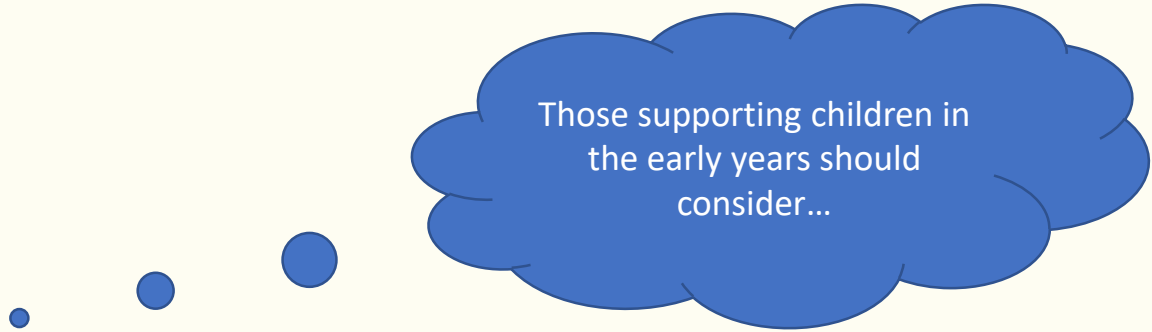
Underpinning the reforms to the Early Years Foundation Stage is the aim of reducing the language gap between children from language-rich homes and others. The progress of these children depends on adults engaging them in high-quality dialogue and direct teaching so that they can:

- articulate what they know and understand
- develop their knowledge across all areas of learning, using the vocabulary they need to support learning.

The Reading Framework - Teaching the foundations of literacy, 2021



# Back and forth interactions



Those supporting children in the early years should consider...

Using back and forth interactions that involve;

- Thinking out loud, modelling new language for children
- Paying close attention to what the children say
- Rephrasing and extending what the children say
- Validating the children's attempts at using new vocabulary and grammar by rephrasing what children say, if necessary
- Asking closed and open questions
- Answering the children's questions
- Explaining why things happen
- Deliberately connecting current and past events ('do you remember when...?')
- Providing models of accurate grammar
- Extending children's vocabulary and explaining new words
- Connecting one idea or action to another
- Helping children to articulate ideas in well-formed sentences.

Extending children's language with opportunities for plenty of repetition;

- What do we want children to know and think about?
- What vocabulary is associated with this knowledge and thinking?
- How can we engage the children in back and forth talk that supports their knowledge and thinking?
- What photos could we take that would reinforce the vocabulary and language
- after an activity or visit?
- Which books could be read aloud and shared before and afterwards?
- Which songs might introduce or reinforce the vocabulary?

# Activities that may hinder learning

If children do not practise reading and writing enough, they fail to make sufficient progress. Activities must be high quality, practical, efficient and focused on the main goal – reading and spelling using phonics.

Children enjoy well-designed activities that focus on phonics. They feel successful and recognise that they are learning to read and write.

The Reading Framework - Teaching the foundations of literacy, 2021

# Practice to support children's development of early phonics skills

Those supporting children in the early years should consider the ways that they...

Ensure there is a purpose to turn taking games. Taking turns games can have many benefits to children's communication and language development but are not necessarily a supportive vehicle for phonics teaching.

Encourage all children to become involved in reading activities rather than taking turns to read individual letters or words.

Avoid distracting or overwhelming children with information. For example, telling a story about a sound or letter with so much detail that children focus on the story more than on what they need to learn.

Encourage reception aged children to read individual letters by saying the sounds for them and blend sounds into words. It is not necessary for children to count the number of sounds in a spoken word after reading it.

Support children when they are playing phonics games. If children are playing phonics games are adults available to support and model sounds correctly to them? This will help to avoid children learning sounds incorrectly or reinforcing misconceptions they may have.

Ensure classroom routines support the reading activity-an children see the teacher? Can they see the resources being used by the teacher?

Provide a language rich environment for children that stimulates talk and enables children to acquire new and varied vocabulary.

Offer children lots of opportunities to read, sing, play and talk throughout the day.

# Supporting children's independence

Those supporting children in the early years should consider the opportunities that they give children to...

Choose books to look at/read by themselves

Attempt to read letters and words independently, encouraging children to 'have a go' and praising their efforts

Show care for books, for example by being responsible for tidying books away at the end of the day

Explore reading materials and handle books with interest

Select books to share at group story times

Develop physical skills for reading including turning pages

# Targeted Support

If a child's basic needs are met and the environment is considered to enable the child to acquire necessary skills for early reading but the child continues to be at risk of not reaching age related expectations, targeted, evidenced based intervention may be appropriate.

These may include;

- **NELI** Nuffield Early Language Intervention
- **WellComm** A speech and language toolkit
- **Additional daily phonics practice** For example, 1:1 tutoring for schools using Read Write Inc

*Note-some children may need a combination of such interventions. All children should continue to access the schools'/settings' universal reading offer alongside any intervention (as per flow chart, see page 18)*

# Identifying Possible Risk Factors

Ongoing assessment may prompt practitioners to observe a child in more detail in order to ascertain if the child needs support in addition to the universal reading offer. This may be targeted and/or specialist support.

The following 'Possible Risk Factor' guidance may be useful in supporting identification of specific support needed by individual children that will, in turn, enable children to develop early reading skills. The information is not designed to be used as diagnostic tool, but rather to provide indicators as to when children may require additional, specialist support.

# Possible Risk Factors

## *potential barriers to early reading success*

More specifically, risk factors may be associated with, but may not be limited to;

- Speech and language difficulties (*refer to Speech and Language Pathway*)
- Speech sound difficulties
- Working memory and processing difficulties
- Hearing
- Vision
- Motor or coordination
- Developmental Delay
- Mental health and wellbeing
- Self Regulation
- Social communication
- Cognition

### **Possible risk factor: Speech sound difficulties**

#### **Common signs of sound pronunciation difficulty**

- Struggling to make sounds appropriate for their age
- Leaving off sounds from words (example: saying “coo” instead of “school”)
- Adding sounds to words (example: saying “puhlay” instead of “play”)
- Distorting sounds in words (example: saying “thith” instead of “this”)
- Swapping sounds in words (example: saying “wadio” instead of “radio”)
- Saying only 1 syllable in a word (example: “bay” instead of “baby”)
- Simplifying a word by repeating 2 syllables (example: “baba” instead of “bottle”)
- Leaving out a consonant sound (example: “at” or “ba” instead of “bat”)
- Changing certain consonant sounds (example: “tat” instead of “cat”)

#### **Note:**

It's normal for young children learning language skills to have some trouble saying words the right way. That's part of the learning process. Their speech skills develop over time. They master certain sounds and words at each age. By age 8, most children have learned how to master all word sounds.

But some children have speech sound disorders. This means they have trouble saying certain sounds and words past the expected age. This can make it hard to understand what a child is trying to say.

Speech sound problems include articulation disorder and phonological process disorder.

<https://www.stanfordchildrens.org>

#### **Supportive strategies**

- If the child says words that are not clear don't correct them. Instead 'model' the word back to them using the correct speech sounds (focus on what the child says, not how they say it).
- If a child says “my tar” you would model back, “yes, your car”. You may want to add new words too, “it's your big, red car”. Don't ask the child to repeat words if they make an error.
- Encourage the child to use gestures and actions to help you understand what they are saying or to show you what they want.
- Use pictures and symbols to add clarity.
- Encourage parents/carers to use these strategies at home also. A parent guide can be found here:  
[https://alderhey.nhs.uk/application/files/5515/9437/5649/Help\\_Your\\_Childs\\_Speech\\_Sounds\\_Develop\\_Pre\\_School\\_Piag\\_0092.pdf](https://alderhey.nhs.uk/application/files/5515/9437/5649/Help_Your_Childs_Speech_Sounds_Develop_Pre_School_Piag_0092.pdf)

#### **What to do next**

Discuss any concerns with parents/carers

Contact any partners/agencies already involved with the child (with parental consent)

Link to local services via early help directory. Support from Liverpool Sensory Service may be appropriate;

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=mREzhZR-GR8&localofferchannel=10>



### Possible risk factor

Working memory and processing difficulties

### Common signs of working memory and processing difficulties

- Difficulty following multi-step instructions
- Difficulty staying engaged or focussed on tasks
- Anxiety and restlessness
- A need for more time and repetition
- Appearing to not respond when asked to follow an instruction or when asked a question
- Struggling to remember or retrieve information

### Note:

Working memory involves keeping in mind the information you need to complete a task.

If you notice a child has a hard time following multi-step directions, try breaking tasks down into smaller, more manageable steps:

**Don't:** give a string of instructions, like "Go put your toys away, then put the bike back in the garage, wash your hands and let your sister know it's time for dinner."

**Do:** Try focusing on one task at a time: "We're getting ready to have dinner soon. It's time to put your toys away. When you're finished, let me know and I'll tell you what to do next."

<https://childmind.org/article/how-to-help-kids-with-working-memory-issues/>

### Supportive strategies

- Break tasks down into smaller steps
- Focus on one task at a time
- Establish secure routines
- Teach , rehearse and repeat new routines
- Plan times and opportunities to practice
- Offer praise for the child's efforts regularly
- Use verbal and visual cues to help children follow daily routines and expectations
- Try playing memory games such as Kim's Game, Picture Bingo or I went shopping
- Use multi sensory approaches

### What to do next

Discuss any concerns with parents/carers

Contact any partners/agencies already involved with the child (with parental consent)

Link to local services via early help directory. Support from Liverpool Sensory Service may be appropriate;

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=mREzhZR-GR8&localofferchannel=10>

**Possible risk factor:** Hearing loss

### **Common signs of hearing loss**

*(National Deaf Children's Society)*

- Does not respond when called
- Constantly says "what?" or asks for speech to be repeated
- Watches faces/lips intently
- Doesn't always follow instructions straightaway
- Often misunderstands or ignores instructions
- Makes little or no contribution to group or activities or discussions
- Watches what others are doing before doing it themselves
- Complains about not being able to hear
- Tires easily
- Talks louder or softer than expected
- Becomes easily frustrated
- Seems startled when people come into their line of vision
- Appears inattentive or as though daydreaming
- May be confused during noisy activities e.g. fire alarm and play time and may appear to ignore requests

**Note:** a mild or slight hearing loss may be difficult to identify. Children may respond to questions easily when asked one-to-one and in a quiet environment whilst at the same time not respond to questions asked at a distance and to the whole class.

In addition, temporary hearing loss can fluctuate, meaning that children may display some of the signs above on some days but not others.

[www.ndcs.org.uk](http://www.ndcs.org.uk)

### **Supportive strategies**

Ensure that communication is clear and effective. For example: make sure that you have the child's attention before you start talking, speak clearly and at your normal level and pace and make sure that the child can see your face clearly.

Reduce background noise as much as possible. For example, close the door if there is any noise outside.

### **What to do next**

Discuss any concerns with parents/carers

Contact any partners/agencies already involved with the child (with parental consent)

Link to local services via early help directory. Support from Liverpool Sensory Service may be appropriate;  
<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=mREzhZR-GR8&localofferchannel=10>

### Possible risk factor

Visual impairment

### Common signs of visual impairment

(SEN: Understanding sensory impairment, Julia Dunlop)

- Displays undue sensitivity to light
- Closes or covers one eye when attempting visual tasks
- Often trips or bumps into things
- Holds books unusually close to their face
- Tilts their head to an unusual angle when trying to focus
- Misses small details
- Squints when trying to focus
- Miss represents colours / shades ( colour-blindness)

**Note:** Since 80 per cent of communication is non-verbal, the young child with impaired vision is at a huge disadvantage when developing interpersonal skills. Unable to discern the facial expressions of others, they cannot 'read' reactions to things they say and find verbal turn-taking very difficult. These children cannot learn by watching, only by doing.

[www.teachearlyyears.com](http://www.teachearlyyears.com)

### Supportive strategies

- making wall displays colourful, clear and uncluttered;
- offering toys with good colour contrast and books with simple illustrations;
- offering activities that draw upon all the senses;
- saying the child's name before giving instructions;
- giving individual demonstrations of tasks;
- warning of changes in routine;
- giving the child longer to explore new toys and activities;
- considering providing a secure, familiar place to play;
- if a toy rolls out of reach, leading the child towards it to encourage independent exploration;
- describing the things you or others do, to the child;
- helping the child connect with others and to link present with past experiences;
- encouraging other children to approach the child;
- taking care not to overprotect the child, becoming a barrier between them and others;
- use multi-sensory equipment such as tactile letters, numbers and shapes . could use sounds as well tactile to denote routines/ activities , the use of song , rhyme and rap

### What to do next

Discuss any concerns with parents/carers

Contact any partners/agencies already involved with the child (with parental consent)

Link to local services via early help directory. Support from Liverpool Sensory Service may be appropriate;

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=mREzhZR-GR8&localofferchannel=10>

**Possible risk factor:** Motor delay or difficulty

### **Common signs of physical impairment or motor delay**

([Physio.co.uk](http://www.physio.co.uk))

In young infants signs of motor delay include:

- Being unable able to bring their hands together by 4 months
- Being unable to roll by 6 months
- Being unable to lift their head when pulled to a sitting position by 6 months
- Being unable to sit by themselves without support by 8 months
- Being unable to crawl by 12 months;
- Being unable to walk by 15 months;

In older children some of the signs of a motor delay include:

- Being unable to use a spoon or fork;
- Being unable to tie their shoes;
- Being unable to button their clothes;
- Being unable to write their name;
- Poor handwriting;
- Being unable to ride a tricycle or bicycle;
- Being clumsy;
- Being unable to walk correctly.

**Note:** Gross motor delays - affect the large muscles such as those that control the arms and legs, a gross motor delay would be indicated by your child not developing the ability to roll, sit, and walk when expected.

Fine motor delays - affect the smaller muscles, such as the small hand muscles. Fine motor delays can be indicated my problems by a child not having as much control with their hands as expected.

<http://www.physio.co.uk/>

### **Supportive strategies**

The first step in working with motor delays is to provide more practice. If the child has trouble throwing or catching, get a large, soft ball and play dodgeball games with it. Don't make it seem like work. just allow the child the pleasure of throwing, catching, kicking, and hitting it away.

If the child is having trouble with alternating movements, such as going up and down stairs or hopping, try lots of games where you repeat movement patterns. To improve fine-motor skills, get a big pencil or a big, thick crayon (which is easy to hold) and play scribble games that encourage creative drawing. You can also try copycat games that challenge the child to draw circles and squares.

[www.scholastic.com](http://www.scholastic.com)

Sensory circuit activities, especially those concentrating on physical organisational skills . Enlarge equipment and increase the success area e.g. large ball, large goal

### **What to do next**

Discuss any concerns with parents/carers

Contact any partners/agencies already involved with the child (with parental consent)

Refer to EY Graduated Approach

Link to local services via early help directory.

## **Possible risk factor:** Developmental Delay

### **Common signs of Developmental Delay**

*(Mencap)*

- Babies may have trouble feeding, for example sucking and digesting
- Babies may be delayed learning to sit or stand
- Pre-school children may be slow to talk or have difficulty pronouncing words and short sentences, or learning new words
- School-aged children may find reading and writing difficult or have problems understanding information and instructions
- Some children discover they have a learning disability when they become teenagers and their life becomes more complex, with new emotions and responsibilities

**Note:** The term 'developmental delay' or 'global development delay' is used when a child takes longer to reach certain development milestones than other children their age.

This might include learning to walk or talk, movement skills, learning new things and interacting with others socially and emotionally.

Someone with another condition, like Down's syndrome or Cerebral palsy, may also have Global developmental delay.

[www.mencap.org.uk](http://www.mencap.org.uk)

### **Supportive strategies**

- Have a consistent routine
- Use visual and tactile resources to denote routines
- Provide a supportive environment
- Praise efforts and encourage participation
- Reduce background noise when giving instructions
- Simplify instructions
- Break skills into smaller parts

<https://allplaylearn.org.au>

### **What to do next**

Discuss any concerns with parents/carers

Contact any partners/agencies already involved with the child  
(with parental consent)

Refer to EY Graduated Approach

Link to local services via early help directory.

### Possible risk factor

Social, Emotional and Mental Health difficulties (SEMH)

Common signs of SEMH Difficulties (<http://www.wigan.gov.uk>)

#### Passive behaviours may include;

- Anxiety
- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-worth
- Isolated
- Refusing to accept praise
- Failure to engage
- Poor personal presentation
- Lethargy/apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/ reluctance to speak
- Task avoidance

#### Active behaviours may include;

- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression
- Verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space

### Supportive strategies:

Supporting children's wellbeing in the EYFS might involve;

- identifying children's interests, likes and dislikes and supporting their choices
- using everyday opportunities for children to learn about sharing
- identifying children's individual skills and qualities
- enabling children to see adults as role models and partners in learning who value differences
- supporting independence and self-care
- offering opportunities for play and learning that acknowledge children's beliefs and cultural backgrounds
- playing games where children learn to take turns
- providing opportunities to make choices
- providing opportunities for children to talk about their feelings
- promoting physical activity and healthy eating.

<https://app.croneri.co.uk>

- Spending time outdoors can also be beneficial.
- Teaching social skills and planning time and opportunity to practice and rehearse them
- Use stress relieving strategies (personalised to the child)

### What to do next

- Discuss any concerns with parents/carers
- Contact any partners/agencies already involved with the child (with parental consent)
- Refer to EY Graduated Approach
- Link to local services via early help directory.

**Possible risk factor:** Social communication difficulties

**Children with social communication difficulties may struggle with:**

- Interacting with other people
- Switching their attention between people and activities
- Understanding and using eye contact, facial expressions, body language
- Listening and paying attention to the world and people around them
- May appear withdrawn (reluctant to join others)
- Perceived 'behavioural issues' e.g. will interrupt others, will take equipment from others, turn taking skills

**Note:**

Communication is more than just the words we say to each other.

[www.ekhufth.nhs.uk](http://www.ekhufth.nhs.uk)

### Supportive strategies

- Special time: spend 10 minutes a day with the child playing with a toy/activity of your child's choice.
- Reduce background distractions where possible.
- Let the child take the lead. If they choose the activity / toy, they are more likely to have fun, pay attention, and learn.
- Try to wait for the child to look at you before you say something
- Comment on the child's play using simple language.
- Encourage all attempts at communication, whether it is a sound, eye contact, a gesture or a point.
- WAIT – LOOK – LISTEN! Remember to 'look before you leap' and follow the child's interests.
- Slow down the pace of play and interaction, allowing for silence whilst the child decides what they want to do next.
- use of multi-sensory resources and photos/objects/symbols to aid understanding

Adapted from [www.ekhufth.nhs.uk/patients-and-visitors/services/therapies/therapy-services-children-young-people/children-and-young-people-therapy/speech-and-language-therapy/information-and-resources/social-communication-needs-or-autism-spectrum-disorder/](http://www.ekhufth.nhs.uk/patients-and-visitors/services/therapies/therapy-services-children-young-people/children-and-young-people-therapy/speech-and-language-therapy/information-and-resources/social-communication-needs-or-autism-spectrum-disorder/)

### What to do next

- Discuss any concerns with parents/carers
- Contact any partners/agencies already involved with the child (with parental consent)
- Refer to EY Graduated Approach
- Link to local services via early help directory.

**Possible risk factor:** Cognitive or learning difficulties

### **Common signs of cognitive or learning difficulties**

A learning disability affects the way a person understands information and how they communicate. This means they can have difficulty:

- understanding new or complex information
- learning new skills
- coping independently
- children may be late reaching developmental milestones, such as talking or walking

### **Note:**

Most pupils with SEND (particularly those with cognition and learning needs) will have more limited working memory than pupils with no SEND. They are also more likely to have fewer 'items' or 'schemata' in their long term memory, due to the greater challenge of transfer from working memory; this has a cumulative effect, potentially increasing the gap between pupils with SEND and their peers over time.

<https://nasen.org.uk/resources/cognitive-load-and-pupils-send>

### **Supportive strategies**

- Break information down into manageable 'chunks'; for a pupil with SEND, these 'chunks' may need to be smaller than for other pupils in the class
- Avoid unnecessary pictures and images which distract from the learning – present information 'cleanly' and clearly; consider the use of colour to draw attention to key words or phrases
- Consider the language level of instruction and materials
- Keep the visual environment clear and uncluttered
- Provide opportunities for over-learning i.e. revision and repetition
- Use scaffolds and modelling helps to reduce cognitive load
- Make use of aids to memory such as mnemonics mind mapping tools, vocabulary charts etc.

<https://nasen.org.uk/resources/cognitive-load-and-pupils-send>

### **What to do next**

- Discuss any concerns with parents/carers
- Contact any partners/agencies already involved with the child (with parental consent)
- Refer to EY Graduated Approach
- Link to local services via early help directory.



# Considering Other Potential Risk Factors

Those working with children in the EYFS may also need to consider other factors that will influence a child's early communication and language as well as their early reading development, such as home circumstances and English as an Additional Language.

# Identifying and addressing other risk factors

There may be factors related to home circumstances that can have a significant impact on a child's progress and attainment. These may include;

- Cultural expectations
- Punctuality and attendance
- Attitudes to reading in the home
- The amount of language a child is exposed to in the home
- Access to resources such as books and other reading materials
- Access to health services such as a dentist
- Parent/carers own special educational needs and disabilities
- Limited access to online tools used by the school/setting

It will be important for practitioners and leaders to work closely with families to identify such risk factors and to support parents/carers to overcome them.

# Parent/Carer Partnerships

Early reading experiences with their parents prepare children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy (Bus, van Ijzendoorn & Pellegrini, 1995). Furthermore, parents who introduce their babies to books give them a head start in school and an advantage over their peers throughout primary school (Wade & Moore, 2000).

Why it is important to involve parents in their children's literacy development –  
*a brief research summary, Christina Clark 2007*

Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan, 2004), while reading enjoyment is more important for children's educational success than their family's socio-economic status (OECD, 2002).

Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (Gest, Freeman, Domitrovich & Welsh, 2004), but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991).

Why it is important to involve parents in their children's literacy development –  
*a brief research summary*, Christina Clark 2007

...parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere. Without this, as Wolf said, they cannot experience ‘the exquisite joys of immersion in the reading life.’

The reading framework - teaching the foundations of literacy, 2021

# Building Relationships

Each child must be assigned a key person. Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

*Footnote: In childminding settings, the key person is the childminder.*

Statutory framework for the early years foundation stage, 2021

# Communicating with parents/carers

Ongoing communication with parents/carers is critical to supporting children's holistic development. Some examples of effective practice might include;

- Sharing ideas for home learning via the school/setting website
- Using social media to update parents/carers about what type of learning is taking place at school/in the setting
- Informal conversations between parents/carers and their child's key worker, for example when dropping children off or collecting them at the end of the day
- Offering opportunities for parents/carers to visit their child at school/in the setting-open days, stay and play sessions or during celebration events, for example

# Practical ideas to promote early reading in the home

- Communicate expectations with parents/carers and listen to their concerns
- Encourage families to join the local library
- Start a book loan service
- Invite parents/carers in to watch story time and model how to read aloud to children
- Support parents/carers to understand your chosen phonics programme
- Introduce a book swap
- Have a book sale
- Ask for contributions of reading material that reflect children's interests-comics and magazines for example
- Ask families to help you build collections to enhance your role play-leaflets, take away menus and catalogues are all easy to find but can really encourage children to engage with print
- Invest in dual language books
- Ensure your books reflect diversity
- Signpost to local [children's centre services](#)
- Signpost families to supportive online resources such as [Tiny Happy People](#) and [Hungry Little Minds](#)
- Consider sharing with parents/carers [What to expect in the Early Years Foundation Stage: a guide for parents](#)



# Supporting families to access books

Parents/carers can gain access to free books and online reading materials in various ways, including;

## **Via Bookstart for Families**

Bookstart aims to help families discover the fun and excitement of sharing books together. Free Bookstart packs will be given out by children's Health Visitors or parents/carers can visit their local library and talk to the staff about collecting their pack. There are two fantastic age appropriate packs for children under five. If you would like to find out more about Bookstart, email [bookstart@liverpool.gov.uk](mailto:bookstart@liverpool.gov.uk) or visit the Booktrust website: <https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/bookstart/>

## **Via Liverpool Library Services**

Children's library resources

Liverpool libraries stock a wide range of books, CDs, DVDs and talking books for children and young people. If that's not enough, you can also:

- Surf the internet for free.
- Access the Junior Britannica online (enter your library card number to start).
- Get help with homework and projects using our collection of books.
- Take part in activities during holiday periods.
- Discover...for children
- A stunning space for children to discover a wealth of books in Central Library. Teachers can book this space.

More information can be found here: <https://liverpool.gov.uk/libraries/find-a-library>

## **Free eBooks for children for example via:**

Libby <https://www.overdrive.com/apps/libby/>

Amazon <https://www.amazon.com/free-kids-ebooks-Books/s?k=free+kids+ebooks&rh=n%3A283155>

Barnes and Noble [https://www.barnesandnoble.com/b/free-ebooks/ebooks-nook/kids/\\_/N-ry0Z8qaZtu1](https://www.barnesandnoble.com/b/free-ebooks/ebooks-nook/kids/_/N-ry0Z8qaZtu1)

# Supporting children for whom English is an Additional Language

Speaking more than one language has lots of advantages for children. It is the norm in many countries around the world. Children will learn English from a strong foundation in their home language. It is important for you to encourage families to use their home language for linguistic as well as cultural reasons. Children learning English will typically go through a quiet phase when they do not say very much and may then use words in both languages in the same sentence. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.

Development Matters *Non-statutory curriculum guidance for the early years foundation stage*, 2021

Supportive strategies for children with EAL might include;

- Providing a language rich environment
- Talk, sing and play
- Invest in dual language books
- Ensure that books available to children reflect diversity including different languages and cultures
- Consider whether rhymes shared with children reflect other languages and cultures
- Encourage families to continue to speak home language(s) with the child
- Consider learning words in the child's home language that might support them to meet immediate needs, for example greetings or words that communicate when a child is hungry, thirsty, in need of the toilet
- Accessing supportive services (see following pages for details of EMTAS services and other useful contacts)
- Use online tools such as Google Translate to support communication with parents/carers (see page 62 for top tips)
- Identify the language that families would prefer to use to support communication should translation resources and/services be available (see page 61 for Language Identification Chart)

# Ethnic Minority and Traveller Achievement Service (EMTAS)

EMTAS aims to raise the educational attainment of our ethnic minority pupils by providing support and advice to:

- Children with English as an additional language (EAL).
- Traveller children.
- New arrivals to the city.
- Young people from Liverpool's Black British community through the Black Achievement Project.
- Parents and carers who may be unfamiliar with the English education system.

EMTAS also provide support to students, schools and other agencies through specialist teaching, bilingual assistance, and training and achievement projects.

For more information about EMTAS, visit <https://www.schoolimprovementliverpool.co.uk/teams-emas>

# Useful Contacts

Each school/setting is likely to have their own directory of local contacts, offering support across a range of areas. However, the following may be useful to add;

- Merseyside Refugee Support Network 0151 709 7557
- Asylum Link 0151 709 1713
- Refugee Action <https://refugee-action.org.uk/project/asylum-outreach-support-project/>
- Family Refugee Support Project 0151 728 9340
- British Red Cross 0151 702 5067
- EMTAS [gill.rowlands@si.liverpool.gov.uk](mailto:gill.rowlands@si.liverpool.gov.uk) 0151 233 3901
- Admissions [admissions@liverpool.gov.uk](mailto:admissions@liverpool.gov.uk)
- Refugee Women Connect [info@refugeewomenconnect.org.uk](mailto:info@refugeewomenconnect.org.uk)
- Bees Interpretation Service 0151 306 7124 / 079 1504 7904
- Beacon Languages 0151 285 3850

# Language Identification Chart

Unë flas Shqip	Albanian	Јас зборувам македонски	Macedonian
አማርኛ፡ እኛላለሁ።	Amharic	Saya bicara bahasa Malay	Malay
أنا أتكلم اللغة العربية	Arabic	我说汉语	Mandarin
Ես Հայերէն կը խօսիմ	Armenian	मी मराठी बोलतो	Marathi
Мен азербайжан дилинде данышырам	Azeri	Бн Монгол хэлээр ярьдаг	Mongolian
আমি বাংলা ভাষায় কথা বলি	Bengali	म नेपाली बोल्छु	Nepali
Govorim bosanski/hrvatski	Bosnian/Croatian	Mówię po polsku	Polish
Аз говоря български	Bulgarian	Falo Portugues	Portuguese
ကျွန်ုပ် မြန်မာလိုတတ်ပါသည်။	Burmese	ਮੈਂ ਪੰਜਾਬੀ ਬੋਲਦਾ ਹਾਂ	Punjabi
我說粵語	Cantonese	زه پښتو خبري کولای شم	Pushto
Mluvim česky	Czech	Vorbesc limba română	Romanian
I speak English	English	Я говорю по-русски	Russian
Ma räägin Eesti keelt	Estonian	Ja говорим српски	Serbian
من فارسی حرف میزنم	Farsi	Ndino taura Shona	Shona
Je parle français	French	මම සිංහල භාෂාව කතාකරමි	Sinhalese
მე ვლაპარაკობ ქართულად	Georgian	Rozprávam po slovensky	Slovak
Ich spreche Deutsch	German	Waxan ku hadlaa af Soomaali	Somali
હું ગુજરાતી બોલું છું	Gujerati	Hablo español	Spanish
NA YIA HAUSA	Hausa	Ninasema Kiswahili	Swahili
אני דובר עברית	Hebrew	Marunong ako magsalita ng Tagalog	Tagalog
मैं हिन्दी बोलता हूँ	Hindi	நான் பேசும் மொழி தமிழ்	Tamil
Beszélek Magyarul	Hungarian	සမතුලිභාෂ	Thai
Anam asu igbo	Ibo	నేను తెలుగు మాట్లాడతాను	Telugu
Saya bicara bahasa	Indonesian	ትግርኛ እፃረብ እየ።	Tigninia
Мен казахша билемин	Kazakh	Türkçe konuşuyorum	Turkish
Nvuga ikinyarwanda	Kinyarwanda	Meka Twi	Twi
나는 한국말을 합니다	Korean	Я розмовляю по-українськи	Ukrainian
من به کوردی قسه نه که م	Kurdish	میں اردو بول سکتا ہوں	Urdu
Es runāju latviski	Latvian	Мен ўзбекча гапираман	Uzbek
Na lobaka Lingala	Lingala	Chúng tôi nói tiếng Việt	Vietnamese
Aš kalbu lietuviškai	Lithuanian	mo là sọ yoruba	Yoruba

Registered address: Refugee Council, 240-250 Ferndale Road, London SW9 8BB  
Charity number: 1014576 Company number: 2727514  
[www.refugeecouncil.org.uk](http://www.refugeecouncil.org.uk)

# Top Tips to ensure you use Google Translate effectively

- Edit text. Use short, simple sentences covering the key information.
- Always use capital letters for proper nouns. Google Translate recognises names.
- Think about the layout of the text before you translate e.g., separate paragraphs with a line space.
- Be careful with homonyms and always add contextual language, i.e., 'boys must have swimming trunks' rather than 'boys must have trunks' Use Google Images and photographs to add context if you're not sure.
- Use the 'Documents' button (above the box where you type in text) to translate any letters etc. which you have saved on your computer.
- Use the 'Copy translation' button in the bottom right hand corner of the box where the translation appears.
- Use the 'Share' button' to email translations directly or add to Twitter.
- Scroll down to the bottom of the page and use the 'History' button to find previous translations.
- If you have translated into Arabic, remember to highlight the whole document and right align the text.
- Reverse translate to check the accuracy of the translation. To do this, click the 'Swap languages' button (the two small arrows in the middle, at the top of the translation boxes).
- Block offensive words on Google Translate on an iPad or mobile phone. Click, Settings – Speech input – Block offensive words.
- Always send home the original English letter / document with the translation attached.

# Language Availability

Some languages, such as Kurdish Sorani, are not yet available on Google Translate. It is unlikely that Sorani speakers will understand text written in a different Kurdish dialect, such as Kurmanji. Farsi (spoken in Iran & some parts of Iraq) and Dari (spoken in much of Afghanistan), are not listed on Google Translate. However, these are both Persian languages and are mutually intelligible. Google Translate can translate Persian.

Supporting the admission and Induction of newly arrived pupils for whom English may be an Additional Language,  
EMTAS/School Improvement Liverpool, 2021



# Liverpool Specialist Services

Descriptions of Liverpool Specialist Services can be found on the following pages. These have been taken or drawn from, the [Liverpool's Early Help Directory](#).

Referrals should be made according to the SEND Graduated Approach, details of which can be found in [Liverpool's SEND Graduated Approach Handbook 2021](#)

# Liverpool Children's Centres

Children's centres bring together a range of free services for children from birth to five, and their families.

Services vary at each centre according to local community needs but all centres provide child and family health, family support services and a range of parent and toddler activities. Most centres provide childcare or can signpost families to local childcare providers.

Standardised children's centre services include:

- Early Learning Sessions 0- 4 years
- Speech & Language Interventions
- SEND Support
- Physical Activity & Healthy Eating
- Play at Home Programmes
- Parenting Programmes
- Domestic Abuse Support
- Employment Support
- Reducing Poverty Family Support – Early Help, targeted interventions with families.

Further information can be found using the link below:

<https://liverpool.gov.uk/children-and-families/early-years-and-childcare/childrens-centres/>

# Liverpool Community Speech and Language Therapy

The Liverpool Community Speech and Language Therapy team work with children in the Liverpool area. Every day children are listening, talking, playing and making friends, which helps them to become good communicators and learn about the world around them. A Speech and Language Therapist works with children who may need help with:

- Listening and following instruction
- Playing and talking with other children
- Understanding what people say to them
- Saying sounds and talking clearly
- Using words in sentences
- Eating and drinking

The Liverpool Community Speech & Language Therapy team has a central administrative office in Liverpool Innovation Park but will work with children and families across a variety of community settings including schools, children's centres, health centres and at home where appropriate.

Contact details; [childrenssl@alderhey.nhs.uk](mailto:childrenssl@alderhey.nhs.uk)

Website <https://alderhey.nhs.uk/services/speech-and-language-therapy/speech-and-language-therapy-liverpool>

# Antenatal Care Services

Liverpool Women's Hospital offer a wide range of services to expectant parents including Reading to Bump sessions, specific promoting early reading.

What are the benefits of Reading to Bump?:

- Meet other families
- Learn about the importance and benefits of communicating with your child during pregnancy and beyond through reading
- Help your child develop a love for reading
- Help improve your child's reading age/ability
- Reading develops a good range of vocabulary from a young age
- Bond and nurture through reading
- It's a family affair, grandparents, siblings can join in, it doesn't just have to be mum and dad!

<https://www.liverpoolwomens.nhs.uk/opportunities/become-a-volunteer/reading-to-bump/>

# Community Paediatrics

Services that can be accessed through the community paediatrician include support for/with;

- Children with developmental delay
- Children with complex medical needs
- ASD assessment and diagnosis
- ADHD assessment, treatment and monitoring
- Child protection service covering physical, sexual and emotional abuse
- Behaviour problems for the under 5s
- Liaison with other professionals caring for the child

# Health Visitors

Health Visitors are Specialist Community Public Health Nurses who have expertise in child health and development, and family and public health. The Health Visiting team includes Health Visitors, Community Health Nurses and Community Nursery Nurses.

Health Visitors work in people's homes, community health centres, Children's Centres and GP surgeries supporting parents in the promotion of health and wellbeing of all pre-school aged children across Liverpool. All children receive this service from birth and, in some circumstances, prior to birth.

The Health Visiting Team works in accordance with the Healthy Child Programme, a national programme aimed at promoting optimal health and wellbeing for all children. We also work closely with Midwives, Family Nurse Partnership (FNP), School Nurses, Children's Centres, GPs, Social Care and Voluntary services.

In addition to offering the Healthy Child Programme, the Health Visiting Service also offers;

- Breastfeeding support/advice
- Emotional and mental well-being support
- Healthy eating, weaning and dietary advice
- Support with sleep routines
- Child developmental reviews
- Advice regarding child behaviour
- Support and signposting advice for children with any additional needs
- Support in safeguarding children
- Pre-school immunisations and school readiness advice
- Referrals to child specialist services

# The Educational Psychology Service

The Educational Psychology Service is a traded and statutory service that works in partnership with Education, Social Care, Health and the Voluntary Sector. The service works with children/young people 0-25 who live in Liverpool in order to promote their attainment, inclusion and well-being.

The Educational Psychology Service uses a solution focussed approach which seeks to explore, understand and plan for how to meet need making use of children and young people's strengths. As a team we strive to promote students' well-being, resilience and emotional intelligence. The service is committed to applying effective models of psychology to promote positive change and to contribute to successful teaching, learning and care environments. In working in this way it is the service's aim, through positive and supportive interactions with parents, school staff and other professionals, to promote the very best outcomes for children, young people, families and local communities.

The Educational Psychology Service have a helpline open to anyone in the community that runs 9:30am until 4:30pm every working day. The helpline can be accessed by telephoning 233 5978 or by emailing [epsadmin@liverpool.gov.uk](mailto:epsadmin@liverpool.gov.uk).

We are a traded service and individual, group and strategic work with students of any age is commissioned by settings via Service Level Agreements with our team. Enquiries about Service Level Agreements can be directed to [EPSTraded@liverpool.gov.uk](mailto:EPSTraded@liverpool.gov.uk).

# Sensory Service

The Sensory Service provides support for those with either a Vision Impairment or a Hearing Impairment and their families. The Sensory Service is an Educational Service which support hearing impaired and visually impaired children and young people aged 0 to 25. Where possible schools and settings should make direct contact with the Sensory Service for advice linked to sensory-impairment, however general advice for mainstream teachers on supporting hearing-impaired or visually-impaired pupils is available by clicking on the relevant information sections on the SEND portal link below:

<http://www.sendgateway.org.uk/whole-school-send/find-wss-resources/nqt-videos.html>



# Occupational Therapy

The Children's Occupational Therapy team is a community based service for children and young people who live in Liverpool. We work across Education, Health and Care sectors to support children from 0 – 18 years of age. The service aims to promote independence, enable the child or young person to do the things that they want to do and support them to reach their potential.

Occupational Therapy enables people to participate in daily life to improve their health and wellbeing. Daily life is made up of many activities (or occupations). Occupations for children or young people may include:

- Self-care - getting ready to go out, eating a meal or using the toilet.
- Being productive - attending nursery or school.
- Leisure - playing with friends or doing hobbies.

If your child experiences difficulties in these areas, Occupational Therapy may be able to help.

If you are considering a referral to the Children's Occupational Therapy Team you can look at our [OT](#) flow chart, [When to Refer to OT flow chart](#) for more information.

# SENISS

SENISS exists to provide quality support to children and young people with special educational needs, in order to promote their inclusion within mainstream and nursery settings, to enable them to achieve their full potential.

The SENISS Team consists of a team of Specialist Advisory Teachers. The **Specialist Advisory Teachers** work across the Private, Voluntary & Independent (PVI), Primary and Secondary sector. Providing support to children and young people through a variety of channels including Early Years Consortia and Primary Consortia.

We are a service who have been accredited (with a commendation) by the National Autistic Society (NAS).

In order for SENISS to be involved with a young person there must be signed consent from the adult with parental responsibility. See the '[GDPR Compliant Outreach REFERRAL Permission Form](#)' on the Early Help Directory.

# School Nursing Service

The school nursing service is made up of a team of health professionals, committed to promoting emotional health and wellbeing of school age children from 4 to 19 years, in accordance with our Healthy Child Programme. School nurses are registered nurses who have had experience and specialist training in public health. They seek to strengthen the support available to parents and carers to ensure all children lead safe, healthy lives and grow to healthy adulthood.

School nurses work closely with schools and other professionals. They are committed to working in partnership as an integrated team with all agencies to achieve the best outcomes for children and young people. School nurses will work in partnership to create a support system for all children with SEND (special educational needs and disability). Working together with families to make sure all children have an opportunity to reach their full potential and live healthy, happy lives.

Services offered include;

- Routine screenings such as hearing, distance vision, height and weight measurement
- Health assessments for all children when they start school
- Confidential one-to-one appointments for children or parents
- A health contact in Reception, Year 6, Year 9, Year 11 and Year 13
- Signposting and referral to other services
- Health promotion and targeted interventions following the completion of health contact

School Health accept referrals from Parents, Carers, Young People, Schools and other agencies to support children young people and their families on an individual basis via the school nurse referral form. To contact your school Nurse, please see below link, with School health teams and contact details.

<https://www.merseycare.nhs.uk/our-services/physical-health-services/children-and-families/school-health-team/locations-for-school-health-team/>

School nurses are available 9.00am to 5.00pm Monday to Friday, both during term time and school holidays.

# Contributors to the Liverpool Early Reading Pathway

The Liverpool Early Reading Pathway was developed by the Quality Improvement Team at School Improvement Liverpool in consultation with representatives from across Liverpool health and education services including:

- PVI nurseries
- Childminders
- Maintained nursery schools
- SENISS
- Educational Psychology
- Speech and Language Therapy
- School Improvement Liverpool's SEND and Inclusion Team
- Liverpool City Council
- Liverpool Primary Schools

# References

- Development Matters, Julian Grenier 2020
- The national curriculum in England, Key stages 1 and 2 framework document, 2013
- Key competencies in early cognitive development: Things, people, numbers and words, EIF 2018
- Universally Speaking, The Communication Trust 2015
- <https://www.superduperinc.com>
- <https://ican.org.uk/>

# Appendix

## Appendix 1

*Tiers of Vocabulary*; Beck, McKeown, and Kucan (2013)

## Appendix 2

The Simple View of Reading, from *Phonics and Early Reading*, Primary Strategies 2006

## Appendix 3

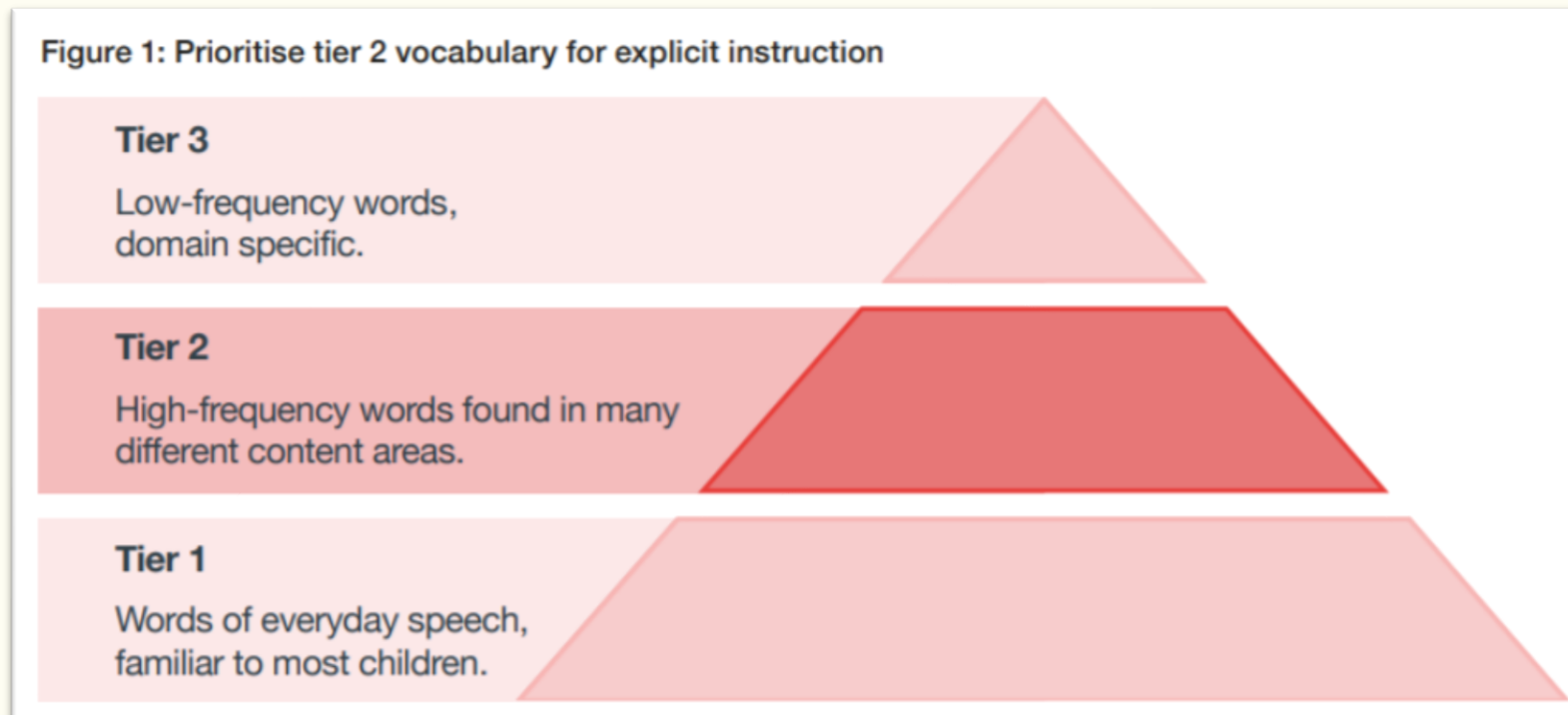
Key Milestones Timeline continued for 5-6 year olds and 7-11 year olds with reference to National Curriculum expectations

## Appendix 4

Whole Body Listening illustration, Julie Carter Law

## Appendix 1

# Tiers of Vocabulary; Beck, McKeown, and Kucan (2013)

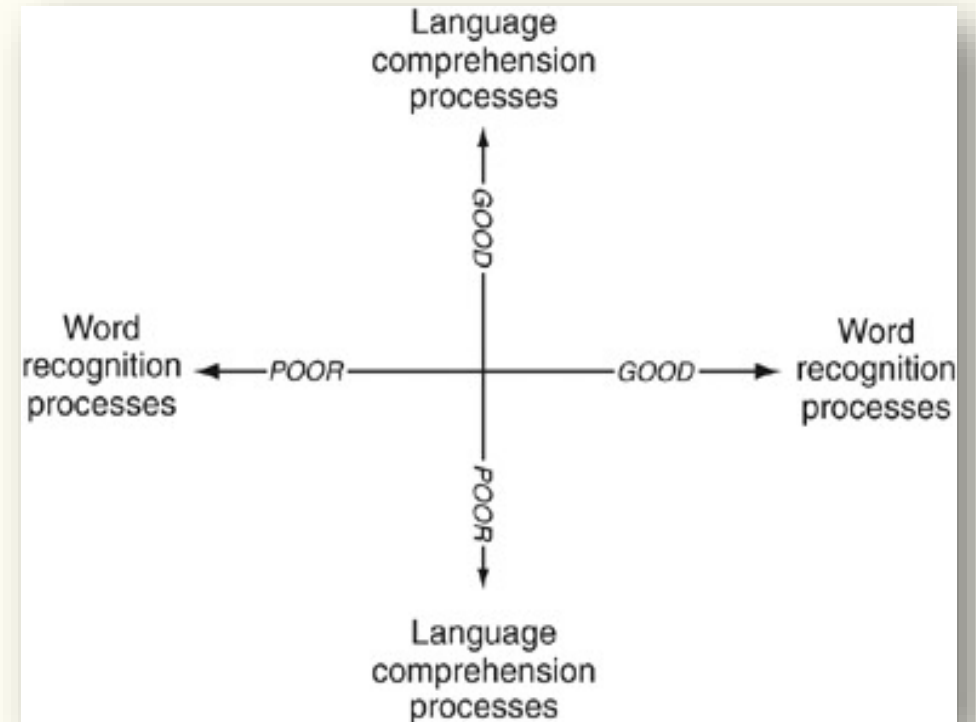


# The Simple View of Reading

The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.

To achieve this, practitioners and teachers need to be clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop high-level comprehension skills.

<https://dera.ioe.ac.uk/5551/3/5d970d28fc535dc54eb4dee9995bef36.pdf>





## Appendix 3

# Key Milestones-5 to 6 years

Communication  
and language  
references

English  
references

Between 5 and 6 years children will usually;

- Focus on one thing for longer without being reminded
- Rely less on pictures and objects to learn new words
- Use their language skills in learning to read, write and spell
- Learn that the same word can mean two things, such as 'orange' the fruit and 'orange' the colour
- Learn that different words can mean the same thing such as 'minus' and 'take away'
- Understand feelings and descriptive words like 'carefully', 'slowly' or 'clever'
- Use language for different purposes such as asking questions or persuading
- Share and discuss more complex ideas
- Use language in a range of social situations.

May learn 5-10 new words a day.

Sentences may be 8 or more words in length.

5 years

Typically has a 2,600 word expressive vocabulary (words he or she says), and a receptive vocabulary (words he or she understands) of 20,000–24,000 words.

6 years

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

# Key Milestones-7 to 11 years

Communication  
and language  
references

English  
references

Between 7 and 11 years children will usually;

- Use language to predict and draw conclusions
- Use long and complex sentences
- Understand other points of view and show that they agree or disagree
- Understand comparative words e.g. 'it was earlier than yesterday'
- Keep a conversation going by giving reasons and explaining choices
- Start conversations with adults and children they don't know
- Understand and use passive sentences where the order of the words can still be confusing for younger children e.g. "the thief is chased by the policeman".

May have an expressive vocabulary (words he or she can say) of anywhere between 3,000 to 4,000 words and a receptive vocabulary (words he or she understands) of around 20,000 to 30,000 words.

Will usually understand (have a receptive vocabulary) of about 50,000 words.

7 years

11  
years

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

# Spoken language – years 1 to 6

## **Statutory requirements; Pupils should be taught to:**

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

The national curriculum in England, Key stages 1 and 2 framework document, 2013

