



Help your child to learn at home

Phonics (linking sounds and letters)

The first stage of learning phonics is:

- Being able to differentiate between different sounds e.g. sounds in the environment, different instruments.
- Hearing words that rhyme e.g. bat, cat, mat.
- Listening for alliteration—when words start with the same sound, e.g. Silly sausage sizzled in the sand.

Next children begin to recognise letters and link them to sounds. Children will start to hear the initial sound of a word, d for dog, s for snake.

When children can hear sounds and recognise letters they can start to read and spell simple 'CVC' words e.g. dog, man, pig. Below explains further;

- CVC— Consonant-Vowel-consonant. Three letter words and each letter makes it's sound.
- Segmenting sounds—pulling the word apart to hear the sounds to spell a word.
- Blending sounds—putting sounds together to make a word.

Phonics is taught with lower case letters but we do talk about the special capital letter at the start of the child's name or at the beginning of a sentence.

At home

Around the house:

- Listen for sounds in the house such as the toilet flushing or washing machine spinning.
- Look for letters in newspapers, the post, books and magazines.
- Have foam letters in the bath.
- Use magnetic letters on the fridge
- Play letter hide and seek -Write lower case letters on sticky notes and leave around the house!



Games:

- Play matching games—letter to letter or sound to letter.
- Play phonics games on a tablet/computer



Out and about

Shopping:

- Look for letters on logos e.g. Tesco McDonalds
- Look for familiar brands and packets
- Try alliteration. Look for 'bendy bananas, crunchy cucumbers, green grapes
- How many things can you find that start with the same letter?



In the street:

- Play I spy
- Look for letter on signs and car number plates
- Listen for sounds in the environment

At the park or in the woods:

- Make letters out of objects you find
- Encourage your child to blend sounds—Can you h-o-p? j-u-m-p?
- How many things can you find that start with...?



The Early Years Curriculum

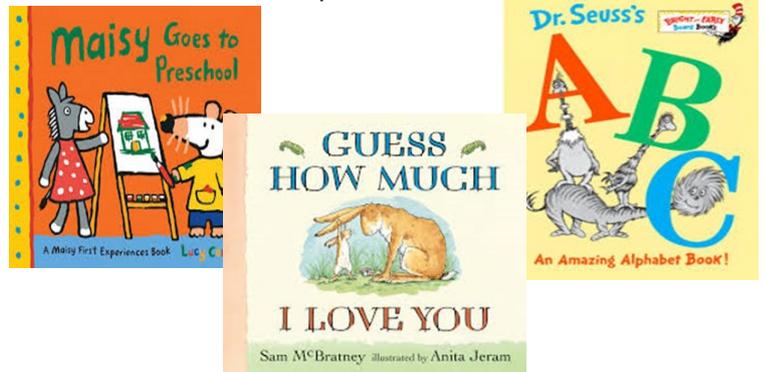
Not all children develop at the same rate but by the end of nursery most children will...

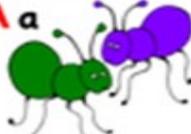
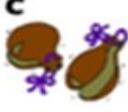
Reading—30-50 months

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one to one & also in small groups.
- Joins in with repeated refrains & anticipates key events & phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Reading 40-60 months

- Continues a rhyming string.
- Hear and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letter represents some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.



The Jolly Phonics Alphabet					
A to Z					
A a 	B b 	C c 	D d 	E e 	F f 
G g 	H h 	I i 	J j 	K k 	L l 
M m 	N n 	O o 	P p 	Q q 	R r 
S s 	T t 	U u 	V v 	W w 	X x 
Y y 	Z z 				