

Writing skills.....

When children see you writing lists, cards etc., They often imitate this play with their own 'writing' or mark making; this is an essential pre-writing skill and should be encouraged.

At school we teach children to form letters to use in their writing using lower case letters. Below you can see how we form our letters.



Ways you can support your children at home: speaking and listening

Make time to listen to your child talking – as you meet them from their setting or school, as you walk, or travel home by car, in the supermarket as you shop, at meal times, bath times, bedtimes – anytime!

Switch off the TV, radio and mobile phones – and really listen!

Show that you are interested in what s/he is talking about – look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening. Page: **5**

Step 1 Rhyming is very important. It teaches children to listen out for sounds and patterns in speech



Car & star rhyme!



Hat & mat rhyme!

Step 2 **Read** a simple words



Step 3 **Learn to remember popular words** by sight 'the', 'was'

Step 4 **Read a simple sentence**

This is a fat cat.

Websites:

- www.phonicsplay.co.uk/
- www.oxfordowl.co.uk/for-home/reading-owl/
- www.letters-and-sounds.com/
- www.oxfordowl.co.uk/for-home/reading-owl/
- www.bbc.co.uk/bitesize/ks1/literacy/phonics/play
- <http://www.readongeton.org.uk/> Page: **6**

Woodside Primary Academy



EYFS Phonics (Family Friday)



Letters and Sounds (Phonic Programme used)

Teaching Reading and Writing through Games and Activities during the Reception Year.

Children develop a readiness to read and write at different stages of their Nursery and/or Reception Year. As some children are more ready than others we would ask that each early reading experience is happy and positive. The aim should be not just for children to learn to read, but to enjoy reading.

This leaflet aims to give you simple ideas to try throughout your child's Reception year.

The Sounds of Letters (Phonemes)

Tips for teaching your child the letter sounds (phonemes)

Step 1: Ways you can support your children at home: oral blending and segmenting

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Oral blending

This is all oral (spoken). Your child will not be expected to match the letter to the sound at this stage. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

Oral blending and **segmenting** is a skill that is important when it comes time to read and write. Being able to hear the separate sounds within a word and then blend them back to understand that word is really important.

Blending is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud, in order, all through the word. For example the adult would say c-a-t = cat.

Segmenting is a vital skill for spelling. The whole word is spoken aloud, and then broken up into its separate sounds (phonemes) in order, all through the word. For example the adult would say cat = c-a-t. When you talk about letters to your child, remember to use the letter sounds (phonemes): rather than the alphabet names of the letters: (a) ay (b) bee (c) see (d) dee (e) ee. The reason for this is that sounding out words is practically impossible if you use the alphabet names. eg. cat, would sound like: see ay tee

When saying the sounds of b, d, g, j and w you will notice the 'uh' sound which follows each, for example buh, duh... You cannot easily say the sound without it, however, try to emphasise the main letter sound, whispering helps to say the pure sound. Page: **2**

Sound Games to Play at Home...

Common Objects: Collect several objects that begin with the same sound and make a card with this letter sound on it. Make a second group of objects beginning with a different sound and a card to go with those.

Discuss the sounds of the letters on the two cards with your child and mix up the objects. Separate the cards on the floor and ask your child to put each object near the sound that it starts with. This activity can help your child to "hear" the first sound of a word.



b for bus



a for apple

Odd-one Out Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It can be helpful to have the corresponding objects there for the child to look at.

I-Spy For small children the usual way of playing can be too difficult. You can make this easier by providing a clue. 'I spy with my little eye something that barks and begins with d'.

Sounds Scrapbook Write a letter at the top of each page of a scrapbook. Concentrating on a few letters at a time collect pictures of objects that begin with those letters. Do not use as examples words where the first sound does not make its normal sound such as in giraffe, ship, cheese, thumb. Stick the pictures on the appropriate pages. 'What does it start with?'

Box You will need: A box, several items each beginning with a different sound. Page: **3**

Corresponding letter cards This game is similar to the common objects game on the previous page, but the emphasis now is on recognising the sounds the letters make. Ask your child to choose an object from the box, to think what its first sound is (remember it is the sound you are looking for rather than the alphabet name) and then match the object with the relevant card.

Recognising Letter Shapes...

Fishing for Sounds You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.

Sentences...

Quite often parents say, "He's not reading the book. He's remembering the story off by heart". This can happen. Some children become good at using picture clues; this is a recognised skill which will be a stepping stone in their reading journey.

Making Sentences

Read the book with your child so he/she is familiar with the story. Then simply use the first sentence from the reading book and copy it out on a strip of paper. Either write it out or if you use a word processor use a font such as Comic Sans (font size 36 at least). Leave a double space in between each word. Now cut up the sentence into the individual words. For example: Ask your child to make the sentence, "This is a dog.", using the individual words. At first you will probably need to help. When he/she has made the sentence ask your child to read it to you and encourage him/her to point to each word with a finger. Page: **4**