

Alliteration (words that begin with the same sound)

- Your child's name can be a good place to start, for example, say: 'Gurpeet gets the giggles', 'Carl caught a cat', 'Jolly Jessie jumped'. Encourage other family members to have a go, for example: 'Daddy is doing the dishes'.
- Play around with familiar song, such as 'Old MacDonald had some sheep, shoes, shorts, with a sh sh here and and sh sh there', to emphasise alliteration.
- When shopping, think about items you are buying and say: 'a tall tin of tomatoes', 'a lovely little lemon'. Encourage your child to do the same

Voice Sounds

- Make fun noises and nonsense words.
- Say words in different ways (fast, slowly, high, low, using a funny voice)
- 'Sing' known songs using only sounds (for example, 'la, la, la') and ask your child to guess the song.



Oral Blending and Segmenting

Blending means being able to hear the separate sounds within a word and then blend them together to understand that word e.g. c-a-t = cat. This skill will be important when the time comes for your child to read and write. At this stage this is all oral (spoken). *Your child will not be expected to match the letter to the sound.*

- Play with blending when you're talking give instructions of ask questions using 'sound talk'—e.g. 'Please pass the j-a-m', 'Can you r-u-n?'



Phonics



What is Phonics?

As your child starts their early years education, they will be taught phonics: the journey of learning to read, write and spell. These vital skills are the beginning of their lifelong learning journey in literacy.

What Does Phonics Look Like in Nursery?



Phonics at nursery is focused on developing children's speaking, listening and awareness of sound. Speaking and listening are the first communication skills your child will develop before they begin their reading and writing journey. Developing these skills creates foundations for when children begin to learn their letters and sounds.



Our children at Rosemary Lane Nursery learn through play and some adult led activities. They are encouraged to use their increasing phonics knowledge in freely chosen activities.

Your child will be learning to...

- have fun with sounds
- listen carefully
- develop their vocabulary
- speak confidently
- tune into sounds
- listen and remember sounds
- talk about sounds
- understand that spoken words are made up of different sounds.



Ways to support your child at home...

Environmental Sounds

- Go on a listening walk. Make a point of listening to different sounds: cars revving, people talking, birds singing, dogs barking. When you get home, try to remember all the sounds you heard.
- Make sounds, using a range of props, such as running a stick along a fence or tapping the bin lid.

Instrumental Sounds

- Make your own musical instruments, using cardboard rolls, tins, dried peas, beans, stones. Shake these loudly, softly, as you are marching, skipping or stomping.
- Sing known songs loudly and then softly, stretch words in known songs and add new words or sounds.

Body Percussion

- Learn some action rhymes, such as 'Wind the bobbin up'. Clap along with familiar rhymes and learn new ones.
- Listen to the sounds your feet make when walking, running or skipping: slowly, softly, fast, stomping hard, in flipflops, boots, high heels.
- Try different types of clapping: clap your hands softly, quickly and make a pattern for your child to follow. Do the same clapping your thighs or stomping your feet. Tap your fingers. Click your tongue.

Rhythm and Rhyme.

- Get into the rhythm of language: bounce your child on your knee to the rhythm of a song or nursery rhyme; march or clap to a chant or poem.
- Help your child move to the rhythm of a song or rhyme.
- Read or say poems, songs, nursery songs and rhyming stories as often as you can. Try to use gestures, tap regular beats and pause to emphasise the rhythm of the piece.
- Add percussion to mark the beats using your hands, feet or instruments.
- Try out some rhythmic chanting such as 'two, four, six, eight, hurry up or we'll be late'

