



Children love to make marks in everything - really good for developing writing skills.



Play alongside your child in a pretend café and place an order: e.g. 'Please may I have some juicy jelly' or 'sizzling sausages' or 'chunky chips'.

For further information, please do not hesitate to contact :

# Letters & Sounds



When playing in the water, children love alliterative tongue twisters such as *'She sells seashells on the seashore.'*



The library will have books with lots of alliterative rhymes and jingles.

## Alliteration

# Letters & Sounds

In Early Years settings children learn Communication & Language (CL) and Literacy (L) through lots of hands-on, play based activities.

To support the teaching of CLL many settings use a phonics teaching programme called Letters and Sounds. This is split into 6 phases.

## Phase 1

Phase 1 is vitally important as it lays the foundations for reading and writing. During this on-going phase your child will learn to:

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



Making patterns in paint or shaving foam will help your child to develop physical skills necessary for writing.

## Alliteration

Alliteration is part of Phase 1 and is about words and phrases that begin with the same sound. You can support your child by trying some of the ideas below. The activities should be fun, so give your child plenty of encouragement and cuddles when you play with them. Smiles and praise will help them develop a sense of achievement and build their confidence - a vital skill for future learning.

Phase 1 activities are all oral (spoken) - your child does not have to match letters to sounds at this stage. The emphasis here is on hearing and

Find a quiet place to enjoy books together.

saying the



## Ways you can support your child at home

- **I spy** - At teatime for example say: '*I spy someone whose name begins with m.*' Or '*I spy some food beginning with ch.*'
- **Family favourites** - Make up some sentences about people in the family e.g. *Mum's marvellous muffins, or David's dangerous dinosaurs.*
- **Bus ride** - Out on the bus - how many things can you see beginning with the sound 'b'? When your child is good at it - you could choose a different sound each trip.
- **Tear it out** - Look through some old toy magazines and tear or cut out toys beginning with the same sound as your child's name.

**Top tip** - Use toys and activities that your child is interested in as this will help keep their attention.

**Remember: Speaking and listening are the foundations for reading and writing**