



When your child begins to write, note whether they are beginning to say their messages aloud as they write them.



For further information, please do not hesitate to contact :

Letters & Sounds



Encourage your child to vocalise as they play on the hoppers 'h' 'h' 'h' 'h'.



Make puppets or soft toys break words up into sounds. Listen to how well your child is doing this on their own.

Oral Blending & Segmenting

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 sand, salt or shaving foam will help your child to develop physical skills necessary for writing.

Oral Blending & Segmenting

This is part of Phase 1 and is a skill that will really help your child when they start to read and write. There are two parts to this aspect. The first is the skill of blending sounds together when an adult says e.g. c-a-t. = cat. The second is segmenting i.e. being able to identify each sound in the word. e.g. c-a-t = cat. They need lots of practice at it. You can support your child by trying some of the ideas below.

The activities should be fun, so give your child plenty of encouragement when you play with them. Smiles and praise will help them develop a sense of achievement and build confidence.



Phase 1 activities are all oral (spoken) - your child does not have to match letters to sounds at this stage.

Bounce a ball with the children making the sound 'b' b' b'.

Ways you can support your child at home

- **I spy** - Go for a walk and say, '*I spy a h-ou-se*'. See if your child can blend the sounds together to make the word. Make sure you use the letter sounds and not letter names.
- **Can you do it?** - Play a game using parts of the body - ask your child to *h-o-p*, stand on one *l-e-g*, touch their *h-ea-d*, *n-o-se* etc.
- **Have a pretend picnic** - Use a soft toy. Explain he/she can only speak in '*sound talk*'. Pretend the toy would like some *ch-ee-se*, *f-i-sh*, *c-a-ke*, *p-ie*, *s-ou-p* etc. Encourage your child to talk like the toy in '*sound talk*'.
- **Draw it** - Tell your child that you are going to draw a *c-a-t*. Ask them to add a *n-o-se*, and a *l-e-g*. Try pictures of other things. e.g. cup, pig, dog, chip, map, bus, fox, feet, ship, goat.

When your child is really good at putting the sounds back together to make a word, see if they can break up words for you to guess.

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