

Letters and Sounds in Nursery.



Ways you can support your children at home: talking 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 - any time!
- **Switch off the TV, radio and mobile phones** - and really listen!
- **Show that you are interested in what they are 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.
- **Make a collection of different toy creatures** - for example, a duck, a snake, an alien, say the sound it might make as you play together, for example, 'quack-quack', 'sssssss', 'yuk-yuk', and encourage your child to copy you.
- **Listen at home** - switch off the TV and listen to the sounds, both inside and outside the home. Can your child tell you what sounds they heard, in the order in which they heard them?
- **Sing lots of Nursery rhymes and songs at home.** Your child will be learning lots of new songs at Nursery ask them to teach them to you.
- **Share lots of stories with repeating sentences or words.** For example, The Ginger bread man and the Three little pigs. Encourage your child to join in with you as you read.
- **Play-a-tune** - and follow me! Make or buy some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun!
- **Use puppets** and toys to make up stories or retell known ones. Record your child telling the story and play it back to them.

Phase 1

This paves the way for systematic learning of phonics and usually starts in nursery.

Teachers plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. Teachers teach a wide range of nursery rhymes and songs. They read good books to and with the children. This helps to increase the number of words they know - their vocabulary - and helps them talk confidently about books.



Ways you can support your children at home

Play '**What do we have in here?**' Put some toys or objects in a bag and pull one out at a time. Emphasise the first sound of the name of the toy or object by repeating it, for example, 'c c c c - car', 'b b b b - box', 'ch ch ch ch - chip'.

Say: 'A tall tin of tomatoes!' 'Tommy, the ticklish teddy!' 'A lovely little lemon!' This is called alliteration. Use names, for example, '**Gurpreet gets the giggles**', '**Milo makes music**', '**Naheema's nose**'.

Teach them '**Peter Piper picked a peck of pickled peppers**'.

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Learning how to 'sound-talk'

The teacher shows children how to do this - **c-a-t** = **cat**. The separate sounds (phonemes) are spoken aloud, in order, all through the word, and are then merged together into the whole word. The merging together is called blending and is a vital skill for reading.

Children will also learn to do this the other way around - **cat** = **c-a-t**. The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, all through the word. This is called segmenting and is a vital skill for spelling.

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.



Ways you can support your children at home

Sound-talking

Find real objects around your home that have three phonemes (sounds) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:

'I spy a p-e-g - peg.'

'I spy a c-u-p - cup.'

'Where's your other s-o-ck - sock?'

'Simon says - put your hands on your h-e-a-d.'

'Simon says - touch your ch-i-n.'

'Simon says - pick up your b-a-g.'