

Hearing Syllables in Words

- identify syllables in words by tapping the beat (gently so that the sounds are not masked!)
- build syllables into words:

'a' 'pple'



'app' 'le'



- sort objects according to number of syllables

Alliteration

Children should experiment with alliteration:

- sort objects that begin with the same sound
- make up sentences where words begin with the same sound, e.g. Laura likes lollipops.
play I spy using sounds, e.g. something begins with 'm'

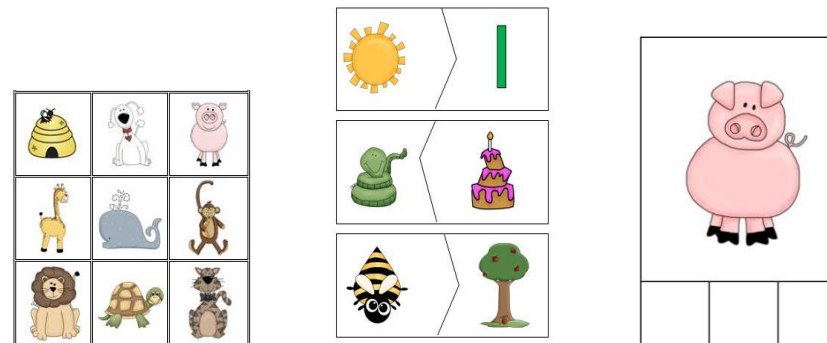
Children should be encouraged to use their developing knowledge to read and spell words.

Useful website to help your child with the pronunciation of sounds: www.focusonphonics.co.uk

Your child's teacher will be happy to help if you need any further assistance.



Helping your child at home.



We encourage you to spend time with your child at home to reinforce a range of activities and approaches that are completed in school.

Take an interest in what they are doing and make each experience enjoyable. Shared activities are a special time for you and your child. e.g. playing board games, completing jigsaws, creative craft, reading or listening to stories together.

We hope the following information will enhance your child's development and strengthen home & school links.

Above all.....

Have fun !

Attention and listening

Attention and listening skills are the foundation blocks for the development of spoken language.

Spoken language skills in turn, underpin future development of reading and writing. It is essential therefore, that children are given the opportunity to build their attention and listening skills

General tips for developing attention and listening skills

To help children you should:-

- call the child by name before talking
- establish eye contact
- speak slowly and clearly
- limit background noise as much as possible

Suggested experiences to develop attention and listening:

- listen carefully to locate, distinguish between, identify or repeat sounds
- follow instructions, e.g. to play games, locate objects
- listen and find, e.g. listen to description and then find object or picture
- listen for a specific purpose, e.g. listening for deliberate errors, specific words or sounds
- respond to visual cues, e.g. waiting for signal before moving

Phonological awareness

Phonological awareness is the ability to identify and manipulate sounds in words. The development of phonological awareness in the Foundation Stage is an essential pre-requisite of both reading and writing. Phonological awareness develops as children experiment with:

individual phonemes	rhyme
syllables	alliteration

A sound Start

Children come to school with a wealth of sounds that they use in their everyday speech. It is vital that we help young children to become aware of how words are made up of sounds and of how these sounds can be blended or segmented to read and spell new words. Play a variety of games that encourage children to listen carefully and to recognise differences and similarities in words.

- I spy - I spy a 'b' 'oo' 'k' (child says and locate book)
- What's in the bag? "In my bag I have a 'c' 'ar' .



Rhyme

Oral experience of rhyme will help children 'tune' into words. They should **hear** rhymes; **say** rhymes; match words that rhyme and **generate** rhymes.

- encourage children to finish lines of familiar rhymes
- play rhyming games e.g. match objects that rhyme
- generate rhyming words
- change familiar rhymes
- I spy something that rhymes with . . .