

Encourage other family members to have a go, e.g. 'Mummy munches muffins', 'Daddy is doing the dishes'.

Emphasise alliteration in songs and stories, e.g. 'Peter Piper picked a peck of pickled peppers'. Play around with familiar songs to emphasise alliteration such as 'Old MacDonald had some sheep, shoes, shorts, with a sh sh here and a sh sh there'.

Identify the odd one out, e.g. cat, cup, boy, car. Make up little nonsense stories together using lots of alliteration.

Collect items from the park, the garden and around the house that start with the same sound. 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.

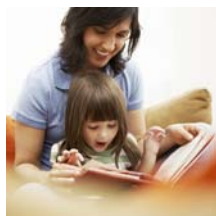
Voice sounds

Repeat your infant's vocalisations. Make fun noises or nonsense words. Say words in different ways (fast, slowly, high, low, using a funny voice).

'Sing' known songs using only sounds, e.g. 'la, la, la', and ask your child to guess the song. Vary your tempo and pitch when reading stories. Make voices for characters when reading stories. Read or tell sound stories. Your local library or book store will be able to point out some very good books that encourage sound making as you read the story. This is huge fun and can involve all the family.

Oral blending and segmenting

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.



Oral blending and segmenting is a later skill that will be important when it comes time to read and write. Being able to hear the separate sounds within a word and then blend them back to understand that

word is really important.

Blending is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud, in order, all through the word. For example, the adult would say *c-a-t* = *cat*.

Segmenting is a vital skill for spelling. The whole word is spoken aloud, then broken up into its separate sounds (phonemes) in order, all through the word. For example, the adult would say *cat* = *c-a-t*.

The importance of mark making

Your child will notice the adults around them reading and writing and they will want to copy them. Mark making is the first step towards writing. Mark making in the early stages is closely linked to physical development. The more opportunities your child has to develop large and small movement in their arms, hands and fingers the easier it will be to make marks with a variety of tools.

Activities such as digging, 'painting' outdoor surfaces with water and a large brush, sweeping, and swishing a scarf through the air in different shapes will help develop large motor movement. Small or fine motor movement will be needed to hold pencils and pens correctly. Hanging out the washing and playing with pegs, using a peg board, and picking up grains of rice with fingers and tweezers will help develop the pincher grip needed for writing.

In the early stages of learning to write, your child will like to experiment making marks on paper with a variety of writing tools such as brushes, pens, pencils and felt tip markers. They will often include drawings with their writing.

Sometimes you will write for them. It is a good idea at this stage to use lower case letters when you write for your child, introducing capitals only for names.

Useful websites and leaflets for more information

www.parentscentre.gov.uk/foragegroup/3to5years/readandwritetogether
www.parentscentre.gov.uk/foragegroup/5to7years/allittlereadinggoesalongway
www.bookstart.co.uk
www.read-count.org/index.asp
www.talktoyourbaby.org.uk
www.early-education.org
www.nationalliteracytrust.org.uk/familyreading/parents
www.ican.org.uk



LETTERS AND SOUNDS



A guide for parents

Communication Language and Literacy Development (CLLD)

Helping your child with speaking, listening, reading and writing



Letters and Sounds

Children learn a great deal from other people. As parents and carers you are your child's first teachers. You have a powerful influence on your child's early learning.

From a very early age your child will need to experience a wide range of activities and experiences with you to develop their early reading and writing skills such as singing and saying rhymes, making and listening to music, listening to them, joining in conversations, painting and pretend play. These activities will help your child take the first important steps towards reading and writing.

To support the teaching of CLLD in settings and schools a phonics teaching programme called **Letters and Sounds** is used. It builds on the activities the children have already experienced in the setting. The children learn through play and activities and are encouraged to use their increasing phonics knowledge in freely chosen activities. This leaflet will give further information about the Letters and Sounds programme and the best ways to help your child's learning at home. You may wish to ask the management of the setting about their CLLD programme so you can further support your child.

Ways you can support your child 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 – anytime!

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 – e.g. a duck, a snake, an alien – say the sound it might make as you play

together, e.g. 'quack-quack', 'sssssss', 'yuk-yuk', and encourage your child to copy you.

Listen at home – listen to the sounds both inside and outside the home. Can your child tell you what they heard, in the order in which they heard it?

Play-a-tune – and follow me! Make or buy some simple shakers, drums and beaters – 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.

Sound talk

Try breaking down simple words when you are giving instructions or asking questions such as 'Can you find your h-a-t hat?' 'Where is the c-a-t cat?' 'Sit on the s-ea-t seat' 'Eat your f-oo-d food'. It is really important to say the sounds (phonemes) aloud, in order, all through the word. Prior to this your child should have experienced lots of the environmental, instrumental and body percussion, rhythm and rhyming, alliteration, and voice sounds activities to tune in their ears.

Environmental sounds

Go on a listening walk – when walking down the road make a point of listening to different sounds: cars revving, people talking, birds singing, dogs barking. When you get home try and remember all the sounds you heard. You could try taping the sounds to listen to again or try reproducing them yourselves using your voice or instruments.

Make sounds using a range of props such as running a stick along a fence and tapping on the bin lid.

Invent a secret family 'knock' for entering rooms.

Play sound lotto. Commercial sound lotto can be purchased from many children's toy stores but making your own from your sound walk would be far more rewarding.

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. Play 'guess what's inside the instrument'.

Sing known songs loudly and then softly, stretch words in known

songs and add new words or sounds.

Listen to a range of music with your child from rap to classical. Encourage your child to move in response to the variety of musical styles and moods

Body percussion

Learn some action rhymes such as 'wind the bobbin up' and play some commercially produced tapes and CDs. Clap along with familiar rhymes and learn new ones. Listen to the sounds your feet make when walking/ running/skipping: slowly, softly, fast, stomping hard, in flip flops, boots, high heels.

Try different types of claps: clap your hands softly, fast and make a pattern for your child to follow. Do the same clapping your thighs or stomping with your feet. Tap your fingers. Click your tongue.

Invent a special family clap routine for when someone does something really well.

Rhythm and rhyme:

Get into the rhythm of our 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 pauses 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' or 'bip bop boo, who are you?'

Alliteration (words that begin with the same sound)

Alliteration is a lot of fun to play around with. Your child's name can be a good place to start, e.g. Say 'Gurpreet gets the giggles', 'Milo makes music', 'Naheema's nose'

