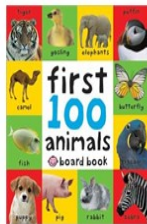
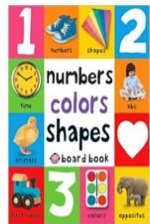
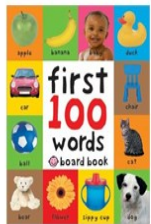


Langlands Primary Early Years Literacy Leaflet

- Stress new words, show and tell what the new word means and relate it to your child's personal experience and knowledge repeating the word as you go
- Make a book with your child using words and pictures, it's a powerful way of encouraging children to take an active interest in reading
- Sound out words your child shows an interest in. Use the letter sounds (a as in apple, b as in ball, c as in cat) but be aware your child should also know the relationship between those and the letter names; a as in name, b as in beetle, etc

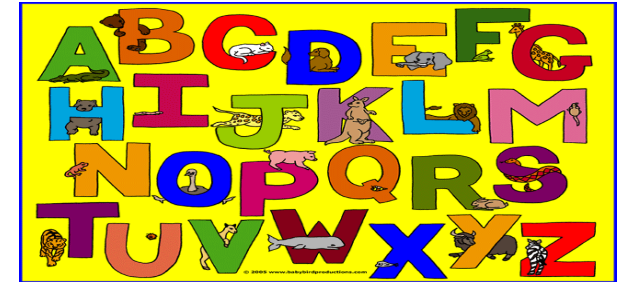


Your child learns letter sounds through the use of actions and songs in the Jolly Phonics scheme. The order is as follows:

- Set 1: s a t p i n
- Set 2: c k e h r m d
- Set 3: g o u l f b
- Set 4: ai j oa ie ee or
- Set 5: z w ng v oo
- Set 6: y x ch sh th
- Set 7: qu ou oi ue er ar

To develop your child's ability to hear and use these sounds accurately you might like to;

- Play 'I spy with my little eye', 'I went to the shops and I bought...'
- Take an object e.g. a sock and ask your child to find something else beginning with s and give them a time limit
- Find 5 things that begin with c, look at them with your child and then play hide and seek with them in and around the house/garden. Repeat for other letters
- Play a memory game e.g. 'Kim's Game' with these objects and ask your child which one is missing
- Say tongue twisters—Peter Piper picked a peck of pickled pepper etc. Make up new ones and have fun with words that start with the same initial sound
- Go for a walk and have a treasure hunt for objects beginning with different letters you've chosen and written down in a list. Tick them off as you go
- Look at print in the environment and identify known letters and support sounding out again using letter sounds rather than letter names
- Use onset and rime to make simple words—in the word **cat** the onset is the first letter **c** and the rhyme is the last two letters **at**. From this other words can be made by changing the onset to **h-hat**, **s-sat**, **m-mat** and such like



All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Time taken as part of our daily routines and experiences will promote listening and talking, which help to develop your child's language and communication skills. The more vocabulary children hear, understand and use, the more likely they will become fluent readers, writers, articulate speakers and critical thinkers.

This leaflet will give you some quick, fun and active ideas to try each day and they will make a real difference to your child's confidence as a young learner.

Have fun!



Communication has changed a lot with the increasing amount of technology in the world around us, but one of the crucial roles we can play as the adult in a child's life is to provide high quality interactions.

Having fun with your child and playing along with them is a natural way to help them learn and can be extremely valuable.

We hope that some of these suggestions make their way into your home and that you enjoy supporting your child in becoming secure in their knowledge and understanding of rhyme, alliteration, syllables, onset and rime and words in sentences.

Definitions

- The correspondence of sounds between words or the ending of words; especially when these are used at the ends of lines of poetry
- The repetition of the same sound at the beginning of words e.g. 'She sells sea shells on the sea shore'
- A unit of sound or group of letters made up of a vowel sound or a vowel consonant combination. Syllables contain only one sound
- The 'onset' is the initial phonological unit of any word (e.g. **c** in cat) and the term 'rime' refers to the string of letters that follow, usually a vowel and final consonants, e.g.- **f** is the onset, **ig** is the rime
- A sentence is a group of words which in principle tells a complete thought. In print or writing, a sentence typically begins with a capital letter and ends with appropriate punctuation

These activities get children interested in their environment and raise awareness of sounds around them to help develop listening skills:



- Go for a listening walk and talk about all the things you can hear
- Play 'I hear with my little ear' to help your child recognise sounds of everyday objects, animals, street noises etc. e.g. 'I hear with my little ear something that goes buzz buzz.' 'Is it a bee?'
- Listen to songs on CDs, tablets, computers etc as there are a wealth of catchy tunes around (You Tube is a great resource) and as songs become familiar join in and sing along
- Play 'repeat after me' clapping/stomping/tapping games where you clap/stomp/tap a number of claps and the child repeats it, you can also clap simple rhythms for your child to copy
- Read lots of stories and nursery rhymes and explore words, use your voice to emphasise words that rhyme (Julia Donaldson books are good for this)
- Play with words—e.g. ask for words that have the same ending as cat, these can be real words or nonsense words—hat, fat, drat, gat, bat, yat
- Play 'odd one out' games e.g. Which one is the odd one out from—dog, log, bus, frog?
- Make up silly rhymes with your child's name—Mavis, davis, havis, tavis, cavis
- Clap out syllables of words—use familiar words first e.g. Calvin is Cal/vin and has 2 claps, book has 1 clap, and progress from there to words like elephant, el/e/phat and has 3 claps

We want to promote a love of reading by enjoying stories together. This will help to develop a rich vocabulary for your child through exploring words and their meaning in natural and spontaneous ways. This can be done by reading anything, whatever takes their fancy; cereal packets, signs, number plates, posters, magazines and books. The following ideas are for books, but could easily be adapted:

- Encourage your child to hold the book correctly, show them to turn one page at a time and point to text going from left to right to show the direction of reading
- Look at the front cover: look at the picture on it, read the title and count the words in it. Question your child to predict who they think will be in the story, where they think it will take place, what they think might happen
- Look at the pictures on the pages and get your child to tell you the story in their own words, ask questions about why they think that is going to happen. Are there any similarities to other familiar stories that you can talk about?
- Look at the text in the book—look for any familiar letters they can name and find, this will lead to being able to skim read to find any familiar words e.g. Mum, Dad, dog, cat, red and other learned sight vocabulary
- Look for capital letters at the start of sentences, count how many words there are in the sentence

