

Lochardil Primary School



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Literacy and English Early Level Information for Parents

| Level | Stage |
|---------------|--|
| Early | The pre-school years and P1, or later for some. |
| First | To the end of P4, but earlier or later for some. |
| Second | To the end of P7, but earlier or later for some. |

*Early Level – Nursery and Primary 1
Supporting your child with blending and word building*

Your child has been learning the following sounds in class.

JOLLY PHONIC ACTIONS (*First 33 sounds*)

- s** Weave hand in an s shape, like a snake, and say *ssssss*
- a** Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*.
- t** Turn head from side to side as if watching tennis and say *t, t, t*.
- i** Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i*.
- p** Pretend to puff out candles and say *p, p, p*.
- n** Make a noise, as if you are a plane - hold arms out and say *nnnnnn*.
- ck** Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.
- e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.
- h** Hold hand in front of mouth panting as if you are out of breath and say *h, h, h*.
- r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrrrr*.
- m** Rub tummy as if seeing tasty food and say *mmmmm*.
- d** Beat hands up and down as if playing a drum and say *d, d, d*.
- g** Spiral hand down, as if water going down the drain, and say *g, g, g*.
- o** Pretend to turn light switch on and off and say *o, o; o, o*
- u** Pretend to be putting up an umbrella and say *u, u, u*.
- l** Pretend to lick a lollipop and say *llllll*.
- f** Let hands gently come together as if toy fish deflating, and say *ffffff*.
- b** Pretend to hit a ball with a bat and say *b, b, b*.
- j** Pretend to wobble on a plate and say *j, j, j*.
- z** Put arms out at sides and pretend to be a bee, saying *zzzzz*.
- w** Put out hands and make windscreen wiper actions, saying *w w w w w*
- v** Pretend to be holding the steering wheel of a van and say *vvvvvv*.
- y** Pretend to be eating a yogurt and say *y, y, y*.
- x** Pretend to take an x-ray of someone with an x-ray gun and say *ks, ks, ks*.
- qu** Make a duck's beak with your hands and say *qu, qu, qu*.
- ch** Move arms at sides as if you are a train and say *ch, ch, ch*.
- x2** Pretend to turn the knobs of a crackling radio and say *chchchchch*. You are trying to find Loch Broom Radio
- sh** Place index finger over lips and say *shshsh*.
- oo** Move head back and forth as if it is the cuckoo in a cuckoo clock,
- ee** Put hands on head as if ears on a donkey and say *ee-or, ee-or*
- sh** Place index finger over lips and say *shshsh*.
- th th** Pretend to be naughty clowns and stick out tongue a little for the *th*,
And further for the **th** sound (as in *this* and **thumb**)
- wh** Blow onto open hand as if you are the wind and say *wh wh wh*

Pronunciation of the sounds

It is important that the sounds of the letters are used and **not** their names - a, b, c and **not** ai, bee, sea. This will help to when making words or when breaking words up into sounds.

They also need to be pronounced softly and without an added 'i' sound

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s = ssssss not 'si'

r = rrrrrrrr and not 'ri'

m = mmmm not 'mi'

n = nnnnnnnn and not 'ni'

Supporting your child with blending and word building

February 2014

From August to February your child has been learning the first 33 initial sounds from the Jolly Phonics programme and has begun to build words using two/three or more sounds.

The words that your child has been building have been CVC (consonant-vowel-consonant) words e.g. c-a-t, p-i-n.

To support your child further, it is important that they continue to build their own words using the sounds that they know. This benefits their reading development as they become more competent at blending sounds (putting them together) to make words.

In addition to this, over the remainder of Term 3 and Term 4, it would be highly beneficial if you could work with your child on the word boxes within this booklet.

To support your child:

Each week in their home/school diary they will be allocated a word box to work on at home. We will be doing the same word box in school that week.

- Over the course of the week practise each of the 9 words within the word box.**
- Ask your child to sound out the word. They may need to do this repeatedly before the sounds blend into a word.**
- As an extension, ask your child to write the word without re-reading. Together you can check how they have done.**

Thank you for your continued support with your child's Literacy development.

You may wish to begin Word Box 1 over the February break. This will be written in your child's home/school diary the week beginning 24.03.2014.

WORD BOX 1

sat

at

sit

it

its

hen

hat

hip

hit

WORD BOX 2

rat

rip

ran

rest

rack

trip

trap

sip

tap

WORD BOX 3

man

ham

mat

map

men

him

ant

tin

pan

WORD BOX 4

pin

an

nap

tan

snip

snap

spin

dip

sad

WORD BOX 5

dad

act

cat

can

cap

sink

tank

skin

tick

WORD BOX 6

top

cot

dot

pot

on

rock

cost

sock

pond

WORD BOX 7

got

stop

cod

spot

pop

pod

hot

dog

hop

WORD BOX 8

odd

rot

rod

jam

jet

job

us

up

bus

WORD BOX 9

sun

nut

cup

cut

hum

tug

hug

mud

run

WORD BOX 10

run

rug

pup

hut

dust

duck

bed

bag

cub

WORD BOX 11

big

bun

beg

bad

rub

bin

bib

bat

bell

WORD BOX 12

if

fun

fog

dig

gap

gas

rag

get

peg

WORD BOX 13

egg

pig

snag

rig

stag

tag

car

arm

jar

WORD BOX 14

far

art

yes

yap

yuck

pen

set

ten

pet

WORD BOX 15

win

wet

web

wind

wag

six

fox

wax

fix

WORD BOX 16

lap

lit

log

leg

pal

lid

felt

flip

flop

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