



Help your child to learn at home.

Phonics (linking sounds and letters)

The first stage of learning phonics is:

- Being able to differentiate between different sounds e.g. sounds in the environment, different instruments.
- Hearing words that rhyme e.g. bat, cat, mat.
- Listening for alliteration – when words start with the same sound e.g. Wet Webster waddled in the woods.

Next children begin to recognise letters and link them to sounds. At Hirst Wood the children are taught 'Jolly Phonics' actions to help them to remember the sounds. At this stage children start to hear the initial sound of words e.g. f for fish or d for dog.

When children recognise letters and can hear sounds they begin to read and spell simple CVC words e.g. cat, peg, hen, bun. The jargon explained:

- Blending sounds – putting sounds together to make a word.
- Segmenting sounds – pulling words apart to hear the sounds to spell a word.
- CVC – consonant – vowel – consonant words such as hat, sun, cup.

Phonics is taught with lowercase letters but we do talk about the special capital letter at the beginning of the child's name.

At home

Around the house:

- Listen for sounds in the environment e.g. washing machine spinning, toilet flushing.
- Look for letters in books, magazines and newspapers.
- Write lowercase letters on post-it notes and hide them round the house for your child to find.
- Play with magnetic letters on the fridge.
- Use foam letters in the bath.



Games:

- Play letter matching or letter to sound matching games.



- Play phonics games on a computer or tablet e.g. PhonicsPlay.co.uk



Out and about

Shopping:

- Look for letters on packaging.
- Look for familiar brands and shop signs.
- Use alliteration. I want to buy a crunchy carrot, perfect potato, super strawberry.
- Give your child a letter. How many things can they spot that start with that sound e.g. b – bread, beans, banana...



In the street:

- Listen for sounds in the environment.
- Look for letters on signs and number plates.
- Play I spy.

At the park or in the woods:

- Listen for sounds in the environment.
- Make letters out of natural objects.
- Encourage your child to blend sounds – Can you h-o-p? Do you want to go to the p-ar-k? Can you see a c-a-t?
- How many things can you find that start with...?



Stories and rhymes

Read stories and sing songs that involve rhyme or alliteration.



Rhyming books:

Dr Seuss books e.g. Green Eggs and Ham
 Julia Donaldson books e.g. Zog
 Duck in the Truck
 One Mole Digging a Hole
 Brown Bear Brown, Bear. What do you see?
 Don't Put Your Finger in the Jelly Nelly
 Shark in the Park
 Dinosaur Roar!
 Hairy Maclary from Donaldson's Dairy
 Each, Peach, Pear Plum
 Oi Frog

Books with alliteration:

Some Smug Slug
 All the Awake Animals are Almost Asleep
 Superhero ABC
 The Worryworts
 Too Many Moose
 Many Marvellous Monsters
 Pigs in Pajamas
 She Sells Seashells
 Dig the Dog

Rhymes:

Twinkle Twinkle Little Star
 Row, Row, Row Your Boat
 Sleeping Bunnies
 Grand Old Duke of York
 Humpty Dumpty
 Two Little Dicky Birds Sitting on a Wall
 Patter Cake, Patter Cake
 Incy Wincy Spider
 Jack and Jill
 See Saw Marjory Daw
 Baa, Baa, Black Sheep

The Early Years curriculum

Not all children develop at the same rate but by the end of nursery most children will...

Reading – 30-50 months:

Enjoys rhyming and rhythmic activities.
 Shows awareness of rhyme and alliteration.
 Recognises rhythm in spoken words.
 Listens to and joins in with stories and poems, one-to-one & also in small groups.
 Joins in with repeated refrains & anticipates key events & phrases in rhymes and stories.
 Beginning to be aware of the way stories are structured.
 Suggests how the story might end.
 Listens to stories with increasing attention and recall.
 Describes main story settings, events and principal characters.
 Shows interest in illustrations and print in books and print in the environment.
 Recognises familiar words and signs such as own name and advertising logos.
 Looks at books independently.
 Handles books carefully.
 Knows information can be relayed in the form of print.
 Holds books the correct way up and turns pages.
 Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Reading – 40-60 months:

Continues a rhyming string.
 Hears and says the initial sound in words.
 Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
 Links sounds to letters, naming and sounding the letters of the alphabet.
 Begins to read words and simple sentences.
 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
 Enjoys an increasing range of books.
 Knows that information can be retrieved from books and computers.

The Jolly Phonics Alphabet A to Z					
Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Ququ	Rr
Ss	Tt	Uu	Vv	Ww	Xx
Yy	Zz				

If you have any questions about how to help your child learn phonics, please speak to your child's teacher.