

# Welcome to "Letters and Sounds" planning!

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This document is what your children would be doing with Nursery adults for **15 minutes maximum every day**. **If your child gets fed up do not force them to come back! Try again tomorrow.**

The activities are explained well but if you need to make adaptations at home feel free. I think this week's challenge will be having lots of animal with the same name so I have made a print out in case that is easier. Simply cut out the animal pictures. I'd recommend using a single sound for the first couple of days then maybe doing two or three different sounds the days following. I have labelled my pictures with days but you don't have to follow this do what works best for you and your child.

Feel free to use the space provided to jot down notes of how well they get on. The "look listen and note" section is really to tell you what the children should be doing and what you need to look out for as evidence of learning.

Most importantly have fun! ~Mrs P



OE - start of week EW - end of week / - beginning to \ - often doing/getting Δ - secure/always

Aspect 6: Voice sounds

Look, listen and note

Look, listen and note how well children:

♥ distinguish between the differences in vocal sounds.

Aspect 5: Alliteration

Look, listen and note

Look, listen and note how well children:

♥ identify initial sounds of words; ♥ reproduce the initial sounds clearly and recognisably; ♥ make up their own alliterative phrases.

<p><b>Week 5</b> Warm up</p>	<p><b>Making trumpets:</b> Make amplifiers (trumpet shapes) from simple cones of paper or lightweight card and experiment by making different noises through the cones. Model sounds for the children: the up and down wail of a siren, the honk of a fog horn, a <i>peep, peep, peep</i> of a bird. Contrast loud and soft sounds. Invite the children to share their favourite sound for the rest of the group to copy. Use the trumpets to sound out phonemes that begin each child's name.</p>	
<p>Activity</p>	<p><b>Bertha goes to the zoo:</b> Set up a small toy zoo and join the children as they play with it. Use a toy bus and a bag of animal toys with names starting with the same sound (e.g. a lion, a lizard, a leopard, a llama and a lobster) to act out this story. Chant the following rhyme and allow each child in turn to draw an animal out of the bag, and add an animal name to the list of animals spotted at the zoo. <i>Bertha the bus is going to the zoo, Who does she see as she passes through? ... a pig, a panda, a parrot and a polar bear.</i></p>	