

Key vocabulary:

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| <ul style="list-style-type: none"> • Rhyme (words that end in the same sound e.g. sat, cat, hat, bat) • Alliteration (where words that begin with the same sound e.g. <u>s</u>illy <u>s</u>nakes <u>s</u>lither <u>s</u>ilently) | <ul style="list-style-type: none"> • Phoneme (a letter sound) • Rhythm (the beat) • Logo (a recognisable/familiar picture) • Pincer grip / tripod grip (an effective pencil grip) |
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Curriculum Objectives

- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Recognises familiar words and signs such as own name and advertising logos
- Holds pencil near point between first two fingers and thumb and uses it with good control
- Can copy some letters, e.g. letters from their name
- Draws lines and circles using whole arm movements
- Recognise the phonemes: s, a, t, p, i, n, m, d, ss
- Be able to segment and blend words with those phonemes in
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Examples

- Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.
- Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.
- Discuss with children the characters in books being read.
- Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.
- Encourage children to recall words they see frequently, such as their own and friends' names.
- Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?'
- Play games like word letter and word bingo to develop children's phoneme-grapheme (written letter and sound) correspondence.
- Model to children how simple words can be segmented into sounds and blended together to make words.
- Write the words from the list above and talk about how you could put them into sentences (e.g. I went to the swimming pool and it was cold).
- Play colouring in games where you can make sure that your child is holding their pencil correctly

