

### Playdough

Try using playdough, bread dough or chapatti dough to form letters. Make or print letter mats to give your child a guideline of the formation of the letters.



### Sand Tray or Finger Paints

Children enjoy writing letters with their fingers in a tray of sand or with finger paints. These ideas provide good opportunities to teach correct letter formation. Try using different materials and textures such as rice, flour or even shaving foam!



### Point out print everywhere

Talk about the written words you see in the world around you. Ask your child to try to spot familiar words on each outing, for example on the walk to school, or park or the shops. It's amazing how many children recognise 'Tesco'. Encourage them to look for English letters on signs, labels etc.



### Further Information / Useful Links

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

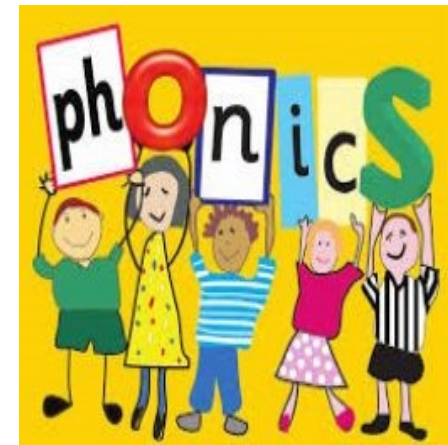
[www.leveredgeprimaryacademy.co.uk/eyfs](http://www.leveredgeprimaryacademy.co.uk/eyfs)

[www.leveredgeprimaryacademy.co.uk/reception](http://www.leveredgeprimaryacademy.co.uk/reception)



## Lever Edge Primary Academy

### Learning Through Play



# Why begin Teaching Reading through Games?

It is vital that early reading experiences are happy and positive. The aim is not just for children to learn to read, but to enjoy reading. By playing games together it is more relaxed and informal therefore children will enjoy the experience and not feel as pressured.

## Phonics—The Sounds of Letters

It is important that children learn the lower case (small letters) sounds rather than the upper case (capital letter) names at first.. Most early books and games use sounds and your child will learn these at school first. Obviously you should use a capital letter when required, such as at the beginning of the child's name e.g. Paul.

In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing. Even everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer you the chance to talk to your child, explaining what you are doing. Through these activities, children hear the way language is put together into sentences for a purpose.

Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own



## Ways you can support your children at home...

Play **'What do we have in here?'** Put some toys or objects in a bag and pull one out at a time. Emphasise the first sound of the name of the toy or object by repeating it, for example, 'c c c c – car', 'b b b b – box', 'ch ch ch ch – chip'. Say: 'A tall tin of tomatoes!' 'Tommy, the ticklish teddy!' 'A lovely little lemon!' This is called alliteration. Use names, for example, 'Gurpreet gets the giggles', 'Milo makes music', 'Naheema's nose'. Teach them 'Peter Piper picked a peck of pickled peppers'.

### Sound-talking

Find real objects around your home that have three phonemes (sounds) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:

'I spy a p-e-g – peg.'

'I spy a c-u-p – cup.'

'Where's your other s-o-ck – sock?'

Simon says – put your hands on your h-e-a-d.'

'Simon says – touch your ch-i-n.'



### Common Objects

Collect several objects that begin with the same sound and write the sound on a label. Make a second group of objects with a different sound and write the sound on a label. Mix up the two sets of objects and ask your child to match the object to the sound labels.



### Magnetic letters



Buy magnetic letters for your fridge, or for use with a tin tray. Have fun finding letters with your child and place them on the magnetic surface.

Making little words together

Make little words together, for example, it, up, am, and, top, dig, run, met, pick. As you select the letters, say them aloud: 'a-m – am', 'm-e-t – met'.

Breaking words up

Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met – m-e-t'.

Both these activities help children to see that reading and spelling are reversible processes.

Spelling is harder than reading words – praise, don't criticise.

### Sounds Scrapbook

Write a letter at the top of each page of an empty scrapbook. Concentrating on a few letters at a time, collect pictures of objects that begin with those letters.



### Odd-one Out!

Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one.