Welcome to "Letters and Sounds" planning!

This document is what your children would be doing with Nursery adults for 15 minutes every day.

The activities are explained well but if you need to make adaptations at home feel free. I will sometime have put home learning adaptation suggestions on there.

If you have any problems or queries please do contact school via phone or the Nursery email which I will be checking regularly.

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 - on entry EW - end of week /- beginning to \angle - often doing/getting \triangle - secure/always

Clownfish: Letters and Sounds planning: Spring 1: Guided Group

		As	pect 5: Alliteratio	m			
			bok, 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.							
Activity	Aliyah	Angel	Jayden	Luke	Ariella	Amelia P	Theo
up saying <i>I spy s</i> begins with the first lette William. Play this as a enough of you circle. Make so	rcle, start the game by omeone whose name and give the sound of r, for example 'W' for family or if there aren't 1 you can use toys in a ure the child(ren) can are choosing from.						
Activity Activity Make sure that sounds is comm simple tongue children enjoy words that ar Use opportunit incidentally to twisters by usi objects that a interest to th	t word play with initial nonplace. Include lots of twisters to ensure that experimenting with e alliterative. ties as they occur make up tongue ng children's names, or ure of particular personal em (e.g. <i>David's</i> <i>osaur, Millie's marvellous</i> ,						
chose some of favourite toys for Lukes likeable lemonade	adaptation: You could your child(rens) to make up jingles Lion teddy loves ks too terribly fast						