

# Welcome to "Letters and Sounds" planning!

---

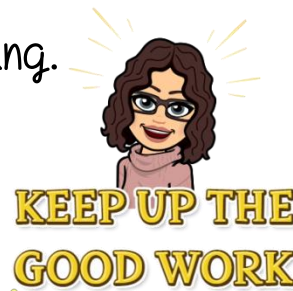
This document is what your children would be doing with Nursery adults for **5-10 minutes maximum every day**. If you child gets fed up do not force them to come back or stay longer, just try again tomorrow!

This week's activity can be done while your child is playing. I think it is really straightforward and won't need any adaptations it is just about getting them to learn these early concepts and vocabulary. This is something as busy parents we often overlook and yet it has a HUGE impact on their language development so please please do this, this week, as often as you can (and carry on after this week too!)

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

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   L - often doing/getting   △ - secure/always

Aspect 3: General sound discrimination – body percussion

**Look, listen and note**

Look, listen and note how well children:

- ♥ use language to make different endings to the story;
- ♥ use a wide vocabulary to talk about the sounds they hear;
- ♥ use a wide vocabulary to talk about the sounds they hear;
- ♥ group sounds according to different criteria (e.g. *loud, quiet, slow, fast*).

**Wk 2:**  
Activity

**Words about sounds:** It is important that adults engage with children in their freely chosen activities and introduce vocabulary that helps them to discriminate and contrast sounds, for example:

- *slow, fast,*
- *quiet, loud,*
- *long, short,*
- type of sound (*click, stamp, etc.*);
- type of movement (*rock, march, skip, etc.*).

Start with simple opposites that are obviously different (e.g. *loud, quiet*).

Listen to what the children have to say about the sounds they hear and then build on and expand their contributions and ideas.