

Our Reading Journey - LFS Autumn 2

We will be working on Phase 1 of 'Letters and Sounds':

Your child will continue to work on phase 1 of 'Letters and Sounds' during the second half of the autumn term. They will continue to develop their speaking and listening skills which lay the firm foundations for the phonics work that will follow. The emphasis this half term will be to introduce the final aspects of the phase (6 and 7) in order to start developing their **oral blending** and **segmenting** skills in preparation for reading.

Oral blending involves pulling together individual sounds within words. This skill is essential in order for your child to read and write. When learning to blend, a lot of modelling from an adult is required. When blending, you, as the adult, would clearly say aloud the individual sounds s-a-t. Then repeat again a little quicker, and again even quicker until the sounds become merged and a word can be heard. s-a-t... sat

With **segmenting** you do the opposite. Segmenting is breaking words down into individual sounds. For example, say a cvc (consonant, vowel, consonant) word such as 'man' aloud, then say the word very slowly as if you are stretching out and continue to do this until the individual sounds are clear. m-a-n

Both blending and segmenting take a lot of practise but the great thing is that you can do it anywhere - at home or when you are out taking a walk. Ask your child to, "Go to the m-a-t or find your h-a-t."

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. To support this, you could look at a selection of items or pictures and sound out the name of the object in a robot voice. For example: c- u - p... cup and let your child join in.

Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, you say some sounds, such as b- u- s and see whether the children can pick out a bus from a group of objects. For segmenting practise, you could hold up an object, such as a pot, and ask the children which sounds they can hear in the word. They should say p-o-t like they are spelling it out to you.

If you need any further help or information on supporting your child's reading journey, please don't hesitate to ask!

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Reading for pleasure

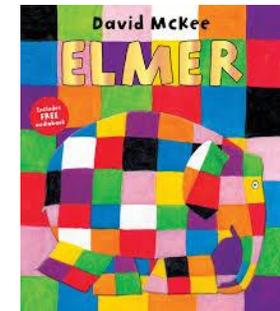
Reading books and talking about them with your child at this stage is so vitally important as this will help to increase their vocabulary while encouraging them to see reading as a source of pleasure. You should try to make a time to do this daily.

Talk about the pictures with your child as you move through the book. Point to items and name them in order to increase their vocabulary and understanding . Then ask your child to name them with you and praise your child for their response.

Why not challenge your child by giving them two things to search for on the page. For example: Can you point to the dog and then the pond?

Don't forget to take a trip to our local library and find new favourite books together. They have regular events for little ones to join in with too!

Our recommended reads for this half-term:



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