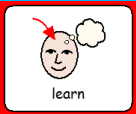

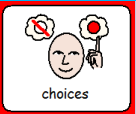





# *Dobcroft Infant School*



## *Early Literacy Skills – booklet for parents*

*'To provide a foundation for fulfilled lives, inspiring confident and happy learners'*

Our Values	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
	 learn	 try	 choices	 respect	 together	 success

## **Hearing Initial sounds**

This is as simple as I-Spy but it is definitely something that needs to be taught. Being able to say the first sound in a word is not an innate skill. It is something that can be practised as part of everyday conversation eg “P-p-pick up your rubbish, put it in the b-b-bin.” You can ask your child to name lots of words that begin with a letter or change it around so they say what sound a word you are saying begins with. You can also play what is the last sound as this is also an area that children can find tricky.

## **BLENDING FOR READING**

### **Sound blending**

Learning to blend sounds can take some time to master, so don't worry if your child doesn't pick it up straight away.

Ask your child to look at you as you:

Say the pure sounds in an exaggerated manner (this is called Fred Talk at Dobcroft),

Eg mmm-u-d, not muh-u-der

Ask your child to copy

Say the sounds followed by the whole word,

Eg m-u-d, mud

Ask your child to copy.

Eventually as your child becomes skilled at oral blending, they will be able to listen to you saying the sounds (Fred Talk) and then tell you the whole word you have just “Fred Talked”.

### **Blending written words**

This is very tricky as children need to be able to combine a number of skills; listening to themselves as they Fred Talk (rather than someone else), orally blend and have instant recognition of the letter shape and know the corresponding sound.

Point to each sound in the word, saying each sound as your point.

Sweep your finger under the word and say the whole word.

It's a good idea to model this in an exaggerated way so that your child will see that it is a skill that needs to be learnt. They may have to Fred Talk the word a number of times before they can blend the sounds to say the whole word.

## SEGMENTING FOR SPELLING

### Orally segmenting

This is the opposite of oral blending (blending the sounds together to make a word), oral segmenting is splitting a word up into its sounds. At Dobcroft, we use a system called Fred Fingers.

Tell the children how many sounds a word has got and ask them to show the correct number of fingers.

Say the word eg mat

Point to each finger as we say the sounds eg m – a – t

At the end sweep your pointing finger across the sounds and say the blended word.

Remember that digraphs (2 letters, one sound such as sh) and trigraphs (3 letters, one sound such as igh) are one sound and so are matched to one finger



You may need to model this many times in an exaggerated way, generally children find oral segmenting more difficult than oral blending.

The website below has parent tutorials on how to say all of the 44 sounds (you may hear them referred to as phonemes) and how to help your child to learn to orally blend and segment. You can hear the pure sounds being spoken on the tutorials. You can also google Fred Talk, Fred Fingers, oral blending etc and you tube has plenty to offer! <https://www.ruthmiskin.com/en/>

#### METAL MIKE GAME

Mike will eat anything, but only if you can “Fred Talk” what he is eating!






























Practising oral blending: Adult says “Metal Mike would like to eat a b-oo-k. Can you find it?” Child then posts the correct picture through Mike’s mouth and says “b-oo-k, book,”.

Practising segmenting (spelling): Child takes on the adults role described above and the adult has to find the correct picture.

**Read Write Inc Phonics – order that sounds are taught and the “memory jog” phrases**

SET 1		SET 2	
Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?
a	Round the apple, down the leaf.	ee	What can you see?
s	Slide around the snake	igh	Fly high
d	Round the dinosaur’s back, up his neck and down to his feet.	ow	Blow the snow
t	Down the tower, across the tower.	oo	Poo at the zoo
i	Down the insects body, dot for the head.	oo	Look at a book
n	Down Nobby and over the net.	ar	Start the car
p	Down the plait, up and over the pirates face.	or	Shut the door
g	Round the girls face, down her hair and give her a curl.	air	That’s not fair
o	All around the orange.	ir	Whirl and twirl
c	Curl around the caterpillar.	ou	Shout it out
k	Down the kangaroo’s body, tail and leg.	oy	Toy for a boy
u	Down and under the umbrella, up to the top and down to the puddle.		
b	Down the laces, over the toe and touch the heel.	<b>SET 3</b>	
f	Down the stem and draw the leaves.	ea	Cup of tea
e	Slice into the egg, go over the top, then under the egg.	oi	Spoil the boy
l	Down the long leg.	a-e	Make a cake
h	Down the horse’s head to the hooves and over his back.	i-e	Nice smile
sh	Slither down the snake, then down the horse’s head to the hooves and over his back.	o-e	Phone home
r	Down the robot’s back, then up and curl.	u-e	Huge brute
j	Down his body, curl and dot.	aw	Yawn at dawn
v	Down a wing, up a wing.	are	Care and share
y	Down a horn, up a horn and under the yak’s head.	ur	Nurse with a purse
w	Down, up, down, up the worm.	er	A better letter
th	Down the tower, across the tower, then down the horse’s head to the hooves and over his back	ow	Brown cow
z	Zig-zag-zig, down the zip.	ai	Snail in the rain
ch	Curl around the caterpillar, then down the horse’s head to the hooves and over his back.	oa	Goat in a boat
qu	Round the queen’s head, up to her crown, down her hair and curl.	ew	Chew and stew
x	Cross down the arm and leg and cross the other way.	ire	Fire fire
ng	A thing on a string.	ear	Hear with your ear
nk	I think I stink.	ure	Sure it’s pure




















# Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

## Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure