

## Supporting your child's development- FSI

# Phonics

Element 1- Environmental Sounds

**Why?** To develop children's listening skills and awareness of sounds. To develop vocabulary. To recognise differences between sounds.

**How can you help at home?**

- Go on sound walks e.g. "Can you hear that chirping sound? I think it is a bird".
- Make sounds with natural materials e.g. tapping a stick, scraping a rock.
- Describe sounds around you and ask them to locate them e.g. "I can hear a drip-drip sound. Where could that be?"

- Talk about if sounds are loud or quiet.



# Name recognition

It is really important to only use capital letters for the start of names e.g., Robyn not ROBYN.

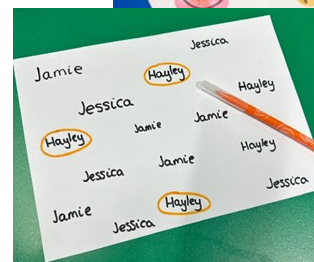


Create some car parking spaces with one letter on each space. Add a letter onto the top of each car. Match the cars to the correct car parking space.

Do activities that involve their name: painting over the top of it, filling it in with buttons or pom-poms, colouring it in.



Can your child find their name amongst other names? Don't include other names that start with the same letter initially e.g. if your child's name is Robyn- don't include Rosie in the list of names until your child is confident with recognising their name from the first letter.



## Supporting your child's development- FSI

# Counting & Cardinality

**Step 1: Saying number words in a sequence.**

*Children need to know number names, initially to 5, then 10 and extending to larger numbers including crossing boundaries 19/20, 29/30. At this stage, children are saying numbers in order (rote counting)- not counting objects.*

1, 2, 3, 4, 5, 6, 7,  
8, 9, 10, 11, 12, 13,  
14, 15, 16, 17, 18, 19,  
20, 21, 22, ...



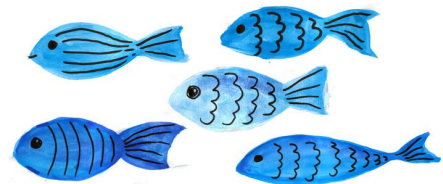
**Step 2: tagging each object with one number word.**

*Children need opportunities to count things in different arrangements. We start with things that can be moved (we encourage them to put them in a line or move them away as they have been counted) and move onto things that cannot be seen, touched or moved. It is important that children only say 1 number when they touch an item and only say a number when they are touching an item.*



**Step 3: knowing the last number counted gives the total so far.**

*This means being able to say the amount counted. Initially when asked "how many?" children will re-count. Giving children the opportunity to 'count out' or 'give' a number of things from a larger group will support them in focussing on the 'stopping number'. We are aiming for "1, 2, 3, 4, 5. There are 5 fish."*



# Communication

This month's focus is: **Getting down to the child's level.**

*Children learn a lot from looking at your face and body language when you talk. Make it easy for your child to see you by getting down to their level and talking and playing face-to-face.*

