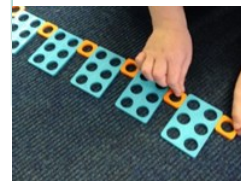
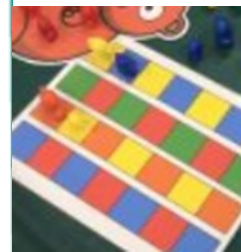


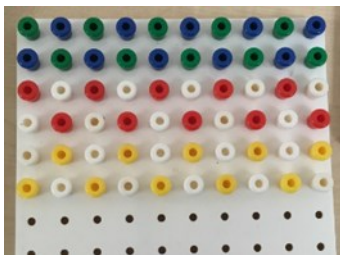
Supporting your child's development- FSI

Pattern

- Pattern is about regularity
- It offers predictability and helps us to recognise order and structure
- Types of pattern: spatial, repeating and growing
- Patterns can be in objects, sounds, actions, events, etc.



1. Copying and continuing AB patterns e.g. red/blue, car/bus.
2. Making their own AB patterns.
3. Spotting errors in AB patterns.
4. Identifying the unit of repeat e.g. a red-blue pattern.



Communication

This month's focus is:

Using simple language and repeating words.

Children need to hear words lots of times before they can understand the words or use them to talk. Keep your sentences short and say important words several times (e.g. 'Spade. That's a spade. A green spade. Spades are for digging').

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Phonics

Element 3- Body Percussion

Why? To develop an awareness of sounds and rhythms. To distinguish between sounds and to remember patterns of sounds. To talk about sounds that we make with our bodies and what the sounds mean. **How can you help at home?**



- clap, stamp, tap along to different songs and pieces of music.
- explore different sounds that you can make with your body.
- clap a simple rhythm and encourage your child to repeat this.
- read a story and join in with repeated phrases, adding body percussion where appropriate e.g. the sound of cars.

Pencil Grip

The pencil should be held with the middle finger resting underneath the pencil and the first finger (pointy finger) and thumb on top- this is called a 'tripod grasp'.

"snap snap crocodile"

Grab the pencil between the thumb and first finger (pointy finger) near the tip.



"put it to bed"

We say this if the pencil is being held upright. The pencil should be angled slightly back and can 'go to bed' in the gap between the thumb and first finger.



"tuck your fingers under"

The other fingers should be tucked into the palm. The middle finger will eventually, naturally move out to support underneath the pencil.

