

Supporting your child's development- FS2

Phonics

Robot arms- When sound-talking a word, we use robot arms to physically make the link between the separate sounds. The word is said in 'robot talk' and then blending hands are used to blend the word.

E.g. 'd-o-g' (moving arms up and down like a robot 3 times for the 3 sounds) then clapping your hands together to say 'dog'.

Your child should be able to show you what robot arms and blending hands are!



Oral blending - This is when children identify different sounds within a word.

- 'Can you find your h-a-t?' (The children will gradually be able to blend the sounds together to understand that h-a-t becomes hat).

- 'Where is the c-a-t?' - 'Can you see the p-e-g?'

It is important that you say the sounds in the correct order and use the correct sounds.

For example: seat - You would not say 's-e-a-t' but rather the sounds 's-ee-t'. This isn't about identifying spellings at this stage, but being able to hear the sounds in words.

Pencil Grip



"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.

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'.



"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.

Supporting your child's development- FS2

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, ...



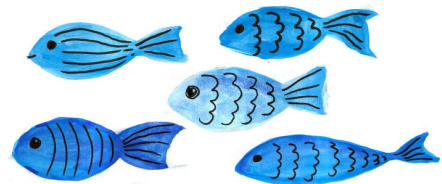
Step 2: tagging each object with one number word.

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.

