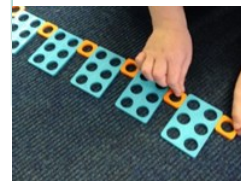
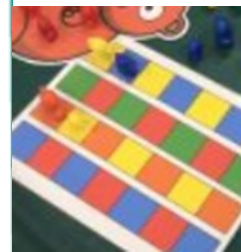


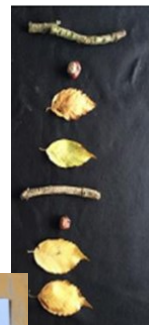
Supporting your child's development- FS2

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.
5. More complex pattern structures- continuing and creating. ABC, AAB, ABB e.g. stick, stone, leaf, leaf, stick, stone, leaf, leaf (ABCC ABCC).



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

Hard to Read and Spell Words

Hard to Read And Spell Words (HRSW) are words that children will find harder to read and spell as they will not have been taught the relevant phonics to be able to decode that word. Some HRSW are words that do not match the phonetic sounds that have been taught for a specific letter or digraph. For example "Me" is not said the way we would sound it out with our basic phonetic sounds. Therefore it becomes a HRSW. Some HRSW are: I, the, no, of, me, she, of, they.

When teaching a new HRS word, we always identify the graphemes within the word that make it tricky.

We add new HRSW to our Green Books every week. Please ensure that your child learns to read and spell them. Practising often will make it easier for your child to remember them.

Buttons and Zips

Buttons: Practice whilst sitting on a chair. Give a step-by-step demonstration, talking through what you are doing. Use the same instructions each time, for example, 'pinch, poke, pull'.

1. Start by teaching children to do buttons when they are not wearing the garment. At first you can provide a garment with large buttons and once this is mastered move onto a garment with smaller buttons.
2. Allow children to do up buttons which they can see, e.g. at the bottom of a shirt.
3. Start the task if necessary but then get children to finish it, e.g. they can pull the button through.

Zips: Practice whilst standing. Give a step-by-step demonstration, talking through what you are doing. Use the same instructions each time. To make grasp easier, attach a small keyring or ribbon on the zipper.

1. Lay the coat or garment on a table or sofa so it is easy to access. (Allow them to feel confident with the zipper on the table before you ask them to do it up whilst wearing it.)
2. Start the zipper so the child can feel how to pull it up on their own.
3. Have the child unzip the jacket, separating zipper at the bottom.
4. Show your child how to latch the bottom of the zipper together, then pull it up.
5. Once they can manage a zip on the table, put the coat on and try again.