

## Nursery Peek at the Week

### Weekly News

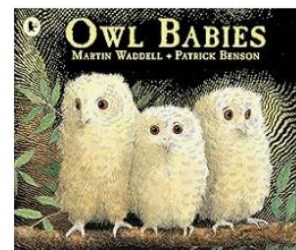
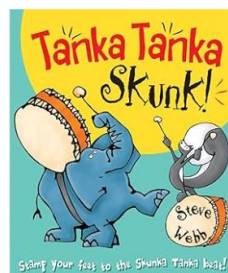
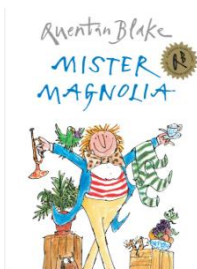
This week in Nursery, we had lots of parents and carers join us on Wednesday for our Phonics Early Bird sessions. The parents/carers were able to join in with the children as we practised different phonics skills using a variety of activities. We played 'I spy' focusing on different initial phonemes, we sorted different objects to Little Wandle cards using their initial phonemes and we had a cat that would only eat things beginning with the 'c' phoneme. We also played blend from the box to practise our blending skills and Silly Soup to practise our rhyming skills. We hope the parents/carers had as much fun as we all did and we hope they continue to practise these skills at home. Lots of our parents/carers also stayed for our first carpet session so they got to join in with our Makaton Good morning song and see how we discuss our emotions using the Zones of Regulation. Amber group got to show off their doodle with your noodle skills as they wrote the letter c, Casper and Millie groups got to demonstrate a phonics lesson, Ollie group got to display their developing fine motor skills in Dough Disco and Ziggy group got to show their developing attention skills through Bucket Time. We have also continued to learn about different animals and learnt the vocabulary for different baby animals. We were very excited on Friday when the chicks came to visit us in nursery for the day.

**If you have, any questions please do not hesitate to email me or Munaza using the email addresses below:**

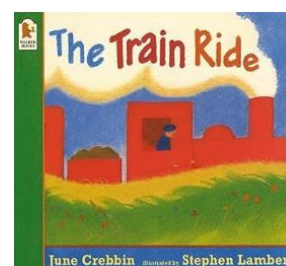
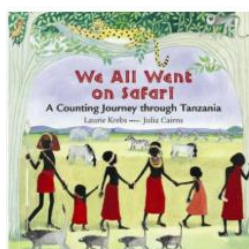
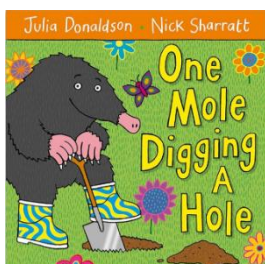
[aglover13@suttonmail.org](mailto:aglover13@suttonmail.org) -Annabel Glover-Nursery Class Teacher, EYFS lead and Phonics Lead

[mahmad68@suttonmail.org](mailto:mahmad68@suttonmail.org) – Munaza Ahmad- Nursery Class Teacher

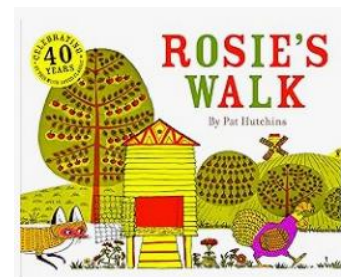
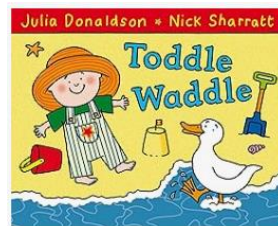
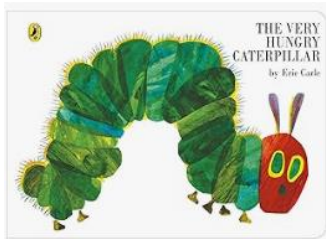
**3-a-day Stories for Amber, Casper and Millie group children:** The children have learnt our last 3 a day stories really well. These are our new 3 a day stories for this half term:



**3-a-day Stories for Ollie group children:** These are stories that the children hear every day. These stories have been carefully chosen to help the children to develop a love of reading and to help them to develop early reading skills. These stories have key elements that support the children to retell them for example many of them use rhyme or repeated phrases.



**3-a-day Stories for Ziggy group children (these are our new children):** These are stories that the children hear every day. These stories have been carefully chosen to help the children to develop a love of reading and to help them to develop early reading skills. These stories have key elements that support the children to retell them for example many of them use rhyme or repeated phrases.



### Dip and Do

These are some ideas of things that you may like to do to support your child's learning at home.

Please see our Early Bird cards for instructions.

- Can you say the initial phoneme for different objects in your house?
- Can you practise your blending skills?
- Can you play Silly soup to practise your rhyming skills?

### What have we been learning Nursery?

Please show your child these pictures and encourage them to talk about them.

#### We are learning to sing Nursery Rhymes

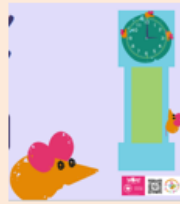


- What nursery rhyme would you like to sing?
- Do you know all of the words to that rhyme?
- What could you do if you don't know all of the words to the rhyme?
- Are there any props that you could use to help you to sing this rhyme?
- Do you know which of the words in this rhyme are the rhyming words?



## We are learning to sing Nursery Rhymes

### Parent/Carer guide



Nursery rhymes provide bite-sized learning opportunities for young children to develop key developmental skills and can often be the trigger for hours of creative and open-ended play. They are a powerful learning source in early literacy and enable children to become interested in the rhythm and patterns of language. Consider the alliteration (when words start with the same letter) in “A Sailor Went to Sea Sea Sea” and rhyme in “Twinkle Twinkle Little Star”. Many nursery rhymes are also repetitive which can support the development of memory and kickstart the practice of listening and speaking.

Rhymes are fantastic vocabulary boosters. They often feature a pleasing rhythmic pattern and simple repetitive phrases that young children find easy to remember and repeat. In order to develop their phonological awareness, children need to be repeatedly exposed to spoken language and nursery rhymes provide the perfect way to do this.

**Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight. - Mem Fox, Reading Magic.**

## We are learning to blend.



What phoneme sounds can you hear?  
If you blend them together what word can you hear?  
Can you find the picture that represents that word?



## We are learning to blend.

### Parent/Carer guide

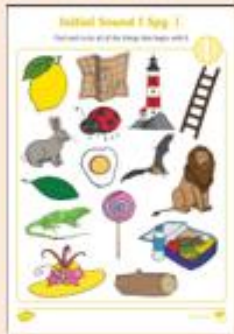
Oral blending is a phonics skill where children hear the individual sounds (phonemes) within a word and then combine them to form the whole word. It's a crucial step in learning to read, as it helps children develop the ability to sound out words.

To help children to blend you need to segment and say the individual phonemes in a word e.g.

C-a-t, h-a-t, s-o-a-p, qu-ee-n

Then see if your child can find the correct picture or object.

We are learning to hear the initial phoneme in a word.



What phoneme sound can you hear?  
 What does that letter look like?  
 Can you find objects beginning with... (l, c, a, etc.)?



We are learning to hear the initial phoneme in a word.

**Parent/Carer guide**



Hearing initial phonemes in words, a key aspect of phonemic awareness, is crucial for children's reading and spelling development. It helps them understand that words are made up of individual sounds, which is essential for learning to read and write. This awareness allows them to manipulate sounds in words, blend them to form words, and segment words into their individual sounds, all foundational skills for literacy.

Playing I spy helps children to think carefully about the first sound in a word.

**Make sure you say the phoneme sound NOT the letter name!**

We are learning to hear the initial phoneme in a word.



What object do you have?  
 What phoneme sound can you hear at the beginning of that word?  
 Can you match it to the correct Little Wandle card?  
 Can you find other objects that start with the same phoneme sound?



We are learning to hear the initial phoneme in a word.

**Parent/Carer guide**



Hearing initial phonemes in words, a key aspect of phonemic awareness, is crucial for children's reading and spelling development. It helps them understand that words are made up of individual sounds, which is essential for learning to read and write. This awareness allows them to manipulate sounds in words, blend them to form words, and segment words into their individual sounds, all foundational skills for literacy.

**Make sure you say the name of the object clearly, you can slightly emphasise the initial phoneme in needed.**

We are learning to hear the initial phoneme in a word.



What object do you have?  
 Does it start with a c sound?  
 If it starts with c you can feed it to the cat, if it doesn't you can not feed it to the cat.  
 What sound does your object begin with?



We are learning to hear the initial phoneme in a word.

**Parent/Carer guide**



Hearing initial phonemes in words, a key aspect of phonemic awareness, is crucial for children's reading and spelling development. It helps them understand that words are made up of individual sounds, which is essential for learning to read and write. This awareness allows them to manipulate sounds in words, blend them to form words, and segment words into their individual sounds, all foundational skills for literacy.

**Make sure you say the name of the object clearly, you can slightly emphasise the initial phoneme in needed.**

We are learning to identify rhymes in words. (Silly Soup)



Can you name all the objects?  
 What do all the objects have in common?  
*Remember when words rhyme it is the end of the words that sound the same.*

We are learning to identify rhymes in words. (Silly Soup)

**How to play:** [Parent/Carer guide](#)  
 Show the children the objects first and make sure they know what they are.

Introduce the activity- *today we will be making a silly soup.*  
 Sing the song to the rhyme **'pop goes the weasel'**

'We are making lots of Silly soup'  
 'We are making soup that's Silly'  
 'We are going to put it in the fridge to make it nice and chilly'

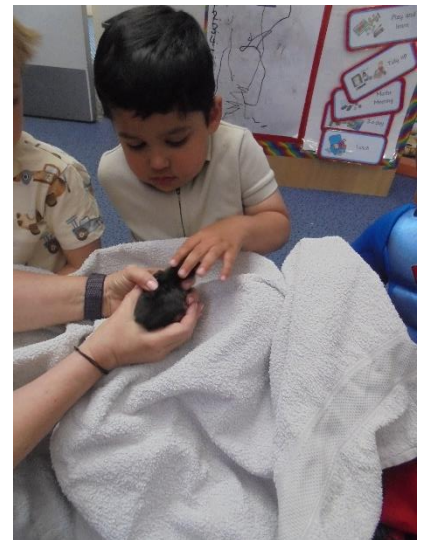
Take turns going around the circle and ask the children to repeat the objects after you, when they add it to the silly soup. At the end go through all the objects again.

**Why are 'rhymes' important?**  
 Experience with rhyming words also leads to rhyme awareness. Identifying or making words that rhyme. Studies have shown that in the early years, a child's rhyme awareness is predictive of the ease with which they will learn to read.

When children recite rhymes, they are learning to articulate words, modulate their voices and enunciate clearly.  
 Pupils develop their mouth and tongue muscles by saying different sounds in a rhyme, which is important when starting to read and learning how to pronounce letter sounds.











**If your child's picture of them with a chick is not here, please email Annabel and she will send them to you after half term. Sorry we did not have enough time to get them all uploaded.**

Important Dates

**Last Day of Half Term:** Friday 23<sup>rd</sup> May

**INSET DAY:** Monday 2<sup>nd</sup> June children return to school on Tuesday 3<sup>rd</sup> June

**Nursery end of year celebration:** Thursday 17<sup>th</sup> July 1:30pm. Parents/carers will be invited to join us as we celebrate the learning of the children who will moving to Reception. We hope to have a family picnic in the garden beforehand (weather permitting). Further details to follow.