

# Nursery Weekly News

19.06.23



Last week we continued to learn about Minibeasts and enjoyed sharing *The Very Hungry* Eric Carle. We worked on joining in with repetitive phrases in the books and sequencing. We have also started work on some beautiful butterflies for our displays and talked about the wings being symmetrical. This week we will be enjoying some more Eric Carle stories including *The Very Quiet Cricket* and *The Bad-Tempered Ladybird*.

I just wanted to let you know that the school **sports week** is later in the term this year; it's in the last week of term. So, the school sports day will be the Friday, which is the last day of term. We will have a mini sports morning, with some little races first session of the morning, with Reception. The afternoon children are of course welcome to come along and join in if they would like to. I will send out more details nearer the time.

Also, as the parents of children who will be in Reception next year know the school class swap day is **July 11<sup>th</sup>**. You should have received correspondence about this. For children who will remain in Nursery next year, please come to school at your usual time that day. There will be some new children joining in the morning and the afternoon sessions.

Best wishes

Ellie Green & Kelly McIlroy

## Building Blocks for Reading Learning sounds and blending



The children who are moving onto Reception have been working really hard on their early reading skills. We have completed the single letter sounds and have been looking at the consonant digraphs.

- **'sh'**, our first consonant digraph. This is two consonants that make one sound. The picture is a snake and a horse. The horse says *'shh'* to the hissing snake. When writing it we say, *'Slither down the snake, then down the horse's head to the hooves and over his back.'*
- **'th'** thhhhank you (stick out tongue and breathe out sharply). In the picture the horse rescues the princess from the tower, and she says, *'thank you'*. When writing it we say, *'Down the tower, across the tower, then down the horse's head to the hooves and over his back.'*
- **'ch'** makes a short sneezing sound. In the picture the caterpillar's hairs tickle the horse's nose and he sneezes *'ch-ch-choo'*. When writing it we say, *'Curl round the caterpillar, then go down the horse's head to the hooves and over his back.'*
- **qu** - qu-qu-qu queen (keep lips pursed as you say cw - unvoiced). When writing it we say, *'Round the queen's head, up to her crown, down her long-plaited hair and curl.'*

We have also been revising the other sounds we have learnt. One quite tricky sound for some is the sound made by the letter 'x'. It hardly ever is an initial sound and when it does start a word, as in *xylophone* it makes a 'z' sound! It is more often on the end of words like *box* and *fox*. However, in Read, Write, Inc they have used the word 'exercise'. **x** - x-x-x exercise. For some children it is hard to ignore the initial 'e' sound. It might help the children to think about the sound of 'x' as the same sound that would be made when you say a sharp 'c' and then 's' (unvoiced).

We have also been working hard on blending sounds. Blending is a key skill, perhaps the key skill, children need when learning to read. When children begin to learn their sounds (or phonemes), at the same time they begin to learn how to blend them together, as this skill will help them to read words. So, /c/ /a/ /t/ can be 'sounded out' and they'll blend it to hear the word 'cat'. They are increasingly able to read simple words such as 'cat' as they become more confident at instantly recalling sounds letters make when they look at the letters.

Initially your child will learn to blend with simple two- and three-letter words. It gets trickier when longer words are introduced, when sounds are spelt with more confusing spelling patterns, and when there are 'cluster' sounds within a word which become harder to segment and then subsequently blend. The 'learning to blend' journey, though, is all supported through their phonics work at school.

At home you might want to help with these early skills by thinking of simple two and three letter words that are simple to blend. You can sound out the word and let your child blend it together. So, a word like 'dog' d-o-g, you can easily blend, words like 'the' cannot be sounded. This is one of several sight words that need to be learnt over time. Some children are now more easily blending sounds into words, but some are not quite there yet, which is fine, they will get there in due course. You might also help your child by supporting them matching the sounds to the letters. The set 1 cards are available in the school office if you would like a set to practice with over the Summer. The children will go over these sounds in Reception, but for children who are keen to read and are enjoying learning the sounds they may like to continue to work on this. If you have any questions, please get in touch.