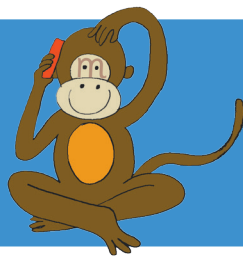
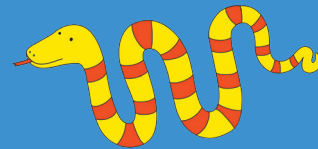


This week we met ...

Milo and Sally



m

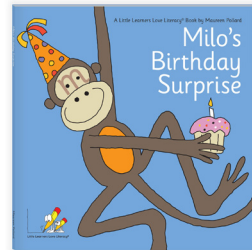


s

Dear parent/carer

This week in our literacy lessons we met Milo the monkey and Sally the snake. Milo wants to celebrate his birthday, so he decides to invite his friends and Sally the snake is the first friend he rings!

In terms 1 and 2 we take your child on a journey through the alphabet by introducing Milo's friends (two each week) and focussing on their letters and sounds, using the *Milo's Birthday Surprise* storybook and resources.



Say the sounds

Milo's name begins with the sound /m/. Sally's name begins with the sound /s/. Both these sounds are easy for children to hear and feel while making them and the sounds can be stretched out. You can practise the sounds at home together, using the videos on our YouTube channel to guide you.

If you see a letter in slashes, for example, /m/, we are referring to the sound – in this case, the sound at the beginning of Milo's name.

Talk about /m/ and /s/

Talk to your child about Milo's sound and Sally's sound. For example, at the dinner table or while driving in the car, ask your child:

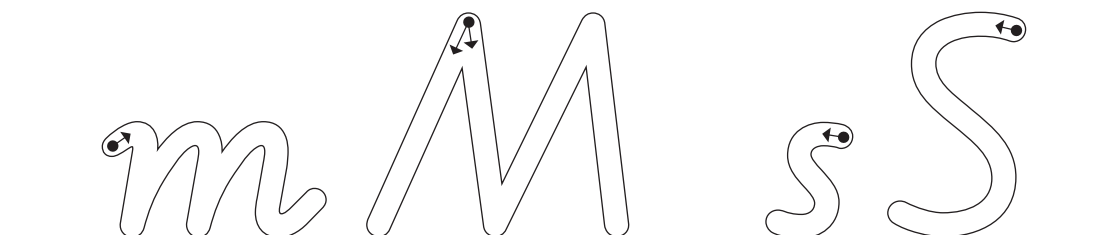
- 'What would Milo love to munch on?' (Think of words that begin with /m/, for example, *muffins*, *meat*, *marshmallows*, *melons*, *mushrooms*, *mango*)
- 'Would Sally like a smoothie or a juice?' (Give two options, one of which starts with /s/.)

Find the first sound

Alert your child to sounds by helping them to hear (isolate) the first sound in a word. A great game for this is 'I spy' – remember to use the sound, not the letter name.

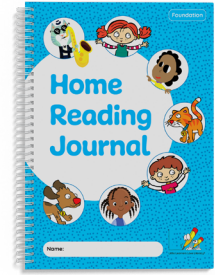
Write m and s

Practise writing the letters **m** and **s** at home – you can do it anywhere – in sand or in the air, with chalks outside and a pencil on paper. Always start at the top, like this:



Read together

Talking and reading with your child are very special times. Read a library book to your child every day and record this in your child's *Home Reading Journal*. Don't ask children to read along with you – they will get their own decodable books to read to you after they have learned their first 8 letters and sounds!



Talking about books

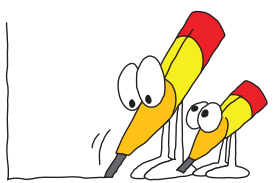
Talking about the book is almost as important as reading it! Asking **some** of these questions can be a good way to check their understanding and spark some interesting conversations.

- What/Who can you see in the pictures?
- What do you think will happen next?
- How do you think the story might end?
- Have you ever/Would you ever...?
- Where does the story take place?
- What words can you use to describe (say character or object name)?
- What has happened so far?
- What/Who did you like best: x or y?
- What was the book about? Did you enjoy it?



In our Little Learners Love Literacy® lessons, every day we will focus on hearing the sound, reading it and then writing the letter in an engaging way. When children know enough sounds and letters, we will blend them together to read words, and use them to spell words. Each week, you will receive a letter like this alerting you to our new sounds and providing some ideas of how you can support your child's learning at home.

Your Little Learners teacher

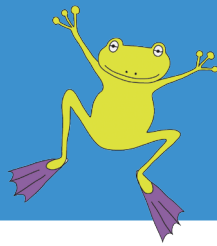


Little Learners Love Literacy®

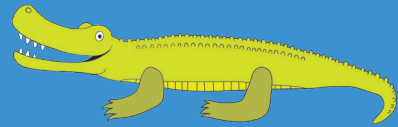


This week we met ...

Felix and Ally



f



a

Dear parent/carer

This week in our literacy lessons we met Milo's friends Felix the frog and Ally the alligator. We identified the first sound in Felix's name as /f/ and the first sound in Ally's name as /a/ - our first vowel! Children now know enough letters and sounds, including a vowel, to blend them together to read words; for example, s-a-m, *Sam* and a-m, *am*. Children will soon bring home reading practice activities, including decodable books. These books will only use the eight Stage 1 letters and sounds. When reading them with your child encourage them to use their knowledge to sound and blend unknown words. This is called 'decoding'.

Say the sounds /f/ and /a/

Children can feel Felix's sound, /f/, when they put their teeth on their bottom lip and push air out without using their voice.

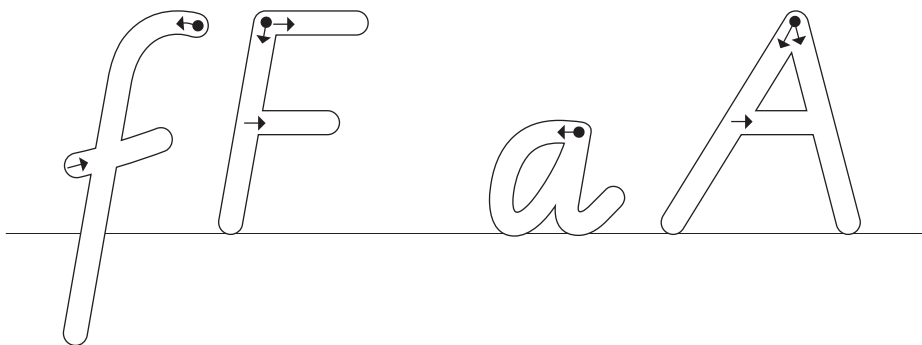
Ally's sound, /a/, is a vowel. The sound /a/ is short and bouncy. We say it with our mouths open.

Practise these two new sounds together. Encourage your child to look in the mirror to see what they do with their mouth to make the sounds /f/ and /a/.

Talk about the sounds /f/ and /a/

Ask 'What are Felix's favourite numbers? Five or ten? Three or four? Do you know somebody who is ten?' Gather five forks and count them together.

Ask: 'What is Ally taking to the surprise party?' (*apples and an atlas*) If you have an atlas at home, find Africa together.



Write the letters f and a

This week, practise writing the letters **f** and **a** at home. Emphasise the starting position for each letter to help develop correct letter formation.

Read together

Continue to read a book to your child every day and talk about what happens. Listening to stories or nonfiction books and talking about them will have a huge impact on your child's language development.

Have **fun** with /f/ and an **adventure** with /a/!

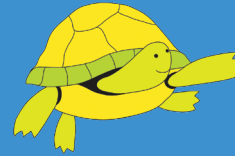
Your Little Learners teacher

This week we met ...

Peter and Tim



p



t

Dear parent/carer

This week in our literacy lessons we met Milo's friends Peter the penguin and Tim the turtle. We identified the first sound in Peter's name as /p/ and the first sound in Tim's name as /t/.

Say the sounds /p/ and /t/

Encourage your child to say Peter's sound, /p/, very quietly and try to not to distort it by putting an 'uh' sound at the end. Tim's sound, /t/, is also a quiet sound – support your child to place the tip of their tongue up high, just behind their teeth. Practise together.

Talk about the sounds /p/ and /t/

Find all the /p/ fruits and vegetables in the supermarket – *pumpkin, peaches, pears, pineapple, potatoes* ...

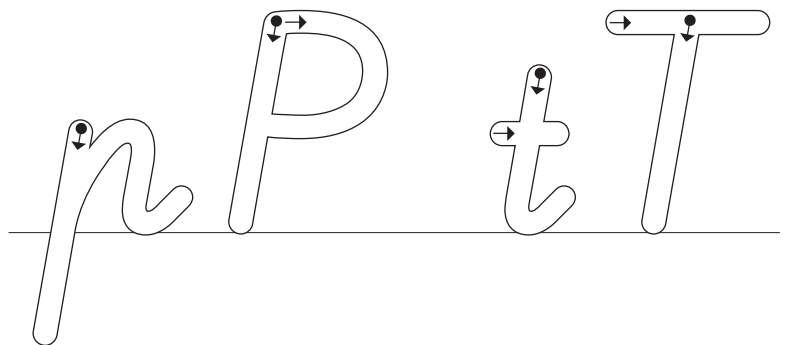
Say to your child: 'Tim the **t**urtle was **t**raining on his **t**rampoline. I wonder what the **t**rophy is for. Did he win it for **t**rying so hard, or for **t**en **t**errific **t**umbles?' What was Tim training on? The trampoline or a running track?'

Remember to use the sounds, rather than letter names, as sounds link directly to literacy learning – reading and spelling.

Write the letters p and t

There are four letters in the English alphabet that look the same except for their position on the line – **p**, **b**, **d** and **q**. These letters change letter names and sounds depending on their position, so it's understandable that children sometimes get confused!

Encourage your child to practise writing/drawing straight lines and circles, as these are the main components for writing most of the letters of the alphabet. Practise writing the letters **p** and **t** at home.



Heart Words

We learnt the Heart Words **my**, **I** and **the**. Heart Words are common words with parts that children cannot 'sound out', but need to 'learn by heart'. You can practice these words by reading short decodable phrases of two or three words, such as: **my** *mat*, **I** *sit* and *tap* **the** *map*.

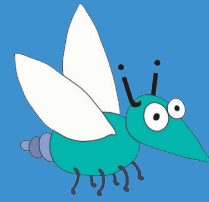
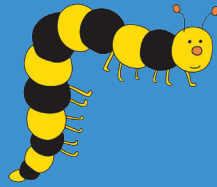
Read together

What books are you reading to your child this week? We have sent home some **t**errific library books – **p**erfect for you to explore together!

Your Little Learners teacher

This week we met ...

Cooper and Izzy



Dear parent/carer

This week in our literacy lessons we met Milo's friends Cooper the caterpillar and Izzy the insect. We identified the first sound in Cooper's name as /k/ and the first sound in Izzy's name as /i/.

Say the sounds /k/ and /i/

Cooper's name begins with the sound /k/. We say it with a slightly open mouth and no voice. Izzy's sound, /i/, is a short vowel sound made by opening your mouth and using your voice. Practise these new sounds together.

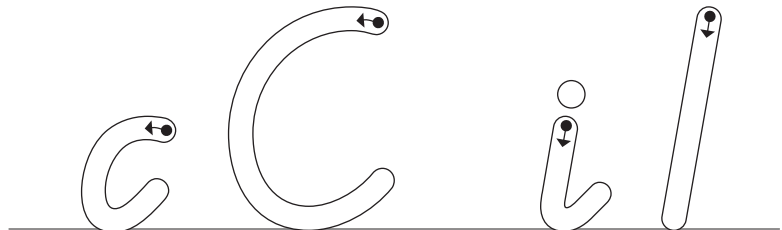
Talk about the sounds /k/ and /i/

Talk about consuming foods or drink beginning with /k/ represented by the letter **c**; for example, **c**runching on **c**ornflakes, drinking **c**ordial and eating **c**runchy **c**arrots.

Ask your child what Izzy is taking to the surprise party. Do you have the **i**nternet at home? Can you investigate **i**gloos? What colour is indigo?

Write the letters c and i

Practise tracing and writing our new letters **c** and **i**, emphasising the starting point for each letter. Ask your child to say the sound as they write or trace the letter – the process of handwriting helps children to master their sounds.



Stage 1 decodable books

Your child is ready to start reading the Stage 1 Little Learners books! These books are written for beginner readers only using the sounds that have been introduced, plus three 'Heart Words' (*I, my, the*).



Expect to see the same book more than once in your child's book bag. Re-reading our Little Learners books is important to build their confidence and fluency.

Your Little Learners teacher