

Notes for parents and carers

Topic	Teaching tip	Key vocabulary	Extension activity
Sounds around us page 4	Encourage your child to close their eyes when listening for sounds, to help them focus on what they hear.	sound, listen, hear, loud, quiet	Ask your child to make and describe sounds using different objects from around your home.
Animal sounds page 5	When singing 'Old MacDonald', you could use animal toys or hand puppets to act out the song.	animal, moo, neigh, baa, woof	Read and sing <i>Walking Through the Jungle</i> by Debbie Harter, and make the animal noises together.
Voice sounds page 6	Encourage your child to think of other sounds and to experiment with using their voice.	voice, say, whisper, sing, shout	Go for a walk together and find a place with an echo. Experiment to see which sounds echo the best.
Initial letter sounds page 7	Say each initial letter sound and ask your child if they can hear the same sound in another word.	letter sound, word, first, same, different	Say or make up some tongue-twisters together, to enjoy experimenting with alliteration.
Little Bo Peep page 8	Say the nursery rhyme together first. Use the rhythm and tune to help your child join in and learn it.	nursery rhyme, lost, sheep, find, help	Make some cardboard sheep and hide them around your home for your child to find.
Incy Wincy Spider page 9	Say the nursery rhyme together first. Prompt your child to draw a line up the water spout, curve at the top, and draw a line back down.	spider, up, down, rain, sun	Act out the rhyme together, using play dough for the spider and a cardboard tube for the spout.
Hey Diddle Diddle page 10	Say the nursery rhyme together first. For the pathway, remind your child how each line starts.	cow, moon, dog, dish, spoon	Make a chalk drawing together of the cow jumping over the moon.
More nursery rhymes page 11	Say the nursery rhymes 'Jack and Jill', 'Humpty Dumpty' and 'Little Miss Muffet' together first.	nursery rhyme, say, favourite, story, character	Make a Humpty Dumpty together using a hard-boiled egg.
Rhyming pictures page 12	If your child finds it hard to hear the rhymes, emphasise the end of each rhyming word.	rhyme, pattern, match, pair, picture	Read some Dr Seuss books together. Talk about the rhyming, real and nonsense words that are used.
More rhyming pictures page 13	Encourage and help your child to name the pictures before they decide which is the odd one out.	rhyme, word, end, same, different	Challenge your child to think of and draw some rhyming words containing a sound they like.
What's happening? page 14	Talk about what's happening. Ask open questions to encourage your child to create their own stories.	story, story-telling, explain, describe, ending	Ask your child to make their own 3-picture storyboard to describe and act out what happens.
Sequencing pictures page 15	Encourage your child to think about their own past holidays and morning routine to help sequence the pictures.	sequence, order, explain, beginning, end	Do some cooking together and take photos as you go. Then print them to sequence and retell.
Little Red Riding Hood page 16	Read or tell the fairy tale together first, and talk about what happens in the story.	fairy tale, forest, basket, wolf, grandmother	Role-play your child's favourite fairy tale together.
Jack and the Beanstalk page 17	Read or tell the fairy tale together first, and ask your child to explain their favourite part.	bean, beanstalk, giant, cow, magic	Make a storyboard picture sequence together for your child's favourite fairy tale.
Goldilocks and the Three Bears page 18	Read or tell the fairy tale together first, and discuss whether your child thinks Goldilocks is a good or bad character and why.	bear, porridge, just right, once upon a time, happily ever after	Read <i>Beware of the Bears!</i> by Alan MacDonald, and talk about the story from the bears' point of view.