

Many activities that support pre-literacy skills are also important for speech.

What do we mean by Speech?

Speech is the way we **say sounds and words**. You might also use the word '**pronunciation**'.

What do we mean by Pre-literacy Skills?

Pre-literacy skills are the skills that get your child '**ready**' to learn how to read and write. These include:

- ❖ **Print motivation:** Showing an **interest in books**
- ❖ **Vocabulary:** Knowing the **names for things**
- ❖ **Print awareness:** Knowing that **print is organised**. E.g. knowing that **print moves from left to right** (in English) and that we start at the top of the page and move downwards.
- ❖ **Narrative skills:** Knowing that a **story follows a sequence**
- ❖ **Letter Knowledge:** Knowing that **letters represent sounds**
- ❖ **Phonological (sound) awareness:** Understanding that **sounds** can be put together to **make words** and an awareness of **rhyme and syllable structure**.



Print Motivation

This is an **interest in books** and an **enjoyment of reading**.

Children love to look at screens because they see adults on their phones (a lot!) Similarly, **young children** are more likely to take an interest in books if they **see a parent reading** (or listening to audiobooks).



Use books with **attention-grabbing features** such as pull tabs, pop-up pictures or different textures.

Read to your child. Use **voices** and **facial expressions**.

Do not worry if your child skips pages. Just **talk about what you see** on the page. If you have a difficulty with reading, you can talk about the pictures.





Vocabulary

A **vocabulary** is the stock of **words we know**.

Name things for your child and **describe** what they are doing.

Go to different places for **new experiences** and new words e.g. a forest, the beach, a shop, the zoo.

Build on what your child says by **adding a new word** e.g. 'bear soft' - "yes he's a soft, fluffy bear".

Read to your child and **explain new words** e.g. "a giant peach- giant means veeerrrry big"

Model **different types of words** e.g. describing words (colour, size); action words, naming words, social words (hi, please, thanks)

Repeat new words often. Children need to hear words a few times before they start to use them.



Print Awareness

This means **knowing** that **print** or written language is **organised** in a specific way e.g. the direction we read and write in; knowing there are spaces between words; knowing there are individual sounds in words etc.

Show your child the **title of the book**. See if they can point to what the book they choose is called.



Move your finger along under the words so your child sees the **direction** in which words are read in your language e.g. left-right or right-left.

Hold a book upside down and see if your child sees that **something is wrong**. 'Silly daddy! Upside down'.



When reading to your child, let them **help you turn the pages**.

Draw attention to **print in the environment** e.g. names of shops, numbers of houses, road signs





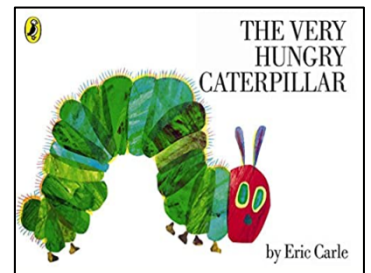
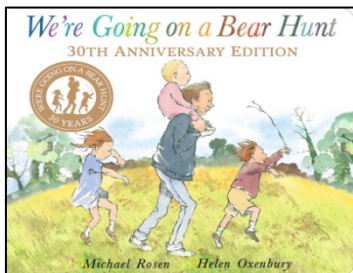
Narrative Skills

This involves understanding that **stories follow a sequence.**

Narrate what you are doing **throughout the day** with your toddler e.g. socks on, now shoes; Peppa finished, and **next** bath.

When your child is familiar with a daily routine or a book, start to **pause** and ask them to tell you **what comes next.**

Read and re-read books with **repetitive phrases** e.g. 'Going on a Bear Hunt' or **books that build** e.g. 'The Very Hungry Caterpillar' (which includes numbers and the days of the week)



Encourage your child to tell you about their day and then summarise it e.g. **first** you... **next** you..... And **last** you..... etc.

Enjoy wordless books and **make up the story** together. Use some **sequencing words** e.g. first, next, then, finally.



Letter Knowledge

This is the understanding that **letters represent sounds**.

Teach the **alphabet song** and **point out the letters** in books, electronic toys, blocks etc.

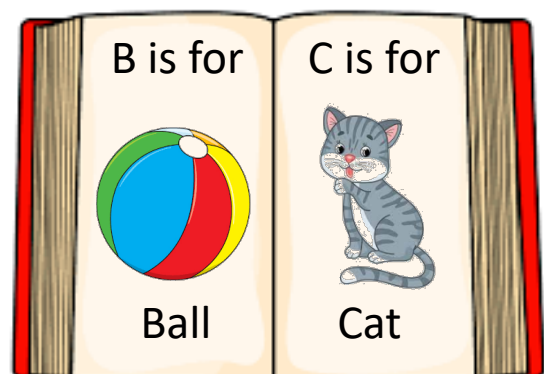


Choose a **common letter** e.g. 'S' and **make it** with play-doh, write it in sand, finger paint it etc.



Get your child interested in letters such as the **letters in their name**. Magnetic letters on the fridge can be lots of fun.

Read books that **link letters and sounds to words**. Make sure to **say the sound as well as the letter name** e.g. B says 'buh'- buh for ball etc.

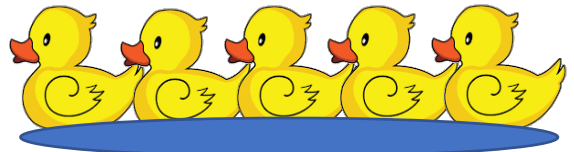





Phonological Awareness

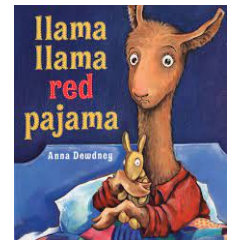
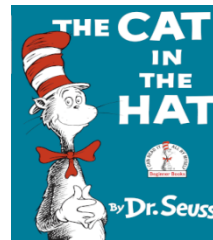
This is the understanding that **sounds** can be put together to **make words**; as well as an awareness of **rhyme** and **syllable structure**.

Nursery rhymes with finger play and actions are great for teaching babies and toddlers about sequencing and **the rhythm of language**. e.g. 'round and round the garden'; 'itsy bitsy spider'; wheels on the bus'



Introduce **songs with number sequences** for pre-schoolers e.g. '5 little ducks'; '5 little speckled frogs'; '1 2 3 4 5 once I caught a fish alive' etc.

 **Read books with alliteration** (repeating sounds) or use it in everyday life or activities e.g. drawing- 'I drew **six silly slimy snails**'



See **how many claps are in words** (syllables). How many times can I clap before the word dinosaur is finished di (clap) no (clap) saur (clap)- 3.
Break up tricky words into syllables.



Read books with lots of rhymes e.g. Dr Seuss. As your child gets older, see if they can **come up with another rhyme** and change the story.