

Session 5: Environmental Print, Initial Sounds and Evaluation

Preparation:

1. Room with suitable number of chairs for parents and presenters.
2. Paper for taking notes from feedback.
3. Handouts for environmental print and initial sounds.
4. Shared Reading Certificates.
5. Evaluation forms for the parents to fill in (Appendix 10).
6. Alternative/supplementary evaluation questions (Appendix 11).
7. Tea/coffee (and maybe even sticky buns this time!).

SHARED READING – PARENT GROUPS**Procedure:****1. Introduction**

- 1.1** For a short time this session we will look at the printed word in the world around us (environmental print) and the initial sounds in words.
- 1.2** Firstly, any questions, issues relating to rhythm or rhythm games we played last week? How are the children managing with the clapping?
- 1.3** Did parents feel that their children had chosen a suitable book last session?

2. Environmental Print

- 2.1** It is very helpful to point out words in your child's environment, for example simple road signs, labels on food, greeting cards, shops signs, menus and posters.
- 2.2** This offers an excellent entry point for your child to begin to learn to read. It gives children a concrete connection to everyday print. They read it within the context of their everyday experiences – their interests and backgrounds.
- 2.3** Ask group to think of words that they see on the way to nursery, on the way to town and in the car. Give out handout and discuss.

3. Initial Sounds

- 3.1** Just as it is important that children are familiar with the rhyme of a word and the rhythm of a word, it is also important that children can hear how a word starts. This helps them to identify individual letters and is an important start to learning to recognise letters.
- 3.2** Learning should be fun and the best way to help children to hear sounds is through a lot of practice listening to words. If this is done as a game, the children are more likely to want to repeat the exercise.
- 3.3** It is important to stress that if a child does not want to do this or is not interested in sounds, then it is better not to push this. But if they are at the stage where sounds intrigue them, then praise them as much as possible when they get something right.

4. Demonstration of Games

- 4.1** Play "I Spy with my Little Eye" something beginning with.....a, f, m etc. Use the letter sound rather than the letter name.

SHARED READING – PARENT GROUPS

4.2 Play “The School Cat is an Angry Cat”. Everyone tries to think of a word beginning with **a** to describe the cat. Then everyone tries to think of something beginning with **b** to describe the cat and so on.

4.3 Give out handout on initial sounds.

5. Games Practise

5.1 Say your name and think of something that starts with the same letter. Do this round the group.

5.2 Bring children to the group and play ‘the school cat’. Only do a couple of letters.

5.3 If any of the parents has brought a favourite book with them, and if you have time, choose one of the books to read to the children.

5.4 Inform the children that this is their last visit to the group. Ask them to keep practising rhyming and clapping and playing ‘I spy’.

5.5 Distribute Shared Reading Certificates to the children and thank them for coming along to the group.

5.5 Children return to the nursery class.

6. Evaluation

6.1 Ask the parents to fill in the evaluation form (Appendix 10) so that we can evaluate the success of the group and make any necessary changes to subsequent groups. Impress upon them that it is anonymous.

6.2 Optional: If a more detailed breakdown of aspects of the group is required, the questions contained in Appendix 11 may act as a prompt.

6.3 **Thank parents for their time and help.** Then relax and have a chat over tea – and even sticky buns!