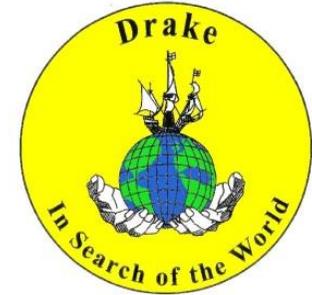
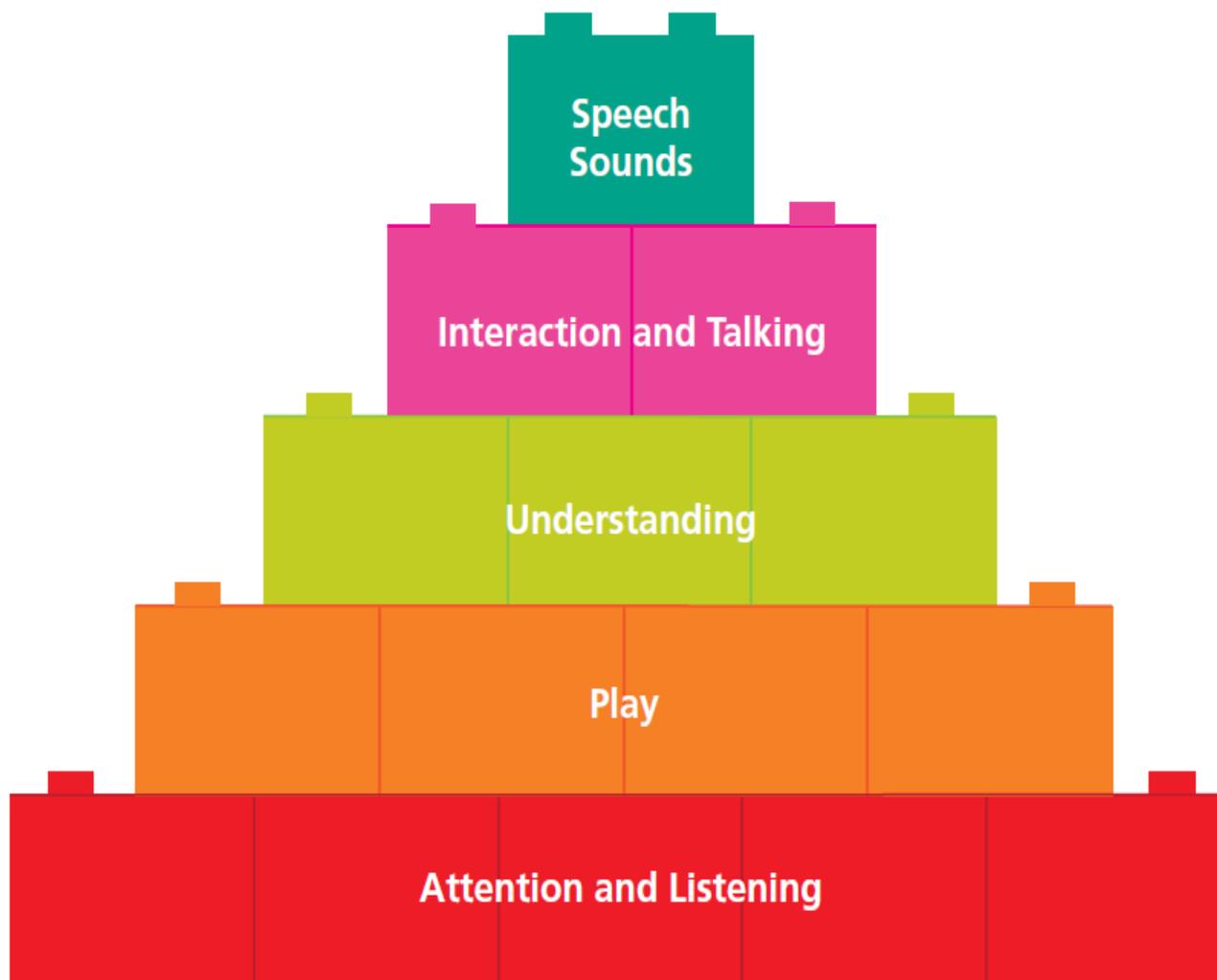


# Foundation Fun



A pack for you and your child.





Adapted from a model used in many speech and language therapy services across the UK

## Foundation Fun

This booklet has fun ideas to help get your child ready for foundation! The best way you can help your child get ready for learning is to talk to them; talk about what you are doing, what they are doing and what they can see. You are a great teacher!

The activities in this book are based on the 'pyramid' on the left. This shows the development of speech and language skills; it starts at the bottom and goes up. You can't go up to the next step of the pyramid until you are 'secure' at the current step.

The most important thing is to spend time with your child talking, playing and having fun.

Enjoy your summer!

# Attention and Listening



Attention and listening is an essential part of speech and language development. If your child cannot listen and focus, they won't be able to learn.

Looking at the pyramid, at the start, it is the biggest stage.

At the age of between the ages of 4-5, a child should be able to focus their own attention to an activity and will require less support from an adult.

They are able to listen and then do something, but generally only one thing at a time.

## Listening Walks

When walking to the shops or when you are out for a walk, talk about the different sounds that you can hear. Make a list or a drawing of all the sounds the child can remember e.g. children talking, water splashing, door shutting, aeroplane, birds etc. You could even talk about if they were loud or quiet noises.

## Music Games

Make It Harder: Give two actions.

Play musical statues or musical bumps and when the music stops the child has to do an action e.g. clap hands, stamp feet etc.

## Simon Says



Make It Harder: Give two instructions.

Give an instruction e.g. stand up, sit down but only when you say "Simon says" so the child has to listen very carefully.

## Silly Stories

Make It Harder: Make two mistakes.

Read a familiar story and see if the child can spot any mistakes e.g. using the wrong character name or wrong action to the picture.

## Red, Amber, Green

Make It Harder: Whisper the words

This game is fun to play outside! Let the child run around and listen for the colours. When you say green the child can run. Red means stop and amber means sit down or clap hands.

# Play



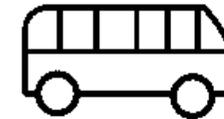
Playing is crucial to developing your child's speech and language skills; it is a fun way for them to learn new words and ideas. The best toy a child can have is you!

Children really enjoy acting out real life situations either themselves or with their own toys. They will learn lots of new words they can use in school.

Here are just a few ideas of what they can do:

## Driving

They can be the driver of any kind of transport, car, bus or rocket! All the different places they want to go & what the journey is like (fast, bumpy etc.)



## Shopping

Put petrol in the car, buy the bus ticket, buy food for dinner & take the money on the till.

## School

Do the register, be their new teacher & have lunch in the dinner hall.



## Cooking

Getting all the food for making their favourite meal and cleaning up afterwards!

## Creative

Drawing, painting, colouring, gluing & sticking means they can talk about how things feel (sticky, wet), the different colours, size, people, animals etc.

# Understanding



In order for children to be able to join in on activities and make progress in school, they need to be able to understand and pick out the important parts in a sentence. When starting school, children should be able to understand an instruction containing 3 **important** parts in a sentence, for example, "Take your **coat** off, take your **shoes** off, get your **teddy**," As well as this, children might be asked to do things in a specific order and understand place-words, size-words and action-words!

## Place words

In, on, under and behind are words used a lot in Foundation, during different lessons. Here are some ideas to practice these words:

- This can be done inside or outside - crawl **under** the table, sit **on** the chair, sit **under** the slide
- You tell them where to hide themselves or their favourite toy e.g. spiderman **behind** the chair

## Following instructions

With these activities they need to **wait** until you have given the whole instruction! Some games you can play to get them listening to, and following, longer instructions are:

- Say three actions (Clap hands, close eyes, touch nose etc) or make their favourite toy do three actions. (Teddy jumps, sleeps etc.)
- Give them three items to find around the room or in a supermarket etc. "Find the cat, cup and remote control."

## Size Words

Big and little are used a lot, in different lessons, in Foundation. Here are some activities to help practice using these words:

- Ask them to draw big or little pictures (big tree etc.),
- Show them big or little by standing up or crouching down and let them copy then do it themselves
- Make a scrapbook of big and little pictures they find in leaflets or magazines.

## Order words

Understanding the order of things helps them to know what to do **first**, **next/then** and **last**. These are words that will be used in class. You can help them understand by saying these words whilst you are doing everyday things:

- Bath time: "First, we put the water in the bath, next, you get undressed and last, get in,"
- Teatime: "First, we put the knives and forks down, then, we get our drink, last, eat our food."
- Tidying up: "First, we get the box, next, we put the cars in the box, last, put the box away."

When they are used to these order words, ask them what they need to do first, next/then and last "Bathtime, what do we need to do first?"

# Interaction and Talking

Talking in sentences can be quite tricky for some children. Add on one or two words each time to their sentences as this will help them speak in longer sentences. e.g. "My teddy" You can say, "It's your big teddy," or "The teddy is under the chair." Also, talking about what you are doing will help e.g. "I'm washing the dishes."

## Guessing Game

Get some objects or pictures from a leaflet or magazine and a small sticker or dot or something similar that is small enough that it can be hidden under the object/pictures. You choose one of the objects or pictures then ask your child to close their eyes whilst you hide the dot etc. under the chosen item. You then give clues and see if they can guess. Then it is their turn to give you clues. You can make it harder not using any objects or pictures.

This example describes a bird.	
The category/group it belongs to:	"It's an animal."
What it does:	"It can fly."
One way of describing it:	"It has feathers."
What it's like?	"It's like a duck," or "It does the same as an plane."
The letter it begins with:	"It begins with the letter b."

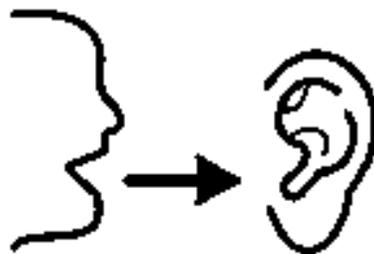
## Simon Says

Rather than you giving the instructions like you have been asked to in the other games, the child gives you the instructions. Make some mistakes to check they are really watching you.

## Hide and Seek

The child hides an object and then they tell you where it is (under the table) etc.

## Speech Sounds



It is normal for children at 5 to still struggle with some sounds, especially 'r' and 'th'. There are lots of children in foundation who say "wabbit" for rabbit. The important thing is that you can understand what your child is saying.

Two letters together at the start and ends of words are still tricky for 5 year olds. E.g. 'pider' instead of spider and 'fower' instead of flower.

Words with three or more syllables can be difficult. E.g. 'pasketti' instead of spa-ghe-tti and 'efalent' instead of el-e-phant.

You can help your child by listening to what they say, not how they say it. The best way you can help, if they make a mistake, is to say back to them what they said, but correctly e.g. if they say "Let's go on the 'lide". You can reply, "Yes, let's go on the big slide". The more they hear the words said correctly the more they are going to be able to say those sounds properly.

Being able to recognise speech sound and patterns in words is the basis of reading.  
One of the first things children learn is the beginning sound in words, the games on the next page will help:

# Games

These games will help your child begin to recognise sounds and patterns in words:

## Treasure hunt



Can be played inside or outside; you tell them to find things that start with a sound e.g. find me things that start with a 'c' e.g. cup, cushion, carpet, kitchen (although c and k are written differently they make the same sound)

## I spy



Pick something which starts with a sound... I spy with my little eye something beginning with.....

## Scrap book



Have a different page for each sound and they can draw/cut out from leaflets etc pictures that start with that sound.

## Blending

d-o-g 

Being able to hear the different sounds in a word and then blend them together to make a word is a key part of reading. This is hard for children at first so they will need time to practice this skill. Animals - using the cards say the sounds in the words with a slight pause between them and see if your child can pick out the right picture e.g. d o g. If they are finding this tricky make the pauses between the sounds a bit shorter. When they are able to get the right pictures all of the time you could use different pictures or objects around your house, outside in the park or when driving/walking places. When they are really good at this, they could be the teacher and break down words into sounds for you to find.

## Rhyming



Understanding words can rhyme is important for reading and recognising those patterns but again it's very tricky to understand. The best way you can do this is to read books with short sentences that rhyme and sing nursery rhymes. The more you read/sing these sentences the more your child gets used to hearing the words which rhyme; you can then miss out the rhyming word at the end of the sentence and see if they can remember and say it e.g. when singing the song heads & shoulders you could miss out the last toes "Heads shoulders knees & toes, knees and ....."