

# Letter and Number Recognition during Assessments



2nd Floor

Children may be asked to identify their name and/or the letter at the beginning of their names. Point it out on labels in their clothes and have it displayed on places like the fridge or their bedroom doors. Talk about the letters that are in their name. Start by encouraging recognition of the first letter. Followed by recognition of their whole name. Focus purely on lower case letters, apart from the capital at the beginning of their name.

Recognising numbers can be part of the assessment. Point out and name numbers you see in the environment. They will be particularly interested in the number that corresponds with their age, but don't forget zero!

**A a**

**a** Tune: Skip to My Lou  
/a/-/a! Ants on my arm.  
/a/-/a! Ants on my arm.  
/a/-/a! Ants on my arm.  
They're causing me alarm.

Action: Wiggle your fingers above the elbow, as if ants are crawling on you, and say a, a, a!

**B b**

**b** Tune: Cuckoo Races  
Bring your bat and bring your ball.  
/b! /b!  
Bring your bat and bring your ball...  
...to the park to play!

Action: Pretend to hit a ball with a bat, and say b, b, b, b.

**C c**

**c** Tune: Oh! It's a Lovely Round the Mountain  
We are clicking castanets, /c/-/c/-/c/.  
We are clicking castanets, /c/-/c/-/c/.  
We are clicking castanets, clicking castanets...  
...we are clicking castanets, /c/-/c/-/c/.

Action: Raise your hands and make your feet together, as if you are playing castanets, and say c, c, c.

**D d**

**d** Tune: This Old Man  
See me play on my drum.  
Playing drums is lots of fun,  
with a /d/-/d/-/d/-/d/  
/d/-/d/-/d/-/d/.  
See me play upon my drum!

Action: Beat your hands up and down, as if you are playing a drum, and say d, d, d.

Children may be asked to identify the sounds that letters make. Using the 'Jolly Phonics' actions and songs will support correct pronunciation. These can be found in the Special Weekly Sound star.