

Staghills Nursery School

Parent's guide to Phonics

STAGHILLS



Nursery School

Introduction

Phonics is made up of a six phase teaching programme which is designed to teach children how the alphabet works for reading and spelling. Whilst your child is in Pre School they will focus on phase 1 of phonics, which is split into 7 different aspects. It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills. Phase 1 activities concentrate on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting. Phase 1 activities help to pave the way for children to make a good start in reading and writing.

Enclosed in this booklet are explanations of the 7 different aspects that make up phase 1 of phonics and activity ideas to support the different aspects that you may like to continue at home.

Within each of the 7 aspects there are 3 areas which different activities will promote. These areas are;

 Tuning into sounds.

 Listening and remembering sounds.

 Talking about sounds.

Phase 1- Aspect 1

Environmental Sounds (general sound discrimination)

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

Activities to promote this:

 **Tuning into sounds**- main purpose: to develop children's listening skills and awareness of sounds in the environment.

- **Listening walks**- this is a listening activity that can take place inside and outside. The aim is to encourage your child to listen carefully to the sounds around them and talk about the different sounds they can hear. After the listening walk you can then make a list of all the sounds your child remembers hearing.
- **Drum outdoors**- give you child a 'beater' (can be anything from a wooden spoon to a thick wooden stick) and then explore your outdoor area, discovering how different sounds are made by tapping or stroking, with their beaters. For example; metal fences, tree trunks, sheds, etc.

 **Listening and remembering sounds**- main purpose: further development of vocabulary and children's identification and recollection of the difference between sounds.

- **"Old MacDonald" has a box**- turn a box on its side with the opening facing yourself. One by one place between 4-6 familiar noisy items (set of keys, crisp packet, etc.) into a box pausing to name them and

demonstrate the sound each one makes. Sing the tune of 'Old MacDonald' but using your own name:

Mrs..... has a box ee I ee I o

And in the box she has a...

Then out of sight handle one of the objects to make a noise and see if your child can guess what that object is.



Talking about sounds- main purpose: to make up simple sentences and talk in greater detail about sounds.

- **Socks and shakers-** partially fill either opaque plastic bottles or the toes of socks with noisy materials e.g. rice, coins, shells, peas, etc. Ask your child to shake the bottles or socks and identify what is inside from the sounds the items make. From the feel and the sound of the noisy materials encourage your child to talk about them. Ask questions such as: where might we find shells?
- **Enlivening stories-** involve your child in songs and stories, enlivened by role-play, props and repeated sounds, for example acting out:
Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall (bump, crash, bang!)
All the king's horses and all the king's men (gallop, gallop, gallop)
Couldn't put Humpty together again (boo, hoo, boo, hoo).

Phase 1- Aspect 2

Instrumental Sounds (general sound discrimination)

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.

Activities to promote this:

 **Tuning into sounds-** main purpose: to experience and develop awareness of sounds made with musical instruments and noise makers.

- **Which instrument?-** this activity uses two identical sets of instruments. Let your child play one set of each of the instruments to introduce the sounds each instrument makes and name them all. Then hide will the other set of instruments and choose one instrument from the identical set to play. Your child then has to identify which instrument is being played.
- **Adjust the volume-** sit opposite your child with identical instruments, ask your child to copy you when making loud and quiet sounds. Then try the activity with you copying your child.



Listening and remembering sounds- main purpose: to listen to and appreciate the difference between sounds made with instruments.

- **Matching sound makers-** show a few sets of the same sound maker to your child, place one set of the sound makers into a feely bag. Then ask your child to select one of the sound makers from the feely bag, then play each other the sound makers that you

have got and see if your child can guess which one matches their sound maker.



Talking about sounds- main purpose: to use a wide vocabulary to talk about the sounds instruments make.

- **Story sounds-** as you read or tell stories, encourage your child to play musical instruments in different ways e.g. make the instrument sound like giant's footprints, a cat pouncing, a fairy fluttering, etc.) Also ask your child to make their own suggestions for different characters e.g. how might Jack's feet sound as he tiptoes past the giant, etc.).
- **Animal sounds-** provide a variety of animal puppets or toy animals and a range of musical instruments. Let your child play with both the animals and the musical instruments. Then discuss matching sounds to the animals. You could give a choice of two instruments to represent your child's chosen animal and then ask your child which sound is the better fit e.g. which one sounds most like a mouse?, etc.

Phase 1- Aspect 3

Body Percussion (general sound discrimination)

The aim of this aspect is to develop children's awareness of sounds and rhythms.

Activities to promote this:



Tuning into sounds- main purpose: to develop awareness of sounds and rhythms.

- **Action songs-** singing songs and action rhymes is a very important part of phase one phonics. Be sure to include action songs in which children have to add claps, knee pats, foot stamps, etc.
- **Roly poly-** rehearse the rhyme with the actions (rotating hand over hand as in the song wind the bobbing up).

Ro.....ly.....po.....ly.....ever.....so.....slowly

Ro.....ly.....poly faster.

(increase the speed of the action as you increase the speed of the rhyme).

Add in new verses, such as:

Stamp.....your.....feet.....ever.....so.....slowly

Stamp.....your feet faster.

Ask your child to suggest sounds and movements to be incorporated into the song.



Listening and remembering sounds- main purpose: to distinguish between sounds and to remember patterns of sounds.

- **Follow the sound-** this game is good to do as a family, sit in a circle and the adult begins by producing a body percussion sound which is then passed on to



the person next to them such as clapping hands, patting knees, etc. The sound is to be passed around the circle until it returns to the original adult. Then ask do you think that the sound stayed the same all the way around? What changed? Did it get faster or slower? Make the activity more difficult by introducing a simple sequence of sounds to be passed on, e.g. clap, stamp, clap).

Talking about sounds- main purpose: to talk about the sounds we make with our bodies and what sounds mean.

- **Words about sounds-** during your child's freely chosen activities, introduce vocabulary that helps them to discriminate and contrast sounds, for example; slow, fast; quiet, loud; long, short, etc. choose a sound to do e.g. clap, stamp, etc. then start with simple opposites that are obviously different (loud, quite) then see if your child can hear and say the differences.

Phase 1- Aspect 4

Rhythm and Rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

Activities to promote this:



Tuning into sounds- main purpose: to experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.

- **Rhyming books-** when reading rhyming books with your children encourage them to join in with repetitive phrases such as 'run run as fast as you can you can't catch me I'm the Gingerbread man'.
- **Rhyming soup-** have a selection of rhyming objects e.g. cat, hat, mat, etc. then use a bowl and a spoon to act out the song. Take it in turns with your child to choose an object to put into the 'soup'. After each turn, stir the 'soup' and sing the following song to recite the growing list of things that end up in the soup. (Sing the song to the tune of pop goes the weasel)

I'm making lots of silly soup
I'm making soup that's silly
I'm going to cook it in the fridge
To make it nice and chilly
In goes.....a cat..... a hat..... mat.

- **Rhyming bingo-** give your child a set of three pictures or objects with rhyming names and then give yourself a set of three pictures or objects with rhyming names. Hide in a bag a set of pictures of all the objects/ pictures you and your child have got. Take it in turns

to pick out of the bag a picture and then call out what you see and match it to the object/ picture you have got.

 **Listening and remembering sounds**- main purpose: to increase awareness of words that rhyme and to develop knowledge about rhyme.

- **Rhyming pairs**- use a range of pictures of objects with names that rhyme. Then take it in turns with your child to turn two cards over and if they rhyme you get to keep them and if they don't you turn them back over.
- **Finish the rhyme**- use books with predictable rhymes that your child is familiar with e.g. 'Room on the Broom', then stop as you come to the final word in the rhyme and see if your child can fill in the missing word.

 **Talking about sounds**- main purpose: to talk about words that rhyme and to produce rhyming words.

- **Odd one out**- put out three objects or pictures, two with names that rhyme and one with a name that does not rhyme. Ask your child to identify the 'odd one out' (the one that doesn't rhyme).
- **I know a word**- throughout your daily routine encourage your child to think about and play with rhyming words. If you begin with the prompt 'I know a word that rhymes with cat, you need to put one on your head and the word is.....hat'. This can be used for all sorts of situations and can also be used with some children's names e.g. 'I know a girl who is holding a dolly, she is on the sofa and her name

is.....Molly'. As your child becomes familiar with rhyme as them to think of the missing word.

Phase 1- Aspect 5

Alliteration

The aim of this aspect is to focus on the initial sounds of words.

Activities to promote this:



Tuning into sounds- main purpose: to develop understanding of alteration.

- **Bertha goes to the zoo-** set up a small toy zoo, use a toy bus and a bag of animals with the names starting with the same sound e.g. a loin, a lizard, a leopard and a lobster, etc. to act out the story. Sing the following rhyme and take it in turns with your child to pick an animal out of the bag and add the animal name to the list of animals spotted at the zoo.
'Bertha the bus is going to the zoo
Who does she see as she passes through?
.....a pig, a panda, a parrot and a polar bear.'
- **Digging for treasure-** this activity is a good one for the garden in the soil or sand tray if you have one. Collect two sets of objects (suitable for use in the soil or sand). Each set of objects must have names beginning with the same initial sound. Choose initial sounds for each set that sound very different from one another (bury the objects before you start the activity with your child). Ask your child to find the treasure, once the objects are found group them by

their initial sound and each time another is added recite the content e.g. Wow! You've found a car, now we have a cup, a candle, a cow and a car.

 **Listening and remembering sounds**- main purpose: to listen to sounds at the beginning of words and hear differences between them.

- **Our sound box/bag**- collect objects with names beginning with the same sound and put them into your box/bag. Create a song such as 'What have we go in our sound box today?' and then show the objects one at a time. Emphasise the initial sound e.g. s-s-s-snake, s-s-s-sock, s-s-s-sausage, etc.

 **Talking about sounds**- main purpose: to explore how different sounds are articulated and to extend understanding of alliteration.

- **Mirror play**- provide a mirror for yourself and your child (can be individual or one big enough to share). Play at making faces and copy movements of the lips and tongue. Introduce sound making in the mirror and discuss the way lips move e.g. when sounding out 'p' and 'b', the way that tongues poke out for 'th', the way teeth and lips touch for f and the way lips shape the sound 'm'.
- **Silly soup**- (use the silly soup song from aspect 4). Give your child a selection of items with the names that begin with the same sound. Show them how you can make some 'silly soup' by putting 'ingredients' e.g. banana, bumble bee and bug, etc. into a bowl. Once your child is confident enough, ask them to collect objects with the names beginning with the same sound to add to the 'silly soup'.

Phase 1- Aspect 6

Voice Sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

Activities to promote this:

 **Tuning into sounds**- main purpose: to distinguish between the differences in vocal sounds, including oral blending and segmenting.

- **Mouth movements**- explore different mouth movements with your child- blowing, sucking, tongue stretching and wiggling. Practising these movements regularly to music can be fun and helps with their articulation.
- **Making trumpets**- make trumpet shapes from simple cones of paper and experiment by making different noises through the cones. Model sounds for your child; the up and down wail of a siren, the honk of a fog horn, a tweet, tweet of a bird, etc. Use both loud and soft sounds. Ask your child to share their favourite sounds and you copy and then vice versa. Use the trumpets to also sound out anything beginning with your child's name.

 **Listening and remembering sounds**- main purpose: to explore speech sounds.

- **Target sounds**- give your child a target sound to put into story when they hear a particular word or character, for example make a 'ch' sound when they hear the word train or an 'rrr' sound when they hear the word dog, etc.

- **Whose voice?**- record some familiar family members talking freely, then play the recording to your child and see if they can identify each of the voices.



Talking about sounds- main purpose: to talk about different sounds that we can make with our voices.

- **Sound story time**- talk to your child about how you can use your voice to add sounds to stories such as, 'Bear Hunt, The Three Billy Goats Gruff', etc. (whispering, growling, shouting, squeaking) and then discuss the differences.
- **Singing songs**- provide your child with a wide selection of rhymes and songs on CD or tape so that your child can choose to listen to and join in with their favourites and can extend their knowledge of different sounds.

Phase 1- Aspect 7

Oral Blending and Segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

Activities to promote this:



Tuning into sounds- main purpose: to develop oral blending and segmenting of sounds and words.

(Phoneme means- the different sounds within a word and a word being split into its different sounds. e.g. c-a-t).

- **Clapping sounds-** think of words using the letters s,a,t,p,i,n (e.g. sat, pin, nip, pat, tap, pit, pip). Sound them out, clapping each sound (phoneme) with your child in unison, then blend the sounds (phonemes) to make the whole word orally e.g. s-a-t.
- **I spy-** place on the table or floor, a selection of objects with the names containing two or three sounds (phonemes) e.g. hat, peg, pit, etc. Check that your child knows the names of the objects, then say I spy with my little eye something beginning with h-a-t. Then ask your child to say the name that you have sounded out and find the picture/object and hold it up, then together say the individual sounds (phonemes) and blend them together 'h-a-t, hat.'



Listening and remembering sounds- main purpose: to listen to phonemes within words and to remember them in the order in which they occur. (Phoneme means- the different sounds within a word and a word being split into its different sounds. e.g. c-a-t).

- **Say the sounds-** when your child is used to hearing us say words in sound talk and blending the individual sounds to make words, you can ask your child to see whether they can speak in sound talk. If you choose some objects with three sound (phoneme) names that you are sure your child knows, hide them into a box or bag. Ask your child to pick an object out of the bag without you seeing, then ask them to try to say the separate sounds in the name of the object, in sound talk (c-a-t) and then you blend the word together and vice versa.

 **Talking about sounds-** main purpose: to talk about the different sounds (phonemes) that make up words.

When your child is used to oral blending and can readily blend two and three sounds (phonemes) to make words introduce the idea of counting how many sounds (phonemes) they can hear. For example c-a-t, cat. If we say the sounds (phonemes) in that word one by one, how many can we hear? Let's use our fingers to help us c-a-t 1,2,3 sounds (phonemes).

Phonemes Chart

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Please note that phase 1 phonics focus on the single sounds only. (e.g. s,a,t,p,i,n.)