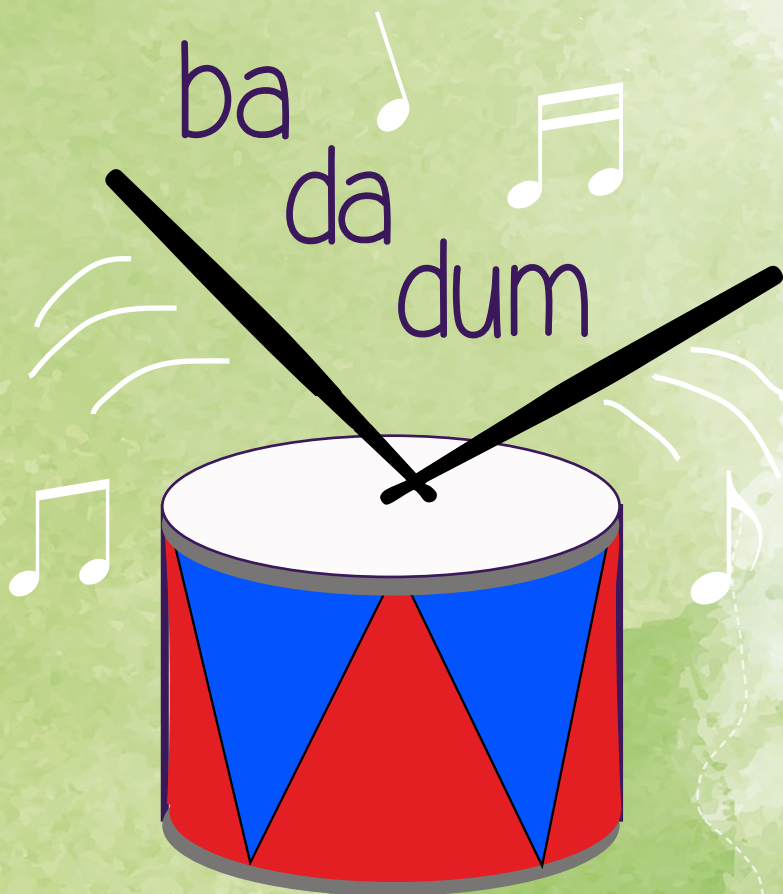


LSU

**LOUGHBOROUGH
STUDENTS'
UNION**

Loughborough Campus
Nursery
A safe place for development, learning and play



Helping with
EARLY PHONICS

PHASE 1 PHONICS

Phase 1 phonics aims to develop children's speaking and listening skill in preparation for learning to read. As parents/carers you can help enormously to develop these skills and in so doing you lay the foundations for your child's future success at both reading and writing.

During phase 1 there is no expectation that children are introduced to letters.

Phase 1 is divided into seven sections each aiming to develop particular skills (foundationyears.org). These sections are referred to as aspects.

ASPECT 1 – GENERAL SOUND DISCRIMINATION: ENVIRONMENTAL

The aim is to develop listening skills and an awareness of sounds in the environment.

Things to try at home:

1.

Go on a sound walk; what can you hear?

2.

Hide a soft toy and ask your child to find it, use your voice to give audio clues. e.g.. sing loudly the nearer your child is to the missing toy.

3.

Play sound bingo.

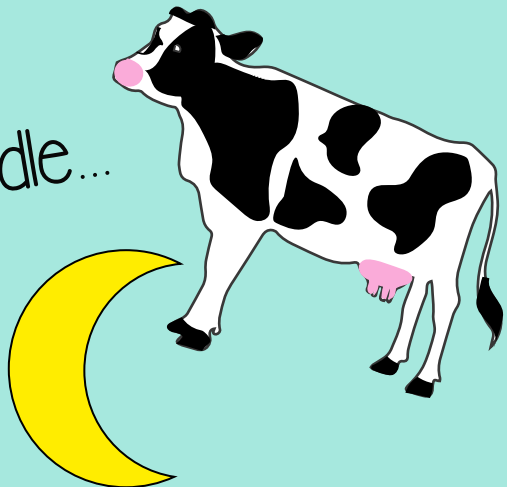
4.

Sing songs and nursery rhymes.

5.

Describe an animal can your child work out which animal you are thinking of? Can they make the noise the animal might make.

Hey diddle diddle...



ASPECT 2- GENERAL SOUND DISCRIMINATION: INSTRUMENTAL SOUNDS

The aim is to develop children's awareness of sounds made by various instruments and noise makers.

Things to try at home:

1. Play musical instruments (homemade ones work well) alongside a story.

2. Copy the sound patterns of different instruments.

3. Invent new words for a familiar song.

4. Use puppets or toys and match instruments to each animal e.g. an elephant might sound like a drum, a mouse like a bell.

5. Use everyday items to explore sounds and sound patterns.



ASPECT 3- GENERAL SOUND

DISCRIMINATION: BODY PERCUSSION

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

Things to try at home:

1. Sing action songs such as head and shoulders, knees and toes or five little monkeys jumping on a bed...

2. Play games such as follow the leader which require clapping or stamping rhythms to be copied.

3. Use the outdoors to march, splash or jump to a beat.

4. Use and explain the words which describe sounds such as quiet loud, slow or fast.

5. Listen to music.

Please try some of these activities and let us know which you enjoy. We look forward to hearing from you. If you have any questions or would simply like more information please ask.

Use websites and apps:
phonicsplay.co.uk
foundationyears.org.uk
sock Puppets
Shadow Puppets
Music Sparkles



References

Letters and sounds: Principles and Practice of High Quality Phonics
(DFES 2007)

ASPECT 4- RHYTHM AND RHYME

The aim is to develop children's experience of rhythm and rhyme in speech.

Things to try at home:

1.

Read rhyming books (Julia Donaldson is a good author to try)

2.

Sing songs which include rhymes such as twinkle twinkle little star.

3.

Play rhyme bingo.

4.

Play rhyming spy: I spy with my little eye something that rhymes with hat.

5.

Play guess the word: I know a word that rhymes with dog, it's green and can jump. The word is...frog.

Twinkle twinkle little star...



ASPECT 5- ALLITERATION

Simply strings of words which start with the same sound.

Things to try at home:

1.

Play I spy use the sounds at the beginning of words rather than letter names.

2.

Try learning a tongue twister such as she sells sea shells on the sea shore.

3.

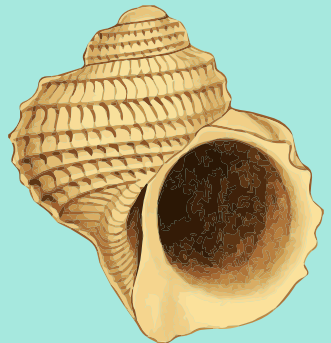
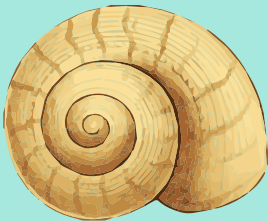
Make up alliterative names for each other or for toys such as Super Strong Spiderman or Happy Hopping Hollie.

4.

Make up lists of things you might see on a long journey. They should all start with the same sound such as pig, parrot, pirate, penguin etc.

5.

Make collections of objects which start with the same sound.



She sells sea shells
on the sea shore.

ASPECT 6- VOICE SOUNDS

The aim is to distinguish between vocal sounds and begin oral blending and segmenting. Oral blending and segmenting require the ability to distinguish the sound in spoken words.

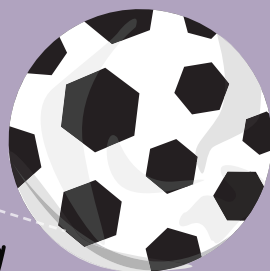
Things to try at home:

1. Make noises with your voice e.g. make a noise like a bouncing ball... Boing, boing or a buzzing bee zzzzzzzz.

2. Play Simon Says but talk like a robot; say the letter sounds rather than the word e.g. Simon Says s-i-t. It is important to say each sound clearly, sss not suh and ttt not tuh.

3. Ask your child to make sound effects to the stories you read.

4. Provide homemade microphones for use outdoors to encourage children to use and explore the different noises they can make.



boing

zzzzzzz

ASPECT 7- ORAL BLENDING AND SEGMENTING

The aim is to develop oral blending and segmenting pulls words apart to identify their sounds to form words e.g. c-a-t cat. Segmenting pulls words apart to identify their component sounds e.g. dog d-o-g. The ability to blend and segment orally is a key skill.

Things to try at home:

1. Make a collection of familiar objects with three or fewer sounds in their name e.g. car c-ar (two sounds) leaf l-ea-f (three sounds) sock s-o-ck (three sounds). Sound talk one of the items and ask your child to identify which object it is. If they are correct they should keep the item. The aim of the game is to collect all the objects.

2. Have a teddy bear's picnic. Explain that the bears talk using sounds. Use sound talk during the picnic e.g. please pass a c-u-p or may I have some ch-ee-se?

Children need lots of practice blending and segmenting. Sound talking through the day is a good way of getting this practise.



NOTES



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