

Phase 1 Phonics

In Daffodils we start phase 1 phonics in the Autumn 2 term. Phase One concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects. We plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. We teach a wide range of nursery rhymes and songs. we read books to and with the children. This helps to increase the number of words they know – their *vocabulary* – and helps them talk confidently about books.

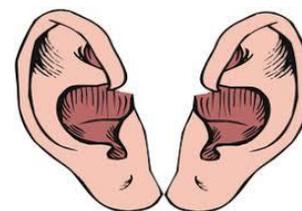
Here is a list how you can support your child at home.

Aspect 1 – Environmental sounds

- Go on a listening walk. When walking down the road, make a point of listening to different sounds: cars revving, people talking, birds singing, dogs barking. When you get home, try to remember all the sounds you heard.
- Make sounds, using a range of props, such as running a stick along a fence or tapping the bin lid.
- Invent a secret family 'knock' for entering rooms.
- Listen to animals sounds, can you repeat the sound?



ANIMAL SOUNDS		
CAT  ← Meow	DONKEY  ← Hee-haw	SHEEP  ← Baaah
COW  ← Moo	DOG  ← Woof	PIG  ← Oink



Aspect 2 –Instrumental sounds

- Make your own musical instruments, using cardboard rolls, tins, dried peas, beans, stones. Shake these loudly, softly, as you are marching, skipping or stomping. Play 'Guess what's inside the instrument'.
- Sing known songs loudly and then softly, stretch words in known songs and add new words or sounds.
- Listen to a range of music with your child, from rap to classical. Encourage your child to move in response to the variety of musical styles and moods.
- Sing Nursery rhymes – put on a show of your favourite song.



Aspect 3 – body percussion

- Learn some action rhymes, such as 'Wind the bobbin up'.
- Play some music. Clap along with familiar rhymes and learn new ones.
- Listen to the sounds your feet make when walking, running or skipping slowly, softly, fast, stomping hard, in flipflops, boots, high heels.
- Try different types of clapping: clap your hands softly, quickly and make a pattern for your child to follow. Do the same clapping your thighs or stamping your feet. Tap your fingers. Click your tongue.
- Invent a special family clap routine for when someone does something well.



Aspect 4 – Rhyme and Rhythm

- Get into the rhythm of language: bounce your child on your knee to the rhythm of a song or nursery rhyme; march or clap to a chant or poem.
- Help your child move to the rhythm of a song or rhyme.
- Read or say poems, songs, nursery songs and rhyming stories as often as you can. Try to use gestures, tap regular beats and pause to emphasise the rhythm of the piece.
- Add percussion to mark the beats using your hands, feet or instruments. Try out some rhythmic chanting such as ‘two, four, six, eight, hurry up or we’ll be late’ or ‘bip bop boo, who are you?’
- Silly Soup



Aspect 5 – Alliteration

- Alliteration is a lot of fun to play around with. Your child’s name can be a good place to start, for example, say: ‘Gale get the giggles’, ‘Carl caught a cat’, ‘Jolly Jessie jumped’. Encourage other family members to have a go, for example: ‘Mummy munches muffins’, ‘Daddy is doing the dishes’.
- Emphasise alliteration in songs and stories, for example: ‘Peter Piper picked a peck of pickled peppers’.
- Play around with familiar song, such as ‘Old MacDonald had some sheep, shoes, shorts, with a sh sh here and sh sh there’, to emphasise alliteration.
- Identify the odd one out, for example, cat, cup, boy, car.
- Make up little nonsense stories together using lots of alliteration. Collect items that start with the same sound from the park, the garden and around the house.
- When shopping, think about items you are buying and say: ‘a tall tin of tomatoes’, ‘a lovely little lemon’. Encourage your child to do the same.

Aspect 6 – Voice Sounds

- Repeat your infant’s vocalisations.
- Make fun noises and nonsense words.
- Say words in different ways (fast, slowly, high, low, using a funny voice)
- ‘Sing’ known songs using only sounds (for example, ‘la, la, la’) and ask your child to guess the song.
- Vary your tempo and pitch when reading stories.



Aspect 7 – Oral Blending and Segmenting

- This is all oral (spoken). Your child will not be expected to match the letter to the sound at this stage. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.
- Oral blending and segmenting are a later skill that will be important when the time comes for your child to read and write. Being able to hear the separate sounds within a word and then blend them together to understand that word is important.
- Blending is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud, in order, all through the word and are then merged into the whole word. This merging is called blending. For example, the adult would say c-a-t = cat.
- Segmenting is a vital skill for spelling. The whole word is spoken aloud, then broken up into its separate sounds (phonemes) in order, all through the word. For example, the adult would say cat = c-a-t.

Useful weblinks

- <http://www.letters-and-sounds.com/phase-1.html>
- <https://www.phonicsplay.co.uk/resources/phase/1>
- <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>