

Phonics

Home Learning

Activities

- Learning together

Phase 1



Development of basic of
speaking and listening skills across 7 aspects

1. Environmental sounds
 2. Instrumental sounds
 3. Body percussion
 4. Rhythm and Rhyme
 5. Alliteration
 6. Voice Sounds
 7. Oral Blending and Segmenting *
- } General Sound Discrimination



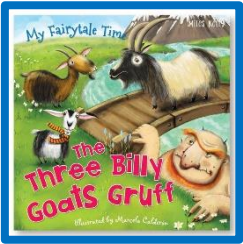
** This aspect is hierarchal and children need to be ready to develop these skills.*

'Parents are encouraged to support their children's learning and development at home' **Ofsted 2019**

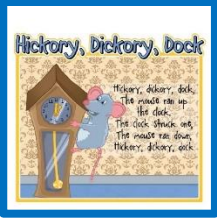

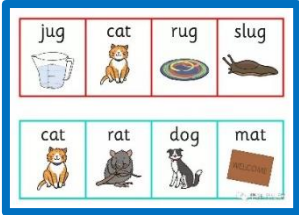


Glossary of Terms:

Word	What does it mean?
Environmental Sounds	A child's ability to listen and tune into different sounds they hear in the environment. To remember sounds and talk about them.
Instrumental Sounds	A child's ability to develop awareness of sounds made by musical instruments and noise makers. To begin to remember and talk about the patterns of sounds.
Body Percussion Sound	A child's ability to develop awareness of sounds and rhythms made using body parts. To begin to remember and talk about the patterns of sounds.
Rhythm and Rhyme	A child's ability to listen and develop their appreciation and experiences of rhythm and rhyme in speech. To increase awareness of words that rhyme and begin to produce rhyming words.
Alliteration	A child's ability to listen to sounds / phonemes at the beginning of words. To identify those with the same sound/phoneme. For example: Six sizzling sausages
Voice Sounds	A child's ability to distinguish between different vocal sounds. To explore speech sounds and talk about them.
Oral Blending & Segmenting	<p>A child's ability to hear sounds/phonemes within words and remember them in the order in which they occur.</p> <p>Oral blending: hearing sounds/phonemes and merging them together to identify a word.</p> <p>For example: Simon says put your hand on your l – e - g.</p>  <p>Oral segmenting: breaking the word up into smallest units of sounds/phonemes.</p> <p>For example: cat</p> 




Phase 1 Games & Activities:

Activities	Description	What you will need?
<p>Listening Walk Environmental Sounds</p>	<p>Players take in turns to identify the different sounds they can hear.</p> <p>Experiment with different times of the day. Are there different sounds?</p> <p>Extension Activity:</p> <p>Players talk about the sounds they can hear. They ones they like/dislike. Identify sounds that sound the same.</p>	
<p>Make an Instrument Instrumental Sounds</p> 	<p>Make some simple instruments, using recycled materials.</p> <p>For example: A shaker, filling a bottle with rice or dried peas; a string instrument by stretching elastic bands across a box; a trumpet using a cardboard roll.</p> <p>Players explore and listen to the different sounds of the instruments. Player one plays an instrument to the other player, who are not looking. Can they work out which instrument was played and give reason why?</p>	<p>Recyclable items – yoghurt pots, boxes, cardboard rolls</p> <p>Dried peas/rice/lentils</p> <p>Elastic bands</p> <p>Sellotape/masking tape</p>
<p>Follow the Leader Body Percussion</p> 	<p>Player one makes a pattern using different body parts. Player two copies.</p> <p>For example: 1 clap - 1 stamp – 1 clap; 1 rub of the hands – 2 stamps – 1 rub of the hands.</p>	
<p>Sounds Effects Body Percussion</p> 	<p>Read a familiar story and add different sound effects using body parts.</p> <p>For example: licking lips as goats eat grass; stomping feet as goats cross the bridge</p>	<p>Familiar story book</p>

Phase 1 Games & Activities:

Activities	Description	What you will need?
<p>Nursery Rhymes Rhythm and Rhyme</p> 	<p>Sing different nursery rhymes.</p> <p>Who can finish the sentence?</p> <p>For example: Twinkle twinkle little star, how I wonder what you</p> <p>Who can identify words that rhyme?</p> <p>For example: Hickory Dickory dock, the mouse ran up the clock...</p>	<p>Nursery Rhyme Book</p> <p>Nursery rhyme props</p> 
<p>Odd One Out Rhythm and Rhyme</p> 	<p>Name group of objects. Say three words (2 which rhyme and one that doesn't). Who can identify the odd one out?</p> <p>For example:</p> <p>dog – hen – log</p> <p>tin – bin – pot</p> <p>cat – pen – hat</p> <p>Extension Activity:</p> <p>Players take turns to continue a rhyming string</p> <p>For example:</p> <p>hat – cat – rat – mat – sat</p>	<p>Set of rhyming objects</p> <p>For example:</p> 
<p>Shopping Game Alliteration</p> 	<p>Gather a number of objects from around the house, some beginning with the same sound/phoneme and some that are different.</p> <p>Player 1 - I went to the shop and I bought some socks, soap and slippers. Can player 2 identify the beginning sound/phoneme of each word?</p> <p>Extension Activity:</p> <p>Player 1 plays the game, making a mistake. Can player 2 spot the mistake?</p> <p>For example:</p> <p>I went to the shop and bought some socks, books and slippers.</p>	<p>Everyday objects from around the house</p>

Phase 1 Games & Activities:

Activities	Description	What you will need?
<p>Sock Puppet Voice Sounds</p> 	<p>Players make a puppet using an old/odd sock and some craft resources.</p> <p>Each player takes turns to make the puppet make different voice sounds. The other player copies the sound.</p> <p>For example:</p> <p>Whee like going down a slide</p> <p>Sh .. sh .. sh ... telling someone to be quiet</p>	<p>Old/odd sock</p> <p>Craft resources – pipes cleaners, googly eyes, buttons etc</p>
<p>Secret Box Oral Blending</p> 	<p>Players decorate a box. Player 1 secretly places a number of small objects inside it.</p> <p>Player 1</p> <div data-bbox="587 869 944 1025" style="border: 1px solid blue; border-radius: 15px; padding: 5px; display: inline-block;"> <p>In my secret box I have a p-e-n. What is it?</p> </div> <p>Object is revealed once it is guessed correctly. How many objects can player 2 collect?</p>	<p>Box</p> <p>Craft resources to decorate</p> <p>A number of everyday small objects from around the house (CVC words – pen, cup, hat, sock)</p>
<p>Teddy Talk Oral segmenting</p> 	<p>Teddy is going to say words slowly, breaking them down into the smallest sounds/phonemes he can hear.</p> <p>For example:</p> <p>I have a hat, h – a - t</p> <p>Players clap / stamp the sounds teddy can hear.</p> <p>Extension Activity:</p> <p>Counting the sounds/phonemes in each word. Sorting words with the same number.</p>	<p>Teddy</p> <p>A number of everyday small objects from around the house (CVC words e.g. bag, lid, pan, peg)</p>
<p>Useful Websites</p> <p><i>Ensure you select the correct Phase when you access the websites</i></p>	<p>Games to reinforce learning:</p> <p>A collection of audio clips that promote listening skills. Children are encouraged to listen carefully to identify sounds and to respond in a variety of ways, including both speech and movement.</p> <p>https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills/zbc4y9q</p> <p>Rhythm Safari, Guess the Animal, Chit Chat Guess the Sounds</p> <p>www.letters-and-sounds.com</p>	

