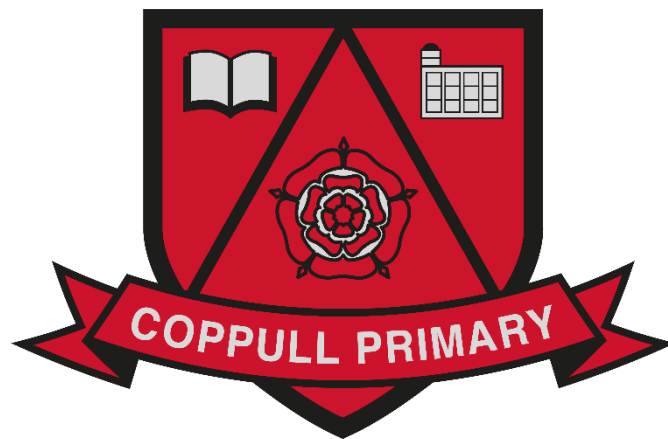


Coppull Primary School & Nursery



Aim High - Respect all - Enjoy Learning - Achieve

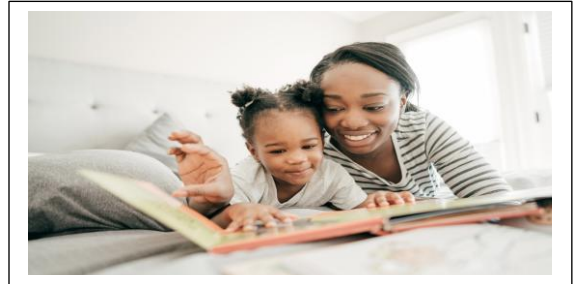
Nursery Phase 1 Phonics Information for Parents

Introduction

Phonics teaches children to listen carefully, differentiate between sounds and recognise the phonemes (sounds) that make up each word. Learning the phonemes and the corresponding grapheme (written form) is the basis for learning to read and spell words.

Children learn a great deal from other people. Parents are a child's first teachers, they have a powerful influence on their child's early learning. From a very early age children need to experience a wide range of activities and experiences to develop their early reading and writing skills, for example -

- ❖ singing and saying rhymes
- ❖ making and listening to music
- ❖ listening to them
- ❖ joining in conversations
- ❖ painting and crafts
- ❖ pretend play
- ❖ reading stories together



Phase 1

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. Recognising and identifying sounds in the environment, voice sounds, sounds that are produced from musical instruments and body percussion form the basis of the learning. This together with emphasis on teaching rhyme, rhythm, beat and alliteration give the children the skills to confidently move onto the next phase.

In Nursery.

In Blossom Class the teaching of phonics is approached in an engaging fun way for all the children. Phonic sessions are composed of games, music, stories, songs and actions. We concentrate mainly on the first phase of phonic teaching (Phase 1). This phase focuses on developing children's speaking and listening skills, and continues throughout the year. We give the children lots of encouragement, smiles and praise to help develop a sense of achievement and build confidence.

How to support phase 1 phonics at home



Aspect 1- General sound discrimination - environmental



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

- 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 back home try and remember all of the sounds you heard. You could try taping the sounds to listen to again or try reproducing them yourselves using your voice or instruments.
- Make sounds using a range of found props such as running a stick along a fence, tapping on the bin lids.
- Invent a secret 'knock' for entering rooms.
- Play sound lotto. Commercial sound lotto can be purchased from many children's toy stores but making your own from your sound walk would be far more rewarding.

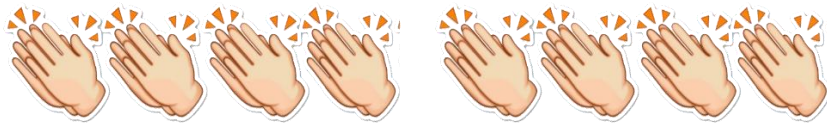
Aspect 2 - General sound discrimination - instrumental sounds



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

- Make your own musical instruments using cardboard rolls, tins, dried peas, beans, stones. Shake these loudly, softly, as you are marching, skipping, 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 range of music with your children from rap to classical. Encourage the children to move in response to the variety of musical styles and moods.

Aspect 3 - General sound discrimination - body percussion



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

Learn some action rhymes such as 'wind the bobbin up'.

- Play some commercially produced tapes and CDs to clap along with familiar rhymes and to learn new ones.
- Listen to the sounds your feet make when walking/running/skipping: slowly, softly, fast, stomping hard, in flip flops or boots.
- Different types of claps; Clap your hands softly, fast, make a pattern for your child to follow. Do the same clapping your thighs or stomping with your feet. Tap your fingers. Click your tongue.
- Invent a special family clap routine for when someone does something really well.

Aspect 4 - Rhythm and rhyme



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

- Get into the rhythm of our language; bounce the child on your knee to the rhythm of a song or nursery rhyme, march or clap to a chant or poem.
- Help the children to 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 pauses 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?'

Aspect 5 - Alliteration



The focus is on initial sounds of words.

- Alliteration is a lot of fun to play around with. Your child's name can be a good place to start e.g. say Milo makes music, Naheema's nose, Carl caught a cat, Jolly Jessie jumped, Tina is talking, encourage others to have a go e.g. May munches muffins.
- Emphasise alliteration in songs and stories i.e. 'Peter Piper picked a peck of pickled peppers'.
- Play around with familiar songs to emphasise alliteration such as 'Old MacDonald had some sheep, shoes, shorts, with a sh, sh here and a sh sh there.
- Identify the odd one out e.g. cat, cup, boy or car.
- Say the sound you can hear at the beginning of different words i.e. "Apple, a, a, a".
- Make up little nonsense stories together using lots of alliteration.
- Collect items from the park, the garden and around the house that start with the same sound.
- 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.

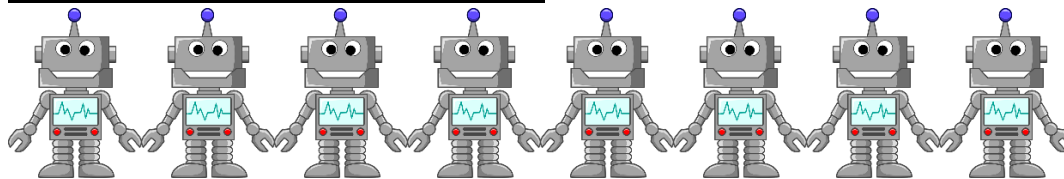
Aspect 6 - Voice sounds



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

- Repeat the children's vocalisations.
- Make fun noises or nonsense words.
- Say words in different ways (fast, slow, high, low, using a funny voice).
- 'Sing' known songs using only sounds i.e. la, la, la and ask a child to guess the song.
- Vary your tempo and pitch when reading stories.
- Make voices for characters when reading stories.

Aspect 7 - Oral blending and segmenting



This is all oral (spoken). Children 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 is a skill that will be important when it becomes time to read and write. Being able to hear the separate sounds within a word and then blend them back to understand that word is really important.

Blending – is a vital skill for reading.

The separate sounds (phonemes) of the word are spoken aloud, in order, all through the word e.g. the adult would say c - a - t = the child would blend the sounds and say 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 = the child will segment the word and say c - a - t.

This is all oral – (spoken) children will not yet be expected to match the letter to the sound. The emphasis is on developing the ability to distinguish sounds and create sounds.

Useful websites and leaflets for more information

www.bookstart.co.uk

This website provides information about the national Bookstart scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives information about sharing books with your child and you can find out about Bookstart events in your area which you can go to with your child.

‘Learning Together’ leaflets – ‘The Road to reading’ and ‘Making Their Mark – Children’s Early Writing’ (There are also other leaflets covering a range of topics). You can get the leaflets from Early Education, 136 Cavell Street, London, E1 2JA. Telephone 020 75395400. You can also download them from the website www.early-education.org.uk

www.talktoyourbaby.org.uk

This website provides lots of information for parents and carers of babies and young children, and suggestions of activities, features, DVDs, books and events that are both useful and fun. You can have their free newsletter emailed to you directly.

www.ican.org.uk

This website provides lots of information for parents and teachers on the importance of speaking and listening skills for young children's development. Although aimed at early communication development, there is a lot of very useful information and materials such as Chatter Matters that can be downloaded from the website and some free materials can be ordered.

www.nationalliteracytrust.org.uk/familyreading/parents

A wealth of information about how to make reading and writing fun for you and all your family. Promotes their campaign to make 'Every home a reading home' Many links to further websites.

www.letters-and-sounds.com/phase-1-games.html

www.phonicsplay.co.uk/Phase1Menu.htm

www.letters-and-sounds.com/phase-1-resources.html

www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy

www.topmarks.co.uk/interactive.aspx?cat=139

We hope you find this information useful. If you have any questions please speak with a member of the Nursery team.

Mrs Stewart.