

Letters and Sounds — Phase 1 Phonics

Phase One activities support the development of children's speaking and listening skills. It links language to physical and practical experiences and helps children to recognise sounds around them. Phase One activities pave the way for children to make a good start in reading and writing.

We have included a list of some fun and playful activities which support each aspect and the children enjoy doing in Nursery.

Aspect 1: General sound discrimination - environmental sounds

Listening Walk

Encourage your child to listen to the sounds around them both indoors and outdoors. Encourage them to talk about the sounds they can hear. This can be done at the park, supermarket, on the way to school or at home.

Sounds in a Box

Collect four or five noisy items from around your home e.g. keys, crisp packets, mobile phone, squeaky toy. Hide them in a box or bag. Ask your child to guess what objects you have hidden when they hear the sounds.

Socks and Shakers

Part fill small boxes or socks with noisy materials e.g. rice, pebbles, coins, pasta. Ask the children to shake, listen and identify the sound.

Sound lotto games

There are many sound lotto games you can buy from ELC, toy shops and supermarkets (orchard toys do some great sound games for young children). These simple board games allow children to listen to sounds and then match it to the picture. Not only do they develop their listening skills but it is also fun for the family to play together.

Describe it and find it

This game can be used with any toys, from farm animals to transport to everyday objects. The adult would describe the object and the children have to find it, for example you might say "the animal has four legs and a woolly coat" and the children would have to say which animal it is.

Aspect 2 & 3: General sound discrimination - instrumental sounds and body percussion

Which Instruments

Hide some instruments under a cloth. Make the sound and ask your child to find the instrument and play the same sound.

Action Songs

Add body percussion to songs and Nursery Rhymes e.g. clapping, stamping feet, patting knees. Encourage your child to keep to the beat.

Follow the Sounds

Adult to produce a body percussion sound e.g. clap, clap, stamp. Encourage your children to copy and repeat the pattern .

Make your Own Sounds

Encourage your child to make up their own sound patterns using their bodies and the adult has to remember and copy the pattern.

Words about Sounds

When at the park, supermarket, swimming pool or a party, encourage your child to talk about the sounds they can hear. Are they quiet, loud, fast or slow?

Aspect 4: Rhythm and rhyme

It is extremely important that your child experiences singing and rhyming activities.

Here are some examples:

When your child sees a spider sing *Incy Wincy Spider*. When it is raining sing *It's raining, it's pouring*. When on the bus sing *The wheels on the bus*. Encourage your child to sing their favourite songs and rhymes.

Finish the Lines

Use rhymes that the children are familiar with, stop when you get to the final word. Encourage your child to finish with a different word that rhymes e.g. *Hickory Dickory dock, the mouse ran up the sock*.

Rhyming Soup

Sing the following to the tune of *Pop Goes the Weasel*: *I'm making lots of silly soup. I'm making soup that silly. I'm going to cook it in the fridge*

To make it nice and chilly. In goes ... a fox...a box... some socks...

When playing this game have a large mixing bowl, wooden spoon and either pictures or objects of the rhyming words you will put into the soup.!

Rhyming Pairs

Ask your child to find objects around the house that rhyme e.g. a cat and a hat.

Odd One Out

Using the objects found in Rhyming Pairs, select three objects, two that rhyme and one that does not. Ask your children to identify the odd one out.

Rhyming Books

Share stories which have rhyming words or repeated refrains in them for children to hear. For example Julia Donaldson, Nick Sharratt stories or traditional tales such as *The Gingerbread Man*, *Goldilocks and the three bears*.

Aspect 5: General sound discrimination - alliteration

I Spy

Play I Spy using the same letter e.g. I spy with my little eye something beginning with 's'. Encourage your child to identify objects that begin with the letter 's'.

Silly Soup

Say: *In my soup I will put things beginning with (letter sound)* Encourage your child to identify silly ingredients that all begin with the same sound e.g. *In my soup I will put a banana, burger and a bug.*

Object Hunt

Hunt for objects beginning with the same sound. This can be done at the supermarket, garden, park or at home.

Name Play

Encourage your child to think of funny names for family members that begin with the same letters e.g. *Silly Sam, Shy Shannon and Jumping Jack.*

Aspect 6: Voice Sounds

Voice Sounds

Show your child how they can make different sounds with their voice:

Make your voice go down a slide - wheeeee!

Make your voice bounce like a ball - boing, boing.

Make your voice hiss like a snake - ssssssss.

Make your voice like a train - chchchch.

Make your voice like a clock - tick- tock.

Sound Stories

When reading a story encourage your child to add sounds to the story e.g. squeak as a door opens and different character voices.

Animal Voices

Think of an animal and encourage your child to move and make its sounds.

Watch My Sounds

Encourage your child to observe their face, lips, teeth and tongue as they make different sounds in a mirror.

Songs

Encourage your child to sing a selection of rhymes and songs.

Aspect 7: Oral blending & segmenting

These activities will help your child to hear and say the sounds in words.

Sound talking words

You can help your child 'sound talk' words in lots of different situations:

It is time to get your c-oa-t. Lets go to the sh-o-p. Go and brush your t-ee-th.

I Spy/ Cross the river

Find some objects from around your home that have two or three phonemes e.g. h-a-t, c-u-p, s-oa-p. Play I Spy. *I spy with my little eye a h-a-t.*