

## Phase 1

This is the first of 6 phases. It is a vital phase that prepares children for learning to link sounds and letters. It can begin when your child is very young and is just beginning to communicate and respond. If children do plenty of Phase 1 activities throughout each day, they are much better prepared for learning phonics.

In Year R we provide the following types of activities as a normal part of every day teaching. They are easy to do at home and will have a big impact on your child's progress through our phonics programme.

Phase 1 aims to help children:

- Tune into sounds
- Listen and remember sounds
- Talk about sounds

This will encourage your child to develop their vocabulary, speak confidently and ultimately to hear separate sounds within words and be able to reproduce them in order.

## How to support your child at home

### **Environmental sounds**

Join in their play to extend their talk and enrich their vocabulary

Ask open questions

Make animal sounds including imaginary ones

Experiment with the sounds different objects can make

Encourage friendships

Recall sounds in the right order

Go on a listening walk

Enjoy and share books, vary your tone, give the characters voices, enjoy sound words such as CRASH! or TINGALING!

### **Instrumental sounds**

Recognise differences in sounds, i.e. loud and soft, fast and slow

Make up and repeat rhythms

Play with musical instruments

Find ways of making sounds change

Listen to music

Make up new words for a song

Match sounds that are the same

Choose words to describe sounds

### **Body percussion**

March, stamp and splash and tip-toe to a beat

Re-enact stories

Use your hands to make noises, e.g. rub, clap, click, repeat a sequence

Make sounds to accompany mark-making

Comment on movements and shapes your child makes

Sing action songs and rhymes

### **Rhythm and rhyme**

Hear rhymes over and over again

Enjoy and share books, vary your tone, give the characters voices, enjoy sound words such as CRASH! or TINGALING!

Invent your own rhymes

Replace words in rhymes with nonsense

Clap or stamp to the beat of a song or poem

Play odd one out - which word doesn't fit?

Read a familiar story missing out key words so your child can jump in

### **Alliteration**

Add a couple of alliterative adjectives to every noun e.g. salty, sizzling sausages or brilliant, bendy bananas

Bounce or stretch the first sound ssssssssssausage or b-b-b-b-banana

Have fun with tongue twisters

Have books at home which contain alliterative rhymes and jingles

## Voice Sounds

Make sounds for actions, e.g. going down a slide, bouncing a ball

Introduce words that sound like noises

Encourage your child to make sounds they hear with their voices

Play Metal Mike, a robot who can only talk in sounds e.g. f-i-sh

Talk in front of a mirror their faces and movements when they make different sounds

## Oral blending and segmenting

Use short, simple words to do the following:

Give instructions using sounds then blend them together, e.g. *'It's time to get your c-oo-t, coat!'*

Say your shopping list, *ch-ee-se, h-a-m, b-ea-n*

Play with words by deliberately substituting wrong sounds e.g. *'Eat your zunch, 'Put on your cat and hoat'*

Play 'I spy' but say the whole word in sounds rather than giving the first sound or letter

Have a toy that can only understand 'sound talk'

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It may take a bit of practise to get into the swing of blending and segmenting, just remember that these are oral activities - you only need to use speech sounds and nothing needs to be written down.

If you want to know more about blending and segmenting please ask the staff! We are happy to help.



# Letters and Sounds Information for parents

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