

Phase 1 Phonics

As part of phonics within nursery, we follow Letters and Sounds and have been working through the seven aspects within the guidance. As we are starting a new term, the emphasis of Letters and Sounds is Oral Blending and Segmenting.

Below are some activities which focus on this as well as a selection of other activities from the other aspects of Letters and Sounds for you and your child to practise, explore and have fun with.

Week Beginning: 15.06.2020

Monday	Oral blending and segmenting: I spy Place on the floor or on a table a selection of objects with names containing two or three phonemes (e.g. zip, hat, comb, cup, chain, boat, tap, ball). Check that the child knows the names of the objects. Use a puppet or soft toy to help you. The toy says I spy with my little eye a z-i-p. Then invite the child to say the name of the object and hold it up. All say the individual phonemes and blend them together 'z-i-p, zip'.
Tuesday	Play 'Welcome to the zoo' https://www.phonicsplay.co.uk/resources/phase/1/welcome-to-the-zoo
Wednesday	Environmental Sounds: Mrs Browning has a box Turn a box on its side with the opening facing away from the children. One by one place between four and six familiar noisy items (e.g. a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes. Sing to the tune of 'Old MacDonald' but using your own name: 'Mrs...has a box ee i ee i o, And in that box she has a...' Stop. Gesture and ask the child to listen. Handle one of the objects in the box, out of sight, to make a noise. The child to guess what is making the sound. Continue the song but imitating the sound using your voice. With a zzz zzz here and a zzz zzz there... Allow the child to take a turn at making a noise from inside the box and use their names as you sing.
Thursday	Oral blending and segmenting: Segmenting Invite a children to come and talk to a toy in sound-talk, for example just before dinner time: 'Let's tell the toy what we eat our dinner with'. Discuss with the child and agree that we use a knife and fork. Then tell the toy in sound-talk which the child repeats. Continue with: 'Let's tell the toy what we drink out of'. Confer and agree on 'cup'. Repeat in sound-talk for the toy to listen and then invite the child to do the same.
Friday	Voice Sounds: Making sounds Show children how they can make sounds with their voices, for example: Make your voice go down a slide – wheee! Make your voice bounce like a ball – boing, boing Sound really disappointed – oh Hiss like a snake – ssssss Keep everyone quiet – shshshsh Gently moo like a cow – mmmoooo Look astonished – oooooo! Be a steam train – chchchchch Buzz like a bumble bee – zzzzzzz Be a clock – tick tock. This can be extended by joining single speech sounds into pairs (e.g. ee-aw like a donkey).

Week Beginning: 22.06.2020

Monday	Instrumental Sounds: Hidden instruments Hide a selection of instruments around a room or outdoors. Ask the child to look for the instruments. As each instrument is discovered the finder plays it Do all the instruments sound the same? Do you play them the same way? Can you play them loud, quiet, fast, slow?
Tuesday	Oral blending and segmenting: Toy Talk Introduce to the children a soft toy that can only speak in 'sound-talk'. The children see the toy whispering in the adult's ear. To add to the activity, as the toy whispers the adult repeats the sounds, looks puzzled and then says the word straight afterwards. For example: What would Charlie like to do in the playground? The toy speaks silently in the adult's ear and the adult repeats 'h-o-p' looking puzzled and then, says with relief 'hop' Now invite the children to see if they can speak like the toy: Do you think you could try to toy talk? Say h-o-p: (the children repeat h-o-p). What does the toy like to do in the playground? (hop, skip, jump, run, etc.).
Wednesday	Environmental Sounds: Listening walks This is a listening activity that can take place indoors or outdoors. Remind the children about the things that good listeners do (e.g. keep quiet, have ears and eyes ready). Invite the children to show you how good they are at listening and talk about why listening carefully is important. Encourage the children to listen attentively to the sounds around them. Talk about the different sounds they can hear. The children could use 'cupped ears' as they go on the listening walk. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures and prompted by replaying sounds recorded on the walk.
Thursday	Play Hickory Dickory Dock. https://www.phonicsplay.co.uk/resources/phase/1/hickory-dickory-dock
Friday	Oral blending and segmenting: Clapping sounds Think of words using the letters: s, a, t, p, i, n (e.g. sat, pin, nip, pat, tap, pit, pip) and sound them out, clapping each phoneme with the child in unison, then blend the phonemes to make the whole word orally.

Activities include games from 'Phonics Play' website where the user name is: **march20** and the password is: **home**