



Phase 1 Phonics
for Parents

Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills



What is Phase 1?

- Phase 1 in Phonics is not about learning the sounds with flashcards it is about getting ready to learn the sounds. It is primarily speaking and listening activities.
- Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the next phases. 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.
- Being secure in Phase 1 is vital to future success in phonics.
- It is split into 7 aspects which we will go through.
- It is really good fun!



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.
- Activities include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto games and making shakers.



General sound discrimination – instrumental

- This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.
- Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.



General sound discrimination – body

- The aim of this aspect is to develop children's awareness of sounds and rhythms.
- Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.



Rhythm & rhyme

- This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.
- Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.



Alliteration

- The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.
- For example a sentence with all of the same sounds at the beginning ... silly sausages sizzle slowly.



Voice Sounds

- Make your own voice sounds (e.g. going down a slide/ keep everyone quiet/ buzz like a bee).
- The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.



Oral Blending

- Oral blending (ready to read) & segmenting (ready to write).
- In this aspect, the main aim is to develop oral blending and segmenting skills.
- To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.



How can I help at home?

- Play 'I spy' with sounds not the alphabet names
- Sing lots of nursery rhymes
- Choses stories that use alliteration
- Play pairs with words and pictures
- Play sound bingo games
- Play lots of party games like Musical statues
- Read lots of rhyming books
- Play the shopping bag game
- Rhyming cards



Phonics is not the only thing needed to become a fluent reader

- Please continue to read with your child each night and encourage them to:
- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.

And most importantly ENJOY READING!

“Children fall in love with books because of the memories created when they snuggle up and read with someone they love.” – Raising readers



Remember.....

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

— Dr. Seuss, I Can Read With My Eyes Shut!

