



# 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!

