

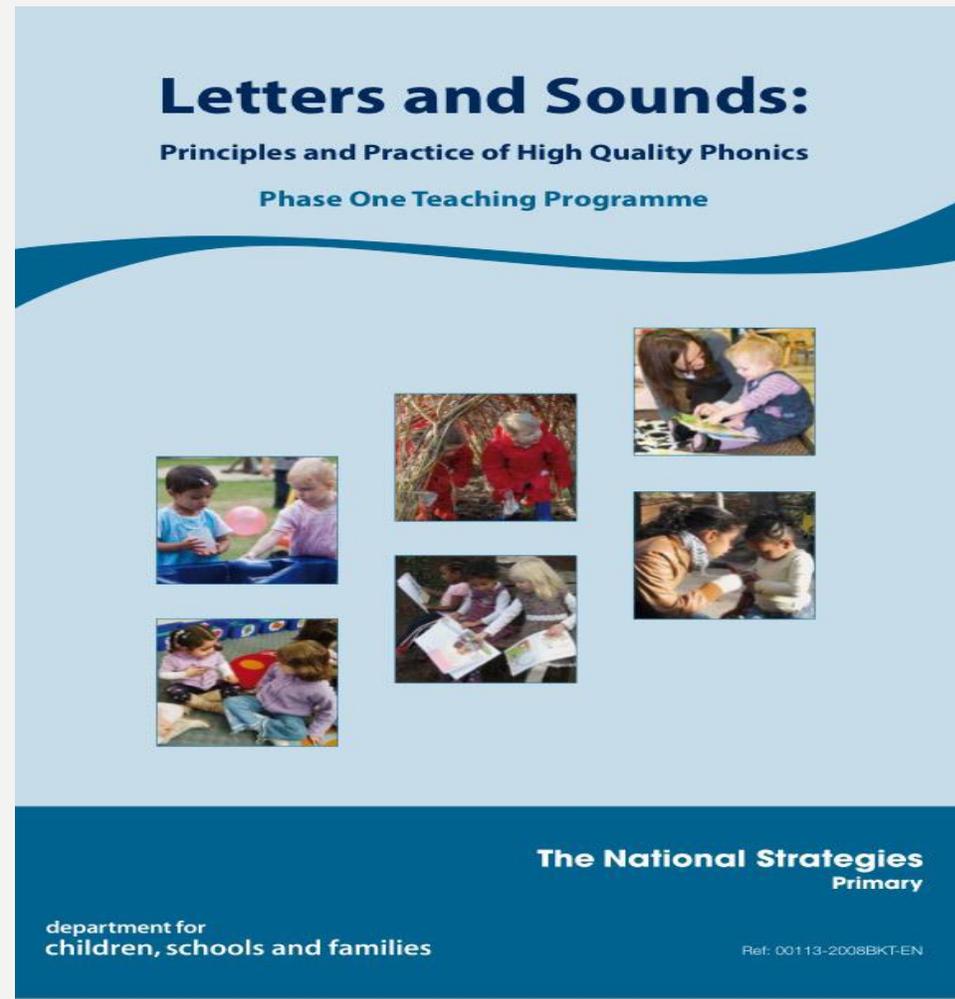


**PHONICS
WORKSHOP**

**WHAT IS
PHONICS ?**

LETTERS AND SOUNDS

- This is the document which we use throughout EYFS and Key Stage One to plan and teach phonics
- It is split into Phases
- Phase One – Nursery
- Phase Two, Three and Four - Reception
- Phase Five – Year One
- Phonics Screening Test – Year One
- Phase Six – Year Two



Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed programme for teaching phonic skills for children starting by the age of three, with the aim of them becoming fluent readers by age seven.

PHASE ONE NURSERY

- Phase One of 'Letters and Sounds' concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.
- The emphasis during Phase I is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- Phase One falls largely within the Communication and Language area of learning in the Early Years Foundation Stage.
- Phase One is taught both in adult led sessions and is also developed daily in continuous provision as the children learn through play.
- Phase I is divided into seven aspects.



PHASE ONE NURSERY

Aspect 1: General sound discrimination – environmental sounds

This aspect concentrates on raising children's awareness of the sounds around them and develops their listening skills.

e.g. listening walks, drumming on different objects, sound lotto games.

Encourage your children to listen out for the different sound they can hear on the way to Nursery.

Aspect 2: General sound discrimination – instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers

e.g. playing instruments alongside a story, conducting their peers in a band, matching a sound to the corresponding object.

PHASE ONE NURSERY

Aspect 3: General sound discrimination – body percussion

Aims to develop children's awareness of sound and rhythms

e.g. singing songs, actions rhymes, developing a sound vocabulary.

Aspect 4: Rhythm and rhyme

Aims to develop children's understanding of

Rhythm and rhyme in speech

e.g. rhyming stories, rhyming bingo, odd one out

Encourage your children to guess the rhyming word in the story you are reading.



PHASE ONE NURSERY

Aspect 5:Alliteration

Focus on the initial sounds in words

e.g. I spy games, matching objects that start with the same sounds, silly soup

Start with your child's name, M for Miss and S for Stockton

Aspect 6:Voice sounds

Children distinguish voice sounds and begin to oral blending and segmenting

e.g. making our voices do silly noises, boing like a ball, zzz like a bee, tick tock like a clock, sound chain game, mirrors to watch our mouths move

PHASE ONE NURSERY

Each of the first six aspects are dipped into and the children are given a range of experiences linking to them all, rather than going through each particular aspect one by one. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

Aspect 7: Oral blending and segmenting

Developing oral blending and segmenting

Blending is when you say the individual sounds in a word and work out what the word is

e.g. Magic mike C/U/P, touch your T/O/E/S

Segmenting is breaking down a word to the individual sounds

e.g sock S/O/C/K we reverse the game and the children become Metal Mike and tell us what object to pick up.

PHASE TWO

Phase TWO

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: **the, to, go, no.**

- Letter progression (one set per week)
- Set : s a t p
- Set : i n m d
- Set : g o c k
- Set : h b f, ff l, ll ss
- TRICKY WORDS – THE, TO, NO, GO, I, INTO



WHAT CAN YOU DO AT HOME?

- Sing songs and nursery rhymes with your children, can you mix them up and add in new characters or objects? Twinkle twinkle chocolate bar.
- When you are out and about encourage your children to discuss what they can hear.
- Can you make some instruments? Practise starting and stopping on the beat or creating your own songs.
- Can you make funny noises with your voice?
- What sound does your name start with, what about family members? Objects around the house. Can you move on to find things that start with a 'S' sound or an 'O' sound?
- Can you pretend to be a robot and say words slowly? 'H..A..T'. What sounds can you hear? Can someone else be the robot and you listen to what they want you to do?