

# Phase 1 phonics

## seven aspects and three strands

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination - environmental sounds
- Aspect 2: General sound discrimination - instrumental sounds
- Aspect 3: General sound discrimination - body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

The aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

Each aspect is divided into three strands.

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

**Activities within the seven aspects are designed to help children:**

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

The ways in which practitioners and teachers interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.

## Phase 1 phonics - Aspect 1

### Environmental sounds

- Tuning into sounds (auditory discrimination)  
**Main purpose** - to develop children's listening skills and awareness of sounds in the environment.

**Activities:**

Drum outdoors  
Listening walks  
A listening moment  
Sound Lotto  
Follow my leader

- Listening and remembering sounds (auditory memory and sequencing)  
**Main purpose** - further development of vocabulary and children's identification and recollection of the difference between sounds.

**Activities:**

Sound stories  
Describe and find it  
Mrs Browning's Box

- Talking about sounds (developing vocabulary and language comprehension).  
**Main purpose** - to make up simple sentences and talk in greater detail about sounds.

**Activities:**

Socks and Shakers  
Enlivening Stories  
Favourite Sounds

### **Parents/Carers:**

Encourage your child to use language for thinking by asking open questions such as "what does it feel like to be in the tunnel?" Join your child in their play to extend their talk and enrich their vocabulary. Encourage your child to experiment with the sounds different objects make. Explore with your child the sounds different animals make, including imaginary ones (dragons).

## Phase 1 phonics - Aspect 2

### Instrumental sounds

- Tuning into sounds (auditory discrimination)  
**Main purpose** - To experience and develop awareness of sounds made with instruments and noise makers.  
  
**Activities:**  
Adjust the volume  
Which Instrument?  
Grandmother's footsteps
  
- Listening and remembering sounds (auditory memory and sequencing)  
**Main purpose** - to listen to and appreciate the difference between sounds made with instruments.  
  
**Activities:**  
Matching sound makers  
Matching sounds
  
- Talking about sounds (developing vocabulary and language comprehension).  
**Main purpose** - to use a wide vocabulary to talk about the sounds instruments make.  
  
**Activities:**  
Story sounds  
Animal Sounds  
Hidden Instruments

### **Parents/Carers:**

Playing with musical instruments encourages your child to experiment with the sounds they hear.

Encourage your child to explore and learn how sounds can be changed (home made shakers/musical instruments) or outside drumming.

Give your child a stick or piece of wood and let them explore the outside area to discover how different sounds are made by tapping or stroking with their drumstick, for example, along a wooden door, a wire fence, a metal slide, and a few items such as pipes and upturned plant pots.

## Phase 1 phonics - Aspect 3

### Body percussion

- Tuning into sounds (auditory discrimination)

**Main purpose** - to develop awareness of sounds and rhythms.

**Activities:**

Action songs and rhymes

Listen to the music - follow the leader

Roly-poly

- Listening and remembering sounds (auditory memory and sequencing).

**Main purpose** - to distinguish between sounds and to remember patterns of sound.

**Activities:**

Follow the sound

Noisy neighbour 1

Musical instruments - what's making that sound?

Sound lotto

- Talking about sounds (developing vocabulary and language comprehension).

**Main purpose** - to talk about sounds we make with our bodies and what the sounds mean.

**Activities:**

Words about sounds

Noisy neighbour 2

Follow the leader

### **Parents/Carers:**

Explore outside as much as possible to encourage your child to explore different ways of making sounds with their bodies (marching, stamping, splashing). Talk to your children as they paint and comment on the movements and shapes they are making. Listen to your child as he/she re-enacts favourite stories.

## Phase 1 phonics - Aspect 4

### Rhythm and rhyme

- Tuning into sounds (auditory discrimination)  
**Main purpose** - to experience the appreciate rhythm and rhyme to develop awareness of rhythm and rhyme in speech.

#### **Activities:**

Rhyming books  
Learning songs and rhymes  
Favourite song bag  
Rhyming silly soup

- Listening and remembering sounds (auditory memory and sequencing).  
**Main purpose** - to increase awareness of words that rhyme and to develop knowledge about rhyme.

#### **Activities:**

Rhyming pairs  
Songs and rhymes  
Finish the rhyme

- Talking about sounds (developing vocabulary and language comprehension).  
**Main purpose** - to talk about words that rhyme and to produce rhyming words.

#### **Activities:**

Rhyming puppets  
Odd one out  
I know a word

### **Parents/Carers:**

Your child will learn rhymes through hearing them again and again. Encourage your child to play with words by inventing new rhymes, such as "Hickory, Dickory Dable, the mouse ran up the table!!" Enjoying and sharing books leads to children seeing them as a source of pleasure and interest. For children learning English as an additional language, songs and rhymes help them to tune into the rhythm and sound of English.

## Phase 1 phonics - Aspect 5

### Alliteration

- Tuning into sounds (auditory discrimination)  
**Main purpose** - to develop an understanding of alliteration

**Activities:**

I spy names

Making Aliens

Bertha goes to the zoo

- Listening and remembering sounds (auditory memory and sequencing).  
**Main purpose** - to listen to sounds at the beginning of words and hear the difference between them.

**Activities:**

Musical corners

Our sound box/bag

- Talking about sounds (developing vocabulary and language comprehension).  
**Main purpose** - to explore how different sounds are articulated and to extend understanding of alliteration.

**Activities:**

Silly soup

Name play

Mirror play

### **Parents/Carers:**

Play cafés with your child and place an order "please may I have some juicy jelly" or "sizzling sausages" or "chunky chips". Books with rhymes and alliterative jingles are great to read with your child. Alliterative tongue swisters are fun too "she sells seashells".

## Phase 1 phonics - Aspect 6

### Voice Sounds

- Tuning into sounds (auditory discrimination)  
**Main purpose** - to develop an understanding of alliteration

**Activities:**

I spy names

Making Aliens

Bertha goes to the zoo

- Listening and remembering sounds (auditory memory and sequencing).  
**Main purpose** - to listen to sounds at the beginning of words and hear the difference between them.

**Activities:**

Musical corners

Our sound box/bag

- Talking about sounds (developing vocabulary and language comprehension).  
**Main purpose** - to explore how different sounds are articulated and to extend understanding of alliteration.

**Activities:**

Silly soup

Name play

Mirror play

### **Parents/Carers:**

As you watch your child at the park, or in the garden on the slide or climbing frame, encourage them to vocalize "weeeeeeeeeee". Encourage children to replicate water noises with sounds such as "drip, drip, bubble bubble, swoosh!" When your child acts out familiar stories, encourage them to use sound effects like "swish swash" through the grass, or "squelch, squelch" in the mud, "splishy, sploshy through the rain". When your child is experiencing new textures, introduce words that may be new to them, "smooth, frothy, crunchy".

## Phase 1 phonics - Aspect 7

### Oral blending and segmenting

- Tuning into sounds (auditory discrimination)  
**Main purpose** - to develop oral blending and segmenting of sounds in words.

**Activities:**

Which one

Cross the river

Which one

- Listening and remembering sounds (auditory memory and sequencing).  
**Main purpose** - to listen to phonemes within words and to remember them in the order in which they occur.

**Activities:**

Magic hat - say the sound  
segmenting

- Talking about sounds (developing vocabulary and language comprehension).  
**Main purpose** - to talk about the different phonemes that make up words.

**Activities:**

Counting phonemes

### **Parents/Carers:**

Encourage your child to vocalize as they play on their bike/scooter etc 'b' 'b' 'b' bike, 's' 's' 's' scooter. When your child is writing, listen to see if they are beginning to say their messages aloud as they write, as they see adults do.



## Modelling listening and speaking

The ways in which practitioners model speaking and listening, interact and talk with children are critical to the success of Phase One activities and to promoting children's speaking and listening skills. It is important for adults to:

- Listen to encourage talking - time spent listening to children talk to each other, and listening to individuals without too frequent interruption, helps them to use more and more relevant, language. Practitioners should recognise that waiting time is constructive. It allows children to think about what has been said, gather their thoughts and think about their replies.
- Model good listening. This includes making eye contact with speakers, asking the sort of questions attentive listeners ask and commenting on what has been said. Effective practitioners should adapt their speech to give children ample opportunities to extend their spoken communication.
- Provide good models of spoken English to help young children enlarge their vocabulary and learn, for example, how to structure comprehensible sentences, speak confidently and clearly, and sustain conversation. Phase One activities are designed to promote these.