

# It's Child's Play



## A guide to Phonics and Reading Development

Phonics has been widely recognised and accepted as the first and most significant strategy in the process of reading development. This guide is designed to give a brief overview of why and how we teach phonics at Charnwood and how parents can support this teaching at home.



**Charnwood**  
Nursery School & Family Centre



Phonics teaches children to listen carefully, differentiate between sounds and recognise the phonemes (sounds) that make up each word. Learning the phonemes and the corresponding grapheme (written form) is the basis for learning to read and spell words.

At Charnwood Nursery the teaching of phonics is approached in an engaging fun way for all the children.

Phonic sessions are composed of games, music, stories, songs and actions. We concentrate mainly on the first phase of phonic teaching (Phase 1). This phase focuses on developing children's speaking and listening skills, and continues throughout the year.

### **Phase 1**

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. Recognising and identifying sounds in the environment, voice sounds, sounds that are produced from musical instruments and body percussion form the basis of the learning. This together with emphasis on teaching rhyme, rhythm, beat and alliteration give the children the skills to confidently move onto the next phase. Phase 1 consists of the following aspects.

#### **Aspect 1 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 game and making shakers.

#### **Aspect 2 - General sound discrimination - instrumental sounds**

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.

#### **Aspect 3 - General sound discrimination - body percussion**

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.

#### **Aspect 4 - Rhythm and 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.

## Aspect 5 - 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.



## Aspect 6 - Voice sounds

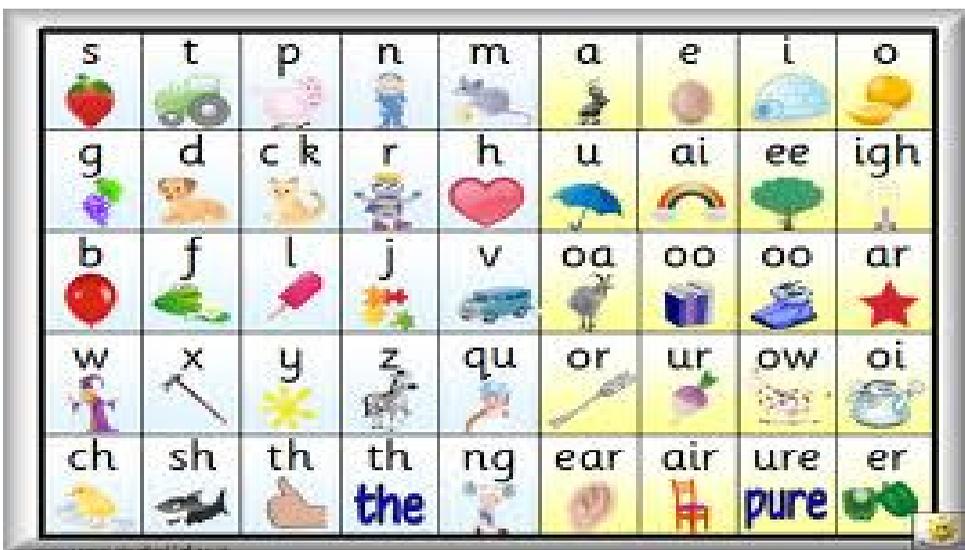
The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the adult sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

## Aspect 7 - Oral blending and segmenting

To practise oral blending, the adult 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 adult could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

## Phase 2

This is the phase where we introduce letters in a set order. We encourage children to make the link between the sound and the letter shape. Our 'Discoverer' sessions enable the children to explore initial sounds by looking at a collection of objects. Once the children have been introduced to several sounds they can then begin to sort objects using the initial sound as a prompt. It is important at this stage to say each sound correctly. (refer to weblinks for guidance)



The following list gives a flavour of the type of activities that can be carried out at home to support your child in developing their phonic knowledge and awareness. The list of weblinks give a more extensive range of ideas and interactive activities



## Activities to support phonic learning at home

**Listening Walk** Go on a walk indoors or outdoors see how many sounds can be heard. List them pictorially.

**Guess the object** Choose household objects that make a sound e.g. bunch of keys, squeaky toy or instruments. Explore the sounds then make the sound with the object behind a screen. Can your child guess the object?

**Grandmother's footsteps** Choose a range of objects / instruments to produce different sounds. Match a type of footstep e.g. tiptoes, fairy steps, giant stamps, hops etc. Play the instrument hidden behind back and see if child can respond with correct movement.

**Shaker Maker** Make shakers with different contents to produce a range of sounds. (Plastic bottles with lids ) Put hand puppets over the shakers to hide the contents. Shake to see if child can guess the contents.

**Rhythm and Rhyme** Sing / say nursery rhymes, read rhyming stories and stories with a repeated rhythmical phrase e.g .the Gingerbread man

**Listen to The Beat** Clap/ stamp a rhythm / pattern and ask your child to copy it. Use a variety of percussion instruments to play different rhythms and move in time by marching/ stamping or clapping along.

**Playing with words** This activity focuses on names and names of objects. The idea is to explore the name of an object or person by clapping the syllables. Encourage your child to clap along when you say the word.

[www.letters-and-sounds.com/phase-1-games.html](http://www.letters-and-sounds.com/phase-1-games.html)

[www.phonicsplay.co.uk/Phase1Menu.htm](http://www.phonicsplay.co.uk/Phase1Menu.htm)

[www.letters-and-sounds.com/phase-1-resources.html](http://www.letters-and-sounds.com/phase-1-resources.html)

[www.earlylearninghq.org.uk/literacy/letters-sounds/](http://www.earlylearninghq.org.uk/literacy/letters-sounds/)

[www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy](http://www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy)

[www.topmarks.co.uk/interactive.aspx?cat=139](http://www.topmarks.co.uk/interactive.aspx?cat=139)

<http://flatsite-test1.s3-website-us-east-1.amazonaws.com/phonics/#>  
(sound pronunciation)