

Useful websites:

<https://www.ruthmiskin.com/en/find-out-more/parents/>
information on how to say the sounds

Useful website: www.wordsforlife.org.uk

Includes tips for getting boys to read and songs and rhymes for young children

www.phonicsplay.co.uk - phase 1 games



Phonics

A Guide for Parents



Developing early reading and writing skills

At St Mary's we are passionate about teaching children to read and developing their early reading and writing skills. As parents and carers you have a powerful influence on your child's early learning. The following is a guide to phonics we teach in Nursery and suggestions on how you can help at home to develop early reading and writing skills.

In Nursery, we follow a phonics teaching programme 'Letters and Sounds' at Phase One before starting the 'Read Write Inc' programme at phase 2.

The children learn through lots of play and activities that are both adult and child led.

At phase one, the emphasis is on hearing sounds and discriminating between sounds rather than recognising letters which is introduced in phase 2.

Phase 2 starts when a child is secure with blending and segmenting.

Speaking and Listening

Children need lots of opportunities to develop and practise their speaking and listening skills. In nursery, we give them lots of opportunities to talk and communicate, through show and tell, socialising with friends, interest table to promote communication. We promote new vocabulary every day through stories and books we share with the children, having a vocabulary jar, 'wonderful word' stars displayed and new word stickers.

At home:

Make time to listen to your child talk!

Share stories to promote new and interesting vocabulary

Switch off the TV, radio, mobile phone to listen to children talking and listen to sounds they can hear.

Use toys to encourage children to make the sounds they might make e.g. snake - 'ssssss' alien - 'yuk yuk' etc.

Use puppets to re-tell favourite stories, record your child and play back to them!

Make musical instruments - empty bottles with rice, beads, pasta make a great shakers to listen to sounds

Phase 1

Phase 1 is taught throughout Nursery and Reception. Your child will be learning to:

- + Have fun with sounds
- + Listen carefully
- + Develop their vocabulary
- + Speak confidently
- + Tune into sounds
- + Listen and remember sounds
- + Understand that spoke words are made up of different sounds.

Phase 1 is split into 7 interlinking parts:

- ❖ Environmental sounds
- ❖ Instrumental sounds
- ❖ Body percussion
- ❖ Rhythm and rhyme
- ❖ Alliteration (words beginning with the same sounds)
- ❖ Voice sounds
- ❖ Oral blending and segmenting

Ways to help at home:

Environmental sounds

- Go on a listening walk - what can you hear? Car engines? Birds singing?
- Making sounds such as tapping, knocking on doors, running sticks along a fence.
- Play 'guess the sound'

Instrumental sounds

- Make own musical instruments - shakers with stones, rice, pasta, beads - play loud, soft , fast, slow
- Guess what inside the shakers
- Sing known songs in different ways , loud, soft

Body percussion

- Sing action rhymes e.g. wind the bobbin up
- Clap along to songs and rhymes

Rhythm and rhyme

- Moving to the rhythm of a song
- Read and sing nursery rhymes
- Make up silly rhymes - see you later alligator, take care polar bear
- Rhythmic chanting - two, four, six eight, hurry up or we'll be late!

Alliteration

- Fun play with words - clever Cally caught a cake, jolly James jumped
- Say alliterative rhymes e.g. Peter piper picked a pickled pepper
- Old MacDonald had some sheep, shoes, shorts, with a sh sh here sh sh there
- Find object beginning with the same sounds - go on a 's' hunt: sand, stones, sandwich

Voice sounds

- ❖ Say words in different ways - silly voices, fast, slow, high, low
- ❖ Make fun noises and nonsense words
- ❖ Sing known songs only using sounds e.g. la, la la children to guess what song it is.
- ❖ Make different voices for characters when reading stories

Oral Blending and Segmenting

The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

This skill will help children to read and write later on.

Blending - skill for reading - the separate sounds (phonemes) of the word are spoken e.g. c - a - t = cat

Segmenting - skill for spelling. The whole word is spoken aloud, then broken up into separate sounds (phonemes)

E.g. cat = c-a-t

*When saying sounds/phonemes it is important to say the pure sound e.g. 'c' not 'cuh', 's' not 'suh' *

(A video of the pronunciation of sounds is on the Ruth Miskin website - see the link below)

'Sound talk' is a great way to practise this at home

Can you pass the j-a-m?

Eat your p-ea-s

I spy with my little eye... a c-u-p

Simon says touch your 't-oe-s'