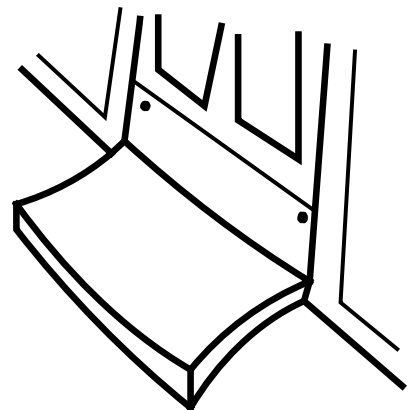
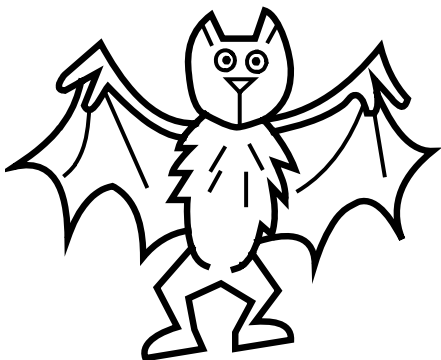
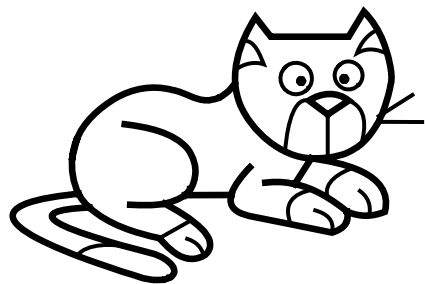
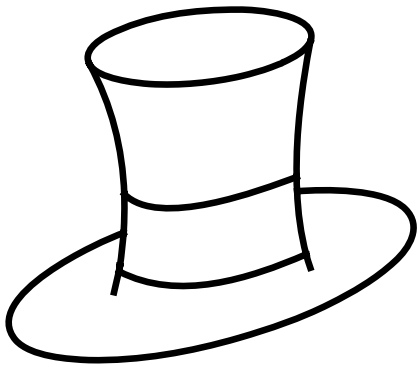


Phase 1 Phonic Fun



Phonics Glossary

The following terms and their definitions have been taken from Jim Rose's (2005) *Independent Review of the Teaching of Early Reading - Interim Report*.

blend (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

mnemonic — a device for memorising and recalling something, such as a snake shaped like the letter 'S'

phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

segment (vb) — to split up a word into its individual phonemes in order to spell it,

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

Contents

1. Developing communication skills
2. Phase 1
12. Phonic Record Sheet
13. Useful Resources

Abbreviations used

Types of games – D demonstration
S show me
G get up

Instructions for games are in the DfES documents:

PwS – Playing with sounds

PIPs – Progression in Phonics



Interacting with children:

Sustained interactions can cover verbal and non-verbal communications.

The may include the adult:

- Tuning in
- Talking slowly
- Repeating what has been said
- Using gestures
- Using facial expressions
- Using pictures
- Emphasising key words
- Imitating and adding
- Interpreting
- Showing genuine interest
- Respecting children's own decisions and choices
- Inviting children to elaborate
- Re-capping
- Offering your own experience
- Clarifying ideas
- Suggesting
- Reminding
- Using encouragement to further thinking
- Offering an alternative point of view
- Speculating
- Asking open ended questions.....

(Supporting Sustained Shared Thinking: Early Education)

Phase 1 Foundation Stage 1 (Nursery)

Children working within Phase 1:

- explore and experiment with sounds and words
- distinguish between different sounds in the environment and phonemes
- show awareness of rhyme and alliteration

“No graphemes are introduced in Phase 1. This is not to deny that some children will know letter names or sounds, and that practitioners will want to acknowledge and take note of that, but it isn't the focus of teaching. The focus is clearly on ensuring children have had lots of experience in hearing and recognizing sounds of various kinds including speech sounds”.

Marilyn Joyce Regional Adviser for CLL

Resources Needed

- Variety of musical instruments
- Puppets and toys are great props for singing sessions, ie have 5 little ducks and a mummy duck when you sing the duck song.
- Objects used to make music – containers, buttons, rice etc..
- tape recorder, tapes, microphone, walkie talkies
- Stories with sound effect possibilities i.e. Bear Hunt, Walking through the jungle, Polar Bear, Polar Bear
- A bank of songs and rhymes some on CD/cassette, props to support bilingual learners
- Collections of real objects beginning with the same phoneme – have some that attract boys i.e. a spaceman, a monster, a bat etc..
- Pebble
- string
- puppets – one that can write, one that can speak – try puppets by post
- patterned text
- rhyming objects
- magnetic, wooden, plastic, foam letters, letter jigsaws
- small magnet boards
- small whiteboards, pens and wipers
- hoops
- shopping basket

Explore and experiment with sounds and words

Yellow stepping stone 'Distinguish one sound from another'.

Game	Type	Where instructions can be found
Guess Who	D	PWS 3
Guess the Sound	D	PWS 3
Let me Hear Your....Voice	S	PwS 3
Give Me a Sound	S	PwS 3
Me Then You	S	PwS 3
Listening lists/walks	D	PwS 3

Blue stepping stone 'Recognise rhythm in spoken words

Game	Type	Where instructions can be found
Name Tap – (tune of twinkle twinkle) Puppet sings: Can you tap your name for me? Yes, you can, yes you can. You just tapped your name for me, yes you did, yes you did.	S	PWS 5
Guess 1	G	PWS 5
Guess 2*	D	PwS 5
Keep the beat stamp/roll a ball to the beat of the rhyme	G	PwS 5
Clap Clap Clap clapping songs ie A Sailor went to sea sea sea Daisy daisy Baa baa ABC Music Man London Bridge She'll be coming How much is that doggie Little bo peep One man went to Mow Oh I do like to be beside the seaside	G	PwS 5
Old McGregor	S	PwS 5

And read stories that contain sounds...

Walking Through The Jungle by Julie Lacombe

The Animal Boogie by Debbie Harter

The Wheels on the Bus by Annie Kubler

Going on a Bear Hunt by Michael Rosen

Tickle, Tickle by Helen Oxenbury

Tickle Tickle by Dakari Hru

We're going on a Lion Hunt by David Axtell

Show an awareness of rhyme

Yellow stepping stone 'Enjoy rhyming and rhythmic activities'

Game	Type	Where instructions can be found
Join In	S	PWS 2
Lets' Dance – sing songs while children use their bodies Ring a ring of roses Here we go round the mulberry bush In and out the dusty bluebells Oranges and Lemons Moving/Standing songs Teddy bear, Teddy Bear I went to school one morning Following the leader- Peter Pan (tape) Sleeping bunnies Dingle dangle scarecrow I'm a little T.pot Heads shoulders knees and toes 5 little Monkeys	G	PWS 2
Mirror Me –sing song, children copy actions Twinkle The Grand Old Duke of York If you're happy and you know it I'm a little tea pot	G	PwS 2
Action Rhymes 5 little monkeys m m said the little green frog Miss Polly When goldilocks went..... Humpty dumpty Jack and Jill Hey diddle diddle Horsey horsey Polly put the Kettle on Animal fair The bear went over the mountain I hear thunder Hickory dickory dock Pat a cake Jelly on a plate Peter hammers In a cottage in a wood Grand old Duke Row row row 5 little men Little Miss Muffet A crocodile swam in the water Rainbow song Little Rabbit Fou Fou	G	PwS 2

<p>Finger Rhymes Put your finger in the air 2 little dicky birds Incy Wincy Open shut them One little finger (tap tap tap) One finger one thumb 5 little dicky birds 5 little ducks Peter rabbit 5 Speckled frogs 10 fat sausages Round and round the garden 5 little monkeys Tommy Thumb Wiggly Woo</p>		
<p>Me Then You</p>	<p>G</p>	<p>PwS 2</p>
<p>Counting Rhymes Learn with Music Musical Counting Songs Early Learning Centre £5 1-5 Adding one Hickory Dickory Dock When Goldilocks went to the house of the bears When I was one One elephant went out to play Peter hammers with one hammer 5-1 taking one away 5 little men Five little ducks Five speckled frogs Five little monkeys Five currant buns 1-10 Adding One 1,2,3,4,5 Alison's Camel One man went to mow This old man The ants go marching 10-1 taking one away Ten in the bed Ten green bottles 10-1 taking away two ten fat sausages seven little pigs ten little squirrels Numbers over 10 Sing a song of sixpence The Grand Old Duke of York 1,2 Buckle my shoe The centipede Twenty Tomatoes</p>	<p>G</p>	<p>PwS 2</p>

Blue stepping stone 'Show awareness of rhyme....'.

Game	Type	Where instructions can be found
Catch Me Out	D	PWS 4
Rhyming Pairs	G	PWS 4
Rhyme Time	S	PwS 4
Read Rhymes read a selection of nursery rhymes and modern rhymes, include rhymes in other languages if possible	D	PwS 4

Green stepping stone: 'Continue a rhyming string'

Game	Type	Where instructions can be found
Rhyming couplets (visual aids if possible) imagine a bee as big as a tree	D	PWS 6
New verses Mary had a little goat, he liked to sail in a boat – make up new rhymes using the children's names!	D	PWS 6
Read Rhymes	D	PwS 6
Pebble Game pass around a pebble, children say rhyming word when holding the pebble	S	PWS 6
Rhyming trail same with string	D	PwS 6
Rhyming Kim's Game have a set of four objects that rhyme, say the name of each object, children shut their eyes and practitioner removes one object. The children chant.. it's not the ..., it's not the ..., And then guess which object is missing	D	PwS 6

Show an awareness of alliteration

Blue stepping stone 'Show awareness ofand alliteration'.

Game	Type	Where instructions can be found
Name Play	D	PWS 4
My Mother Went to Market	D	PWS 4
Jump in the Hoop	G	Pips 21
Jingles	S	Pips 18

Distinguish between different phonemes

Green stepping stone: 'Hear and say the sound in words in the order in which they occur..' (initial sound games)

Game	Type	Where instructions can be found
Match Me	S	PIPs 20
Circle Swap Shop	G	PIPs 20
Tray Game	S	PWS 7



Mayfield Primary FS1 Listening Area

Developing Oral Blending

Simple CVC Objects for Oral Blending				
Cat Cot Pot Mat Top Cap	Map Mug Dog Lid Bib Hat	Rat Bag Pig Bus Cup Log	Bat - (flying/ball hitting!) Van Jug Zip Web – try cheap shops at Halloween – boys will love!	Peg – washing line sort Fox Jam Bin Bed Fan Hen

Game	Type	Where instructions can be found
I spy using a collection of CVC objects on a table practitioner says the name of an object segmented ie. C-a-t the children blend sounds and identify object	D	PwS 7
Cross the River (CVC word objects needed one for each child, puppet, blue paper/fabric river) Children hold an object, puppet says a word in robotic way ie j-u-g child holding jug crosses the river – teaching children to blend words	G	PwS 7
Which one – as above, selection of CVC objects, puppets says word segmented children point to correct item	D	PwS 7

Try using robot talk in every day activities in the setting e.g. 'Get your coat from the p-e-g' (phonemes not letter names) 'Who can find me a picture of a c-ow? Which pig is b-l-a-ck?' where the practitioner says the last word as separate phonemes. Children enjoy this and introducing the skill through regular low key repetition like this will mean that when children do start a systematic phonic programme at Phase 2 they will only have to learn the concept of linking phonemes to graphemes: they will already have had the experience of blending sounds together.

Marilyn Joyce Regional Adviser for CLL



Children need to apply their phonic knowledge through reading and writing. Role Play areas offer a purposeful context for both.

Childs Name _____

FS1 & FS2 – Phase 1

Can hear and discriminate general sounds, speech sounds and patterns	
Can verbally continue a rhyming string	
Can hear and identify the initial phoneme in a spoken word	

FS2 – Phase 2-6

	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	sh	
Identifies phoneme																												
Recognises grapheme																												
Names grapheme																												
Writes grapheme																												
Can hear and say sounds in a spoken word in the order in which they occur (segmenting to spell)																												
Reads regular cvc words (blending)																												
Segments and writes CVC words																												

	ch	th	ng	ar	ee	ie	oa	or	ar	ir	oi	au	ay	ea	igh	oe	ew	ue	oy	ow	er	air	ear	oo	ur	aw	ure	
Identifies phoneme																												
Recognises grapheme																												
Names grapheme																												
Writes grapheme																												
Reads single-syllable words containing long vowel phonemes																												
Spells some single-syllable words containing long vowel phonemes																												
Reads and spells words with consecutive consonants (consonant clusters)																												

NB. It is recommended that you *do not* use the above as a checklist, when working directly with children. It is intended to be used for recording purposes only and to be supported by observations gained whilst children are participating in a range of child-initiated and adult-initiated activities.

Useful Resources

Playing with Sounds is out of print but can be downloaded from www.standards.dfes.gov.uk/primary/publications/literacy/948809/

For purchasing puppets/book and puppet sets:
www.puppetsbypost.co.uk

For purchasing phonic fans and other resources:
www.tts-group.co.uk

Books with activities that promote talk:

The Little Book series – Little Books with big ideas £5.95

Featherstone

The little book of Outdoor Play

The little book of Role Play

The little book of Phonics

The little book of Prop boxes for Role Play

The little book of Nursery Rhymes

The little book of Messy Play

The little book of Writing

The little book of sand and water

The little book of maths songs and games

The little book of music

The little book of investigations

Lawrence Educational Publications by Bayley and Broadbent

Let's Explore! 50 Exciting Starting Points for Science Activities

50 Exciting Things To Do Outside

50 Exciting ways to use a Builder's Tray

Helping Children with a Steady Beat

Plant an Idea

Books for developing communication skills:

SALLEY – structured activities for language and literacy in the early years: Questions Publishing Tel: 01216667878 (avoid activities that use graphemes in FS1)

Helping Young Children to Listen Bayley and Broadbent Lawrence Educational 2002

Useful resources for developing speech and language: in FS1:
(recommended by the FS Speech and Language Project)

Language Development Circle time sessions to improve communication skills David Fulton

www.fultonpublishers.co.uk

Developing Baseline Communication Skills Winslow

www.winslowpress.co.uk

Rhythm and Rhyme:

High Low Dolly Pepper Veronica Clarke A&C Black

Bobby Shaftoe Clap your Hands Sue Nicholls

ICT

Words and Pictures Phonic Clip Art Sherston Software
(see cover for example pictures)



Mayfield Primary FS2 Passport office