



A Parent Guide to

# Phase 1 Phonics

For Ages 3 - 4

Eaton Socon Pre-School



## Phase 1 Phonics

In the Early Years Foundation Stage Framework (known as EYFS), there are expectations for how children generally develop in reading and writing.

Phase 1 phonics teaches children the skills they need to acquire before learning to read.

These are "pre-reading" skills. This phase is an important step in your child's journey of learning to read. Developing these skills creates foundations for when children begin to learn their letters and sounds in later phases. During phase 1, your child will begin to distinguish between different sounds within their environment and may begin to show an awareness of rhyme and alliteration.

At pre-school Phase 1 phonics is taught through everyday practices such as through games and rhymes. It is split into 7 aspects, each one building on the skills from the previous aspect, these are:

- **Environmental sounds** - The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.
- **Instrumental sounds** - The aim of this aspect is to develop children's awareness of sounds made by various instruments and noise makers.
- **Body percussion** - The aim of this aspect is to focus on using the body to make sounds such as clapping and stamping.
- **Rhythm and rhyme** - The aim of this aspect is to develop children's appreciation and experiences of rhythm and rhyme in speech
- **Alliteration** - The aim of this aspect is to focus on hearing the initial sounds of words
- **Voice sounds** - the aim of this aspect is to distinguish between different vocal sounds such as whispering, humming or shouting.
- **Oral blending and segmenting** - The final aspect focuses on developing the ability to blend sounds together to form words and segment words into their individual sounds (e.g. hearing that d-o-g makes 'dog')

This guide breaks down these aspects into sections. Each section provides ideas for supporting your child with fun and engaging activities that you can do at home prior to, and alongside, learning to read. These aren't a list of must do activities, they are prompts and ideas designed to for you to dip in and out of based on your child's current interests and stage of development.

Useful websites to support phonics learning at home:

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/> (Parent information about phonics + a great range of free eBooks)

<https://www.phonicsplay.co.uk/> (phonics games and resources)

<https://www.phonicsbloom.com/> (phonics games)

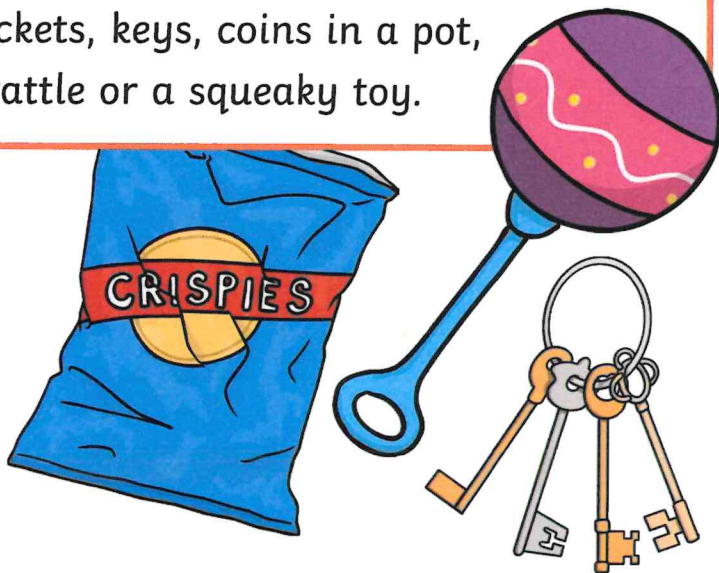
<http://www.letters-and-sounds.com/> (phonics information and resources)

# General Sound Discrimination

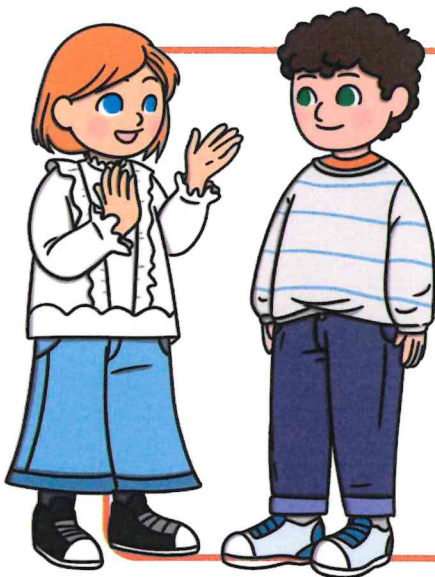
## Environmental Sounds

### Home Learning Challenges

Make a collection of your own noisemakers. Think about lots of different things that make a sound and gather them together in a box or bag. Use one of the objects to make a sound for others to guess and identify. You could include things like crisp packets, keys, coins in a pot, a rattle or a squeaky toy.



Play the game 'I Hear with My Little Ear'! Take it in turns to imitate the sound of something and guess what makes that sound. You could imitate the sounds of things found around your house, like a clock or a telephone, or of recognisable animals like a cat or dog.



Play a listening game by hiding a small toy and using vocal clues to guide your partner to find the toy. When they get nearer to the hidden toy, make your voice louder; when they get further away, make your voice quieter. You could try singing a song or rhyme at different volumes or making different voice sounds, like 'sss' or 'mmm'.

# General Sound Discrimination

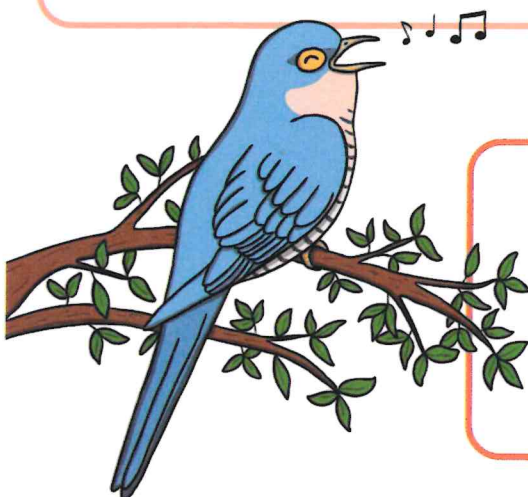
## Environmental Sounds

### Home Learning Challenges



Make your own noisy shaker! You could make a shaker by putting some small items into a plastic pot and covering the top with paper or silver foil. Try using some different items for the inside of your shaker – you could try rice, buttons, marbles or dried pasta. Which sound do you like best?

Go on a listening walk. You could go around your house or an outside area with an adult and practise listening carefully to all the different sounds you hear. Talk about what you heard. Did you recognise all the sounds? Were they loud or quiet? Were they long or short sounds?



Talk about sounds you like and sounds you don't like and why. Draw some pictures of things that make sounds that you like – for example, birds singing, the sea or a doorbell.

# General Sound Discrimination

## Instrumental Sounds

### Home Learning Challenges

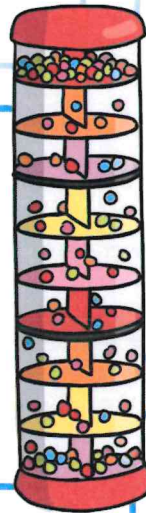
Create a musical show to perform! Use a variety of instruments and noisemakers and create a musical show for your friends or family. Try creating a musical pattern using a variety of different sounds.



Do you have any musical instruments at home? Ask an adult to show you how they are played and try making some sounds with the instrument. Take a photo or draw a picture of your instrument to share with the group. Don't worry if you don't have any instruments – you could always make your own instrument, like a simple shaker!

Make a collection of toys and instruments/noisemakers. Then, use the instruments to create a sound effect for each toy. Talk about the different sounds the instruments make and why they match each toy.

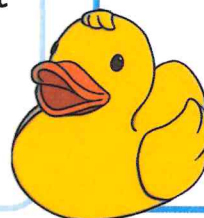
Use the Internet to find out about some different instruments. See if you can listen to some different instruments. Which is your favourite? Draw a picture of your favourite instrument and write what it is called.



Play a listening and copying game using a small set of instruments and noisemakers. Play a sound for the other person to copy. Try creating loud and quiet sounds and also some simple sound patterns.



As you listen to a story or rhyme, use some instruments or noisemakers to add sound effects to the story. Think about how different instruments could be played to create different effects. For example, can you make a loud noise and a quiet noise using the same instrument?



# General Sound Discrimination

## Body Percussion

### Home Learning Challenges

Play 'Follow-the-Leader' with your family. One person chooses some body percussion, such as patting their knees, clapping their hands or clicking their fingers, and the rest of the family have to copy them. Take turns to be the leader.



Listen to some music at home with your family. Can you all clap along to the beat?



Use your voice to make sounds like a car, a dog, a ghost, a train and bubbles under water.



Teach everyone at home the 'Pat-a-cake, pat-a-cake, baker's man' rhyme and show them how to clap their hands together to the beat.

How many different sounds can you make with your mouth?

Ask a grown-up at home if they can remember any playground clapping games from when they were at school. Can you learn one and show it to your friends?



# Body Percussion Rainstorm

This great body percussion activity is perfect for children of all ages and it really does sound like a rainstorm. It works best with a group of five or more people. The sounds start off very quietly and build up to a noisy storm. Then, as the storm passes, the volume goes back down from loud to quiet.



1. Rub hands together.

2. Click fingers.

3. Pat thighs softly.

4. Pat thighs louder.

5. Clap softly.

6. Clap louder.

7. During loud clapping, make thunder sounds vocally (booms, rumbles, etc.).



8. Clap softly.

9. Pat thighs loudly.

10. Pat thighs softer.

11. Click fingers.

12. Rub hands together.

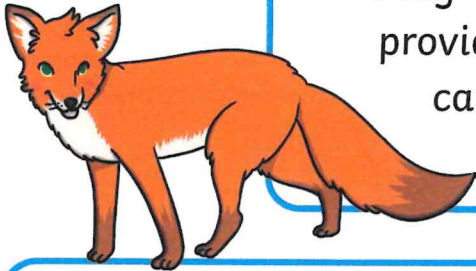


There are no specific timings - just go with the flow of the activity. Give time for all the children to hear the changes in sounds as the storm gets louder or quieter.

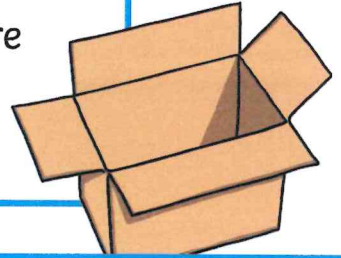
It also works best when the leader moves to the next action but doesn't announce it. This allows for a smooth and slow transition to the next storm sound and sounds much more natural.

# Rhythm and Rhyme

## Home Learning Challenges



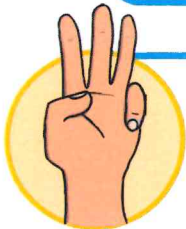
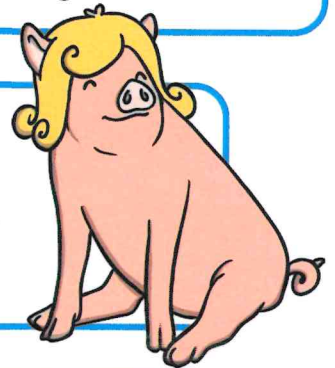
Play a matching game with the cards provided. Can you match two picture cards together that rhyme - for example 'fox' and 'box'.



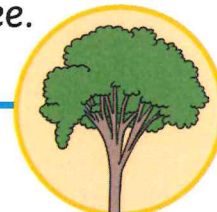
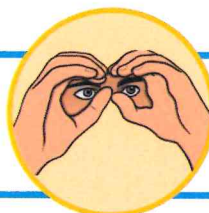
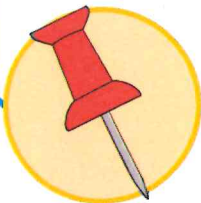
Can you teach someone at home one of the rhymes we have been singing? See if you can remember all the words!

Try writing a list of rhyming words. Can you think of 2 words that rhyme with cat and 2 words that rhyme with dog?

Try making up some funny rhyming sentences! Write your favourite one to share with the group. For example: 'I saw a pig, wearing a wig!'



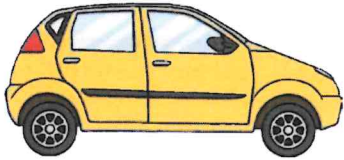
Listen carefully to this list of words. Can you find the one that doesn't rhyme with the others? Remember to listen carefully to the sound at the end of the word: tree, bee, pin, three, see, knee.



What rhymes or poems do you say at home? Find a copy of your favourite rhyme or poem to share with the rest of the group.

# Rhyming Words

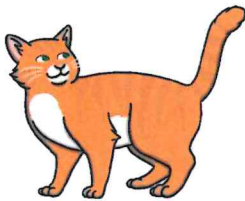
Draw a line to join the rhyming words together. You could also cut out the pictures, turn them face down and play a game to find rhyming pairs.



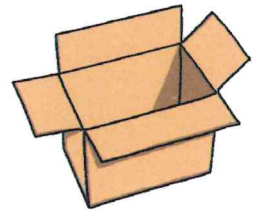
car



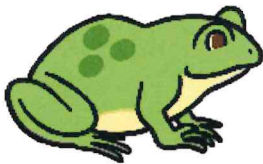
house



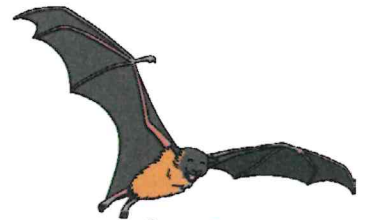
cat



box



frog



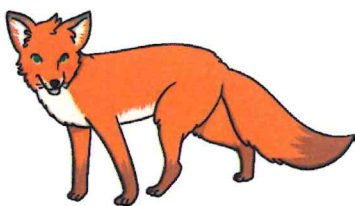
bat



mouse



star



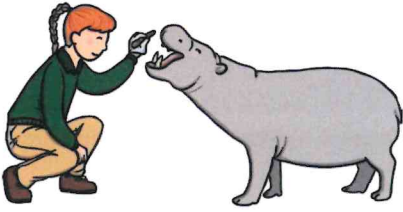
fox



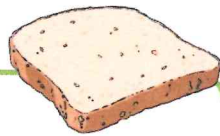
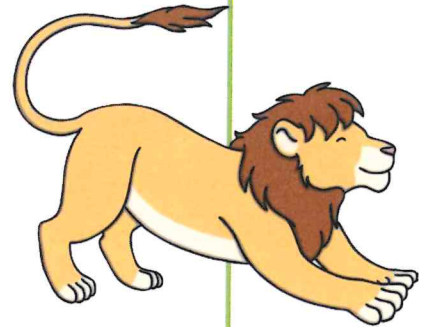
dog

# Alliteration

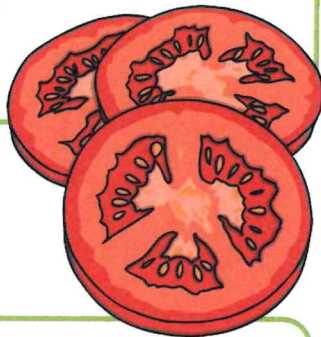
## Home Learning Challenges



Zoe the Zookeeper wanted to name some of her animals. She wants the names to start with the same letter sound as the animal. So far she has thought of Charlie Chimp and Tommy Tiger. Can you help her think of some names for her lion, snake and panda?

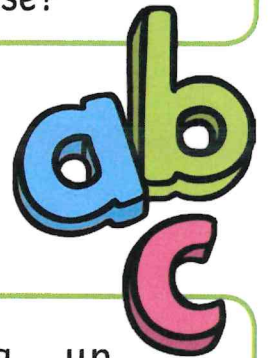


Charlotte the Chef is making some silly sound soups! Each soup needs 3 ingredients that start with the same letter sound. She has already made the 't' sound soup with toffees, tomatoes and toast! Can you think of 3 foods to put in the 'c' sound soup?



Think about the letter sound at the start of your name. Can you write a list of words starting with the same sound? How many can you think of?

Go on a letter sound hunt! Look around at home or in an outside area and find things beginning with the same letter sound. Can you find 3 things beginning with 't'? What other letters can you choose?



Trying making up some of your own silly tongue twisters using lots of words that start with the same sound! You could write one down to tell the rest of the group. Maybe you could write one using your name – for example, 'Dan drew dancing dinosaurs!'

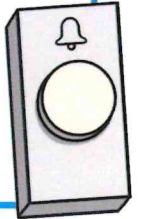


# Voice Sounds

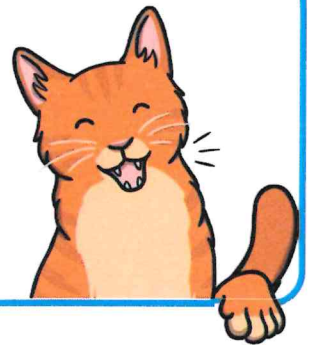
## Home Learning Challenges



Use your voice to create some sound effects. Can you make a sound like a ticking clock or a doorbell? Listen to sounds you hear around your home - can you make a sound just like them?



Play an animal-themed guessing game. Make some sound effects for different animal noises and encourage someone to guess what animal sound you were making. You could 'meow' like a cat, 'woof' like a dog or 'hissss' like a snake. What other animal sounds can you make?



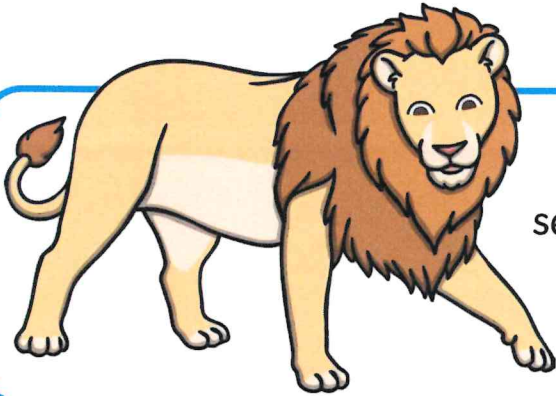
Teach a grown-up the song Old MacDonald Had a Farm. What animals will be in your song? What noises do the animals make?

Try making some different voice sounds to show different feelings and emotions. For example, 'oh!' when surprised, 'mmm' when eating something yummy and 'ssh' when trying to be quiet!



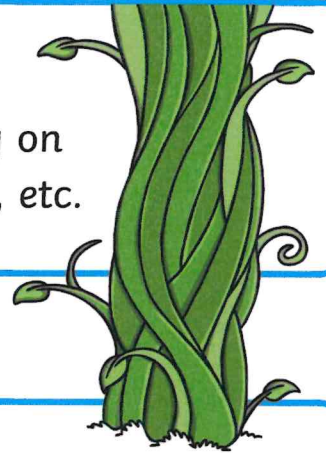
# Voice Sounds

## Home Learning Challenges



Try reading and saying these noisy sentences: The car went beep, beep. The lion went roar. The cat went meow. Can you think of a noisy sentence of your own?

Look through a storybook and add sound effects for everything that happens, such as magic beans falling on the floor, climbing up the beanstalk, giant's footsteps, etc.



Play a funny voices game as you listen to a story. Think about the sounds or voices each character might use and try saying some sentences as each character. Can you speak like a troll? How about a fairy? What other characters could you be? Can you change your voice to make different voices for each character?



# Old MacDonald

Old MacDonald had a farm, EE-I-EE-I-O,  
And on that farm he had a cat, EE-I-EE-I-O,  
With a “meow, meow” here and a “meow,  
meow” there,  
Here a “meow,” there a “meow,” everywhere a  
“meow, meow.”

Old MacDonald had a farm, EE-I-EE-I-O.

Repeat with different animals e.g.

cow (moo)

dog (woof)

donkey (hee-haw)

sheep (baa)

duck (quack)

horse (neigh)

Old MacDonald had a farm, EE-I-EE-I-O.

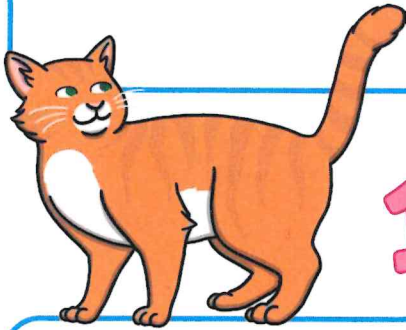


# Oral Blending and Segmenting

## Home Learning Challenges

Listen carefully as you sound out these words: pin, sat, tap, net. How many letter sounds are in each word? Try counting on your fingers.

E.g. 'c-a-t, 1-2-3'.



1 2 3



Emma the Explorer has a list of things she needs to take on her next adventure but she can't read it! Can you help Emma work out what she needs to take? Ask a grown-up to say the sounds in the words below and blend the sounds together to find out what she needs to take. You could draw pictures to help Emma know what she needs to take.



m-a-p

c-u-p

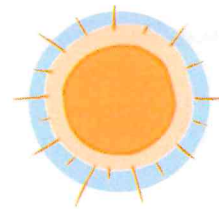
h-a-t

p-e-n

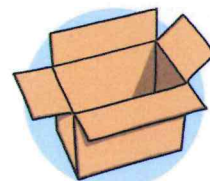
t-or-ch



Play a listening and drawing game with a grown-up. Take in turns to sound out a word by saying the letter sounds and then the other person has to draw the item! Try the words: hat, sun, ten, pan, box.



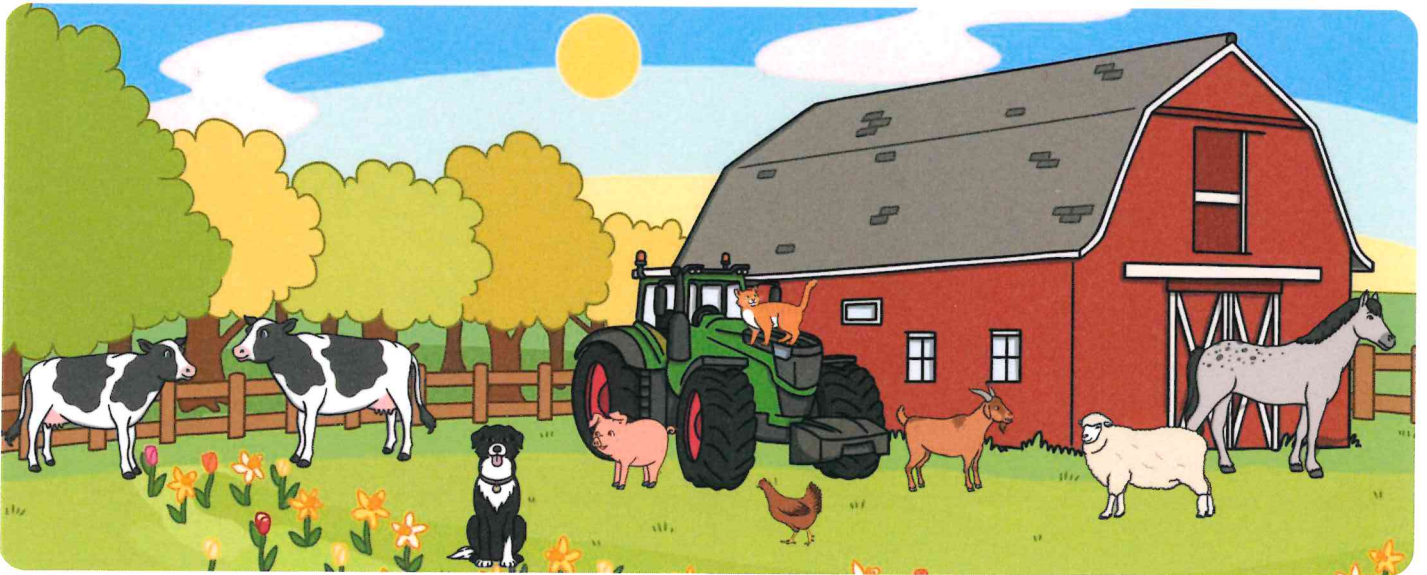
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# Oral Blending and Segmenting

## Home Learning Challenges

With a grown-up, play a listening game about a visit to a farm. 'I went to the farm and I saw...' – instead of saying the animal name, split the word up into its 3 letter sounds. The other person has to identify the animal by blending the sounds together. For example: 'I went to the farm and I saw a c-a-t. It's a cat!' Try the animals shown in the picture below.



Robbie the Robot can only speak by saying the sounds of each word. Can you work out what Robbie is saying, when a grown-up says these sounds? Blend the sounds together to say the words.

c-ar

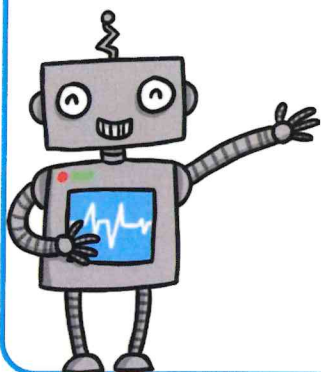
b-oa-t

b-u-s

v-a-n

c-oa-ch

t-r-ai-n



Play a sounding out game with a grown-up. Look at the pictures below. Choose one and carefully sound out the word. Can the other person point to the correct picture?

