

Progression and Pace in the teaching of Phonics in Townfield Primary School

Letters and Sounds Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. 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.

Phase 1 is divided into **seven aspects**. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the **first six aspects should be dipped into**, rather than going through them in any order, with a balance of activities. **Aspect 7 will usually come later**, when children have had plenty of opportunity to develop their sound discrimination skills.

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 suggested in the guidance 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 teacher 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

In this aspect, the main aim is to develop oral blending and segmenting skills.

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

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

<u>Teaching Objectives taken from Curriculum Guidance for the Foundation Stage Letters and Sounds.</u>	<u>Teaching Points</u>	<u>Activities and Resources</u>
<p>Aspect 1</p> <p><u>General Sounds Discrimination – Environmental Sounds</u></p> <p>To develop children’s listening skills and awareness of sounds in the environment.</p>	<p>Join children in their play to extend their talk and enrich their vocabulary.</p> <p>Encourage children to use language for thinking by asking open questions.</p> <p>Experiment with the sounds different objects can make</p> <p>Use role play areas to inspire children to use language for a range of purposes</p> <p>Explore with the children the sounds different animals make, including imaginary ones.</p>	<p><u>From Letters and Sounds</u></p> <ul style="list-style-type: none"> • Listening Walks • A listening moment • Drum indoors • Teddy’s lost in the jungle • Sound lotto • Sound Stories • Mrs Browning has a box • Describe and find it • Socks and shakers • Favourite sounds • Enlivening stories • Music Express EYFS
<p>Aspect 2</p> <p><u>General Sounds Discrimination – Instrumental Sounds</u></p> <p>To experience and develop awareness of sounds made with instruments and noise makers.</p>	<p>Children use home –made shakers to explore and learn how sounds can be changed</p> <p>Play with musical instruments outdoors to encourage experimentation with sounds</p> <p>Make up simple rhythms</p>	<p><u>From Letters and Sounds</u></p> <ul style="list-style-type: none"> • New words to old songs • Which instrument? • Adjust the volume • Grandmother’s footsteps • Matching sound makers • Story sounds • Hidden instruments • Musical show and tell • Animal sounds • Play sound games (What can you hear sound tapes)

<p>Aspect 3</p> <p><u>General Sounds</u> <u>Discrimination – Body Percussion</u></p> <p>To develop awareness of sounds and rhythms. To enjoy rhyming activities.</p>	<p>Observe how well children march, stamp, splash</p> <p>Listen to children as they re-enact familiar stories</p> <p>Stress simple sound patterns to accompany children’s mark making</p> <p>Comment on movement’s and shapes children make</p> <p>Use outdoors to encourage children to explore different ways of making sounds with their bodies.</p> <p>Encourage listening to sounds and to anticipate the next one.</p>	<p><u>From Letters and Sounds</u></p> <ul style="list-style-type: none"> • Action songs • Listening to music • Roly Poly • Follow the sound • Noisy neighbour • Words about Sounds • The Pied Piper
<p>Aspect 4</p> <p><u>Rhythm and Rhyme.</u> To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.</p> <p>Show an awareness of rhythm and alliteration.</p>	<p>Children enjoy listening to rhymes and inventing their own</p> <p>Encourage children’s word play by inventing new rhymes</p> <p>Remind children of rhymes they know when you join them in the role play area</p> <p>Share books with children</p> <p>For EAL children songs and rhymes help tune into the rhythm and sound of English</p>	<p><u>From Letters and Sounds</u></p> <ul style="list-style-type: none"> • Rhyming books • Learning songs and rhymes • Listen to the beat • Favourite rhymes • Rhyming soup • Rhyming bingo • Playing with words • Rhyming pairs • Songs and rhymes • Rhyming puppets • Odd one out • I know a word
<p>Aspect 5</p> <p><u>Alliteration</u></p> <p>To develop an understanding of alliteration.</p>	<p>Introduce tongue twisters</p> <p>Include books with alliterative rhymes and jingles</p> <p>Play alongside children and use alliterative phrases</p> <p>Draw attention to alliteration phrases / words.</p>	<p><u>From Letters and Sounds</u></p> <ul style="list-style-type: none"> • I spy games • Sounds around • Making aliens • Digging for treasure • Bertha goes to the zoo • Tony’ the train’s busy day

	<p>Explore how different sounds are articulated</p> <p>Provide a range of texts and opportunities to see and hear rhyme, rhythm and alliteration</p> <p>Annunciate sounds clearly for pupils</p>	<ul style="list-style-type: none"> • Musical corners • Our sound box/bag • Mirror play • Silly Soup • Play sound games (What can you hear – sound tapes)
<p>Aspect 6 <u>Voice Sounds.</u></p> <p>To distinguish between the differences in vocal sounds, including oral blending and segmenting</p> <p>To distinguish between the differences in vocal sounds.</p> <p>To develop oral blending and segmenting of sounds in words.</p> <p>To listen to different phonemes in words and to remember the order in which they occur.</p> <p>Recognise some letter sounds Letters and Sounds – Phase 2 Sets 1,2 and 3</p>	<p>Encourage correct pronunciation of sounds.</p> <p>Encourage children to replicate sounds.</p> <p>When children act out familiar stories encourage them to use sound effects. E.G swish, splosh</p> <p>Introduce new vocabulary to describe textures – smooth, frothy</p> <p>Encourage children to vocalise.</p> <p>Signing songs.</p>	<p><u>From Letters and Sounds</u></p> <ul style="list-style-type: none"> • Mouth movement • Voice sounds • Making trumpets • Metal Mike • Chain games • Target sounds • Whose voice? • Sound lotto • Give me a sound • Sound story time • Animal noises • Play interactive games to identify a sound or a sound of a letter in different parts of the word (beginning or end).
<p>Aspect 7 <u>Oral Blending and segmenting.</u></p> <p>To develop oral blending and segmenting of sounds in words.</p>	<p>Encourage children to play with the sound talk toys, listen out to how well they are trying to segments words into phonemes.</p> <p>Use opportunities to develop initial sound work as children play e.g b b b as they bounce a ball</p> <p>Use writing area to note whether children are beginning to say their messages aloud as they write.</p> <p>Draw attention to different sounds e.g letter sounds, bird song, water running,</p>	<p><u>From Letters and Sounds</u></p> <ul style="list-style-type: none"> • Toy talk • Clapping sounds • Which one? • Cross the river • I spy • Segmenting • Say the sound • Play interactive games to identify a sound or a sound of a letter in different parts of the word (beginning or end).

	<p>Use appropriate vocabulary to talk about different voice and speech sounds.</p> <p>Encourage pupil to imitate sounds.</p> <p>Emphasise initial sounds of words</p> <p>Talk to children about the sounds they hear at the beginning of their own name or in familiar words</p> <p>Ensure correct pronunciation of sound</p> <p>Use sound cards for recognition</p>	
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