

Welcome to the Nursery Phonics Meeting

Miss Andrews

Speaking and listening

Speaking and listening are the foundations for reading and writing.

Even everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer you the chance to talk to your child, explaining what you are doing. Through these activities, children hear the way language is put together into sentences for a purpose.

Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.

What can you do:

- Talk to them
- Model and expect good listening
- Encourage the understanding and use of good vocab
- Sing songs, rhymes and read poems, enjoying the rhyme and rhythm of words
- Read to your child regularly and develop their story language
- Talk about the written words you see in the world around you. Ask your child to find familiar words on each outing such as 'McDonald's; Tesco, Library, Datchet

A new vocabulary

- **Phonics** – the learning of letters and sounds
- **Phoneme** – the sound a letter makes
- **Grapheme** – the written letter
- **Blending** – running sounds together to make a word
- **Segmenting** – breaking a word up into its component sounds
- **Tricky words** – words that cannot be decoded using phonics e.g the, put, my
- **Cvc** – c= constant v= vowel c= constant E.G Cat, pin, sat
- **Digraph** – a sound made with two letters e.g. ch/ sh/ ai
- **Phonetically plausible** – written phonetically. It can still be read although spelt incorrectly e.g. cabij, shoo,

Phase 1

Phase One 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 7 aspects

Aspect 1- environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

Track 5

Suggested activities

- going on a listening walk
- drumming on different items outside and comparing the sounds
- playing a sounds lotto game
- making shakers.

Aspect 2 - instrumental

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.

Track 7

Suggested activities

- comparing and matching sound makers
- playing instruments alongside a story
- making loud and quiet sounds.
- Use shakers or drums (pots and pans and wooden spoons are perfect) to play along with songs, rhymes and the radio. Try making the loudest sounds that you can then the quietest sounds that you can. Tap out simple rhythms. Can your child repeat the rhythm back to you?

Aspect 3 — Body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms.

Track 11

Suggested activities

- singing songs and action rhymes
- listening to music and developing a sounds vocabulary.
- Read stories and encourage children to make sound effects with their body – stomping, knocking, clapping, scratching etc.

Aspect 4 – rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

Track 15

Suggested activities

- rhyming stories
- rhyming bingo
- clapping out the syllables in words
- odd one out.
- When children are really familiar with a particular book, try pausing before the rhyming word. Encourage your child to fill in the missing word.

Aspect 5 – alliteration

The focus is on initial sounds of words

Track 22

Suggested activities

- I-Spy type games
- matching objects which begin with the same sound
- Talk about your child's toys and say something about them that alliterates. It doesn't have to make much sense.

Thomas the train travels on the tracks.

Lion likes to lick lollies.

Hippo huddles and cuddles me with his hairy head.

Aspect 6 –Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

Track 24

Suggested activities

- 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.

Track 30

Suggested activities for blending

- Have 3 objects e.g. cup, pen, sock. Ask the child can you give me c-u-p
- Georgie's Gym – put your hands on your b-a-ck, kn-ee-s
- I spy a p-e-g, d-o-g

Suggested activities for segmenting.

- Hold up the sock and ask the child what sounds can you hear in the word sock

Phase 2

- Learning specific letters and sounds
- Reading tricky words I, go, no, to, the
- Blending and segmenting vc and cvc words

How does it sound?

- https://www.youtube.com/watch?v=5J2Ddf_0Om8
- Try not to say it like this m(uh) + a + t
(uh)=muhatuh
- <https://www.youtube.com/watch?v=RIpsmpWOUFY> –How to say the sounds.

Ruth Miskin

-The phonics scheme we follow.

Tip 1: Say the sounds correctly.

Tip 2: Linking sounds to letter.- Relating picture to sound.

Tip 3: Two letters one sound.-always point when you can see an example of two letters one sound.

Tip 4: Practice, practice, practice.- quick pace.

<http://www.oxfordowl.co.uk/home/reading-site/expert-help/ruth-miskins-video-page>

Jolly Phonics

As a school we **do not** follow the Jolly Phonics scheme. However, we do like to use the Jolly Phonics songs as they are fun for the children in nursery.

<https://www.youtube.com/watch?v=Djz82FBYiug>

We **do not** do the actions.

Phonics Play

<http://www.phonicsplay.co.uk/>

This website is used throughout the school and is a fun way to practice phonics.

Useful Apps

<http://www.twinkl.co.uk/page/twinkl-apps> Twinkl has separate apps for the different phases.

Be careful when downloading apps! Make sure they are British otherwise the phonics sounds will sound different.

Any questions?