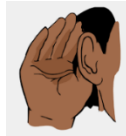


Previous learning - What I should already know:

- I can use my ears to listen.
- I can use my mouth and body to make sounds.

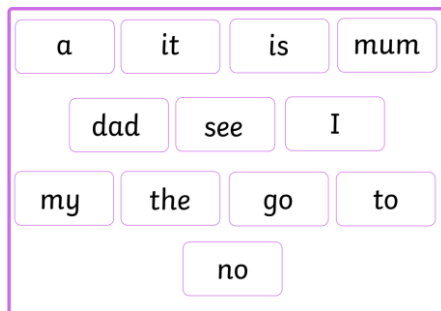


Knowledge - What I need to know:

Listening to:

- Environmental sounds.
- Instrumental sounds.
- Body percussion.
- Rhythm and rhyme.
- Alliteration.
- Voice sounds.
- Oral blending and segmenting.

Everyday Words – What I need to know:



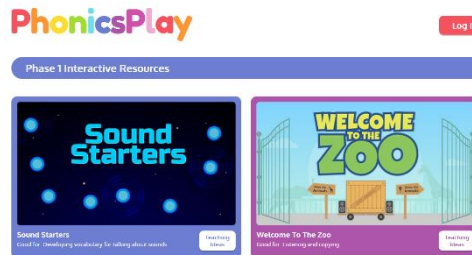
Useful Websites:

Phonics Play

Sound Starters – developing vocabulary for talking about sounds

Voice sounds – listening and copying the sounds

<https://www.phonicsplay.co.uk/resources/phase/1>



Phonics Bloom

These fun phase 1 games help children to acquire the listening skills essential for success in later phonics-based reading.

<https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>



Vocabulary:

Rhyming

This is where children explore what words sound like and develop an awareness of certain words which sound the same.

Syllables

Where a word can be broken down into different parts [el-e-phant, al-pha-bet]

Phonics

A method of teaching children to read by correlating sounds with symbols (letters/ groups of letters).

Phoneme

A single unit of sound which can be made using 1 or more letters e.g. ‘b’ ‘ai’ ‘ee’ ‘igh’

Alliteration

Alliteration is where a group of words start with the same initial sound, such as: sun, song, snake, star.

Blending

Putting the sounds in a word back together to read it.

Segmenting

The opposite of blending. Splitting a word into individual sounds, used for spelling and writing.

Sound Talk [blending and segmenting]

This is where children learn to hear all the sounds in words, not just the initial sound at the beginning. So, for example, to sound out the word cat, you would say ‘c-a-t’. Immediately after you have done this, you have to merge the sounds together and say the whole word, for example ‘c-a-t, cat’.

Decoding

Breaking down a word into different phonemes to help reading.

Our Everyday Words

A word that cannot be decoded through phonics. ‘We see the word; we say the word.’

Examples of activities:

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 include:

- Identify whether sounds are inside or outside sounds
- Going on a listening walk
- Drumming on different items outside and comparing the sounds
- Playing a sounds lotto game



Aspect 4 - Rhythm and rhyme

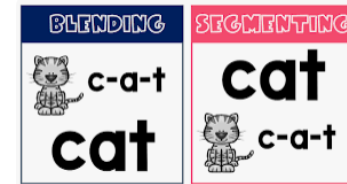
This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include:

- Singing nursery rhymes
- Rhyming stories
- Rhyming bingo
- Match rhyming activities
- Clapping out the syllables in words
- Move body in time to beats in music
- Counting syllables in words



Aspect 7 - Oral blending and segmenting

This is the final stage, after children have had plenty of opportunity to develop their sound discrimination skills. In this aspect, the main aim is to develop oral blending (HEAR separate sounds in words, put together and say the word) and oral segmenting (SAY the separate sounds in a given word) skills.



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
- Stop and start playing instruments on command
- Play instruments in front of others
- Making shakers



Aspect 5 - Alliteration

The focus is on initial sounds of words. Activities include:

- I-Spy type games
- Matching objects which begin with the same sound
- Playing silly sentences – ‘a tall tin of tiny tomatoes’
- Odd one out – Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one [have the corresponding objects for the child to look at].
- Going on an object hunt around the house/garden to find things beginning with a particular initial sound.



Aspect 7 - Oral blending

Activities to practise oral blending include:

- Break words into the separate sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects
- Sound talk games – ‘Mum wants you to j-u-m-p. Dad wants you to s/i/t etc (like ‘Simon Says’)

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
- Move body in response to music and sounds



Aspect 6 - Voice sounds

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

- Experiment with voice sounds e.g.: squeaking, shouting
- Make different sounds that animals make
- Describe a sound e.g. high, low, loud, quiet
- Copy sound talk such as c-a-t



Aspect 7 - Oral segmenting

Activities to practise oral segmenting include:

- Robbie Robot, where children feed pictures of objects into a toy robot's mouth and say the separate sounds in a robot voice - /c/-/u/-/p/ cup



