

Phonics Workshop for Parents

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Phonics

'Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.'

- National Literacy Trust

Phonics

Phase 1 -

- Environmental sounds - sounds around them
- Instrumental sounds - sounds with musical instruments
- Voice Sounds - sounds with their own voices
- Body percussion (e.g. clapping and stamping)- using our body to make sounds
- Rhythm and rhyme (syllables)
- Alliteration - hearing the first sound in a word
- **Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')**

Blending is the process of combining sounds together to create a word... **Segmenting** is the process of breaking a word down into its individual sounds.

ENVIRONMENTAL SOUNDS



Aspect 1 – General sound discrimination: Environmental sounds

Main purpose: to develop children's listening skills and awareness of sounds in the environment

Look, listen and note how well children:

Tuning in	Listening and remembering	Talking about sounds
<ul style="list-style-type: none">▪ Recall sounds they have heard▪ Discriminate between sounds▪ Describe the sounds they hear	<ul style="list-style-type: none">▪ Describe what they see▪ Identify the names of animals and imitate the sounds▪ Add new words to their vocabulary	<ul style="list-style-type: none">▪ Identify different sounds and place them in a context▪ Identify different sounds▪ Make up sentences to talk about sounds▪ Join in the activities and take turns to participate

INSTRUMENTAL SOUNDS



Aspect 2 – general sound discrimination: instrumental sounds		
Main purpose: to experience and develop awareness of sounds made with instruments and noise makers		
Look, listen and note how well children:		
Tuning in	Listening and remembering	Talking about sounds
<ul style="list-style-type: none">Identify and name the instruments being playedListen and respond as the instrument is being played	<ul style="list-style-type: none">Are able to remember and repeat a rhythmDiscriminate and reproduce loud and quiet soundsAre able to start and stop playing at the signal	<ul style="list-style-type: none">Choose appropriate words to describe sounds they hear (e.g. <i>loud, fierce, rough, squeaky, smooth, bumpy, high, low, wobbly</i>)Match sounds to their sourcesUse sounds imaginatively to represent a story characterExpress an opinion about what they have heard

ACTIVITIES - INSTRUMENTAL SOUNDS

Sense of Sound Matching Game



Match the sound

Fill an empty plastic egg pot with different materials. E.g. tissue, rice, lentils, coins. Have matching pairs to allow child to rattle and find the matching sound. To start off, name each sound with the child. Then allow them to find the matching sound and name it. You can ask if it is a soft sound/loud sound.

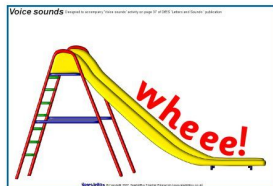


Guess the instrument

Choose 4 instruments with your child. Name the instrument and play the sound. Now hide the instruments under a piece of fabric. Play one instrument under the fabric whilst the child listens (you may ask them to cover their eyes or turn around). Remove the fabric and ask the child to name and play the instrument that you just played.



VOICE SOUNDS



Aspect 6 – Voice sounds

Main purpose: to distinguish between the difference in vocal sounds, including oral blending and segment/blending

Look, listen and note how well children:

Tuning in

- Distinguish between the differences in vocal sound

Listening and remembering

- Sustain their listening throughout a story
- Listen for a target word or character and respond with an appropriate associated speech sound
- Remember the sound sequence and produce it when required
- Recognise their own and each other's voices, including a recorded voice

Talking about sounds

- Use appropriate vocabulary to talk about different voice and speech sounds

ACTIVITIES - VOICE SOUNDS



Paper cup phone

Use two paper cups and create a whole to each cup. Add a long piece of string to pretend to speak to your child through the "phone". Your child will need to tune into your voice to listen to what you are saying and respond. You can make different sounds/say different words and ask them to copy you.



Guess the voice

Record different family members saying something. Play the recording and ask your child to identify the voice. Remember to include a recording of your child too so that they can tune into their own voice.

BODY PERCUSSION

BODY PERCUSSION



Aspect 3 – General sound discrimination: body percussion

Main purpose: to develop awareness of sounds and rhythms

Look, listen and note how well children:

Tuning in	Listening and remembering	Talking about sounds
<ul style="list-style-type: none">Produce contrasts in rhythm, speed and loudnessJoin in with words and actions to familiar songsArticulate words clearlyKeep in time with the beatCopy the sounds and actionsMake up patterns of sounds	<ul style="list-style-type: none">Copy a body percussion sound or pattern of soundsIdentify hidden soundsSuggest ideas and create new sounds for the story	<ul style="list-style-type: none">Use language to make different endings to the storyUse a wide vocabulary to talk about the sounds they hearGroup sounds according to different criteria (e.g. <i>loud, quiet, slow, fast</i>)

ACTIVITIES - BODY PERCUSSION



Mirror Mirror

Kneel in front of your child and pretend to be their reflection. Ask your child to then pretend to imitate you and be your reflection. Take turns to make sounds with your body and copy each other.



RHYTHM AND RHYME



Aspect 4 – Rhythm and rhyme

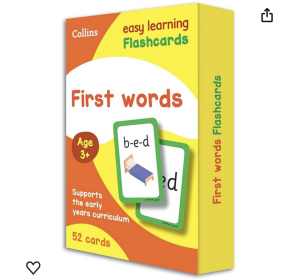
Main purpose: to experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.

Look, listen and note how well children:

Tuning in	Listening and remembering	Talking about sounds
<ul style="list-style-type: none">▪ Understand the pattern of syllables in the words presented to them▪ Sing or chant the rhyming string along with an adult▪ Recognise that the words rhyme▪ Join in with simple or complex rhymes▪ Copy the rhyme▪ Keep to the beat	<ul style="list-style-type: none">▪ Recognise rhyming words▪ Listen and attend to rhyming strings	<ul style="list-style-type: none">▪ Generate their own rhymes▪ Complete sentence using appropriate rhyming words▪ Make a series of words that rhyme

ACTIVITIES - RHYTHM AND RHYME

Collins Easy Learning
First Words Flashcards: Ideal for home learning (Collins Easy Learning Preschool)
4.7 ★★★★★ 3,739
#1 Best Seller in Dictionaries for Children

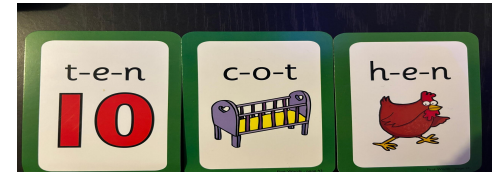


Rhym

You can count the beats in your household family members names. You can add beats to songs that you listen to with your child.

Rhyme

You can have lots of fun with rhyming. You can rhyme silly words e.g. fart, part, chart. Your child will probably laugh and want to join in. You can rhyme with your names, household items etc. MAKE IT FUN!



Rhyming pairs

Have two cards that rhyme and another card that does not rhyme. Only focus on the picture. Say the name of the picture and ask your child to repeat it 4 times. You can say "ten, for" does that sound the same? "Ten, hen" does that sound the same? If your child struggles to identify this, keep modelling to them.



ALLITERATION



Aspect 5 - Alliteration

Main purpose: to develop an understanding of alliteration

Look, listen and note how well children:

Tuning in	Listening and remembering	Talking about sounds
<ul style="list-style-type: none">▪ Identify initial sounds of words▪ Reproduce the initial sounds clearly and recognisably▪ Make up their own alliterative patterns	<ul style="list-style-type: none">▪ Can recall the list of objects beginning with the same sound▪ Can offer their own sets of objects to end an alliterative string▪ Discriminate between the sounds and match to the objects correctly	<ul style="list-style-type: none">▪ Can articulate speech sounds correctly▪ Select an extended range of words that start with the same sound

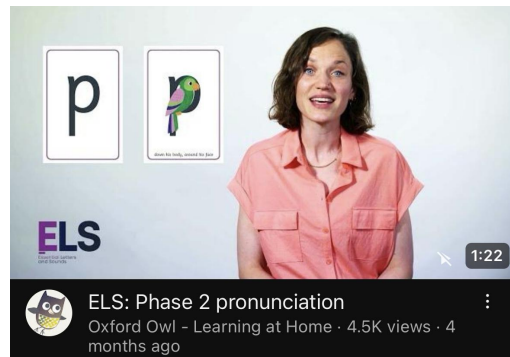
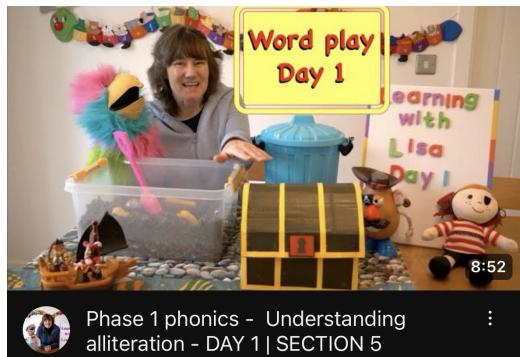
ACTIVITIES - ALLITERATION



I spy

Instead of the tradition game with letter names you can play this game with letter sounds as you are walking/driving.

'I spy with my little eyes, something beginning with ssssss'. Ask your child to look around and name things beginning with s sound. If they choose the incorrect sound you can say e.g. tree? Is it a sree? No! Try again'



ORAL BLENDED & SEGMENTING



Aspect 7 – Oral blending and segment/blending

Main purpose: to develop oral blending and segment/blending of sounds in words

Look, listen and note how well children:

Tuning in

- Blend phonemes and recognise the whole word
- Say the word and identify the object
- Blend words that begin with the same initial phoneme

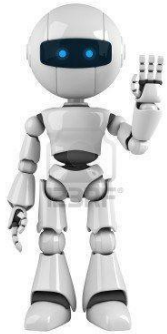
Listening and remembering

- Segment words into phonemes and blend after

Talking about sounds

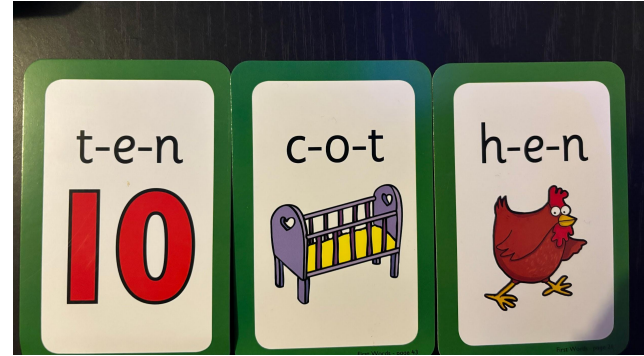
- Identify the number of phonemes that make up a given word

ACTIVITIES - ORAL BLENDED AND SEGMENTING



Robot language

You can pretend to be robots and talk in i sounds. E.g. Get the p-e-n". Your child can then follow the instructions you give them. This will allow them to blend sounds they hear to unlock the word.



Guess the picture

You can use these cards to play a game. You can have three images, name the image with your child. The. Say you will talk in robot sounds and they need to select the correct card. You can keep a tally to see how many points they get. You can repeat the activity each day and increase their target number.



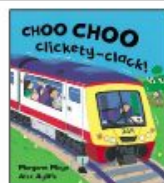
Looking at different aspects to develop phonological and phonemic awareness:

Aspect 1: Environmental sounds	Aspect 2: Instrument sounds	Aspect 3: Body Percussion	Aspect 4: Rhythm and Rhyme
Aspect 5: Alliteration	Aspect 6: Voice Sounds	Aspect 7: Oral blending and segment/blend	

Book titles with, where appropriate, reference to aspects:



Animalphabet
Julia Donaldson &
Sharon King-Chai
Aspect 5



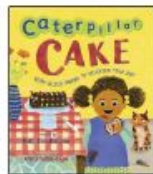
**Choo Choo Clickerty
Clack**
Margaret Mayo &
Alex Ayliffe
Aspect 1, 2, 3 and 6



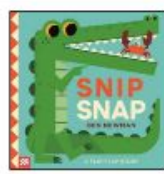
Big Green Crocodile
Jane Newberry &
Carolina Rabei
Aspect 4



Zim Zam Zoom!
James Carter &
Nicola Colton
Aspect 4



Caterpillar Cake
Matt Goodfellow &
Krina Patel-Sage
Aspect 4



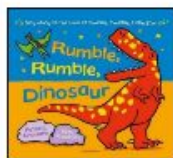
Snip Snap
Ben Newman
Aspect 1, 2, 3 and 6



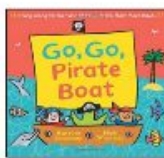
Rumble Tumble
Ben Newman
Aspect 1, 2, 3 and 6



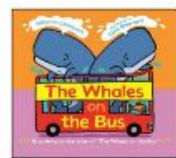
**Monster! Hungry!
Phone!**
Sean Taylor &
Fred Benalia
Aspect 4



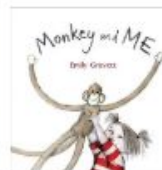
Rumble Rumble Dinosaur
Katrina Charman &
Nick Sharratt
Aspect 4



Go Go Pirate
Katrina Charman &
Nick Sharratt
Aspect 4



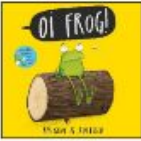

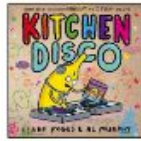

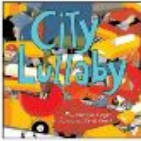

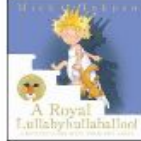
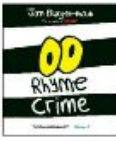






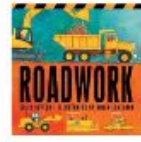

The Whales on the Bus
Katrina Charman &
Nick Sharratt
Aspect 4



Monkey and Me
Emily Gravett
Aspect 5

Looking at different aspects to develop phonological and phonemic awareness:

Aspect 1: Environmental sounds	Aspect 2: Instrument sounds	Aspect 3: Body Percussion	Aspect 4: Rhythm and Rhyme
Aspect 5: Alliteration	Aspect 6: Voice Sounds	Aspect 7: Oral blending and segment/blend	

			
Oi Frog Kes Gray & Jim Field Aspect 4	Oi Dog Kes Gray & Jim Field Aspect 4	Kitchen Disco Clare Foges & Al Murphy Aspect 1, 4 and 5	Shark in the Park Nick Sharratt Aspect 1, 4, 5 and 7
			
City Lullaby Marilyn Singer & Carl Cneut Aspect 1 and 4	Polar Bear, Polar Bear What do You Hear? Eric Carle Aspect 1 and 2	A Royal Lullabyhullabaloo! Mick Inkpen Aspect 1 and 6	Rhyme Crime Jon Burgerman Aspect 4
			
Dragon in a Wagon Lynley Dodd Aspect 4	Tanka Tanka Skunk! Steve Webb Aspect 4	We're Going on a Bear Hunt Michael Rosen Aspect 1, 2 and 6	Down the Back of the Chair Margarey Mahy Aspect 4
			
Rattle and Rap Susan Stegall Aspect 4 and 5	Stomp, Chomp, Big Roars Kaye Umansky & Nick Sharratt Aspect 4	Roadwork Sall Sutton Aspect 1, 2 and 6	Peace At Last Bill Murphy Aspect 1 and 6

Looking at different aspects to develop phonological and phonemic awareness:

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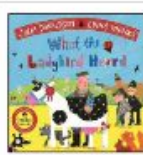
Other brilliant books for pre-school/nursery to promote interest and discussion and in turn promoting language acquisition and comprehension skills:



Jack and the Flum Flum Tree
Julia Donaldson & David Roberts



ABC Lodon
James Dunn & Kate Slater



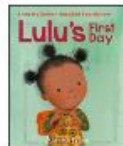
What the Ladybird Heard
Julia Donaldson & Lynda Monks



Supertato
Sue Hendra



Counting Creatures
Julia Donaldson



Lulu's First Day
Anna McQuinn & Rosalind Beardshaw



Creature Features
Natasha Durlay



Seasons
Hannah Pang & Clover Robin



Which Food Will You Choose?
Claire Potter & Allie Busby



Layla's Happiness
Manihadessa Ekere Tallie & Ashleigh Corrin



Hair Love
Matthew A. Cherry & Vashti Harrison



Over and Under the Pond
Kate Messner & Christopher Silas Neal

Phonics

Phase 2 -

Letter sounds and formation

- Set 1: s, a, t, p.
- Set 2: i, n, m, d.
- Set 3: g, o, c, k.
- Set 4: ck, e, u, r.
- Set 5: h, b, f, ff, l, ll, ss.

Phonics









Phase 3 -

Letter sounds and formation









- Set 6: j, v, w, x.
- Set 7: y, z, zz, qu.
- Consonant digraphs: ch, sh, th, ng.
- Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.

Phase 2 and 3 grapheme information support sheet









Phase 2 – Set 1

Grapheme and mnemonic	Pronunciation	Letter formation phrase
s  snake	Show your teeth. Let sssss hiss out.	 Start at the snake's eye, slide down and around to its tail.
a  apple	Open your mouth wide. Make the a sound at the back of your mouth, a a a.	 Start at the stalk, go around the apple and down to the leaf.
t  turtle	Open your lips. Put the tip of your tongue behind your teeth and press t t t.	 Start at the turtle's head, go down shell to the tail, then across the top arms.
p  parrot	Put your lips together. Push them open and say p p p.	 Down from the parrot's hair to the tail, back up and round the parrot.









Phase 2 – Set 2

Grapheme and mnemonic	Pronunciation	Letter formation phrase
i  insect	Pull your lips back and make the i sound at the back of your mouth, i i i	 Down the insect's body and dot the head.
n  nest	Open your lips a bit, put your tongue behind your teeth and make nnnnn.	 Down the first egg, back up and over the second egg to the nest twig.
m  mask	Put your lips together and make the mmmmm sound.	 Down the mask, up and over, down the nose, up and over, down to the string.
d  dog	Put your tongue behind your teeth and make a quick d sound, d d d.	 Around the dog's body, up to its head and down to its tail.









Phase 2 – Set 3

Grapheme and mnemonic	Pronunciation	Letter formation phrase
g  girl	Open your mouth, press middle of your tongue to top of mouth, push tongue down and forward, make g sound, g g g	 Start at the hairband, round the girl's face and down the hair.
o  orange	Make your mouth into a round shape and say o o o.	 Start at the flower stalk and go round the orange.
c  cat	Open your mouth, lay your tongue flat and move it towards the top of your mouth, c c c.	 Start at the cat's head and curl round the cat to its tail.
k  koala	Open your mouth, lay your tongue flat and move it towards the top of your mouth, k k k.	 Down the koala, back down its arm and out down its leg.









Phase 2 – Set 4

Grapheme and mnemonic	Pronunciation	Letter formation phrase
ck  clock	Open your mouth, lay your tongue flat and move it towards the top of your mouth, ck ck ck.	 tick tock tock
e  egg	Open your mouth wide and say e e e.	 Round the egg yolk and down round the egg white.
u  umbrella	Open your mouth wide and say u u u.	 Down, around, up and down the umbrella.
r  rabbit	Show your teeth and make a rrrrr sound, rrrrr.	 Down the rabbit's ears to its tail, then up and over the rabbit's head.







Phase 2 – Set 5

Grapheme and mnemonic	Pronunciation	Letter formation phrase
h  house	Open your mouth and breathe out sharply, h h h .	 Down the chimney to the door, up over the roof, and down the steps.
b  bear	Put your lips together and say b as you open them, b b b .	 Down the bear's head to its tail, back up and round the bear's tummy.
f  fish	Put your teeth on your bottom lip and push the air to out, ffff .	 Over the fish's head, down the body all the way to the tail, then across its fins.
l  leaf	Open your mouth a little, put your tongue at the top of your mouth, behind your teeth and press, llll .	 Down the leaf to the stalk.











Phase 3 – Set 6

Grapheme and mnemonic	Pronunciation	Letter formation phrase
j  jug	Pucker your lips and show your teeth then use your tongue as you say j j j .	 Down the jug, below the juice, round the bottom, then dot the top.
v  vest	Put your teeth on your bottom lip and make a buzzing sound, vvvv .	 Down and up the vest.
w  whales	Pucker your lips as you say w w w .	 Down and up the first whale then down and up the second whale.
x  box	Start with your mouth open, then push the cs sound through as you close your mouth cs .	 Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.

Phase 3 – Set 7

Grapheme and mnemonic	Pronunciation	Letter formation phrase
y  yo-yo	Smile and open your mouth a little, say y y y .	 Down around and up the yo-yo, then down and around the string.
z  zap	Show your teeth and then buzz the z sound, zzzzz .	 Zip across, zag down and zip across the zap.
qu  queen	Pucker your lips and then open your mouth as you say qu qu qu .	 Start at the crown, round the queen's face back to the crown, then down the hair to the flick.

Phase 3 – Set 8

Grapheme and mnemonic	Pronunciation	Letter formation phrase
ch  cheetah	Pucker your lips and use your tongue to say ch ch .	 cheeky cheetah
sh  ship	Show your teeth and push air out, shhhhh .	 shaking ship
th  thumb	Tongue on teeth and push air out, thhhh . Tongue on teeth and buzz, thhhh .	 thinking thumb
ng  string	Open your mouth, put tongue at back of mouth and say ng ng ng .	 string
nk  sink	Open your mouth, put tongue at back of mouth and say nk nk nk .	 sink

pan

pan

tan

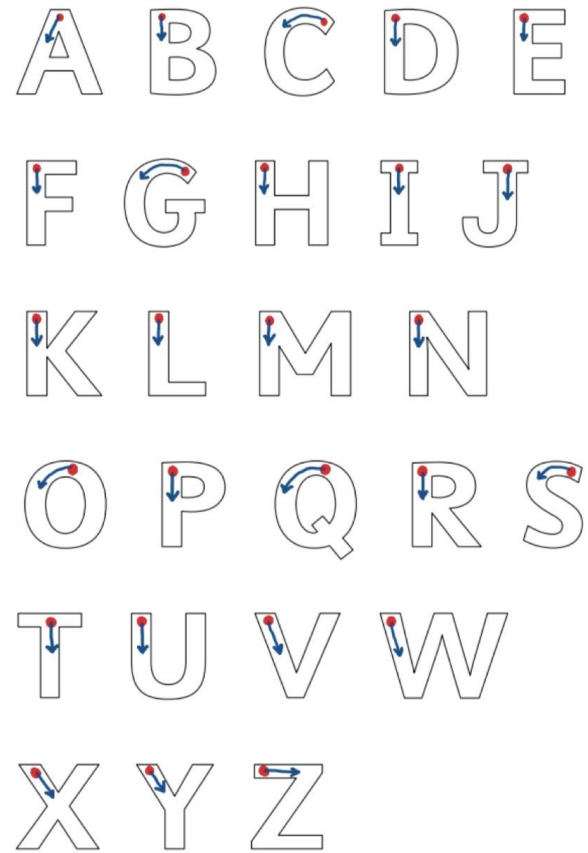
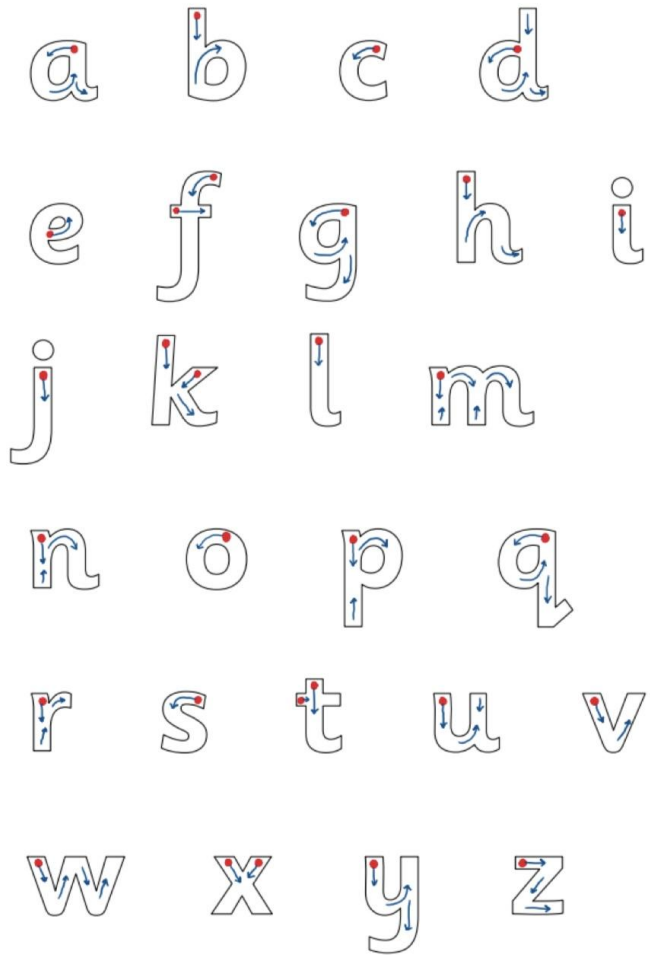
tan

nap

nap

Say the sounds. Blend the sounds.





Daily Decodable Reading

Day 1 - Decoding

Day 2 - Fluency

Day 3 - Expression and retelling

Day 4 - Comprehension

Day 5 - Bug club (preparing for reading at home)

Reading at home

Saturday - Book discussion, practise sounds and vocabulary, parents read to child (10-15 minutes)

Sunday & Monday - Child reads to parent (focus on decoding words as they read) (10 - 15 minutes)

Wednesday - Child reads to parent (focus on fluency; reading without decoding as much) (10-15 minutes)

Thursday - Child reads to parent. (Focus on comprehension; can they retell the events in the story in order? Can they answer some basic questions from the story) (10-15 minutes)