

Dear Parents/Carers,

Your child has started to work through PHASE 1 of the 'Letters and Sounds' Phonics Programme. Before learning to



name and recognise letters, there are many other phonic-based experiences that children must have and many other skills that must be secured. Throughout the year your child will work through each aspect of Phase 1 Phonics. Each child will be supported and extended to cater for their individual needs.

Below is an overview of what your child will learn in each aspect of Phase 1.

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 going on a listening walk, drumming on different items outside and comparing the sounds, giving basic descriptions of familiar objects, 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/quiet, fast/slow 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 identifying the 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.

Helping your child at home

There are lots of simple activities you can do at home to support your child through their work on Phase 1.

Try these.....

- Go for a listening walk- talk about the sounds you hear when you are out and about.
- Have fun making sounds with musical instruments or noise-makers at home. Don't have any instruments? Pots, pans and sticks make great instruments! See if your child can make quiet and loud sounds.
- Read lots of rhyming stories. Great ones include "Don't Put Your Finger in the Jelly Nelly" by Nick Sharratt and 'Chocolate Mousse for Greedy Goose" by Julia Donaldson.
- When talking to your child, emphasise the initial sound in each word. Listening to you modelling this will help your child to pick up the skill. Ie. ccc-coat, bbb-banana.
- Play I spy! This is great for supporting children to identify initial sounds in words.



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.

We hope your child enjoys engaging in these exciting activities in preparation for their future as readers and writers!

If you have any questions, please do not hesitate to speak to a member of staff.

