

Introduction to Phonics at Barnes Farm Infant School

Monday 19th July 2016

Introduction

Children learn a great deal from other people.

As parents and carers, you are your child's first teachers. You have a powerful influence on your child's early learning.

The Spoken language

- ▶ From a very early age, children develop an awareness of the different sounds in our spoken language(s).
- ▶ They learn how to use their voices:
 - ▶ to make contact with you
 - ▶ to let you know what they need
 - ▶ to show how they are feeling
- ▶ As parents and carers, you best understand your child's communications; you are key in helping them to develop their speaking and listening skills

How can you help?

- ▶ Provide your child with lots of different opportunities to speak and listen with others:
 - ▶ Preparing meals
 - ▶ Tidying up
 - ▶ Putting shopping away
 - ▶ Getting ready to go out
 - ▶ Switch off the TV, radio and mobile phones
 - ▶ Show you are interested in their conversation
 - ▶ Read stories
 - ▶ Use puppets and toys

The Importance of Speech sounds

- ▶ As children grow older, they will begin to understand the different sounds in languages, and join in with stories, songs, rhymes by clapping, stamping and skipping.
- ▶ This is an important stage, as the ears are beginning to tune into the important sounds they can hear, and discriminate.
- ▶ Over time, your child will begin to distinguish between different speech sounds (phonemes), and they will match sounds to letters (graphemes). This is called phonic knowledge.

Phase 1: Getting ready for phonics

1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds
 - Music and movement
 - Rhythm and rhyme
 - Sound effects
 - Speaking and listening skills

Phase 1

- ▶ Your child will be learning to:
 - ▶ Have fun with sounds
 - ▶ Listen carefully
 - ▶ Develop their vocabulary
 - ▶ Speak confidently to you, other adults and children
 - ▶ Tune into sounds
 - ▶ Listen and remember sounds
 - ▶ Talk about sounds
 - ▶ Understand that spoken words are made up of different sounds

Phase 1

Phase 1 is made up of Seven different aspects:

- Aspect One- Environmental sounds
- Aspect Two -Instrumental sounds
- Aspect Three - Body percussion
- Aspect Four- Rhythm and Rhyme
- Aspect Five - Alliteration
- Aspect Six - Voice sounds
- Aspect Seven - Oral blending and segmenting

Aspect 1 - Environmental Sounds

- ▶ Developing the children's listening skills and awareness of sounds in the environment
- ▶ Further development of vocabulary and children's identification and recollection of differences between sounds
- ▶ Making up simple sentences and talk in greater detail about sounds

Aspect 2 - Instrumental Sounds

- ▶ Experiencing and developing awareness of sounds made with instruments and noise makers
- ▶ listening to and appreciating the difference between sounds made with instruments
- ▶ Using a wide vocabulary to talk about the sounds instruments make

Aspect 3 - Body Percussion

- ▶ Developing awareness of sounds and rhythms
- ▶ Distinguishing between sounds and to remember patterns of sound
- ▶ Talking about sounds we make with our bodies

Aspect 4 - Rhythm and Rhyme

- ▶ Experiencing and appreciating rhythm and rhyme
- ▶ Developing awareness of rhythm and rhyme in speech
- ▶ Increasing awareness of words that rhyme and developing knowledge about rhyme
- ▶ Talking about words that rhyme and producing rhyming words

Aspect 5 - Alliteration and Voice Sounds

- ▶ Developing understanding of alliteration
- ▶ Listening to the sounds at the beginning of words and hearing the differences between them
- ▶ Exploring how different sounds are articulated, and extending understanding of alliteration
- ▶ Distinguishing between the differences in vocal sounds, including **Oral blending** (*combining phonemes into words e.g. c-a-t = cat*) and **Segmenting** (*to break a word down into phonemes e.g. "cat" = c-a-t*)
- ▶ Exploring Speech sounds

Aspect 6 - -Voice Sounds and Oral Blending and Segmenting

- ▶ Talking about the different sounds we can make with our voices
- ▶ Developing the oral blending and segmenting of sounds in words
- ▶ Listening to phonemes within words and remembering them in the order in which they occur
- ▶ Talking about the different phonemes that make up words

Aspect 7 - Assessment of Oral Blending and Segmentation

- ▶ Sound out and clap cvc words from the set of letters s,a,t,p,i,n,
- ▶ Understand that 'sound talk' words that are segmented like c-a-t
- ▶ Identifying objects with three phonemes from 'sound talk' like f-i-sh
- ▶ Blending two or three phonemes from 'sound talk' to make a word
- ▶ Play eye-spy by blending sounds
- ▶ Can copy 'sound talk'
- ▶ Can speak in 'sound talk'
- ▶ Can say how many phonemes he/she can hear

What you can do at home

- ▶ **Activities to support learning in phase one –**
- ▶ Sharing and story telling
- ▶ Singing songs
- ▶ Listening to rhymes and repeating patterns and refrains;
- ▶ Playing alliterative games
- ▶ using creative language in role play, drama and dance
- ▶ identifying sounds in names, words in the environment