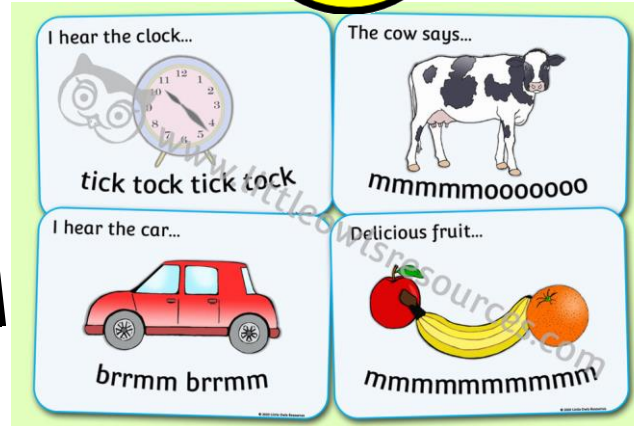
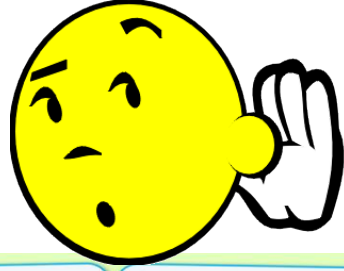
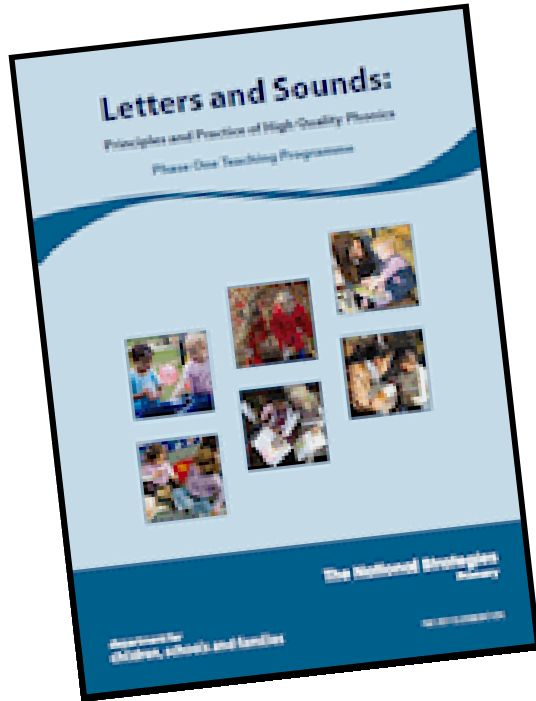


Phase 1 Phonics



Phase One falls largely within the Communication, Language and Literacy area of learning in the Early Years Foundation Stage. In particular, it will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet.

Phase One activities are arranged into Seven Aspects, each including Three Strands

- **Aspect 1:** General sound discrimination – *Environmental Sounds*
- **Aspect 2:** General sound discrimination – *Instrumental Sounds*
- **Aspect 3:** General sound discrimination – *Body Percussion*
- **Aspect 4:** Rhythm and rhyme
- **Aspect 5:** Alliteration
- **Aspect 6:** Voice sounds
- **Aspect 7:** Oral blending and segmenting

While there is considerable overlap between these aspects, the overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

Each aspect is divided into **three strands**:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

The boundaries between each strand are flexible and not fixed: practitioners should plan to integrate the activities according to the developing abilities and interests of the children in the setting.

Activities within the seven aspects are designed to help children:

- Listen attentively;
- Enlarge their vocabulary;
- Speak confidently to adults and other children;
- Discriminate phonemes;
- Reproduce audibly the phonemes they hear, in order, all through the word;
- Use sound-talk to segment words into phonemes.

The aim is to embed the Phase One adult-led activities in a language-rich provision that serves the best interests of the children by fully recognising their propensity for play and its importance in their development.

The ways in which practitioners and teachers interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.

Aspect 1 : General sound discrimination – *Environmental Sounds*

List of activities

- Listening walks 9
- A listening moment 9
- Drum outdoors 9
- Teddy is lost in the jungle 10
- Sound lotto 1 10
- Sound stories 10
- Mrs Browning has a box 10
- Describe and find it 11
- Socks and shakers 11
- Favourite sounds 11
- Enlivening stories 12

See L&S Phase 1 PDF document for full detail of activities listed. Number = page reference.

Join children in their play to extend their talk and enrich their vocabulary.



Explore with children the sounds different animals make, including imaginary ones such as dragons.

Encourage children to use language for thinking by asking open questions such as What does it feel like to be in the tunnel?



Children enjoy experimenting with the sounds different objects can make.

Making large movements with swirling ribbons helps to develop physical skills necessary for writing.



Using a more unusual role-play area inspires children to use language for a range of purposes.

Aspect 2: General sound discrimination – *Instrumental Sounds*

List of activities

- New words to old songs 15
- Which instrument? 15
- Adjust the volume 15
- Grandmother's footsteps 15
- Matching sound makers 16
- Matching sounds 16
- Story sounds 17
- Hidden instruments 17
- Musical show and tell 17
- Animal sounds

See L&S Phase 1 PDF document for full detail of activities listed. Number = page reference.

Children use home-made shakers to explore and learn how sounds can be changed.



Playing with musical instruments outdoors encourages children to experiment with the sounds they can hear.

Note which children can make up simple rhythms.



In their free play, children enjoy revisiting an adult-led activity.

Observe how well the children listen to each other as they play in the band.



Aspect 3: General sound discrimination – *Body Percussion*

List of activities

- Action songs 20
- Listen to the music 20
- Roly poly
- Follow the sound 21
- Noisy neighbour 1 21
- Noisy neighbour 2 22
- Words about sounds 22
- The Pied Piper 23

See L&S Phase 1 PDF document for full detail of activities listed. Number = page reference.

Using the outdoor area as much as possible encourages children to explore different ways of making sounds with their bodies.



Observe how well the children march, stamp and splash to a beat.



Listen to the children as they re-enact familiar stories.



Talk with children as they paint and comment on the movements and shapes they are making.



Stress simple sound patterns to accompany children's mark-making.

Aspect 4: Rhythm and rhyme

List of activities

- Rhyming books 25
- Learning songs and rhymes 25
- Listen to the beat 25
- Our favourite rhymes 25
- Rhyming soup 26
- Rhyming bingo 26
- Playing with words 26
- Rhyming pairs 27
- Songs and rhymes 27
- Finish the rhyme 27
- Rhyming puppets 28
- Odd one out 28
- I know a word

See L&S Phase 1 PDF document for full detail of activities listed.
Number = page reference.

Children need to build a stock of rhymes through hearing them repeated over and over again.



For children learning English as an additional language (EAL), songs and rhymes help them to tune into the rhythm and sound of English.

Enjoying and sharing books leads to children seeing them as a source of pleasure and interest.



Encourage children's word play by inventing new rhymes with them such as *Hickory, Dickory Dable, the mouse ran up the*

Children enjoy listening to rhymes and inventing their own.



Remind children of rhymes they know when you join them in the role play area *Miss Polly had a dolly!*

Aspect 5: Alliteration

List of activities

- I spy names 31
- Sounds around 31
- Making aliens 31
- Digging for treasure 32
- Bertha goes to the zoo 32
- Tony the train's busy day 32
- Musical corners
- Our sound box/bag 33
- Mirror play 34
- Silly soup 34

See L&S Phase 1 PDF document for full detail of activities listed. Number = page reference.

Play alongside children in a café and place an order: 'Please may I have some juicy jelly' or 'sizzling sausages' or 'chunky chips'.



After children have enjoyed their singing games, make the resources freely available to them to explore for themselves and to act out 'being the teacher'.



Make sure the book collection includes books with lots of alliterative rhymes and jingles.



Join children at the water tray and introduce alliterative tongue twisters such as *She sells seashells*.



Aspect 6: Voice sounds

List of activities

- Mouth movements 37
- Voice sounds 37
- Making trumpets 37
- Metal Mike 38
- Chain games 38
- Target sounds 38
- Whose voice? 38
- Sound lotto 2 39
- Give me a sound 39
- Sound story time 39
- Watch my sounds 39
- Animal noises 40
- Singing songs

See L&S Phase 1 PDF document for full detail of activities listed.
Number = page reference.

As you watch children on the climbing frame, encourage them to vocalise 'Weeee!'.



As children explore the texture of shaving foam, pasta shapes or foamy water, introduce words that may be new to them such as *smooth frothy crunchy*.



Encourage children to replicate water noises with sounds such as *drip, bubble bubble, swoosh*.



When children act out familiar stories, encourage them to use sound effects like *swish swish through the grass, squelch squelch in the mud, splishy sploshy through the rain*.

Aspect 7: Oral blending and segmenting

List of activities

- Toy talk 42
- Clapping sounds 42
- Which one? 43
- Cross the river 43
- I spy 43
- Segmenting 43
- Say the sounds

Aspect 7 presents at the end of Phase/ Level 1 but will be revisited throughout progression.

Encourage the children to vocalise as they play on the hoppers 'h' 'h' 'h' 'h'



When children choose to play with the sound talk toys, listen out to how well they are trying to segment words into phonemes.



As children play with the balls, bounce a ball alongside them making the sound 'b' b' b'



When children are in the writing area, note whether they are beginning to say their messages aloud as they write, as they have seen adults do.



Floppy's Phonics at Phase 1

Wordless books – noticing, hearing,
talking about sounds.

Online activity pages for each book



ORT Level 1

L&S Phase 1

Book Band

Phase 1	Phase 1 7 Aspects	Floppy's Phonics Level 1		
		To be used to support Phase 1 development, alongside other activity		
Developing phonemic awareness through exploring sounds, developing speaking and listening skills and linking of sounds and letters.	Aspect 1: General sound discrimination – <i>Environmental Sounds</i> Aspect 2: General sound discrimination – <i>Instrumental Sounds</i> Aspect 3: General sound discrimination – <i>Body Percussion</i> Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting	Wordless books. Exploring sounds.		
		Oxford Level 1 At the Farm At the Park Out in Town At Home At the Match Fun at School	Oxford Level 1 Pack A At the Concert At the Carnival At the Seaside At the Market At the Party At the Wildlife Park	Oxford Level 1 The Ugly Duckling The Mouse and the Elephant The Elves and the Shoemaker The Little Red Hen

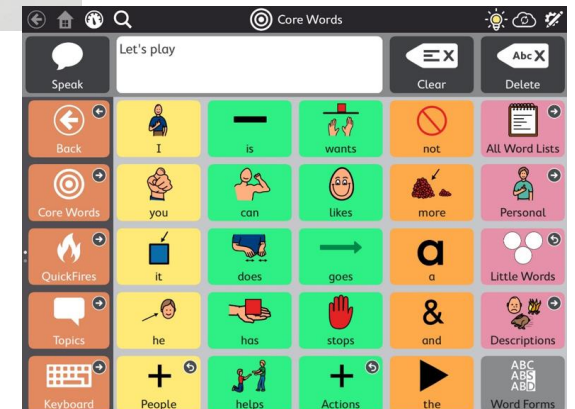
Pre-Formal and AAC

We have variety of resources to support different learning styles & teaching approaches required, including the use of a variety of AAC (*Augmentative and Alternative Communication*) which will be guided by Speech Therapy input.

These factors must be considered in order to enable the communication development which will be needed to share phonic awareness or understanding when ready.



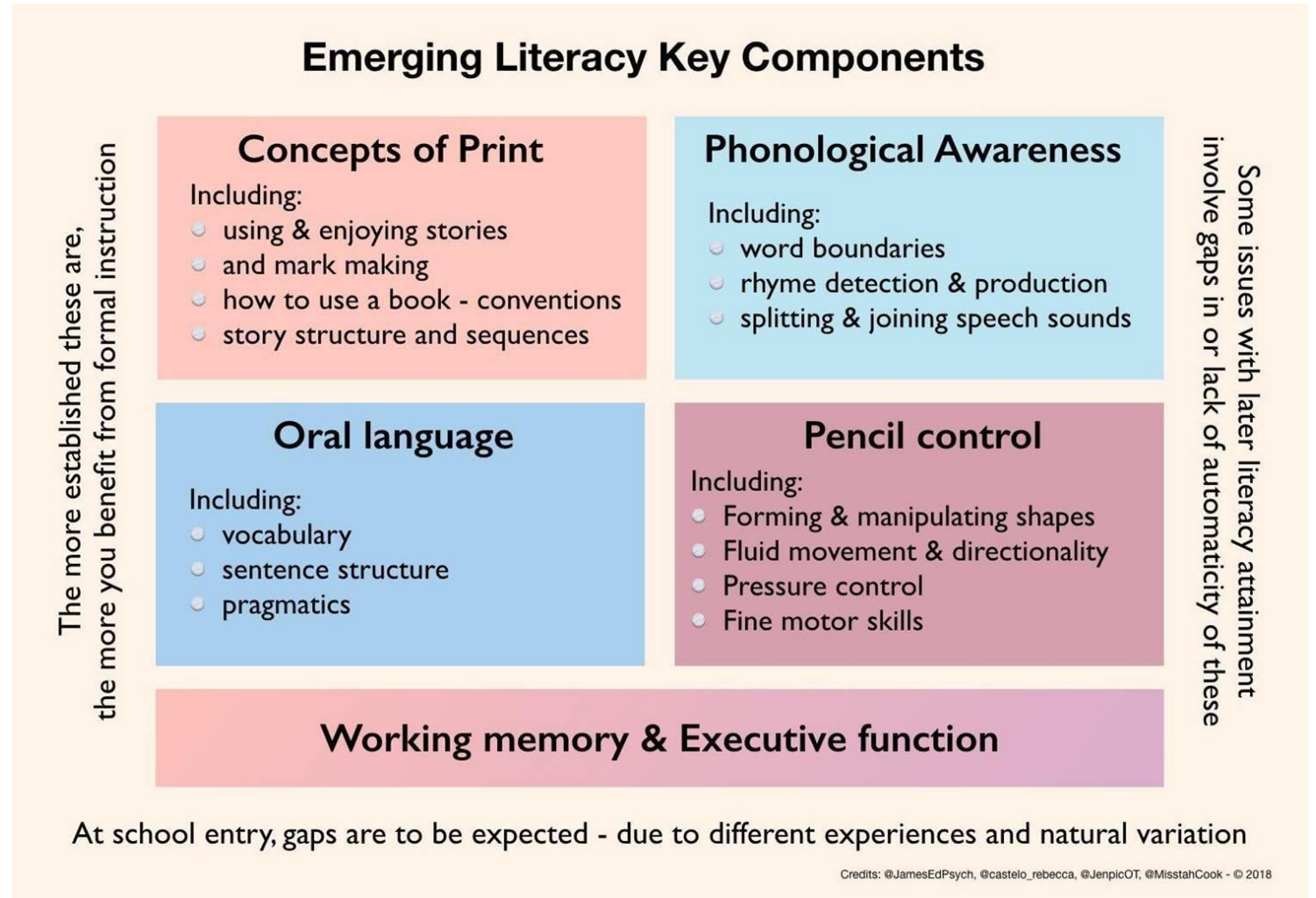
A "positive" sign, tap your chest twice with flat hand.
Also: like/want/happy



Pre-Phonic Development

Whilst you are developing your Phase 1 abilities you will be busy building auditory and working memory, developing a personally relevant vocabulary/ awareness and building a communication approach.

Vocabulary will be developing through approaches such as object (and maybe picture/ symbol) recognition, using relevant objects, exploring speech sounds, Sign A Long / CanaanBarrie On Body Signs etc.



Lateral Progression at Level 1 (and above)

For many children Phase 1 can be very challenging and may require development over a much longer period of time. Progression may not follow predicted patterns but individualised approaches will build the connections between language, sounds, and possibly print.

As children may be working at this level over longer periods we have additional resources to provide variety in order to maintain interest and engagement.

These may be appropriate for some to support language development and very early reading skills such as picture recognition / discrimination or talking about pictures linked to real objects or sounds.

see and learn 
visual learning • step by step



