



*High Standards Together*

*EYFS Phonics Workshop 25<sup>th</sup> November 2015*

# *Welcome*

**Letters and Sounds**  
*Phase One*



## *How can I help my child to read and write?*

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*Walk before you run!*

Understand and enjoy the important stages of development that precede formal reading and writing.

“The motor cortex, which controls hand/finger coordination is not usually matured and developed until at least five years of age. This comes later in boys than girls”. (Tina Bruce)

These are essential physical skills for writing: balance, shoulder strength, hand strength, hand eye coordination.

# *How does Phonics look like in Nursery?*

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## *Letters and Sounds: Phase One*

*This phase is usually started in nursery, and is probably the most important phase, as it*

- ☐ *supports the development of speaking and listening skills,*
- ☐ *and lays the foundations for the rest of phonic work.*



# Aims of Phase One

*The aim is to help children explore and experiment with sounds and words. It encourages them to listen carefully and identify sounds.*

*The phase is split into seven 'aspects':*

- 1) Sounds in the environment
- 2) Instrumental sounds
- 3) Body Percussion
- 4) Rhymes and Rhythm
- 5) Alliteration
- 6) Voice Sounds
- 7) Oral blending and segmenting



## *Environmental/ instrumental/ body percussion*

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*Here are some ideas to try at home/ out and about:*

- ❑ When you go out, stop and listen to the sounds you can hear, and see if your child can identify them*
- ❑ Hiding an egg timer in a room and try to find it using the ticking sound*
- ❑ Exploring sounds that music instruments make (home made shakers – empty bottles with rice etc.)*
- ❑ Perform a pattern of sounds using your body and get them to copy (play 'Simon Says clap hands/click fingers')*

# *Rhythm and rhyme*

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*‘The better children are at detecting rhymes the quicker and more successful they will be at learning to read.’*

nursery rhymes

rhyming books

More ideas:

- ❑ You could match up rhyming words pairs – you need some paper or card, draw/stick on/print pictures of pairs of rhyming words (e.g. man and van)
- ❑ ‘I spy with my little eye something that rhymes with cat’.

# Alliteration

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**Alliteration** is a group of words that start with the same sound.

*Show and tell on Fridays (have fun looking for things that start with sound 'i' this week)*

More ideas:

- ❑ You can create your own tongue twisters as they occur in everyday life – Harrison's hairy hat, Alex's amazing apple.
- ❑ Create a sensory box with lentils/sand/rice etc and hide two sets of objects starting with two initial letter sounds in there (e.g dice, dinosaur, duck, dog and car, cat, cap and candle). Children hunt them out and then sort them onto trays or in hoops according to the sounds.

# Voice sounds

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*This literally explores sounds we can make with our voices.*

Ideas:

- ❑ Read through stories and use your voice as sound effects.
- ❑ Show pictures of things and try and come up with appropriate sounds for it – ‘brrrrrrriiing’ for a telephone etc.
- ❑ Encourage them to look in a mirror whilst making the noises to see how the shape of their mouth changes for each sound.



# *Blending and Segmenting*

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*Not as scary as it sounds, honestly! It's all about breaking down words into individual sounds.*

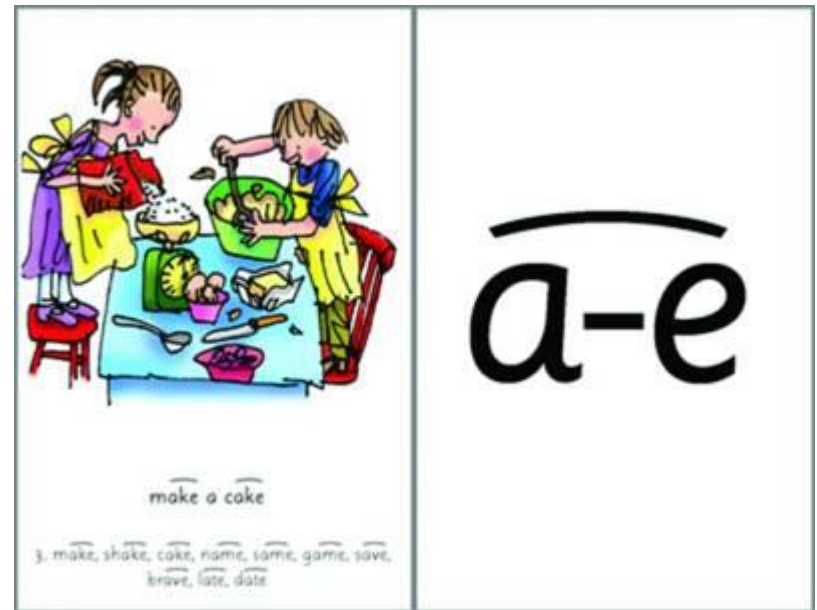
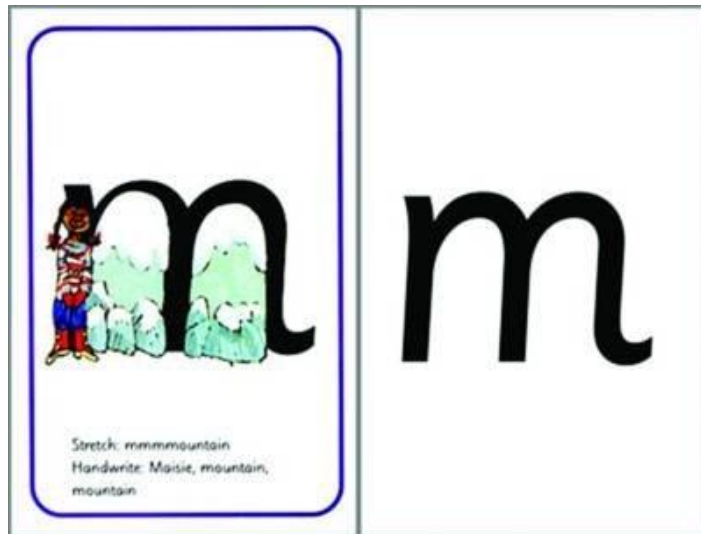
Some ideas:

- ❑ Model blending words (“Let’s go and feed the d-o-g, dog”, “Put on your h-a-t, hat”)
- ❑ With a selection of familiar objects play ‘I spy’ – “I spy with my little eye a f-i-sh’/ c-a-t / s-o-ck, and see if they can guess from the segmented words, and vice versa.
- ❑ Segmenting - Introduce a toy that speaks slowly or like a robot.



# *How initial (first) sounds are taught*

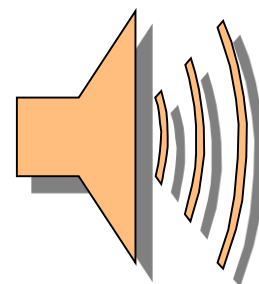
- *Demonstration lesson*
- *Using the sound cards*



# *Pronouncing the sounds*

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- *All words are made up of sound (phonemes)*
- *In English there are 44.*
- *How were you taught at school?*
- *ABC ?*
- *What does this word say?      Deeowgee*
- *Lets see the children teaching us the correct way.*



*What order are the sounds taught in? Why?*

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**Set 1:**

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r,  
j, v, y, w, th, z, ch, qu, x, ng, nk.

**Set 2:**

ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy.

**Set 3:**

ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai,  
oa, ew, ire, ear, ure, tion, cious, tious.

# Learning the speed sounds

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*Children learn a simple code*

## Simple Speed Sounds chart

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy*

a	e	i	o	u	ay	ee	igh	ow
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*Vowels: stretchy*

*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
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*If English had a simple code spelling and reading would be much easier!!*

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***How many of these words can you read?***

***play*** mayk trayn cafay strayt wayt brayk

***green*** dreem kee hee happee

***light*** kight fligh lgh igh tigh

***blow*** smowk flowt gow mowst

***moon*** broot bloo groo

# Sound talk

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- *We would say c\_a\_t, not **cat***
- *This helps children learn to spell as well!*
- *Children convert words into sounds*
- *They press the sounds they hear on to their fingers...*

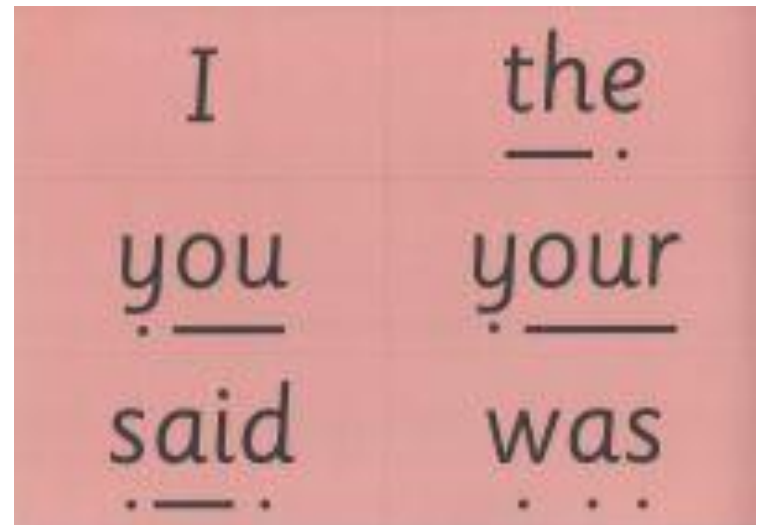




# Red words

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- *Also known as key words, tricky words or high frequency words.*
- *These words cannot be easily sounded out.*
- *Children will begin to visualise them with experience of reading.*
- *Word cards are very useful.*



# Nonsense words

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- *These words are made up*
- *They ensure that all children understand the sounds and don't just memorise words*
- *We assess children on real words and nonsense words to ensure that they have a full understanding*



# So how can you help your child?

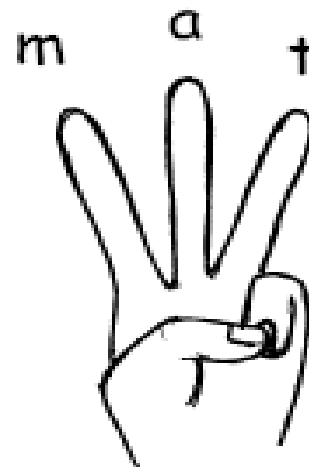
□ *By knowing the 44 sounds and how to pronounce them*

Simple Speed Sounds

Consonant sounds - stretchy													
f	l	m	n	r	s	v	z	sh	th	ng			
										nk			
Consonant sounds - stretchy													
b	c	d	g	h	j	p	qu	t	w	x	y	ch	
	k												
Vowel sounds - stretchy							Vowel sounds - stretchy						
a	e	i	o	u	ay	ee	igh	ow					
Vowel sounds - stretchy													
oo	oo	ar	or	air	ir	ou	oy						

□ *By knowing how to blend using Sound Talk for reading*

***m\_a\_t***



# *and...*

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□ *By having fun with Sound Talk at home!*

*“What a tidy r-oo-m!”*

*“Where’s your c-oa-t?”*

*“Time for b-e-d!”*



# and...

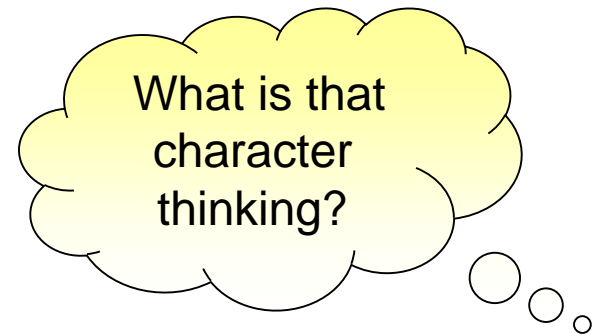
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- *By **reading** to your child lots of lovely stories and asking lots of questions!*

*Use these prompts to help you:*



What do you think happens next?



What is the character saying?

What do you think that character is feeling now?

## A collage of various 'Get Writing!' storybook covers from the 'Bad Write-Inc' series. The books are arranged in a cluster, showing different themes and stories. Visible titles include 'Pin it on', 'Tag, tag', 'The dressing up box', 'Get Writing! Green Book 1', 'A bad fox', 'Get Writing! Purple Book 2', 'The lion's paw', 'Toad', 'The invisible clothes', 'Get Writing! Orange Book 4', 'The gingerbread man', 'The duckchii', 'Tom Thumb', 'The jar of oil', 'The poor goose', 'The it in the', 'The lion's paw', 'Toad', 'The invisible clothes', 'Get Writing! Yellow Book 5', 'Get Writing! Grey Book 7', 'The lion's paw', 'Toad', 'The invisible clothes', 'Get Writing! Orange Book 4', 'The gingerbread man', 'The duckchii', 'Tom Thumb', 'The jar of oil', 'The poor goose', 'The it in the', 'The lion's paw', 'Toad', 'The invisible clothes', 'Get Writing! Yellow Book 5', 'Get Writing! Grey Book 7'. Each cover features a colorful illustration of the story's characters and a 'Get Writing!' section with writing activities. The books are published by Oxford University Press.

# And...

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- By **talking** to your child as much as possible and ‘feeding’ them new and different words:

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **scoff** our lunch now.”

“Let’s **devour** our lunch now!”

# *Useful websites*

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This presentation will be available on our school website.

[www.holytrinityceschool.org](http://www.holytrinityceschool.org)

[https://www.youtube.com/watch?v=I1\\_zmnnZ6\\_Q](https://www.youtube.com/watch?v=I1_zmnnZ6_Q)

[https://www.youtube.com/watch?v=5J2Ddf\\_0Om8](https://www.youtube.com/watch?v=5J2Ddf_0Om8)

<http://www.ictgames.com/forestPhonics/forestPhonicsOnline/index.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

<http://www.phonicsplay.co.uk/>

<http://www.familylearning.org.uk/>

<http://www.oxfordowl.co.uk/for-home/>



