

EYFS – Foundation 1 Phonics

In nursery, we teach phase one phonics which concentrates on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting. These activities are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with books.

We want children to be able to tune into the sounds around them so that they can confidently begin to develop oral segmenting and blending of familiar words.

Autumn Overview

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| Aspect 1 | General sound discrimination - environmental |
| Aspect 2 | General sound discrimination - instrumental sounds |
| Aspect 3 | General sound discrimination - body percussion |

Guidance

Autumn

Aspect 1: General sound discrimination – environmental.

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| Evidence: Areas of provision / Resources / Adult Support/ Possible Activities | <ul style="list-style-type: none">- Drum outdoors, listening walks, sound stories.- Animal lotto games- Sound socks- what is inside making that sound?- What's that sound inside my box? (including animal sounds) |
| Strand One Tuning into sounds (auditory discrimination) | To develop children's listening skills and awareness of sounds in the environment <ul style="list-style-type: none">- recall sounds they have heard;- discriminate between the sounds;- describe the sounds they hear. |
| Strand Two Listening and remembering sounds (auditory memory and sequencing) | Further development of vocabulary and children's identification and recollection of the difference between sounds <ul style="list-style-type: none">- describe what they see;- identify the animals and imitate the sounds;- add new words to their vocabulary. |
| Strand Three Talking about sounds (developing vocabulary and language comprehension) | To make up simple sentences and talk in greater detail about sounds <ul style="list-style-type: none">- identify different sounds and place them in a context; - identify similar sounds;- make up sentences to talk about sounds;- join in the activities and take turns to participate. |

Aspect 2 - General sound discrimination - instrumental sounds

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| Evidence: Areas of provision / Resources / Adult Support/ Possible Activities | <ul style="list-style-type: none"> - Barrier games using instruments, adjusting volumes, story sounds and animal sounds. - Introducing children to musical instruments and the sounds that they make |
| Strand One Tuning into sounds (auditory discrimination) | To experience and develop awareness of sounds made with instruments and noise makers <ul style="list-style-type: none"> - identify and name the instruments being played; - listen and respond as the instrument is being played. |
| Strand Two Listening and remembering sounds (auditory memory and sequencing) | To listen to and appreciate the difference between sounds made with instruments <ul style="list-style-type: none"> - are able to remember and repeat a rhythm; - discriminate and reproduce loud and quiet sounds; - are able to start and stop playing at the signal. |
| Strand Three Talking about sounds (developing vocabulary and language comprehension) | To use a wide vocabulary to talk about the sounds instruments make. <ul style="list-style-type: none"> - choose appropriate words to describe sounds they hear (e.g. loud , fierce , rough , squeaky , smooth , bumpy , high , low , wobbly); (phonics play sound buttons) - match sounds to their sources; - use sounds imaginatively to represent a story character; - express an opinion about what they have heard. |

Aspect 3 - General sound discrimination – body percussion

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| Evidence: Areas of provision / Resources / Adult Support/ Possible Activities | <ul style="list-style-type: none"> - Whole class input action songs, following a sound, making our own sounds. - Making our own sounds with our bodies and also making our own instruments. |
| Strand One Tuning into sounds (auditory discrimination) | To develop awareness of sounds and rhythms <ul style="list-style-type: none"> - produce contrasts in rhythm, speed and loudness; - join in with words and actions to familiar songs; - articulate words clearly; - keep in time with the beat; - copy the sounds and actions; - make up patterns of sounds. |
| Strand Two Listening and remembering sounds (auditory memory and sequencing) | To distinguish between sounds and to remember patterns of sound <ul style="list-style-type: none"> - copy a body percussion sound or pattern of sounds; - identify hidden sounds; - suggest ideas and create new sounds for the story. |
| Strand Three Talking about sounds (developing vocabulary and language comprehension) | To talk about sounds we make with our bodies and what the sounds mean <ul style="list-style-type: none"> - use language to make different endings to the story; - use a wide vocabulary to talk about the sounds they hear; - group sounds according to different criteria (e.g. loud , quiet , slow , fast) |

Spring Overview

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| Aspect 4 | Rhyme and rhythm |
| Aspect 5 | Alliteration |
| Aspect 6 | Voice sounds |

Guidance

Spring

Aspect 4: Rhyme and rhythm

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| Evidence: Areas of provision / Resources / Adult Support/ Possible Activities | <ul style="list-style-type: none">- To share a range of stories that have rhythm and rhyme, join in with Nursery Rhymes, rhyming silly soup and rhyming bingo.- Playing odd one out games (rhymes) rhyming bingo. |
| Strand One Tuning into sounds (auditory discrimination) | To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech <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 the adult;- recognise that the words rhyme;- join in with simple or complex rhythms;- copy the rhythm.- keep to the beat. |
| Strand Two Listening and remembering sounds (auditory memory and sequencing) | To increase awareness of words that rhyme and to develop knowledge about rhyme <ul style="list-style-type: none">- recognise rhyming words;- listen and attend to the rhyming strings. |
| Strand Three Talking about sounds (developing vocabulary and language comprehension) | To talk about words that rhyme and to produce rhyming words <ul style="list-style-type: none">- generate their own rhymes;- complete sentences using appropriate rhyming words;- make a series of words that rhyme |

Aspect 5: Alliteration

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| Evidence: Areas of provision / Resources / Adult Support/ Possible Activities | <ul style="list-style-type: none">- Sorting objects by initial sound.- Tongue twisters (Peter Piper....) |
| Strand One Tuning into sounds (auditory discrimination) | To develop understanding of alliteration <ul style="list-style-type: none">- identify initial sounds of words;- reproduce the initial sounds clearly and recognisably;- make up their own alliterative phrases |

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| Strand Two Listening and remembering sounds (auditory memory and sequencing) | To listen to sounds at the beginning of words and hear the differences between them <ul style="list-style-type: none"> - can recall the list of objects beginning with the same sound; - can offer their own sets of objects and ideas to end the story; - discriminate between the sounds and match to the objects correctly. |
| Strand Three Talking about sounds (developing vocabulary and language comprehension) | To explore how different sounds are articulated, and to extend understanding of alliteration <ul style="list-style-type: none"> - can articulate speech sounds clearly; - select an extended range of words that start with the same sound |

Aspect 6: Voice sounds

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| Evidence: Areas of provision / Resources / Adult Support/ Possible Activities | <ul style="list-style-type: none"> - Listening games - Role play- acting out characters using different voices. - Recording themselves on the iPad and using sound buttons. |
| Strand One Tuning into sounds (auditory discrimination) | To distinguish between the differences in vocal sounds, including oral blending and segmenting <ul style="list-style-type: none"> - distinguish between the differences in vocal sounds |
| Strand Two Listening and remembering sounds (auditory memory and sequencing) | To explore speech sounds <ul style="list-style-type: none"> - 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 |
| Strand Three Talking about sounds (developing vocabulary and language comprehension) | To talk about the different sounds that we can make with our voices <ul style="list-style-type: none"> - use appropriate vocabulary to talk about different voice and speech sounds. |

Summer Overview

Guidance

As we move into the summer term, children should be encouraged to enjoy books and become familiar with stories and nursery rhymes. However, the focus of this phase is on listening to and repeating sounds, rather than on directly reading words. Initial letter sounds are introduced and 'Fred Talk' is covered daily with the children, with the expectation that the children will begin to encode the words orally. Nursery staff a phonic frieze to introduce the letter picture and a Fred the Frog toy as used in the Read, Write Inc. program throughout EYFS and KS1. It is important to work through these stages alongside the previous aspects to ensure children are able to discriminate different sounds.

Summer

Aspect 7 Strand one: Tuning into sounds (Read Write Inc Nursery programme)

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

Oral blending

It is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme/phoneme correspondences. For example, when giving children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend the sounds together to say the word (e.g. *It's time to get your c-oa-t, coat!* or *Touch your t-oe-s, toes! Who can touch their f-ee-t, feet?*) Use only single-syllable words for oral blending.

Oral blending can also be modelled from time to time when books are being shared, particularly rhyming books where the last word in a rhyming couplet could be segmented into separate sounds and then blended by the adult.

Fred talk

Introduce to the children Fred the frog toy that can only speak in sound-talk. The children see the Fred whispering in the adult's ear. To add to the activity, as Fred whispers the adult repeats the sounds, looks puzzled and then says the word straight afterwards. For example: *What would Charlie like for tea today?* Fred speaks silently in the adult's ear and the adult repeats 'ch-ee-se' looking puzzled and then, says with relief 'cheese!' Now invite the children to see if they can speak like Fred: *Do you think you could try to Fred talk? Say ch-ee-se:* (the children repeat 'ch-ee-se'). Ask Fred again What else would you like? Be careful to think of items with names of only single syllables (e.g. fish, cake, pie, soup).

Use different scenarios: *What does Fred like to do in the playground?* (hop, skip, jump, run, etc.). As the children become more confident, make some errors blend skip, for example, and ask them to catch you out by giving the correct blend.

Encourage the children to ask Fred questions with yes/no answers (e.g. *Can you sing?* Y-e-s/N-o). Or ask Fred the colour of his bike, his bedroom walls, his jumper, etc. and Fred will answer r-e-d, b-l-ue, g-r-ee-n, m-au-ve.

Clapping sounds

Think of words using the letters 's, a, t, p, i, n' (e.g. *sat, pin, nip, pat, tap, pit, pip*) and sound them out, clapping each phoneme with the children in unison, then blend the phonemes to make the whole word orally.

As children's confidence develops, ask individuals to demonstrate this activity to others.

Which one?

Lay out a selection of familiar objects with names that contain three phonemes (e.g. leaf, sheep, soap, fish, sock, bus). Check that all the children can recognise each object. Bring out the sound-talking Fred and ask the children to listen carefully while it says the names of one of the objects in sound-talk so they can help it to put the sounds together and say the word. Fred then sound-talks the word, leaving a short gap between each sound.

Encourage the children to say the word and identify the object. All the children can then repeat the sounds and blend them together – it is important that they do this and don't simply listen to the adult doing so.

Cross the river

Choose a selection of objects with two or three phonemes as above. There can be more than one of the same object. Make a river across the floor or ground outside with chalk or ropes. Give each child or pair of children an object and check that all the children know the names of the objects.

Fred calls out the name of an object in sound-talk (e.g. p-e-g). The children who have that object blend the sounds to make the word and cross the river.

I spy

Place on the floor or on a table a selection of objects with names containing two or three phonemes (e.g. zip, hat, comb, cup, chain, boat, tap, ball). Check that all the children know the names of the objects.

Fred says *I spy with my little eye a z-i-p*. Then invite a child to say the name of the object and hold it up. All the children can then say the individual phonemes and blend them together 'z-i-p, zip'. When the children have become familiar with this game use objects with names that start with the same initial phoneme (e.g. cat, cap, cup, cot, comb, kite). This will really encourage the children to listen and then blend right through the word, rather than relying on the initial sound.

Aspect 7 Strand 2: Listening and remembering sounds

Main purpose: to listen to phonemes within words and to remember them in order in which they occur

Segmenting

Invite a small group of children to come and talk to Fred in sound-talk, for example just before dinner time: Let's tell Fred what we eat our dinner with. Discuss with the children and agree that we use a knife and fork. Then tell Fred in sound-talk which the children repeat. Continue with: Let's tell Fred what we drink out of. Confer and agree on 'cup'. Repeat in sound-talk for Fred to listen and then invite the children to do the same.

Ask the children to think of other scenarios which they could tell Fred or let them give him instructions. Then model the sound-talk for the children to repeat. This is teaching the children to segment words into their separate sounds or phonemes and is the reverse of blending. The children will soon begin to start the segmenting themselves.

Leave Fred freely available to the children for them to practise and experiment with sound-talk. On special occasions, weekends or holidays, Fred may go on adventures or go to stay at the children's homes. When he returns he will have lots to tell the children about his escapades – in sound-talk.

Say the sounds

When the children are used to hearing Fred say words in sound-talk and blending the individual sounds to make words, you may be able to ask some children to see whether they can speak in sound-talk. Choose some objects with three-phoneme names that you are sure the children know and hide them in a box or bag. Allow one of the children to see an object, and then ask them to try to say the separate sounds in the name of the object, just like Fred does (e.g. d-u-ck). The other children then blend the sounds together to make the word. The child can then reveal the object to show whether the other children are right.

Aspect 7 strand 3: Talking about sounds

Main purpose: to talk about the different phonemes that make up words

Counting phonemes

When children are used to oral blending, and can readily blend two and three phonemes to make words, introduce the idea of counting how many phonemes they can hear. For example: p-i-g, pig. If we say the phonemes in that word one by one, how many phonemes can we hear? Let's use our fingers to help us: p-i-g, one, two, three phonemes.

Aspect 7 consolidation

Considerations for practitioners working with Aspect 7

During Phase One, there is no expectation that children are introduced to letters (graphemes). Of course some children may bring knowledge of letters from home, and be interested in letters they see around them on signs, displays and in books. Practitioners and teachers should certainly respond to children's comments and queries about letters and words in print.

Children who can hear phonemes in words and sound them out accurately are generally well placed to make a good start in reading and writing.

Children learning EAL generally learn to hear sounds in words very easily.

Children need to hear the sounds in the word spoken in sound-talk immediately followed by the whole word. Avoid being tempted to ask any questions in between such as I wonder what that word can be? or Do you know what that word is? The purpose is to model oral blending and immediately give the whole word.

It is important only to segment and blend the last word in a sentence or phrase and not words that occur at the beginning or middle of the sentence. Over time and with lots of repetition, the children will get to know the routine and as they gain confidence they will provide the blended word before the adult.

Using a toy is preferable to a puppet because it is important that children watch the adult's face and mouth to see the sounds being articulated clearly, rather than focusing on the imitated movements of the puppet.

It is very important to enunciate the phonemes very clearly and not to add an 'uh' to some (e.g. 'ssssssss' and not 'suh', 'mmmmmmmm' and not 'muh').

Avoid using words with adjacent consonants (e.g. 'sp' as in 'spoon') as these will probably be too difficult for children at the early stages of practising blending and segmenting.

Once children have been introduced to blending and segmenting they should be practised hand in hand as they are reversible processes.