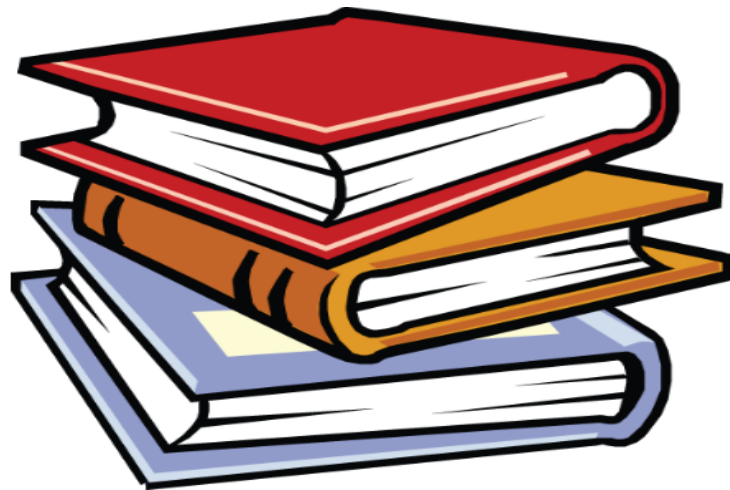


**Stockingford
Nursery School**

Nurture, Inspire, Grow

Letters and Sounds Phase 1

Parents Guide



**Practical ideas to help your child with
communication and early
reading skills.**

Letters and Sounds Phase 1 - Parents Guide

From a very early stage, children develop an awareness of different sounds in spoken language. They develop an understanding that spoken words are made up of different sounds (phonemes) and they will later match these phonemes to letters (graphemes). Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and getting children attuned to the sounds around them. At Stockingford Early Years Centre we teach Letters and Sounds phase 1 skills to support children with their communication and early reading skills. Parents can also help children on their learning journey and below are some fun activities for you to support your child at home. The activities are all oral (spoken) and the emphasis will be on developing the ability to distinguish between sounds and create sounds.

Phase 1 consists of seven interlocking parts:

Environmental sounds

Instrumental sounds

Body Percussion

Rhythm and Rhyme

Alliteration (words that begin with the same sound)

Voice sounds.

Oral blending and segmenting.



1.Environmental sounds.

Go on a listening walk – When walking to the shops or park, listen to different sounds e.g. cars, people talking, birds singing, emergency sirens, dogs barking etc. When you get back home try and remember all the sounds you heard and try to recreate the sounds yourself.

Make sounds using a range of props Use a stick, spoon or stone to explore different sounds by playing it on different materials or resources e.g. pots and pans in the kitchen or the fence in the garden. Can you make your sounds louder or quieter?

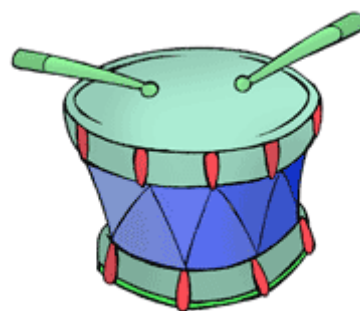
Play sound lotto. You could make your own lotto game by drawing the sound pictures on some paper and then making your own sound effects.

2. Instrumental sounds.

Make your own musical instruments. These could be created using boxes or cardboard tubes filled with pasta, lentils, stones, beans or rice. Talk about and guess what's inside the instrument. Play your instrument loudly or softly as you match movements to the sound e.g. marching for loud sounds & tip-toeing for quiet sounds.

Play-a-tune. Use an instrument to play a tune and then ask your child to copy.

Listen to a range of music – Encourage your child to move in response to the variety of musical styles and moods.





3. Body Percussion.

Use your body to create body percussion sounds. You can experiment with the different sounds your body can make including hands clapping, feet stamping, fingers clicking or mouth popping. These sounds can then be put together to create a sound pattern.

Listen to the sounds your feet make for different movements. Listen and talk about how the sounds change when walking, running, jumping, tip-toeing. Can you make the sounds slower?, faster?, quieter or louder? Do different shoes change the sounds that you make when you move?

4. Rhythm and Rhyme.

Sing songs and rhymes.

Read rhyming stories. Try to use plenty of expression so that your child tunes into the rhythm of the language and the rhyming words. Encourage your child to join in with the repetitive phrases such as: 'We're going on a Bear Hunt -we're going to catch a big one...'

Get into the rhythm of our language. Bounce your child on your knee to the rhythm of a song or rhyme or march or clap to a chant or poem.

Odd one out. Use a group of rhyming objects or pictures and help your child to find which object in the group does not rhyme.

5. Alliteration (words that begin with the same sound)

Use names to make alliterative rhymes e.g. Mummy makes magical music, Daddy dares to dance with dinosaurs. Make up a rhyme using your child's name and for their friends, brothers, sisters or pets.

Add alliteration to familiar songs e.g. 'Old Macdonald had some sheep, shoes, shirts & shorts with a sh, sh here and a sh, sh there.'

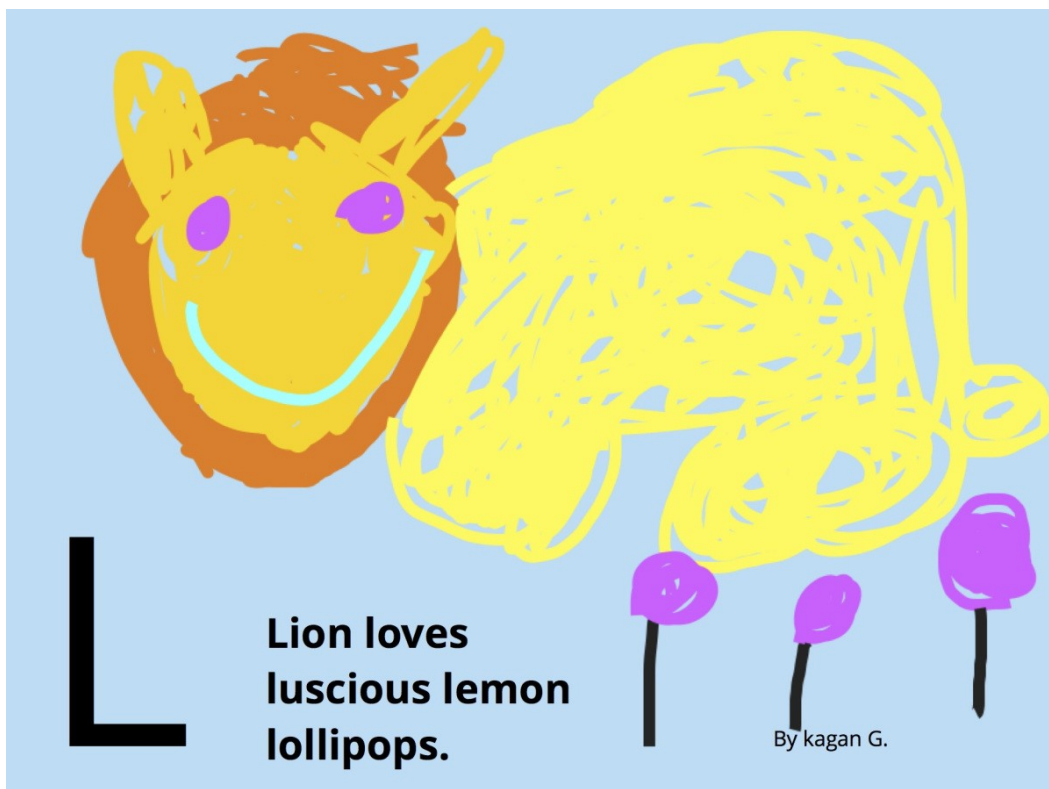
Find the odd one out. Listen to alliterative words and identify the odd one out e.g. 'cat, car, cup, cake, dog' or 'bus, brick, book, boy, horse'.

Add alliterative names to your shopping e.g. 'lovely, little lollipop' or 'tall tin of tomatoes'.

Make up your own nonsense stories using lots of alliteration

Collect alliterative objects. -See how many items at the park, in the garden or around the house that you can find that start with the same sound.

Play I spy using alliterative phrases e.g. 'I spy something beginning with bbb that is bouncy (ball)' or 'I spy something beginning with ccc that is curious (cat).'



6. Voice Sounds

Read or tell stories.

_ Can you use different voices for the different characters?

Can you add sound effects to the story?

Vary your tempo and pitch when reading?

Say words in different ways e.g. fast, slow, high, low or using a funny voice.



7. Oral blending and segmenting

Children will not be expected to match the letter to the sound at this stage. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds. Oral blending and segmenting is a skill needed to become a reader and writer. Being able to hear the separate sounds within a word and then blend them back to understand that word is really important.

Blending -is a vital skill for reading. The separate sounds (phonemes of the word are spoken aloud in order through-out the word e.g. the adult would say c-a-t = cat, d-o-g = dog.

Play Sound talk. Try breaking down simple words when giving instructions or asking questions e.g. 'get your c-a-p cap', 'where is the c-a-t cat?' or 'Eat your f-oo-d food'.

Segmenting – is a vital skill for spelling. The whole word is spoken aloud then broken up into separate sounds (phonemes) in order through -out the word e.g. the adult would say cat = c-a-t or dog = d-o-g.

Useful Websites:

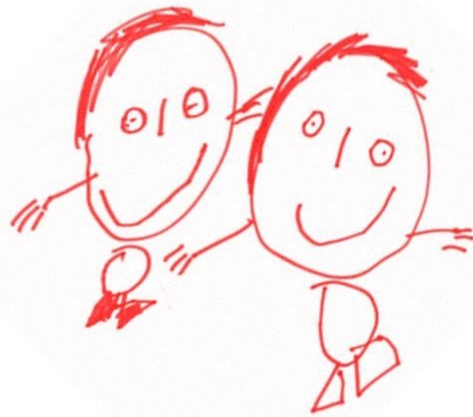
Search 'YouTube: Jolly Phonics Letter Sounds' (This video shows the accurate pronunciation of the phonemes) <https://www.youtube.com>

www.letters-and-sounds.com (Includes more information on phase 1 and links to online games).

www.early-education.org.uk (Look at 'The Road to reading' publication for information about how your child becomes an early reader (in the parents and carers section))

50 Things to do before you're five - Warwickshire County Council www.warwickshire.gov.uk





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