

Moving on to Phase 2 Phonics

Once children are secure with phase 1 phonics they will move on to phase 2. Phase 2 is the second phase of phonics that will be taught to children when they start school. This phase builds upon the oral blending and segmenting skills that were learnt in phase 1. Children will continue to practice these skills, whilst being introduced to the grapheme-phoneme representations. In addition, they will learn that some phonemes (sounds) can be represented by more than one grapheme (letter). For example, the sound 'f' is the same in fin and huff, though one has one letter and the other has two.

The letters and their corresponding sounds are taught in a specific sequence. A set of sounds are taught to the children each week, building their grapheme and phoneme knowledge steadily and systematically.

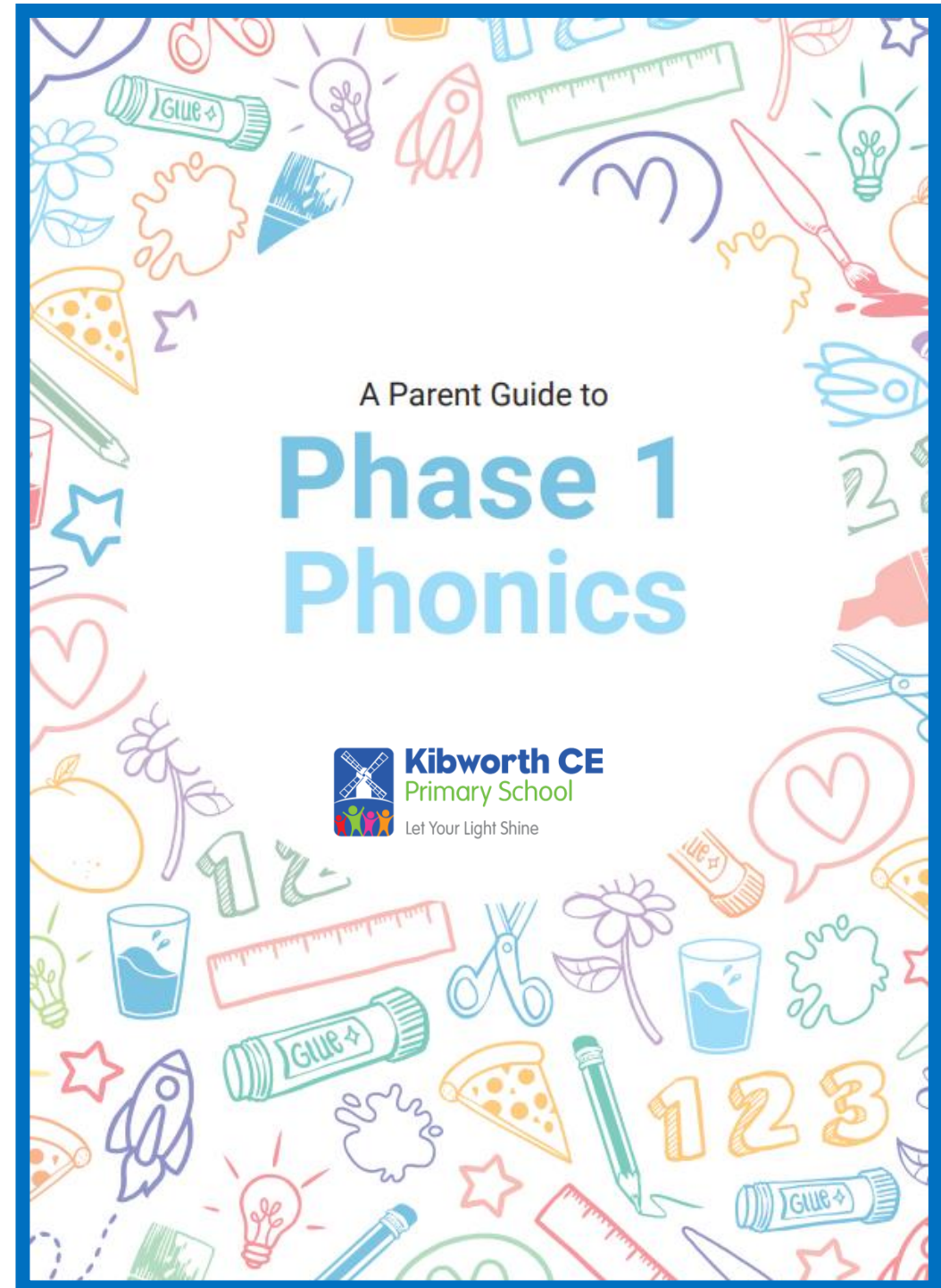
At Kibworth Primary School we use the phonics scheme 'Little Wandle Revised Letters and Sounds'. Here is a link to the website that has lots of information about the phonics scheme.

[For parents - Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)



Sound Mat

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



Phase 1 Phonics

What do we mean by 'Phase 1 Phonics'? In the Early Years Foundation Stage Framework (known as EYFS), there are some expectations laid out for how children generally develop in the ways they write and read. The method most widely used is called phonics. This guide will help you to understand what development might look like for your child and how you can help them. This guide breaks down the phonics into simple sections. Each section provides ideas for supporting your child with fun and engaging activities.

In Phase 1 phonics, children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Useful websites to support phonics learning at home:

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/> (Parent information about phonics + a great range of free ebooks)

<https://www.phonicsplay.co.uk/> (phonics games and resources)

<https://www.phonicsbloom.com/> (phonics games)

<http://www.letters-and-sounds.com/> (phonics information and resources)

Environmental sounds

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills




Go on a Listening Walk!
You could go around your house or an outside area with an adult and practise listening carefully to all the different sounds you hear. Talk about what you heard. Did you recognise all the sounds? Were they loud or quiet? Were they long or short sounds?

Make a collection of your own noise makers. Think about lots of different things that make a sound and gather them together in a box or bag. Use one of the objects to make a sound for others to guess and identify. You could include things like crisp packets, keys, coins in a pot, a rattle or a squeaky toy.



Play the game 'I Hear with My Little Ear'! Take it in turns to imitate the sound of something and guess what makes that sound. You could imitate the sounds of things found around your house, like a clock or a telephone, or of recognisable animals, like a cat or dog.



Talk about sounds you like and sounds you don't like and why. Draw some pictures of things that make sounds that you like – for example, birds singing, the sea or a doorbell.

Instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

As you listen to a story or rhyme, use some instruments or noise makers to add sound effects to the story. Think about how different instruments could be played to create different effects. For example, can you make a loud noise and a quiet noise using the same instrument?



Play a listening and copying game using a small set of instruments and noise makers. Play a sound for the other person to copy. Try creating loud and quiet sounds and also some simple sound patterns.



Do you have any musical instruments at home? Ask an adult to show you how they are played and try making some sounds with the instrument. Take a photo or draw a picture of your instrument to share with the group. Don't worry if you don't have any instruments – you could always make your own instrument, like a simple shaker!



Create a musical show to perform! Use a variety of instruments and noise makers and create a musical show for your friends or family. Try creating a musical pattern using a variety of different sounds.

Body Percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Play 'Follow the Leader' with your family. One person chooses some body percussion (for example, patting their knees, clapping their hands or clicking their fingers), the rest of the family have to copy them. Take turns to be the leader.

Listen to some music at home with your family. Can you all clap along to the beat?



Use your voice to make sounds like a car, a dog, a ghost, a train and bubbles under water.

Teach everyone at home the "Pat-a-cake, pat-a-cake, baker's man" rhyme and show them how to clap their hands together to the beat.



Rhythm and Rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

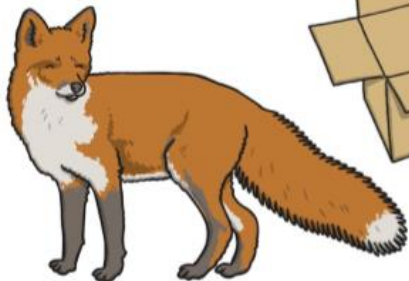
Can you teach someone at home one of the rhymes we have been singing? See if you can remember all the words!



Listen carefully to this list of words – can you find the one that doesn't rhyme with the others? Remember to listen carefully to the sound at the end of the word: Tree, bee, pin, three.



Play a matching game with the cards provided. Can you match two picture cards together that rhyme – for example 'fox' and 'box'.



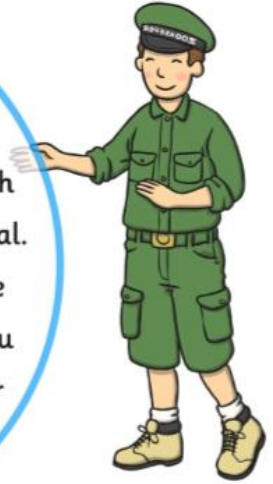
What rhymes or poems do you say at home? Find a copy of your favourite rhyme or poem to share with the rest of the group.

Alliteration

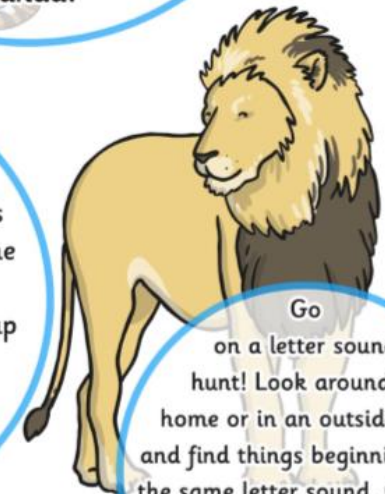
The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Zoe

the Zookeeper wanted to name some of her animals. She wants the names to start with the same letter sound as the animal. So far she has thought of Charlie Chimp and Tommy Tiger. Can you help her think of some names for her Lion, Snake and Panda?



Charlotte the Chef is making some silly sound soups! Each soup needs 3 ingredients that start with the same letter sound. She has already made the 't' sound soup with toffees, tomatoes and toast! Can you think of 3 foods to put in the 'c' sound soup?



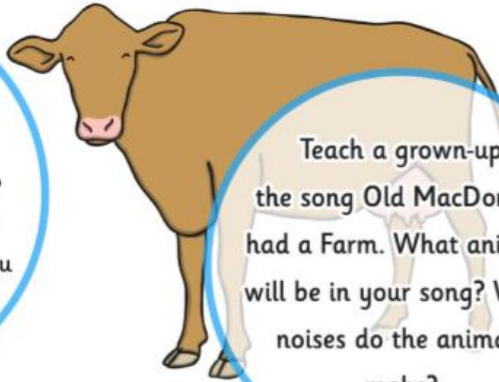
Go on a letter sound hunt! Look around at home or in an outside area and find things beginning with the same letter sound. Can you find 3 things beginning with 't'? What other letters can you choose?



Voice Sounds

The aim is to distinguish between different vocal sounds. The children will learn to use their voice to make different sounds.

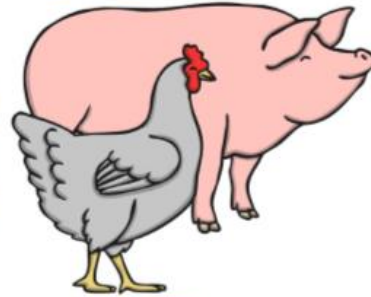
Use your voice to create some sound effects. Can you make a sound like a ticking clock or a doorbell? Listen to sounds you hear around your home – can you make a sound just like them?



Teach a grown-up the song Old MacDonald had a Farm. What animals will be in your song? What noises do the animals make?



Play an animal themed guessing game. Make some sound effects for different animal noises and encourage someone to guess what animal sound you were making. You could 'meow' like a cat, 'woof' like a dog or 'hissss' like a snake. What other animal sounds can you make?



Try making some different voice sounds to show different feelings and emotions e.g. 'oh!' when surprised, 'mmm' when eating something yummy and 'sshh' when trying to be quiet!



Oral Blending and Segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, you could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, you could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

Listen carefully as you sound out these words: pin, sat, tap, net. How many letter sounds are in each word? Try counting on your fingers. E.g. 'c-a-t, 1-2-3'.

Emma the Explorer has a list of things she needs to take on her next adventure but she can't read it! Can you help Emma work out what she needs to pack in her bag? Sound out the words below and blend the sounds together to find out what she needs to take. You could draw pictures to help Emma know what she needs to take.

m-a-p
c-u-p
h-a-t
p-e-n



With a grown-up, play a listening game about a visit to a farm. 'I went to the farm and I saw ...' – instead of saying the animal name, split the word up into its 3 letter sounds. The other person has to identify the animal by blending the sounds together. For example: 'I went to the farm and I saw had a 'c-a-t.' – 'It's a cat!' Try for the words; cat, dog, pig, cow, hen.



Play a listening and drawing game with a grown-up. Take it in turns to sound out a word and then the other person has to draw the item! Try the words: hat, sun, ten, pan, box.

