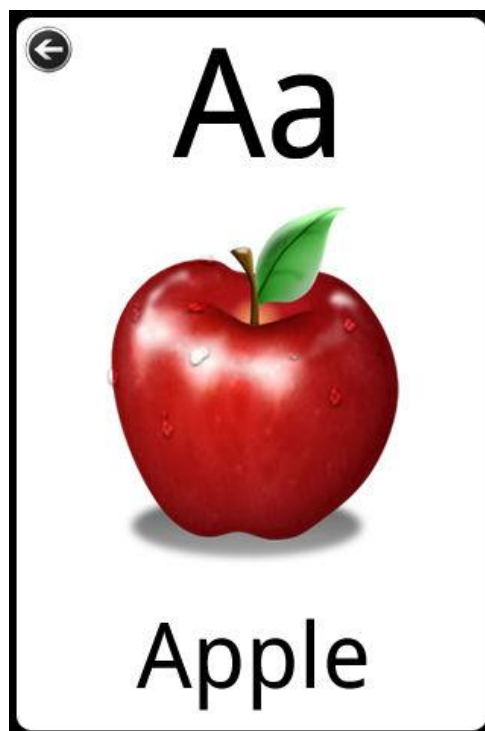


Letters and Sounds



Phonic Phase 1

What is Letters and Sounds?

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children.

Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in **Phase 2**. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Objectives of Phase 1:

These are arranged in seven aspects.

1: To discriminate sound – environmental sounds

- To develop awareness of sounds and rhythms
- To distinguish between sounds and to remember patterns of sound
- To talk about sounds we make with our bodies and what the sounds mean

2: To discriminate sound – instrumental sounds

- To experience and develop awareness of sounds made with instruments and noise makers
- To listen to and appreciate the difference between sounds made with instruments
- To use a wide vocabulary to talk about the sound's instruments make

3. To discriminate sound – body percussion

- To develop awareness of sounds and rhythms
- To distinguish between sounds and to remember patterns of sound
- To talk about sounds we make with our bodies and what the sounds mean

4: Rhythm and rhyme

- To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech
- To increase awareness of words that rhyme and to develop knowledge about rhyme
- To talk about words that rhyme and to produce rhyming words

5. Alliteration

- To develop understanding of alliteration

- To explore how different sounds are articulated, and to extend understanding of alliteration
- To listen to sounds at the beginning of words and hear the differences between them

6. Voice sounds

- To distinguish between the differences in vocal sounds, including oral blending and segmenting
- To explore speech sounds
- To talk about the different sounds that we can make with our voices

7: Oral blending and segmenting

- To develop oral blending and segmenting of sounds in words
- To listen to phonemes within words and to remember them in the order in which they occur
- To talk about the different phonemes that make up words

Within each aspect above, there is three strands.

Auditory discrimination – tuning-in to sounds

Auditory memory and sequencing – listening and recalling sounds

Developing vocabulary and language comprehension – talking about sounds

The Letters and Sounds programme suggest activities for each of the seven aspects. These help children to:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

Ways you can support your child at home:

Learning how to ‘*sound-talk*’

The teacher shows children how to do this – **c-a-t = cat**. The separate sounds (*phonemes*) are spoken aloud, in order, all through the word, and are then merged together into the whole word. The merging together is called *blending* and is a vital skill for reading.

Children will also learn to do this the other way around – **cat = c-a-t**. The whole word is spoken aloud and then broken up into its sounds (*phonemes*) in order, all through the word. This is called *segmenting* and is a vital skill for spelling.

This is all oral (*spoken*). Your child 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.

Sound-talking

Find real objects around your home that have three phonemes (*sounds*) and practise ‘sound talk’. First, just let them listen, then see if they will join in, for example, saying:

‘I spy a p-e-g – peg.’

'I spy a c-u-p – cup.'

'Where's your other s-o-ck – sock?'

'Simon says – put your hands on your h-ea-d.'

'Simon says – touch your ch-i-n.'

'Simon says – pick up your b-a-g.'

Website : Phonics Bloom <https://www.phonicsbloom.com/uk/game/list/phonics-games-phase-1>

Little learners: Blending game <https://www.youtube.com/watch?v=LscR3ylyxgl&t=176s>

Nursery Rhymes and songs : sing and act out nursery rhymes with your child:
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwgdgw>

Phonic song: <https://www.youtube.com/watch?v=BELIZKpi1Z>