

## Phonics at SCCN

Phonics at SCCN encourages children to:

- Have fun with sounds
- Listen carefully
- Develop their vocabulary
- Speak confidently to you, other adults and other children
- Tune into sounds
- Listen and remember sounds
- Talk about sounds
- Understand that spoken words are made up of different sounds

Below are some suggestions of ways to support your child build their phonic foundations at home. Please talk to your child's teacher or key person if you would like any more information regarding phonics.

### Aspect 1 – Environmental Sounds

- Bang a stick on a fence
- Go on a listening walk – when walking down the road make a point of listening to different sounds – cars revving, people talking, birds singing, dogs barking. Try and remember all the sounds you heard.
- Recording the sounds to listen to again or try reproducing them yourselves using your voice or instruments
- Make sounds using a range of found props such as running a stick along a fence, tapping on the bin lids
- Invent a secret 'knock' for entering rooms

### Aspect 2 – Instrumental sounds

- Play instruments - softly and loudly
- Make your own musical instruments using cardboard rolls, tins, dried peas, beans, stones. Shake these loudly, softly, as you are marching, skipping, stomping.
- Play Guess what's inside the instrument
- Sing known songs loud and then soft, stretch words in known songs and add new words or sounds
- Listen to a range of music from rap to classical.
- Encourage the children to move in response to the variety of musical styles and moods

### Aspect 3 - Body Percussion

- Learn some action rhymes such as 'wind the bobbin up'.
- Sing and clap along with familiar songs or tunes.
- Listen to the sounds your feet make when walking/running/skipping: slowly, softly, fast, stomping hard, in flip flops, boots, high heels
- Different types of claps, Clap your hands softly, fast, make a pattern for the children to follow
- Play clapping games such as Pat-a-cake, a Sailor went to Sea

## Aspect 4 - Rhythm and Rhyme

- Bounce up and down to the rhythm of a song or nursery rhyme, march or clap to a chant or poem
- Move to the rhythm of a song or rhyme
- Read or say poems, songs, nursery songs and rhyming stories as often as you can, try to use gestures and signing, tap regular beats and pauses to emphasise the rhythm of the piece
- Add percussion to mark the beats using your hands, feet or instruments
- Julia Donaldson and Kes Grey books are great for rhyming and rhythm
- Repetitive phrases in familiar stories
- Play rhyming games such as Silly Soup (see Tapestry for an example)

## Aspect 5 - Alliteration (words that begin with the same sound)

- Alliteration is a lot of fun to play around with; your child's name can be a good place to start e.g. Say Gurpreet gets the giggles, Milo makes music, Naheema's nose, Carl caught a cat, Jolly Jessie jumped, Tina is talking
- Emphasise alliteration in songs and stories i.e. 'Peter Piper picked a peck of pickled peppers'
- Play around with familiar songs to emphasise alliteration such as 'Old MacDonald had some sheep, shoes, shorts, with a sh,sh here and a sh sh there
- Identify the odd one out e.g. cat, cup, boy, car
- Collect items that start with the same sound
- When playing, think about items you are playing with and say 'A big bouncy ball!' A lovely large lion!'

## Aspect 6 - Voice Sounds

- Repeat the children's vocalisations and extend their sentences.
- Make fun noises or nonsense words
- Say and sing words in different ways (fast, slow, high, low, using a funny voice)
- 'Sing' known songs using only sounds i.e. la, la, la and ask a child to guess the song
- Vary your tempo and pitch when reading stories
- Make voices for characters when reading stories

## Aspect 7 - Oral blending and segmenting

**Blending** – is a vital skill for reading. The separate sounds (phonemes) of the word are spoken aloud, in order, all through the word e.g. the adult would say c - a - t ... cat.

**Segmenting** – is a vital skill for spelling. The whole word is spoken aloud, then broken up into its separate sounds (phonemes) in order, all through the word . For example the adult would say dog...d-o-g

- Segment words for your child in everyday routines such as 'can you find your c-oa-t?'
- Model blending words together when reading a story
- When singing a familiar song, segment a word rather than saying it – eg 'Twinkle, twinkle, little, s-t-a-r'