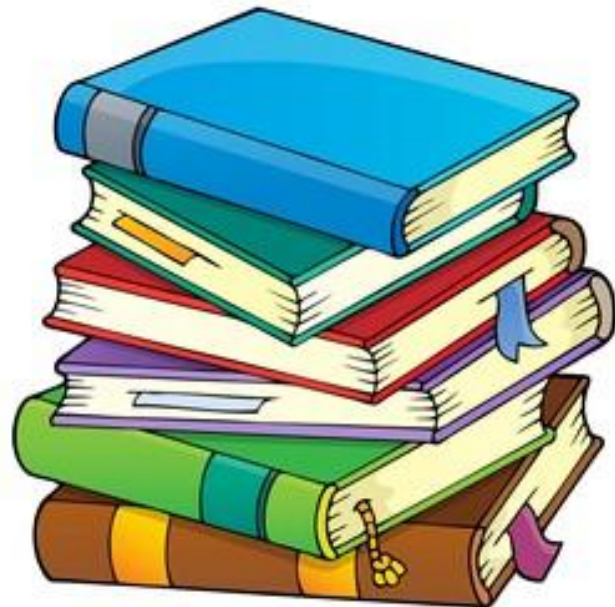


# Phonics



**NURSERY PHONICS AND READING  
WORKSHOP**

Monday 6<sup>th</sup>  
November 2023

# OBJECTIVES

The aim of this workshop is:

- \* To give you some information about how phonics is taught at Oswald Road.
- \* To give you some specific information about phase 1 (which is taught in Nursery)
- \* To offer some support/tips with reading.

# PHONICS

\* Phonics is the way we teach children to read and to write. The children learn letter sounds and combine (blend) them to help them read and separate them (segment) to help them write.

\* Phonics is used by children throughout school but is predominantly taught in Nursery, Reception, Year 1 and some of Year 2.

\* School has just invested in a new phonics scheme called ELS (Essential Letters and Sounds) This scheme begins in Reception.

# PHONICS

- \* Phonics is broken down into different phases.
- \* In Nursery we teach Phase 1 which is broken down into 7 aspects. The children have a daily phonics session which lasts 20 minutes.
- \* Phase 1 does not formally introduce any letter sounds and the expectation is that this will begin in Reception.

# ASPECT 1: ENVIRONMENTAL SOUNDS

- Environmental sounds refer to common sounds we hear around us in our daily lives.
- It is important as it helps the children understand what is going on around them and this aspect also helps to develop their listening skills.
- How we teach environmental sounds/what can you do at home:
  - Sound walks
  - Sound bingo
  - Hide and seek with teddy.

## ASPECT 2: INSTRUMENTAL SOUNDS

- Instrumental sound involves using musical instruments and noise makers.
- It is important as it continues to help children develop their listening skills while focussing on an awareness of sounds made with instruments.
- How we teach environmental sounds/what can you do at home:
  - Matching sounds
  - Practise making loud and quiet sounds
  - Sound stories

# ASPECT 3: BODY PERCUSSION

\* Body percussion involves using your body parts to make different sounds.

\* It is important because it helps children begin to be aware of different rhythms and to begin to remember patterns of sounds.

- How we teach body percussion/what can you do at home:
- Singing songs and action rhymes.
- Passing sounds around
- Opposite sounds (fast/slow, loud/quiet)

# ASPECT 4: RHYTHM AND RHYME

\* Rhythm and rhyme supports children with recognising rhythm and rhyme in songs and stories and also to begin to use it in their own speech.

\* It is important because it allows them to practise listening and copying different rhythms. This is also where we introduce children to syllables.

- How we teach rhyme and rhythm/what can you do at home:
- Rhyming books/Nursery rhymes/singing
- Silly soup
- Clapping syllables.
- Finish the rhyme (through books and songs)



# ASPECT 5: ALLITERATION

- \* This aspect helps the children develop an understanding of alliteration.
- \* Children may be able to hear the initial sound in a word at this point when it is said aloud to them.
- How we teach alliteration/what can you do at home:
  - I spy names
  - Simple tongue twisters (eg: *Miss Dyson's dazzling diamonds*)
  - Matching objects with the same initial sound.
  - Identifying objects by initial sound (eg: please pass me the *sssssspoon*)

## ASPECT 6: VOICE SOUNDS

## ASPECT 7: ORAL BLENDING AND SEGMENTING

\* These are the final aspects of phase 1 phonics and it is an introduction to the way we will teach the children to read and write in Reception.

\* Oral blending is breaking down the sounds in a word (eg: c-a-t) and helping the children to put the word together. It is important you only use single syllable words to teach oral blending.

- How we teach oral blending and segmenting/what can you do at home:
- I spy/instructions
- What's in the bag/guess the object
- Simon Says

# PHASE 2 PHONICS

\* In the Summer term we will be doing a 'light touch' introduction of phase 2 phonics (the first sets of letter sounds)

\* This will be repeated again at the start of Reception following the ELS scheme.

\* The 'light touch' is just an opportunity to introduce children to some letter sounds and also continue to consolidate oral segmenting and blending.

\* The sounds within phase 2 are:

Set 1 – s, a, t, p

Set 2 – i, n, m, d

Set 3 – g, o, c, k

Set 4 – ck, e, u, r

Set 5 – h, b, f, l, ff, ll, ss

# READING

\* In Nursery each child is given a reading book each week. These books are to be shared and enjoyed together.

\* All the children have been allocated a reading book changing day. This is the day we will change their book.

Please ensure books are brought in on the correct day otherwise we cannot guarantee they will be changed. Please make sure the yellow reading diary is signed each week so that we know you have read with your child.

# READING

Some ways to enjoy/support reading at home:

Before reading:

\* Can children identify any features of a book?

- front cover

- back cover

- spine

- title

- illustration

\* Make predictions about what they think this story will be about (using front cover)

# READING

While reading:

- \* Can children hold book and turn pages correctly?
- \* Can children identify what we read (words) and follow print (L-R)
- \* Can children begin to recognise any familiar letters (eg: in their name) or familiar words (eg: mummy/daddy)
- \* Ask simple questions after every few pages (eg: what, where, who)
- \* Begin to ask why/how questions (eg: how did the giant feel?)

# READING

After reading:

- \* Did your child enjoy the story? Can they begin to explain why/why not or talk about their favourite part?
- \* Can they begin to retell the story in a simple way?

THANK YOU

Thank you very much for coming today.

Are there any questions?