

Participates in phase one phonics activities

[Letters and Sounds: Phase One Planning](#)

Phase 1 Phonics is **the first phase of the Department of Education's 'Letter and Sounds' program**. This is designed to focus on developing a child's speaking and listening skills (phonological awareness). It focuses on developing their: Ability to listen attentively Vocabulary knowledge Confidence in speaking to adults and other children.

3 and 4-year old's will be:	Develop their phonological awareness.
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Useful links

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

<https://timeforphonics.co.uk/resources/phase-1/>

Activity ideas

Planned Activity: Aspect 1: Environmental Sounds –

Sound Lotto: Support children to listen to the sound played from the 'sound lotto CD or practitioner/parent led lotto game. This can be an adult led small group activity or can be provided within the setting as a freely chosen activity. Provide the resources to enable children to access this activity, including a quiet listening space, sound lotto CD and game cards, plastic counters to 'check off' sounds. Further development of vocabulary and children's identification and recollection of the difference between sounds.

Planned Activity: Aspect 2 / Instrumental Sounds –

Sock sounds!: Use 6/10 socks (or small bags) filled with different sound making objects. Use communication skills to express ideas and thoughts about the sounds created. Help children to discuss the sounds that they can hear – use clear describing words to support children's language and communication development. Provide a quiet space for a small group of children to participate in this activity. To experience and develop awareness of sounds made.

Planned Activity: Aspect 3 / Body Percussion.

Two little dicky birds sitting on a wall: Singing songs and action rhymes is a vital part of Phase one activities. Do the rhyme quietly (Whisper) or Loudly. (See core songs list). Singing songs and action rhymes is a vital part of Phase one activities and must be done on a regular basis with children. Encourage the children to be attentive and to know when to add sounds, when to move and when to be still. Provide a quiet space for a small group of children to participate in this activity. Use group times each day as an opportunity to access rhymes and songs. To distinguish between sounds and to remember patterns of sound.

Planned Activity: Aspect 4 /Rhythm and Rhyme

Rhyming Soup: 'I'm making lots of silly soup, I'm making soup that's silly, I'm going to cook it in the fridge to make it nice and chilly'. 'In goes a box... a fox...some socks...' To explain that the silly soup is full of rhyming objects and discuss how together we can ...sing the silly soup song.... Collect objects that rhyme. Create a quiet space for a small group of children to access the activity. A large bowl and wooden spoon for mixing the soup is required. To increase awareness of words that rhyme and to develop knowledge about rhyme.

Planned Activity: Aspect 5 / Alliteration.

'Digging for treasure': Finding objects in the water/sand/seed tray with the same initial letter sound. "Look you've found a car! ... now we have a ... car, cup, cow, candle". Support children to sound out objects and ask children to say the words too. Keep reciting the objects emphasising the initial letter sound. Provide a quiet space for a small group of children to participate in this activity. To develop understanding of alliteration.

Planned Activity: Aspect 6 / Voice Sounds.

'Can you make your voice?... ' game: Can you make your voice hiss like a snake.. 'sssss'. Can you make your voice sound like a train? ..'ch,ch,ch'. Can you make your voice keep everyone quiet?... 'shshshshshs'. Support children to make voice sounds by modelling the sounds and mouth movements, support children with their articulation. Provide a quiet space for a small group of children to participate in this activity. To distinguish between differences in vocal sound, including oral blending and segmenting.

Planned Activity: Aspect 7 / Oral Blending and Segmenting.

Clapping words – (words using the letters): s, a, t, p, i, n ('sat' s-a-t, 'pin' p-i-n, 'nip' n-i-p, 'pit' p-i-t, 'pip' p-i-p, 'tap' t-a-p). Support via modelling clapping out each phoneme – support children to clap together in unison then blend them again at the end to make the word... (See additional planning). "sat" ..s-a-t.. 'sat". Provide a quiet space for a small group of children to participate in this activity – ensure developmental readiness. To develop oral blending and segmenting of sounds in words.