



Francis CE Primary School Ducklings Nursery Class



In nursery, phonics is a way of teaching children to hear, identify and use different sounds. Please read this booklet to find out what phonics look like in our Nursery Class and how you can support your child's learning and development.

Areas of Learning

There are seven Areas of Learning in the Foundation Stage as shown below.

The teaching of 'Phonics' falls into the **Prime Area** of learning called Communication and Language. It also encompasses the **Specific Areas** of learning called Literacy and Expressive Arts and Design. Children can then apply their Phonics skills to other Areas of Learning.

1. Communication and Language

(Listening, attention & understanding and speaking)

2. Physical Development

(Gross and fine motor skills)



3. Personal, Social & Emotional Development

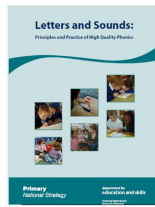
5. Mathematics

4. Literacy

(Reading and writing)

6. Understanding the World

7. Expressive Arts and Design



Supersonic Phonics



We use the **Supersonic Phonic Friends Synthetic Phonics Programme** to teach phonics.

We supplement this programme by using a national strategy for teaching a high quality phonics Programme called - **Letters and Sounds Programme: Principles and Practice of High Quality Phonics**.

In Nursery we focus on Phase 1 of the programme.

Phase 1 of the programme consists of seven interlinking parts that help the children to tune into sounds:

Aspect 1 - Environmental Sounds

Aspect 2 - Instrumental Sounds

Aspect 3 - Body Percussion

Aspect 4 - Rhythm and Rhyme

Aspect 5 - Alliteration (words that begin with the same sound e.g. **Lucy likes licking lemon lollipops**)

Aspect 6 - Voice Sounds

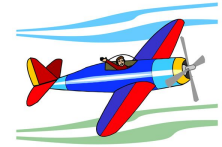
Aspect 7 - Oral blending and segmenting.

Helping your child

- **You can help your child to develop in each of these seven aspects above by trying some of the ideas which follow in this pack.**
- **Remember to keep it fun!** Please do not get concerned if your child takes a little while to grasp some of the activities.
- These ideas will also give you an insight into the sort of activities your child experiences whilst at Nursery.



Try these activities at home



1. Environmental Sounds

- Go on a listening walk – when on a walk listen out for different sounds such as car horns, sirens, engines revving, aeroplanes or helicopters, dogs barking, birds tweeting etc. When home talk about and try and remember all the different sounds you have heard.
- Play sound lotto – sound lotto games can be bought from many toy shops.
- Make and explore sounds using a range of props such as, running a stick along a fence, tapping pan lids etc. Encourage your child to talk about and describe the sounds. Can they make the sounds themselves?



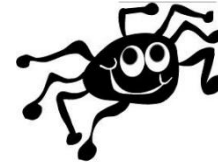
2. Instrumental Sounds



- Make your own musical instruments using cardboard boxes and elastic bands to make guitars or fill bottles or yoghurt pots with dried peas, rice or pasta to create shakers. Shake these loudly or softly. Play - guess what's inside this instrument and describe the sounds.
- Listen to a range of music with your child from pop to classical. Encourage your child to move in response to the variety of music styles and moods. Talk about the music, helping them to extend their descriptive vocabulary.



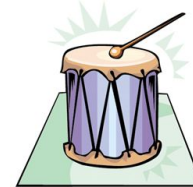
3. Body Percussion



- Sing some action rhymes such as ‘Wind the bobbin up’ ‘Incy Wincy spider’ or ‘12345 once I caught a fish alive’ etc. Play nursery rhyme CDs, watch nursery rhymes on DVDs or on YouTube. Clap along with familiar rhymes and learn new ones.
- Try different types of claps – clap your hands softly, loudly, fast and slow.
- Make a pattern with your child to copy – clap your hands, then stamp your feet, clap your hands and stamp your feet. Tap your knees and rub your hands, flick your nails and click your tongue etc. Have fun exploring different sounds.



4. Rhythm and Rhyme



- Read poems, read rhyming stories, sing songs and nursery rhymes as often as you can. Try using gestures or actions to act out the story or rhyme. Try tapping regular beats and pause to emphasise the rhythm of the song or story and any words that rhyme.
- Try out some rhythmic chanting of your own such as ‘two, four, six, eight, hurry up or we’ll be late’ or ‘peekaboo, where are you?’ ‘Bip, bop, boo, who are you?’ ‘Wibbly, wobbly woo an elephant sat on you, wibbly wobbly **lane** an elephant sat on **Jane!**’ (Insert a word that rhymes with your child’s name.)



5. Alliteration (words that begin with the same sound)

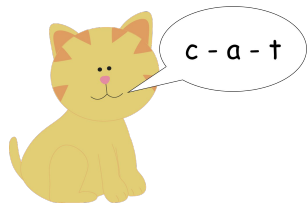
- Alliteration can be lots of fun to play with. Try starting with your child's name. e.g. Lucy loves licking lemon lollies, Freddy finds five funny frogs, Sarah sees six silly sausages, Harry has hundreds of happy hairy hamsters.
- Encourage sentences about other familiar people e.g. Granddad grows green grass, Mummy makes melted marshmallows.
- Emphasise all alliteration in songs and stories.
- Play about with familiar stories such as 'Old MacDonald had some sheep, shoes, shorts with a sh, sh here and a sh, sh there etc.
- Play games to find out the odd one out e.g. cat, cup, boy car. (boy - it begins with 'b')



6. Voice Sounds



- Say words in different ways – fast, slow, high, low, using silly voices.
- Sing songs using only one sound e.g. sing 'la, la, la, la to the tune of a nursery rhyme or song and ask your child to guess the song.
- Make and exaggerate voices for characters when reading stories.
- Read or tell sound stories and information books – these encourage sound making as you read the story. E.g. A Noisy Day on The Farm, Peace at Last, Tractors, Emergency Vehicles, The Wheels on The Bus, etc.



7. Oral Blending and Segmenting



At this stage we are trying to help the children to hear the separate sounds in words and create spoken sounds. **It is important that we use letter sounds and not letter names at this stage.** E.g. for the word cat we would say the three sounds that make the word NOT the names of the three letters.

- Sound Talk – try breaking down simple words when giving instructions or asking questions such as ‘Can you find your h-a-t (hat)?’ or ‘Can you turn off the t-a-p (tap)?’ or ‘S-i-t (sit) on your s-ea-t (seat)’ etc. It is important to say the sounds in order through the word and then the whole word too.
- Blending - when the separate sounds (phonemes) of the word are spoken aloud and in order and are then merged together into the whole word. This merging together is called blending. If an adult used sound talk to say the word dog, they would say ‘d-o-g’ and the child would blend those three sounds together and say the word dog. (This is a vital skill for reading.)
- Segmenting – This is when the whole word is spoken aloud, then broken up into its separate sounds (phonemes) in the correct order. If an adult were to say ‘dog’ then the child would know how to break down the word and say the three sounds ‘d-o-g.’ (Remember it’s the sounds we’re listening for, not the letter names.)



Firm Foundations in Phonics 1 - Nursery

- Firm Foundations in Phonics offers experience, exposure and enjoyment of sound awareness. This phase is purely about securing a strong sound processing system which is critical to enjoyment and success in children's later reading and writing skills. It must be noted that there are no flashcards required or allowed in this phase, it is solely about sound through the use of objects and pictures.
- In the initial stages. there are daily activities for children to develop their auditory processing and memory skills and tune into sounds in the environment, instruments and body percussion.
- In the later stages there are daily activities for children to develop their skills in rhythm and rhyme, alliteration and oral blending and segmenting.
- We use characters like 'Listening Len' and 'See it Sam' to help us to learn.

SUPERSONIC

Phonic Friends



Listening Len and See it Sam

Listening Len helps us hear the sounds in the words that we speak and See it Sam helps us see and remember the spellings each and every week.



Seb, Bill and Ben

Meet the three musketeers, Segmenting Seb, Building Bill and Blending Ben, who help you pick up a book and a pen!

These Supersonic Phonic Friends will help us to access, achieve and enjoy carefully planned activities linked to the following seven aspects:

1. Environmental Sounds
2. Instrumental Sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration (words that begin with the same sound e.g. **L**ucy likes **l**icking **l**emon **l**ollipops)
6. Voice Sounds
7. Oral blending and segmenting.

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