**How Phonics is taught in Nursery**

Phonics is the skill of understanding how to read and write.

Our Phonics programme is split into ‘phases’. Initially, we will start with phase one.

Phase One activities concentrate on developing children’s speaking and listening skills, phonological awareness and oral blending and segmenting. These activities are intended to be used as part of a broad and rich language curriculum that has speaking and listening at its centre, links language with physical and practical experiences, and provides an environment rich in print and abundant in opportunities to engage with books. Phase One activities pave the way for children to make a good start in reading and writing.

Within phase one there are 7 aspects these are:

Aspect 1: General sound discrimination – environmental sounds

Aspect 2: General sound discrimination – instrumental sounds

Aspect 3: General sound discrimination – body percussion

Aspect 4: Rhythm and rhyme

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

At Nursery there will be an overlap within aspects alongside regular opportunities to apply their learning.

The boundaries between each strand are flexible and not fixed.

Each aspect is divided into three strands.

1. Tuning into sounds (auditory discrimination)
2. Listening and remembering sounds (auditory memory and sequencing)
3. Talking about sounds (developing vocabulary and language comprehension).

Activities within the seven aspects are designed to help children:

Listen attentively

Enlarge their vocabulary

Speak confidently to adults and other children

Discriminate phonemes

Reproduce audibly the phonemes they hear, in order, all through the word

Use sound-talk to segment words into phonemes.

A few examples of the activities we will be using:

Sound lotto

There are many commercially produced sound lotto games that involve children matching pictures to a taped sound. This can be an adult-led small group activity or can be provided within the setting as a freely chosen activity.

Describe and find it

Set up a model farmyard. Describe one of the animals but do not tell the children its name. Say, for example: *This animal has horns, four legs and a tail*. Ask them to say which animal it is. Ask them to make the noise the animal might make. When they are familiar with the game let individual children take the part of the adult and describe the animal for the others to name.

This activity can be repeated with other sets of objects such as zoo animals, toy sets based on transport (e.g. aeroplane, car, train, bus, boat) and musical instruments. It can be made more challenging by introducing sets of random objects to describe and name.

New words to old songs

Take a song or rhyme the children know well and invent new words to suit the purpose and the children’s interests. Use percussion instruments to accompany the new lyrics.

Which instrument?

This activity uses two identical sets of instruments. Give the children the opportunity to play one set to introduce the sounds each instrument makes and name them all. Then one child hides behind a screen and chooses one instrument from the identical set to play. The other children have to identify which instrument has been played.