



A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN

Foundations for Phonics

Wednesday 11th October 2023

Foundations for Phonics contributes to the provision for 'Communication and language' and 'Literacy' (DfE , 2022); it should sit alongside a stimulating language-rich provision.

Foundations for Phonics (Phase 1)



One of the most important aspects of Foundations for phonics is **developing an awareness of sound**, through activities that develop **focused listening and attention**, including **oral blending**.

Activities that develop focused listening and attention...

Oral blending

Oral segmenting is the process of breaking down words into phonemes (the smallest units of sound). Oral blending is the process of saying these sounds then blending them together into a word. It helps children identify and hear phonemes in words and blend them together to read a word. It is important that children have plenty of experience of listening to adults modelling oral blending and joining in with oral blending activities before they are introduced to grapheme–phoneme correspondence.

Tuning into sounds

To enable children to begin to distinguish the initial sound in words, they need exposure to a range of games that develop this. These opportunities should be short games that are age appropriate to ensure children are engaged in them. Games that involve children's names or animals, or are part of an alliterative story or poem, are good ways to develop this skill e.g. What's in the box?





Terminology

Phoneme

Blend

It's important we use the correct terminology with children. Can you recall what these words mean?

Terminology



Phoneme

The smallest unit of sound that can be identified in words

Blend




To combine individual phonemes into a whole word, working from left to right

Pronunciation...

- Practise saying each phoneme correctly
- Get your child to copy each sound after you



How to say the Phase 2 sounds

Grapheme card	Picture card	Pronunciation phrase
		Show your teeth and let the s hiss out ssssss ssssss
		Open your mouth wide and make the a sound at the back of your mouth aaa
		Open your lips; put the tip of your tongue behind your teeth and press ttt



[Click here for the 'For Parents' page](#)

Wordless books



Find something beginning with...



(hold up 'm' grapheme as you say the phoneme)

Can you spot the...

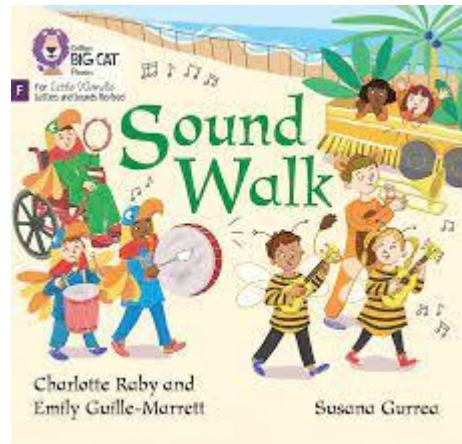
d-o-g

b-u-s

m-a-n

Children sound talk and blend back to you.

"m-a-n, man"



- Looking at front cover – reading title together and discussing what it will be about
- Discussing pictures inside – What can you see? What is happening?
- Teaching reading behaviours: Turning to a particular page e.g. 'turn to page 7'
- Sharing relevant experiences e.g. 'My pet dog barks very loudly.'

Tuning into sounds...



Name Play

Bertha the Bus



“Bertha the Bus is going to the zoo,
Who does she see as she passes
through?
She sees a ...
Mouse (show mouse picture card)
Mouse begins with mmm”



“I have a bag full of your names. Let’s
play our game with them. Let’s see
who is first...
(Take out name card)
Tyrell...t...Tyrell
Tyrell has ten tickly toes.
Tyrell, tickly and toes all begin with t.”

What’s in the Box?



“Everything in my box begins with t.
(Take item out of box)
What’s this?
Yes, teddy.
What’s the first sound in teddy?
Well done, t.”

Oral blending...

Can you touch your...?



“I am going to say some phonemes. I want you to blend them in your head and touch the part of your body that I say.

Can you touch your b-a-ck?

Can you touch your b-a-ck?

That’s right. Touch your b-a-ck.... back.”

What’s that noise?



“Let’s think about the sounds that different animals make.

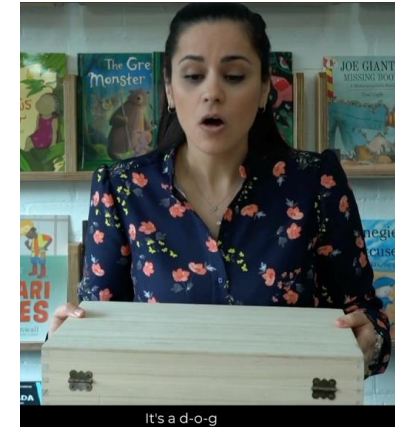
I am going to say some phonemes and I want you to blend them together in your head and say the sound the animal makes.

What sound does a c-a-t make?

What sound does a c-a-t make?

That’s right. A c-a-t, cat, says meow.”

Blend from
the Box



“I have a special box full of objects and pictures. I am going to say some phonemes and I want you to blend them together in your head.

Can you say the phonemes and then the word to help me work out what’s in the special box?

It’s a d-o-g. It’s a d-o-g.

That’s right. It’s a d-o-g, dog.” (Show dog)

Nursery Rhymes

Click on the ['For Parents'](#) section of the Little Wandle website and head to:

Nursery rhymes
- videos

Nursery rhymes
- downloads



1, 2, 3, 4, 5, Once I Caught a Fish Alive



A Sailor Went to Sea



Hey, Diddle, Diddle



Hickory, Dickory, Dock

Little Wandle
Foundations



1, 2, 3, 4, 5, Once I Caught a Fish Alive

One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on the right.



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Foundations



A Sailor Went to Sea

A sailor went to sea, sea, sea,
To see what he could see, see, see.
But all that he could see, see, see,
Was the bottom of the deep blue sea, sea, sea.



Resources



Picture cards



Card Book

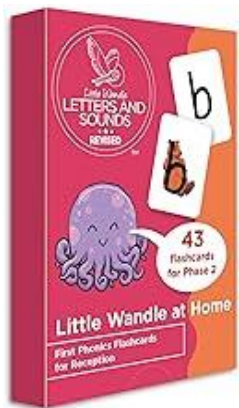
£17.99 ✓prime

Practical games
with everyday
objects...



GPC cards

(Little Wandle at home first phonics flashcards)



Cards

£6.99 ✓prime



[Click here for videos on how to use these](#)

Online games:

Phonics Play



BBC Teach – Listening Skills

School Radio



EYFS. Listening skills

Upcoming Workshops...



Blending
(YR & Y1)

Tuesday 7th November

Reading Practice
(YR, Y1 & Y2)

Wednesday 13th December

Keep-Up Interventions
(YR, Y1 & Y2)

Wednesday 10th January

Reading for Pleasure
(YR, Y1 & Y2)

Wednesday 7th February

These will be at 9am in the school hall. Please enter via the atrium doors.

Feedback



Thank you for coming.

We would really appreciate your feedback...

Scan the QR code



[Or click here](#)