

Phonics in Nursery

Introduce a new letter sound every week starting the second week back in September in order of Floppy Phonics. This includes:

N1

- Singing the corresponding Floppy's Phonics Song
- Exposure to the Floppy's Phonics action
- Listening to words with the same initial sound

N2

- Looking at the formation of the letter in the style of Kinetic Letters and using some KL strategies to begin to represent the letters in their name (Nursery to not include flicks)
- Singing the corresponding Floppy's Phonics Song
- Exposure to the Floppy's Phonics action
- Listening to and thinking of words with the same initial sound
- Nursery to introduce between 10-15 single letter sounds

Acorns Class Phase 1 Games

Environmental Sounds

Developing children's listening skills and awareness of sounds in the environment.

Listening walk/ listening moment - Listening for sounds in the environment.

Sound games - E.g. - Espresso Animal Sounds

<https://app.discoveryeducation.co.uk/learn/player/42e3b983-d92d-4ae4-b74b-c337a40969f6>

Miss Hughes has a box - Sing "Miss... has a box, e i e i o and in that box she has a ..."
Stop and play the noise of something in the box (keys, coins, bell, squeaky duck etc)
Children guess the item then continue to sing, "With a rattle rattle here..." etc.

Socks and shakers - Have premade filled socks with items such as shells, coins etc.
Children to shake the sock and guess the item, discuss where each item could be found.

Sound effects songs and stories - Invite the children to make up sound effects for stories and songs, eg Humpty Dumpty fell off the wall (crash, bang, thump).

Instrumental Sounds

Developing speaking and listening through the use of musical instruments.

Which instrument? - Have identical sets of objects, one that children can see, one they can't. Play one instrument behind a screen and invite other children to guess the matching instrument.

Volume game - Children play instruments to match the volume of the adult, loud or quiet.

Grandmother's footsteps - Children choose an instrument to play to represent how to move (drum for stamp, bells for tiptoe etc). Play the game as usual but Grandmother plays the instrument to describe how the children should move.

Matching sounds - Talk turns to play an instrument round the circle, playing the same pattern of sounds as the first person.

Musical show and tell - Children to choose an instrument to perform to the others and say what they like about that instrument.

Body Percussion

Developing awareness of sounds and rhythms

Action songs

Musical actions - Decide on an action for an instrument (e.g. drum = stamp) Teacher to play instruments and children to join in with matching actions.

'Clap' round the circle - Teacher to perform an action (e.g. a clap) children pass the clap around the circle, did it stay the same? What changed?

Noisy story - Adult start to tell a story, "Early one morning the children were fast asleep (children to pretend to sleep) when suddenly we heard a sound from next door." At this point the second adult makes a sound. The story teller continues: Wake up children. What's that noise? The children take it in turns to identify the sound and then the whole group are encouraged to join in with: Noisy neighbour, please be quiet. We are trying to sleep. Repeat the simple story line with another sound.

Pied Piper - Adult to walk around the room, then start playing an instrument (fast/ slow/ loud/ quiet) Children to respond with movement to the noise as they follow the adult around.

Rhythm and Rhyme

To experience rhythm and rhyme and develop it in speech

Rhyming books/ songs - As you read the story/ tell the rhyme allow children to guess the missing rhyming word.

Silly soup - Prepare a selection of rhyming objects (fox, box, socks etc). Sing, "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 fox... a box... some socks..." Repeat with other sets of rhyming words.

Syllable game - Gather a selection of objects. Invite the children to discuss them then say the word and clap the syllables as a group.

Odd one out - Show the children a set of three objects, two that rhyme, one that doesn't (e.g. fox, socks, snail) Children to guess the odd one out.

Alliteration

Develop an understanding of alliteration

I spy names - Children take turns to play I spy using the children's initial letters of their names.

Zoo song - Prepare a selection of animals that all start with the same letter and a toy bus, sing "Bertha the bus is going to the zoo, Who does she see as she passes through? ... a pig, a panda, a parrot and a polar bear" etc.

Train initial letter game - Choose a selection of objects all starting with the same letter and a toy train. Recite the following, encouraging children to join in as they become more confident. "It was going to be a busy day for Tony. He had lots to do before bedtime. So many packages to deliver and so many passengers to carry. He set out very early, leaving all the other engines at the station, and hurried off down the track, clackedy clack down the track, clackedy clack down the track... But he hadn't gone very far when...!!! He saw something up ahead lying on the tracks. 'Oh no!' yelled Tony. 'I must s - t - o - p.' And he did stop, just in time. To Tony's surprise there on the track lay a big brown bear, fast asleep 'I had better warn the others,' thought Tony and so he hurried back to the station, clackedy clack going back, clackedy clack going back. Tony arrived at the station quite out of puff. 'Whatever is the matter?' said the other engines. 'Toot, toot, mind the...big, brown bear' panted Thomas. 'He's fast asleep on the track.' 'Thank you,' said the others, 'We certainly will.' Continue with the whole object set and encourage the children to join in with saying the growing list of objects. Remember to give emphasis to the initial sound.

Silly soup - Lay out a selection of objects mostly starting all with the same initial sound, tell the children we are making a 's' soup. Ask them to select 's' objects for the soup. Repeat with other letters.

Voice Sounds

Distinguishing between the different vocal sounds, including oral blending and segmenting.

Sing songs

Trumpets - Make a paper cone trumpet and encourage the children to make various different sounds and pitches of noise through the trumpet.

Chain games - Sit in a circle, adult to make a noise, (e.g eeeeeee) Children to join in round the circle with the noise as an adult taps them until everyone is joining in.

Whose voice - One child to stand behind a screen and another child says 'hello' child who cannot see to guess who spoke.

Oral blending and segmenting

Develop oral blending and segmenting in words.

Toy talk - Ask a puppet questions for him to answer using sound talk (e.g. do you like j-a-m?)

Which one - Lay out a selection of cvc objects and ask the children, "Which one is the c-a-t?" etc

I spy - Lay out a selection of cvc objects and tell the children, "I spy the c-a-t."

Cross the river - Hand out a selection of cvc objects and tell the children, "Cross the river if you have the c-u-p."

Say the sounds - Fill a bag with cvc objects, ask the children to secretly choose one and say the sounds c-u-p, other children to guess the object.