

# Hagley Primary School Kindergarten



## Phonics and Pre-reading skills

Pre-school children are often fascinated by books, sounds and letters and we know as parents you are keen to support and encourage this. Children will then go on to develop reading and writing skills. This guidance aims to let you know how we begin this process and what you can do at home to support your child.

### **Kindergarten: Letters and Sounds**

We work with phase one of the 'Letters and Sounds' phonics scheme. This phase concentrates on developing children's speaking and listening skills and lays the foundation for later phonics work enabling your child to read and write. The emphasis is to develop pre-reading skills such as becoming attuned to the sounds in the indoor and outdoor environment and ready to begin developing orally blending and segmenting. When children transfer to Hagley Primary School they continue to develop in this area through the 'Read, Write Inc.' scheme.

Letters and Sounds phase one is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension). A summary of these aspects follows:

#### **ASPECT 1 – GENERAL SOUND DISCRIMINATION – ENVIRONMENTAL**

*Aims to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.*

#### **ASPECT 2 – GENERAL SOUND DISCRIMINATION – INSTRUMENTAL SOUNDS**

*This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.*

#### **ASPECT 3 – GENERAL SOUND DISCRIMINATION – BODY PERCUSSION**

*The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.*

#### **ASPECT 4 – RHYTHM AND RHYME**

*Aims to develop children's appreciation and experience of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.*

### ASPECT 5 – ALLITERATION

*Focusses on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.*

### ASPECT 6 – VOICE SOUND

*The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.*

### ASPECT 7 – ORAL BLENDING AND SEGMENTING

*In this aspect, the main aim is to develop oral blending and segmenting skills. For example, the teacher could say some sounds such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.*

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

In addition to this, Emphasis is placed on HEARING the initial sound (grapheme) in words, for example 'a' for apple, 'g' for gate. An initial letter sound may not always be represented by the same letter of the alphabet, for example: giraffe and jelly both begin with the same sound (but not the same letter). Focussing on the written word comes much later.

### **At Home: What can you do to help?**

Anything that you can do to develop a love of language is a good thing.

- Read lots of books
- talk about and listen to sounds,
- play games to encourage attention and listening skills
- keep it fun

However, please remember that there is no need to try to formally teach your children phonics before they start school. As always, if you have any queries or would like any further advice, please ask one of the staff at Kindergarten.

