

HOW DO WE BUILD THE FOUNDATIONS OF READING IN NURSERY?

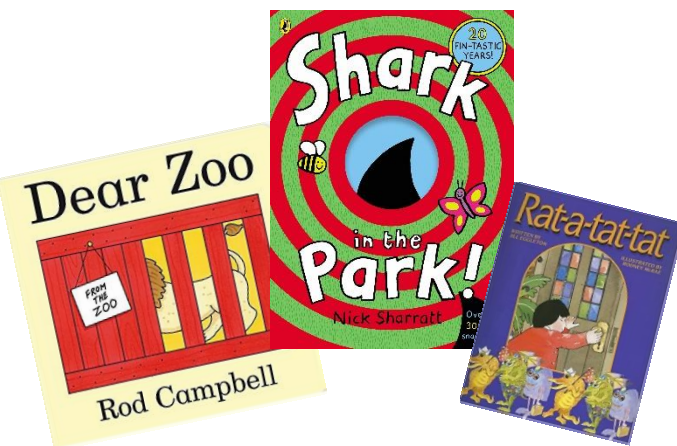
Phase 1 Phonics Programme for EYFS Provision

Dialogic Reading

We share simple texts every day and reread these often to develop children's repertoire, knowledge and sheer enjoyment of books.

We ensure that we ...

- Treat book sharing as 'treasured' time and have fun!
- 'Do the voices!' Rehearse facial expressions. Make up actions.
- Choose texts that enable children to be active participants in the reading.
- Pause for children to complete the line/rhyme or to predict.
- Reread books within same story session for children to join in with rhymes / repeated patterns.
- Sometimes use props/small world toys/costumes/actions alongside the reading and make these available in the provision.
- Share our own love of books to the children and our recommendations based on their interests.



Repeating words and phrases / New vocabulary

In group time — Grandma Fantastic helps us to introduce new spoken words. Can children 'catch it,' say it, whisper it, shout it, action it? Can children talk about what it means? We make links to Fantastic Lenses that help us widen our vocabulary choices through our senses. We practise using our new words during our conversations in the provision.



Alliteration

We highlight alliteration when it naturally occurs, 'words that begin with the same sound.'

We 'word play' with names of characters and animals. Hungry horse, friendly frog.

In phonics sessions we play games such as matching the character/child/animal/picture that has same initial.

Who can go on 'Bertha's Bus today?



Rhythm and Rhyme

We march, skip, clap to beats of simple action songs.

Over time we build a repertoire of Nursery rhymes, action rhymes and songs. We try to sing these without backing vocals! We have a bag of pictures/objects that relate to each song that children are free to access.

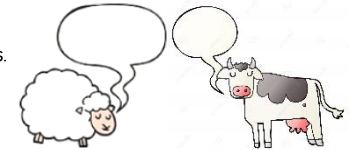
In phonics sessions we play simple games to sort objects and speak in rhyming strings.



Distinguish between sounds.

We listen to sounds indoors and outdoors. We go on listening walks and play sound recognition games of household noises, animal noises, voices of familiar people.

We play sound detecting games.



Make and change sounds.

We explore ways of making sounds using classroom equipment, household objects and musical instruments.

We make and adapt own musical instruments, copy sounds and patterns of sounds. Sometimes we make sounds to emulate story events.

We alter speed and volume of sounds we make.

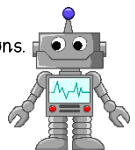
We make a range of voice sounds and associate these to pictures. We order them and 'read' sequence from left to right.



Oral Blending

We play games within the day and in short phonics lessons.

- What's my secret word? 'f-r-a-g'
- Touch your ... 'n-oe-s, kn-ee-s, h-ea-d.'
- Go and get your ... 'b-a-g, l-u-n-ch.'
- Oral blending linked to theme. E.g. farm animals, foods, plants.



WE USE OUR ROBOT ARMS TO ORALLY BLEND.

Oral Segmentation

We play games within the day and in short phonics sessions.

Syllables — clap the syllables/beats for names of children, staff and familiar words.

Use FINGERS to segment.

Adult says: The word is 'coat.'

Children say, 'c-oo-t.'

