

25 Ways to Include Phase 1 Phonics in Daily Routines

All activities are taken/adapted from those found in Letters and Sounds Phase 1

Activity	What to do	Curriculum links
A listening moment	Everybody stop and listen to the sounds around. Encourage the children to identify and remember the different sounds that they could hear. This activity can be done anywhere at any time and is great for supporting children to tune into the sounds around them.	Aspect 1 Communication and Language Literacy Understanding the World
A listening walk	As you move from one place to another, for example on the way to lunch or when lining up for outdoor play, encourage the children to listen to the sounds they can hear along the way. Point out sounds that you can hear and introduce vocabulary for the children-e.g. 'can you hear that loud banging sound?' 'I can hear a quiet chirping sound, it may be a bird'.	Aspect 1 Communication and Language Literacy Understanding the World
Drumming outdoors	Keep a collection of sticks or drum beaters for outdoor provision. Allow children opportunities to explore the different sounds that they can make using the sticks around the outdoor area.	Aspect 1 Communication and Language
Describe it and find it	As the children are at play in the small world area join them and describe some of the objects that you can see. Can the children identify the object you are describing? For example, in the small world farm-I am looking at the animal with horns, using the train track-I am looking at the train with a carriage.	Aspect 1 Communication and Language Understanding the World
Enlivening stories	During story and rhyme times enliven stories with sounds, props and gestures that the children can join in with. These may already be in the story or you may add them in-e.g. Humpty Dumpty had a great fall- <i>crash, bang</i> .	Aspect 1 Communication and Language Expressive Arts and Design Literacy
Instrumental sounds	Add a small selection of percussion instruments to your environment. Encourage children to explore and change the sounds they are making. Add new vocabulary as much as possible while you are there with the children-loud, soft, hit, tap, jingle, jangle...	Aspect 2 Communication and Language Expressive Arts and Design Literacy
Instrumental sounds	Add everyday objects that make different sounds to your outdoor area for children to explore. Your collection may include pots, pans, plastic tubs and sticks. Encourage the children to describe the sounds they are making.	Aspect 2 Communication and Language Expressive Arts and Design Literacy
Musical show and tell	Set up a stage area -this may be with crates or simply by allocating a section of the indoor or outdoor area. Children can use continuous provision time as an opportunity to sing familiar songs or make up new music using available objects or instruments. Toy microphones can often encourage more reluctant speakers/performers.	Aspect 2 Communication and Language Expressive Arts and Design

Animal sounds	Have animal toys and puppets available within your environment along with basic books about animals. Children can make the sounds of the animals by exploring the sounds their voices make.	Aspect 2 Communication and Language Expressive Arts and Design Understanding the World
Noisy time	The outdoor area is an ideal place to allow children to make lots of noise! Encourage children to explore the sounds made by their voices. They may make loud sounds, quiet sounds, growling sounds...	Aspect 2 Communication and Language
Body percussion	When lining up to go to outdoor play or to lunch ask the children to travel in different ways, naming the sounds they are making as they go. For example, today we will stamp into the line, I would like you to quietly tip toe, can you shuffle your feet to make a rubbing sound?	Aspect 3 Communication and Language
Action songs	Building action songs into daily routines can help to ensure phase 1 phonics take place each day. Add actions, gestures and beats to familiar rhymes and songs to help children remember them and to hear and join in with the beat.	Aspect 3 Communication and Language Mathematics Expressive Arts and Design
Hello/good-bye songs	Singing a familiar hello/good-bye song, tidy up song, washing hands song can help children to anticipate events as well as supporting their understanding of rhyme and rhythm.	Aspect 3 Communication and Language Mathematics
Rhyming books	Check that there is a range of books in your reading corner including books with rhyme and rhythm that are familiar to the children. This will help the children to revisit and practice listening to rhyme and rhythm.	Aspect 4 Communication and Language Literacy
Register time	During register time ask the children to respond to their name by clapping the syllables of their name-e.g. Benjamin would clap 3 times-Ben-ja-min.	Aspect 4 Communication and Language
Rhyme bags and props	Link rhymes that you have taught the children to a prop or picture. Make these available to the children during continuous provision so that they may revisit the rhymes independently or with their friends.	Aspect 4 Communication and Language Expressive Arts and Design Literacy
Rhyming pairs	Make collections of real objects that rhyme and leave them out for children to sort-e.g. dog and log, cat and hat.	Aspect 4 Literacy
I spy names	During snack time play I spy using children's names. Use the initial sound to help distribute the snack-take milk if your name begins with A, S...	Aspect 5 Communication and Language Literacy
Alliteration	During play with children in the role play area or small world play bring in alliteration to the conversations. You may refer to objects such as 'sizzling sausages', 'beautiful baby' or 'dangerous dinosaur'. You may give the children alliterative names, Marvellous Millie or Amazing Amy.	Aspect 5 Communication and Language Personal, Social and Emotional Development Literacy
Digging for treasure	In the sand tray bury 2 sets of objects, one beginning with ne sound and the other beginning with a different sound. Encourage the children to find and sort the objects into the 2 groups.	Aspect 5 Communication and Language Literacy

Initial sound collections	Have collections of familiar objects that have the same initial sound available to children to interact with, talk about and sort. Children may add to the collections using objects they find around the room.	Aspect 5 Communication and language Literacy Understanding the World
Mirror play	Have child safe mirrors available around the room-in the home corner, in the reading area, near the puppets... Allow children to explore the way their face and mouth moves and makes different shapes as they talk, sing and experiment with voice sounds.	Aspect 5 Personal, Social and Emotional Development
Sound story time	During story time find opportunities for children to make voice sounds. Talk about making loud, quiet, growling...sounds.	Aspect 5 Communication and Language
Oral blending and segmenting	As you play alongside children introduce oral blending and segmenting-instead of asking for the doll in the home corner you may ask for the d-o-ll and see if children can identify which object it is you would like.	Aspect 7 Communication and Language Literacy
Model segmenting and blending	As you write messages, take the register, write words on the board... model oral blending and segmenting for the children. Encourage children to do this themselves as they write in play, for example in the home corner.	Aspect 7 Communication and Language Literacy