

Prompt cards: Foundations for phonics

Tuning into sounds (weekly provision)

Play with sounds	Notes
<ul style="list-style-type: none">• Say: <i>Let's play with sounds.</i>• Using the children's names, or objects that are particularly engrossing for them, make up alliterative phrases that the children will engage and enjoy experimenting with. <p>Examples: David's dangerous dinosaur/Malak's marvellous, magic mittens.</p>	<ul style="list-style-type: none">• This game can be:<ul style="list-style-type: none">◦ played incidentally (as the children are playing and the practitioner is supporting or extending their play)◦ pre-planned during free play or as a group activity.• Ensure you correctly enunciate the sound and carefully make the correct formation with your mouth.• This is also a great opportunity to use new vocabulary with the children. <p>Purpose</p> <ul style="list-style-type: none">• To explore how different sounds are articulated• To understand alliteration so that children can make connections with the same sounds• To enjoy experimenting with sounds

<p>Bertha the bus is going to the zoo</p> <ul style="list-style-type: none"> • Chant the rhyme: <i>Bertha the bus is going to the zoo. Who does she see as she passes through?</i> • Pull models or pictures of the animals she sees out of a bag, and say the name of the animal. • At the end of the chant, briefly discuss with the children the initial sound of the animals and encourage them to enunciate it. • Repeat using animals with different initial sounds. • Extend by using alliterative phrases for some of the animals (see Play with sounds above). 	<p>Notes</p> <ul style="list-style-type: none"> • Prepare a toy bus and a bag with animal pictures or models that all begin with the same initial sound. • Repeat the chant before revealing each animal, and encourage the children to join in with the repeated chant. • Emphasise the initial sound as you say the name of the animal. • Ensure you correctly enunciate the sound and carefully make the correct formation with your mouth. • Encourage the children to play this game independently, during free play, by providing them with the relevant resources. <p>Purpose</p> <ul style="list-style-type: none"> • To explore how different sounds are articulated • To enjoy experimenting with sounds
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<p>Name play</p> <ul style="list-style-type: none"> • Say: <i>Let's play Name play.</i> • Pull the children's name cards out of a bag. Show each card and say the name. • Make up fun sentences with the children's names. <p>Examples: Tyrone has ten tickly toes. Beti has a big banana.</p>	<p>Notes</p> <ul style="list-style-type: none"> • Prepare a bag of cards with the children's names written on them. • Emphasise the focus sound within the fun sentence. • Ensure you correctly enunciate the sound and carefully make the correct formation with your mouth. <p>Purpose</p> <ul style="list-style-type: none"> • To explore how different sounds are articulated • To understand alliteration so that the children can make connections with the same sounds • To enjoy experimenting with sounds
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Voice sounds	Notes
<ul style="list-style-type: none"> • Say: <i>Let's play Voice sounds.</i> • Model making different voice sounds. <ul style="list-style-type: none"> ◦ Make your voice go down a slide – <i>wheeeee</i> ◦ Make your voice bounce like a ball – <i>boing, boing</i> ◦ Sound really disappointed – <i>oh</i> ◦ Hiss like a snake – <i>ssssss</i> ◦ Keep everyone quiet – <i>shhhhh</i> ◦ Moo like a cow – <i>mmmmooooo</i> ◦ Make a noise like a steam train – <i>ch-ch-ch</i> ◦ Buzz like a bumble bee – <i>zzzzz</i> ◦ Be a clock – <i>tick tock</i> 	<ul style="list-style-type: none"> • Emphasise the mouth articulation. <p>Purpose</p> <ul style="list-style-type: none"> • To explore how different sounds are articulated • To enable children to explore different mouth movements

What's in the box?	Notes
<p>Explain that all the objects begin/end with the same sound.</p> <ul style="list-style-type: none"> • Say: <i>Let's play What's in the box?</i> • Take out each object one by one and say what it is, emphasising the initial/end sound. • Use the copy me method so the children say the sound and object. • Check the children know what the object is. 	<p>You will need to source the objects/photos listed in 'Foundations for Phonics: Objects for What's in the box?' for this game.</p> <ul style="list-style-type: none"> • Graphemes at the end of words are 'x', 'ck', 'll', 'ff', 'ss' and 'zz'.

Oral blending games

Blend from the box	Notes
<ul style="list-style-type: none">• Tell the children that you have some objects and you want them to help you work out what they are.• For each object:<ul style="list-style-type: none">◦ Use the copy me method.◦ Sound-talk the word twice.◦ Ask the children to sound-talk the word and then blend to say the word.◦ Model sound-talking and blending the word.• Show the children the object and check they know what it is!	<ul style="list-style-type: none">• You will need to source the objects/photos listed in 'Foundations for Phonics: Objects for What's in the box?'• Make sure you say the sounds clearly, with pure sounds.• Maintain good eye contact with the children.

Can you touch your ... ?	Notes
<ul style="list-style-type: none">• Tell the children that you are going to play a game where they touch different parts of their body.• Model what will happen. For example, say: <i>Can you touch your h-e-d?</i> [Touch your head.]• For each word:<ul style="list-style-type: none">◦ Use the copy me method.◦ Say: <i>Can you touch your [name body part]?</i> Then sound-talk the word twice.◦ Give feedback. Praise and ask the children to join in with you as you repeat the sound-talk and touch the correct part of your body.	<ul style="list-style-type: none">• Quickly clear up any misconceptions. (If they touch the wrong part of the body, for example.)• Aim for a lively pace, with lots of expression and warmth to keep the children's interest.

What's that noise?	Notes
<ul style="list-style-type: none"> • Tell the children that you are going to play a game about the sounds made by different things, such as animals or vehicles. • Model what will happen. For example, say: <i>What sound does a d-o-g make?</i> <i>A d-o-g dog says woof/bark. Let's all bark like a d-o-g!</i> • For each word: <ul style="list-style-type: none"> ◦ Say: <i>What sound/noise does a/an [sound-talk the word] make?</i> Pause and listen to the children. ◦ Repeat. ◦ Sound-talk the word and make the noise. Ask the children to join in! 	<ul style="list-style-type: none"> • As the children sound-talk the word, nod your head to prompt them with the number of sounds. • Over time, you can give the children less support – by using the copy me method but sound-talking the word once only.

Can you do the action?	Notes
<ul style="list-style-type: none"> • Tell the children that you are going to play an action game. • Model what will happen. For example, say: <i>Can you c-l-a-p?</i> [Clap your hands.] • For each word: <ul style="list-style-type: none"> ◦ Say: <i>Can you [sound-talk the word]?</i> ◦ Give feedback. ◦ Repeat. ◦ Sound-talk the word. Blend it. Then all do the action together. 	<ul style="list-style-type: none"> • As the children sound-talk the word, nod your head to prompt them with the number of sounds. • Over time, you can give the children less support – by using the copy me method but sound-talking the word once only.