Welcome to Funzo's Phonics Introduction Pack!

Phonics – The sounds that letters make in order to read and write words

Thank you for purchasing the Funzo's Phonics Introduction Pack.

As tempting as it might be to teach your child letters straight away, they need other skills first so please complete the activities in the order the pack is presented

By following the activities and guidance in this pack, your child will develop critical pre-reading skills, including sound recognition, blending, and segmenting. These abilities are essential for reading simple words and understanding the relationship between letters and sounds.

Starting phonics early and practicing consistently will put your child in good stead for Reception. They'll begin school with a strong foundation, ready to build on their phonics skills and approach reading with confidence.

Phonics is more than just learning sounds—it's about setting your child on a lifelong journey of literacy and learning. With this pack, we've made it simple, engaging, and accessible for you to support your child at home. Let's ignite Early Reading with Funzo's Phonics together!

Resources included –

1. Picture cards (6 pictures for every letter)
2. Rhyming Pictures
3. I spy resource – all pictures have 3 sounds in. e.g. sh/ee/p
4. Flash cards
5. Decorating sheet
6. Formations sheet

Flashcards include the letters: **s, a, t, p, i, n, m, d, g, o, c, k**. With just these 12 letters, children can create a wide variety of CVC (consonant-vowel-consonant) words, such as *cat*, *mop*, and *sit*. Focusing on mastering these foundational letters and their combinations provides a strong basis for word formation. Entering Reception with confidence in these 12 letters—and the ability to use them to build words—offers a far better foundation than being exposed to many letters with only a superficial understanding of how to use them. If your child asks, explain there are more that they will learn when they start school, but for now, we're going to practice these ones.

If you have any questions don't hesitate to contact me on Instagram @funzosphonics or email: funzosphonics@gmail.com

Phase One Phonics – Consist of seven aspects to be covered before teaching letters. See additional reading.

Phase Two Phonics – The sounds letters make in order to make words (start of Reception). See additional reading.

Funzo's Phonics – A unique combination of Phase One and the beginning elements of Phase Two in order to set your child up for success.

Phase One Activities to do before introducing letters.

Teach and practice the following skills in this order to build the key Phase One foundations required before learning letters.

1. Alliteration – See "Initial Sounds Picture Resource Pack."

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2. Rhyming – See "Rhyming Resource Pack," a bowl, and a spoon.

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3. Oral Blending & Segmenting – See "CVC picture pack"

Funzo's Phase One Tip Number 1 –

Your mouth is a muscle which needs to be exercised to develop, especially for younger children or children with speech and language delay.

Incorporate Mouth Stretching into your routine just before you brush your teeth and go to bed.

Look in the mirror and make funny shapes and sounds. See if they can copy you. Can they make a shape or noise for you to copy?

E.g. lalala, eee orrr, meow, boing, tick tock, ahhh, cock-a-doodle-doooo, etc.

Funzo's Phase One Tip Number 2 –

"say it fast, say it slow, say it high, say it low" repeat repeat repeat. This is exactly the age that they should be learning these skills and repetition is essential in the Early Years. Take your time with it and enjoy it. I suggest completing activities 1, 2 & 3 AT LEAST three times before moving on to letters.

Introducing Letters

Once your child has some understanding of the above skills, they are ready to learn letters. Use **flashcards** in this order:
s, a, t, p, i, n, m, d, g, o, c, k
This sequence allows you to form simple CVC (consonant-vowel-consonant) words like *cat*.

Key Tips for Teaching Letters (click the link attached for a short video explaining how to pronounce each letter sound correctly)

1. Teach **letter sounds**, not names.
2. Focus on **one letter at a time** and gradually add more.
3. **Complete Activities 2 & 3 From the Alliteration Pack**
4. Revisit each prior taught letter before introducing a new one

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Flash Card Resource -

Games to Reinforce Letters

1. **Hide the Letter**: Hide a letter around the room and give "hotter" or "colder" clues.
2. **Count the Words**: How many words can you think of that begin with the sound? Make a tally chart.
3. **Knock, Knock**: Attach a letter to a door frame. Every time they pass through, they must say the letter sound.
4. **Teacher Role-Play**: Let your child "teach" you or their toys the letters.
5. **Picture Match**: Match pictures to their corresponding letters.
6. **Snap**: Use flashcards with and without pictures to play a matching game.
7. **Race against the clock**: how quickly can you say all letter sounds

Early Writing Resources

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1. Decorating Sheet Resource (to be used any time)

Use this sheet after teaching the letter sound. This craft activity will help consolidate leaning in a creative, meditative way

- **Objective:** Develop fine-motor skills for pencil grip and handwriting readiness.
- **Materials:** Large letter templates & Craft materials: stamps, tissue paper, stickers, glue, scissors, markers, etc.
- **Activity Instructions:**
    - Provide the child with a letter template
    - Encourage them to decorate the letter using the available craft materials. Add a sensory element by using textured materials like sandpaper, felt, or foil.
    - While decorating, ask the child to think of and say words that start with the letter's sound. (e.g., for "s," words like "ssnake," "sssoup," and "ssswim").

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2. Letter Formation Resource (to be used in Summer Term, before Reception+)

1 round of each letter using the decorating sheet before moving onto the formation sheet. It's important they develop the muscles in their fingers before they can effectively use pencils.

Objective: Develop pencil control and attach meaning to written marks.

- **Materials:**
    - Letter tracing sheets and pencils, or pens.
- **Activity Instructions:**
    - Complete the worksheet with no emphasis on perfection, only praise.
    - Pair tracing with verbal sounds of the letter and the chant to reinforce learning.
    - Challenge: Write letters independently on the back

Additional Fine-Motor Activities to develop muscles in fingers

- Playdough Play: Strengthen muscles by rolling, pinching, and cutting dough.
- Threading Beads: Improves dexterity.
- Pegboards: Encourage pinching and squeezing motions.
- Scissor Practice: Cut along wavy or zigzag line

Moving to Reading: CVC Words

Once children know a group of letters and can blend and segment sounds, they can begin reading CVC words..

Follow This Script:

Adult - “With all these letters and sounds you know, you can read words! How amazing. I’m going to make a word first. Watch this.” *spread 6 letters (satpin) in front of you*

“I want to make the word nnnap. What is the first sound in nnap?”

“Yes it’s ‘nnn’, well done! Can you see the ‘n’ anywhere? Yes, you’ve found it. Put it in front of you.”

“Now we next the next letter. Whats the next sound you can hear in nnnAp? Hmmm?”

“you’re not sure? That’s okay, let me give you a clue… nnn-a-a-ap”2

“Yes! You are right! It’s ‘a-a-a’, can you see it anywhere? Put it next to the n.”

“now we have two!” *press your finger under each sound* as you say “n-a, n-a, if that was a word it would say ‘na’, but we need one more sound. What is the last sound you can hear in nap?”

“Not sure? Don’t worry, listen to my voice for a clue. Nap-p-p”

“Yes, put it next to the ‘a’. Wow, you’ve just made a word. You press the letters, make the sounds and then read the word”

Encouraging Independence

Lots of positive reinforcement.

If you are reading with a child and they are unfamiliar with the sounds

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This pack ensures that children develop confidence in phonics and early reading through engaging, hands-on activities. Let the fun begin!

Additional Reading

Phonics is taught from Nursery - Year 2 and it is broken down into 5 phases.

Phase One Overview

Below is a list of suggested activities that can be used in any order or combination to help support your child's listening and attention skills.

Aspect 1 – Environmental Sounds

- Going on a listening walk.
- Drumming on different sounds outside.
- Sound Lotto e.g. animal sounds. (or go on youtube and type in guess the animal)

Aspect 2 – Instrumental Sounds

Making Shakers e.g. putting peas/sand/water/rocks/rice inside a plastic bottle.

- Comparing and matching sound makers.
- Playing instruments alongside a story.
- Making loud and quiet sounds.

Aspect 3 – Body Percussion

- Action rhymes e.g. wind the bobbin up.
- Dancing with actions e.g. hokey cokey.

Aspect 4 – Rhythm and Rhyme

- Singing Nursery Rhymes.
- Tapping out a simple rhythm e.g. clap, clap, tap the floor (repeat).
- Clapping out syllables in a work / name.

Aspect 5 – Alliteration

Aspect 6 – Voice Sounds

- Making different noises with our mouths and body e.g. saying ahh and beating chest.
- Squashed Tomato - one child stands next to adult looking away from children. Adult picks a child to say squashed tomato in a funny voice. Child not looking tries to guess which child it is.
- Repeating desired new vocabulary in different voices e.g. high, low, quiet, loud.

Aspect 7 - Oral blending and Segmenting

Phase Two Phonics

- Children will start Phase Two Phonics in the first few weeks of **Reception**
- They will learn 4-5 letter sounds per week.
- Grapheme – the shape a letter makes i.e. the written letter
- Phoneme – the sound a letter makes
- Practise oral blending and segmenting
- Practising blending VC and CVC words for reading and spelling
    - VC – vowel, consonant e.g. it, at, on
    - CVC – consonant, vowel, consonant e.g. cat, dog, bed
- They are taught in this order:
- s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss
- Or
- m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk (readwrite inc.)

Phase Three

- Children learn this around Easter Time of Reception. It consists of digraphs and trigraphs.
    - **Digraph** – **Two** tetters that make **one** sound
    - **Trigraph** – **Three** tetters that make **one** sound
- This includes

ck (duck)	ee (feet)	ur (burger)
qu (queen)	igh (light)	ear (beard)
ch (chip)	oa (boat)	air (hair)
sh (shop)	oo (book)	ure (pure)
th (thumb)	oo (moon)	er (rubber)
ng (strong)	ar (card)	ow (cow)
ai (rain)	or (fork)	oi (coin)

Phase Four

Children consolidate phase 2 & 3 and learn Phase 4 in Year One. They learn to blend and segment longer and more complex words.

Develop skills and learn consonant digraphs like:

- bl (as in "blow")
- br (as in "bring")
- cl (as in "clap")
- cr (as in "crab")
- dr (as in "drum")
- fl (as in "flag")
- fr (as in "frog")
- gl (as in "glue")
- gr (as in "grape")

Phase Five

Children consolidate all prior phases and learn phase 5 in year two

Consolidate all learning of prior phases

Learn split digraphs e.g. i-e as in mine, bike, ice

a-e as in bake, face

Learn additional graphemes for phonemes they already know. E.g. know that /ay/ can also be represented by “ai”, “a-e” and “eigh”.

Tricky Words

Words that can NOT be spelled using Phonics

Phase 2	**Phase 3**	**Phase 4**		**Phase 5**
I	he	said	little	oh
the	she	have	one	Mrs
to	we	like	were	people
go	me	so	there	their
into	be	do	what	called
	you	some	when	Mr
	are	come	out	looked
	her			asked
	was			could
	all			
	they			
	my			

Useful Resources

Phonics play – App and Website

Alphablocks & Geraldine the Giraffe – YouTube