

Phonics at Home

Phase 1

Aspect Seven
Oral Blending and Segmenting



Main Purpose



To develop oral blending and segmenting of sounds in words



Enunciation and Pronunciation

The shape of our mouths and the sounds that we make when ‘sounding out’ in phonics is essential. The way we say each individual phoneme or letter sound is important. It is not always easy; it takes a lot of practise and even teachers can get this wrong! When we talk, we do not tend to open our mouths very wide. Initially, try to over emphasise the sound or phoneme and open your mouth a little wider than usual. If the sound or phoneme is spoken correctly then the child will not be able to blend or segment.

To check the correct the pronunciation of the phonemes please visit our Walter Tube channel. Mr Lee has made a video with each sound and a flash card.

https://youtu.be/XLbVOQUe_9k



Oral blending

It is important that children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme–phoneme correspondences. For example, when giving instructions or asking questions you could segment the last word into separate phonemes and then immediately blend the sounds together to say the word (e.g. It's time to get your c-oa-t, coat! or Touch your t-oe-s, toes! Can you touch your f-ee-t, feet?) Only use words with one syllable for oral blending.

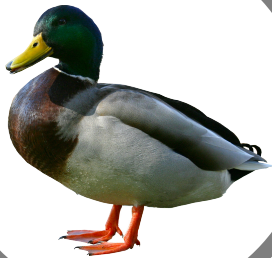
You can also do this when reading books, particularly rhyming books where the last word in a rhyming couplet could be segmented into separate sounds and then blended by the adult.

A large orange circle is the central focus, filled with numerous question marks in various colors including blue, green, yellow, purple, and pink. Surrounding this central circle are several other circles: a large light blue one in the top left, a smaller teal one below it, a small pink one above the orange circle, a yellow one with a dashed orange border and a white center to the top right, a large lime green one in the bottom left, and a small green one with a white center in the bottom center.

Which One?

Lay out a selection of familiar objects with names that contain three phonemes (e.g. leaf, sheep, soap, fish, sock, bus) or use the pictures on the next page. Check that all the children can recognise each object. Say the name of one of the objects in sound-talk (c-a-t) so the child can help to put the sounds together and say the word. You then sound-talk the word, leaving a short gap between each sound. Encourage the children to say the word and identify the object. The child can then repeat the sounds and blend them together – it is important that they do this and don't simply listen to the adult doing so.

Three phoneme objects for segmenting and blending.



Clapping sounds

Think of words using the letters 's, a, t, p, i, n' (e.g. *sat, pin, nip, pat, tap, pit, pip*) and sound them out, clapping each phoneme together with your child, then blend the phonemes to make the whole word orally.












































I-Spy

Place on the floor or on a table a selection of objects, or use images, with names containing two or three phonemes (e.g. zip, hat, comb, cup, chain, boat, tap, ball). Check that your child knows the names of the objects. The toy says I spy with my little eye a z-i-p. Then ask your child to say the name of the object and hold it up. All the children can then say the individual phonemes and blend them together 'z-i-p, zip'.

Once your child has become familiar with this game use objects with names that start with the same initial phoneme (e.g. cat, cap, cup, cot, comb, kite). This will really encourage them to listen and then blend right through the word, rather than relying on the initial sound.

Phoneme Mat

Use the phoneme mat below to point and practise saying the sounds. You could ask your child what words start with this sound. You could also try blending some of these sounds together to make words.

s 	a 	t 	p 	i 	n 	m 	d 	g 	o 
c 	k 	ck 	e 	u 	r 	h 	b 	f 	ff 
l 	ll 	ss 	j 	v 	w 	x 	y 	z 	zz 
qu 	ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 	ear 	air 	ure 	er 