

## Nursery Yearly Phonics Overview

Week 4	A Listening moment	Which instrument?	Rhythmic Story – We're going on a leaf hunt.	Mrs Bolland has a box	Action songs – Hi my name is joe.
Week 5	Voice sounds	I spy names	Voice sounds	Copying game	Action songs
Week 6	Rhyming Soup	Initial sound sort	Metal Mike	Drum Outdoors	Pass the body percussion
Week 7	A listening walk	Alliteration from today's story	Roly Poly	Clapping sounds	Playing with words – syllables
Week 1	Halloween Potions	Finish the rhyme	Rhyming Soup	Odd one Out	Teddy Is Lost
Week 2	Bonfire Night initial sounds – what might we see?	Initial Sound Sort	Noisy Neighbour	Our sound box/bag	Mirror play
Week 3	Describe and find it	Our sound bag/box	Teddy Is Lost	Chain Games	Hidden Instruments/ Shakers
Week 4	I spy segmenting	I spy segmenting 2	Follow the pattern of sounds	Favourite/least favourite sounds	Action songs
Week 5	Toy Talk	Mrs Bolland has a box	Grandmother's footsteps	Simon Says	Grandmother's footsteps
Week 6	Voice Sounds	I spy Christmas	Jingle Bells	Christmas songs with actions	Christmas songs with actions
Week 7	Target Sounds	I spy Christmas	Listen to the beat	Jingle Bells	I spy Christmas - blending
Week 8	I spy Christmas	Give me a sound	Noisy Neighbour	Words about sounds	Christmas songs with actions
Week 1	Rhyming Story	Finish the rhyme	Mrs Bolland Says	A listening walk	Teddy is lost in the jungle
Week 2	Musical show and tell	Which instrument?	Which One?	Which instrument?	Voice Sounds
Week 3	Name Play	I spy names	Initial Sound Sort	Jack in the Box	Bertha goes to the zoo
Week 4	Rhyming Story	Finish the rhyme	Mrs Martin Says	A listening walk	Teddy is lost in the jungle
Week 5	Rhyming Stories	Rhyming bingo	Rhyming pairs	I Spy – blending	Roly Poly
Week 6	Assessment	Assessment	Assessment	Assessment	Assessment
Week 1	Cross the river	Our sound box/bag	I Went To The Shop	Feed the Snake!	Silly soup
Week 2	Our sound box/bag	Mrs Bolland's Gym	Metal Mike	I Went To The Shop	Silly soup
Week 3	Mrs Bolland's Gym	Our sound box/bag	Silly Soup	I Went On The Train	Animal Sounds
Week 4	Our sound box/bag	Cross the river	Pass the pig	Eye Spy	Rhyming Story
Week 5	Silly Soup	Toy Talk	CVC Animals	Clapping Sounds	Animal Noises
Week 1	Tony the Train's busy day	Listen to the music	Listen to the music 2	New Words to Old Songs	Active Counting Rhymes
Week 2	Listening walk	Feely Box	Hidden Instruments	Describe it find it	Active Rhymes
Week 3	Cross the river	Songs and rhymes	Matching Sound Makers	Adjust the Volume	Let's Dance
Week 4	Not a sound	Drum Outdoors	Name tap	Teddy is lost	Oral blending
Week 5	Assessment	Assessment	Assessment	Assessment	Assessment
Week 1	Rhyming Pairs	Musical Corners	I know a word	Sound Stories	Rhyming string

Week 3	Rhyme	Sounds Write Prep	Rhyme	Sounds Write Prep	Rhyme
Week 4	Initial Sound	Sounds Write Prep	Initial Sound	Sounds Write Prep	Initial Sound
Week 5	Oral Blend	Sounds Write Prep	Oral Blend	Sounds Write Prep	Oral Blend
Week 6	Oral Segment	Sounds Write Prep	Oral Segment	Sounds Write Prep	Oral Segment
Week 7	Instruments	Sounds Write Prep	Instruments	Sounds Write Prep	Instruments

## Letters and Sounds Activities

### General sound discrimination - environmental sounds

**A listening walk** - Remind the ch about the things that good listeners do (e.g. keep quiet, have ears and eyes ready). Invite the ch to show you how good they are at listening and talk about why listening carefully is important. Enc the ch to listen attentively. What can you hear?

**A listening moment** - This is another activity that can take place indoors or outdoors.

Remind the children how to be good listeners and invite them to show how good they are at listening by remembering all the sounds they hear when they listen for a moment. It may be useful to use a sand timer to illustrate, for example, the passing of half a minute. Ask them what made each sound and encourage them to try to make the sound themselves.

**Drum outdoors** - Give each child a 'beater'. Enc the ch to explore how different sounds are made by tapping or stroking, with their beaters – playing soft and loud sounds. Ask each child to demonstrate their favourite sound for the whole group to copy.

**Teddy is lost in the jungle** - One child (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room. Tell the other children they are going to guide the rescuer to the teddy by singing louder as the rescuer gets closer to, or quietly as the rescuer moves further away from the teddy.

**Sound bingo** - Sound bingo There are many commercially produced sound bingo games that involve children matching pictures to a taped sound. This can be an adult-led small group activity or can be provided within the setting as a freely chosen activity.

Look, listen and note Look, listen and note how well children: ■ recall sounds they have heard; ■ discriminate between the sounds; ■ describe the sounds they hear.

Listening and remembering sounds

Main purpose ■ Further development of vocabulary and children's identification and recollection of the difference between sound

**Sound stories** - There are many commercially available resources with prerecorded sounds to illustrate a simple sequence of events (e.g. a thunderstorm). Each child selects two or three picture cards that match the sounds, places the cards in the same order in which the sounds are heard and explains the sequence of events.

**Mrs Browning has a box** - Turn a box on its side with the opening facing away from the children. One by one place between four and six familiar noisy items (e.g. a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes.

Sing to the tune of 'Old MacDonald' but using your own name or one of the children's:

Mrs...has a box ee i ee i o

And in that box she has a...

Stop. Gesture and ask the children to listen.

Handle one of the objects in the box, out of sight, to make a noise. The children take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice. With a zzz zzz here and a zzz zzz there... Allow the children to take a turn at making a noise from inside the box and use their names as you sing.

**Describe and find it** - Set up a model farmyard. Describe one of the animals but do not tell the children its name. Say, for example: This animal has horns, four legs and a tail. Ask them to say which animal it is. Ask them to make the noise the animal might make. When they are familiar with the game let individual children take the part of the adult and describe the animal for the others to name. This activity can be repeated with other sets of objects such as zoo animals, toy sets based on transport (e.g. aeroplane, car, train, bus, boat) and musical instruments. It can be made more challenging by introducing sets of random objects to describe and name.

Look, listen and note Look, listen and note how well children: ■ describe what they see; ■ identify the animals and imitate the sounds; ■ add new words to their vocabulary.

**Socks and shakers** - Partially fill either opaque plastic bottles or the toes of socks with noisy materials (e.g. rice, peas, pebbles, marbles, shells, coins). Ask the children to shake the bottles or socks and identify what is inside from the sound the items make. From the feel and the sound of the noisy materials encourage the children to talk about them. Ask questions such as: Where might we find shells and pebbles?

**Favourite sounds** - Make a poster or use a whiteboard for the children to record their favourite sounds pictorially. Invite them to put their sounds in order of popularity and talk about the ones they like the best. Ask the children to think about sounds that they do not like (e.g. stormy weather, barking dogs, car horns, crying babies) and to say why.

**Feely Box** - Sing to tune of "Old Macdonald has a farm" Child chooses an object inside feely box and makes its sound. Other children guess what it is and sing as a verse of rhyme eg (bell) 'with a tinkle, tinkle here and a..there, Ali Ali has a box e-i-e-i-o'.

**Guess Who** - In a small group choose a child to say a selected word/phrase while disguising their voice. Discuss what clues the children used to identify the person.

**Not a sound** - Pass a tambourine around the circle without making a sound. If it can be heard continue passing it round to keep the game moving but praise listening skills and quiet movement.

**Enlivening stories** - Involve the children in songs and stories, enlivened by role-play, props and repeated sounds, for example acting out:

Humpty Dumpty sat on a wall,

Humpty Dumpty had a great fall (bump, crash, bang!)

All the King's horses and all the King's men (gallop, gallop, gallop)

Couldn't put Humpty together again (boo, hoo, boo, hoo, boo, hoo).

Look, listen and note Look, listen and note how well children: ■ identify different sounds and place them in a context; ■ identify similar sounds; ■ make up sentences to talk about sounds; ■ join in the activities and take turns to participate.

**Listen to the music** - How do we do good listening? Use musical instruments. How do we use them? What could we call them? Listen to the sound, how does the sound make you move? Is the sound fast or slow/loud or quiet?

**Listen to the music 2** – Use instruments. Introduce ch to a puppet who directs them to play quietly or make a loud sound eg Lion (loud) or mouse (quiet). Children swap role with teacher to show puppet and choose who plays instrument loud/quietly.

### **General sound discrimination – instrumental sounds**

**New words to old songs** - Take a song or rhyme the children know well and invent new words to suit the purpose and the children's interests. Use percussion instruments to accompany the new lyrics.

Ch sing eg "Twinkle, twinkle little star", with actions. Then hum the song as pass around shakers. Use shakers to sing song again but change words to "Shake your shaker in the air, Shake your shaker everywhere, Shake it high and shake it low, Shake it everywhere you go, Shake your shaker in the air, Shake your shaker everywhere." Children to shake their shakers as sing. Then change words and actions by swishing shaker- sing quietly.

**Which instrument?** Children are introduced to instruments- names and sounds they can make. Ask eg "How do you use it?" Allow children to explore. Then teacher plays an instrument from behind a screen. The child who has the same instrument picks up their instrument and plays it with teacher. Allow children to hear instruments they don't have to test listening. Allow child to swap roles with teacher. Develop the activity by playing a simple rhythm or by adding a song to accompany the instrument (e.g. There is a music man. Clap your hands) while the hidden instrument is played. This time the listening children have to concentrate very carefully, discriminating between their own singing and the instrument being played.

**Adjust the volume** - Two children sit opposite each other with identical instruments. Ask them to copy each other making loud sounds and quiet sounds. It may be necessary to demonstrate with two adults copying each other first. Then try the activity with an adult with one child.

Use cards giving picture or symbol cues to represent loud or quiet (e.g. a megaphone, puppet of a lion; a finger on the lips, puppet of a mouse).

**Grandmother's footsteps** - 'Grandmother' has a range of instruments and the children decide what movement goes with which sound (e.g. shakers for running on tip-toe, triangle for fairy steps).

First an adult will need to model being Grandmother. Then a child takes the role.

Grandmother stands with her back to the others and plays an instrument. The other children move towards Grandmother in the manner of the instrument while it is playing. They stop when it stops. The first person to reach Grandmother takes over that role and the game starts again.

Look, listen and note Look, listen and note how well children: ■ identify and name the instruments being played; ■ listen and respond as the instrument is being played.

**Matching sound makers** Show pairs of sound makers (e.g. maracas, triangles) to a small group of children. Place one set of the sound makers in a feely bag.

The children take turns to select a sound maker from the feely bag. Once all the children have selected a sound maker, remind them to listen carefully. Play a matching sound maker. The child with that sound maker stands up and plays it.

This activity can be adapted by playing the sound maker behind a screen so that the children have to identify it by the sound alone<sup>1</sup>.

**Matching sounds** Invite a small group of children to sit in a circle. Provide a selection of percussion instruments. One child starts the game by playing an instrument. The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as the leader. Start with a single sound to pass round the circle, and then gradually increase the difficulty by having a more complex sequence of sounds or different rhythms.

Look, listen and note Look, listen and note how well children: ■ are able to remember and repeat a rhythm; ■ discriminate and reproduce loud and quiet sounds; ■ are able to start and stop playing at the signal.

**Story sounds** - As you read or tell stories, encourage the children to play their instruments in different ways (e.g. Make this instrument sound like giant's footsteps, ... a fairy fluttering, ... a cat pouncing, ... an elephant stamping). Invite them to make their own suggestions for different characters (e.g. How might Jack's feet sound as he tiptoes by the sleeping giant? And what about when he runs fast to escape down the beanstalk?). As the children become familiar with the pattern of the story, each child could be responsible for a different sound.

**Hidden instruments** - Hide the instruments around the setting, indoors or outdoors, before the children arrive. - Hide instruments around room/area. Children search for instrument and can play it when they find it eg in the sand!

Ask the children to look for the instruments. As each instrument is discovered the finder plays it and the rest of the group run to join the finder. Continue until all the instruments are found to make an orchestra.

**Musical show and tell** - Invite groups of children to perform short instrumental music for others. The others are asked to say what they liked about the music. (They will need a selection of instruments or sound makers and some rehearsal time.)

**Animal sounds** – Use animal toys and a range of instruments. Discuss matching sounds to the animals. Give a choice of two instruments to represent a child's chosen animal and ask the children to choose which sound is the better fit: Which one sounds most like the mouse? Describe the sounds they hear (e.g. loud, fierce, rough, squeaky, smooth, bumpy, high, low, wobbly)

**Composer Cards** – use musical instruments and composer cards - fast slow, loud, quiet, stop, go

## **Body Percussion –**

**Action songs** - Singing songs and action rhymes is a vital part of Phase One activities and should be an everyday event. Children need to develop a wide repertoire of songs and rhymes. Be sure to include multi-sensory experiences such as action songs in which the children have to add claps, knee pats and foot stamps or move in a particular way. Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat. Change the body sound with each musical phrase or sentence. Encourage the children to be attentive and to know when to add sounds, when to move, and when to be still.

**Action songs** - Singing the nursery rhymes from this week. Bring the musical instruments table in and use body percussion to add claps, knee pats and foot stamps or move in a particular way. Perform the sounds in time to the beat. Change the body sound with each musical phrase or sentence. Encourage the children to be attentive and to know when to add sounds, when to move, and when to be still.

**Action songs** – Children follow teacher's lead. Choose an action for children to copy eg "Everybody do this,... just like me." (In/Outside)

**Listen to the music** - Introduce one musical instrument and allow each child in the small group to try playing it. Ask the children to perform an action when the instrument is played (e.g. clap, jump, wave). The children can take turns at being leader. Ask the child who is leading to produce different movements for others to copy. As the children become more confident, initiate simple repeated sequences of movement (e.g. clap, clap, jump). Suggest to the children that they could make up simple patterns of sounds for others to copy. Ask the children to think about how the music makes them feel and let them move to the music.

**Roly Poly** - Rehearse the rhyme with the actions (rotating hand over hand as in the song 'Wind the bobbin up').

Ro ... ly ... po ... ly ... ever ... so ... slowly Ro ... ly ... poly faster. (Increase the speed of the action as you increase the speed of the rhyme.) Now add in new verses, such as: Stamp ... your ... feet ... ever ... so ... slowly Stamp ... your feet faster. Ask the ch to suggest sounds and movements to be incorporated into the song. Say hello ever so quietly Say HELLO LOUDER!

**Noisy Neighbour 1** - Tell a simple story about a noisy neighbour. Early one morning, the children were all fast asleep –when all of a sudden they heard a sound from the house next door. Make a sound from behind the screen. Wake up children. What's that noise? The children take it in turns to identify the sound. Ch say

Noisy neighbour, please be quiet. We are trying to sleep. Repeat with another sound (e.g. snoring, yawning, stamping feet, sneezing).

Encourage the children to add their own ideas.

**Noisy neighbour 2 (See 'Noisy neighbour 1' above.)** - Ask the children to suggest a suitable ending to the story. Discuss noises they like, noises that make them excited and noises that make them feel cross or sad. Ask when it is a good time to be noisy, and when it is best to be quiet or speak softly (e.g. when we need to listen). List the suggestions.

Ask Is this a time to be noisy or quiet? as you present scenarios such as when children are: ■ at the swimming pool; ■ in the library; ■ at a party; ■ with someone who is asleep; ■ in the park; ■ at a friend's house when the friend is poorly; ■ playing hide and seek.

**Words about sounds** - It is important that adults engage with children in their freely chosen activities and introduce vocabulary that helps them to discriminate and contrast sounds, for example: ■ slow, fast; ■ quiet, loud; ■ long, short; ■ type of sound (click, stamp, etc.); ■ type of movement (rock, march, skip, etc.). Start with simple opposites that are obviously different (e.g. loud, quiet).

Listen to what the children have to say about the sounds they hear and then build on and expand their contributions and ideas.

**The Pied Piper** - Tell the story of the Pied Piper of Hamelin. Use different instruments for the Piper to play, with children moving in different ways in response. The child at the front decides on the movement and the rest of the group move in the same way. They follow the leader around the indoor or outdoor space, marching, skipping and hopping – vary the pace and describe the action: Fast, faster, slow, slower. Introduce and model new words by acting them out (e.g. briskly, rapidly, lazily, sluggishly, energetically) for the children to copy and explore by acting them out in different ways.

Look, listen and note Look, listen and note how well children: ■ use language to make different endings to the story; ■ use a wide vocabulary to talk about the sounds they hear; ■ group sounds according to different criteria (e.g. loud, quiet, slow, fast).

## **Rhythm and rhyme**

**Listen to the beat** - Use a variety of percussion instruments to play different rhythms. Remind the children to use their listening ears and to move in time to the beat – fast, slow, skipping, marching, etc. Keep the beat simple at first (e.g. suitable for marching) then move on to more complex rhythms for the children to skip or gallop to.

**Rhyming soup** - Ask a small group to sit in a circle so they can see a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and spoon as props to act out the song. Invite the children, in turn, to choose an object to put into the soup and place it in the bowl. After each turn, stir the soup and sing the following song to recite the growing list of things that end up in the soup.

Sing the first part of the song to the tune of 'Pop Goes the Weasel':

I'm making lots of silly soup  
I'm making soup that's silly  
I'm going to cook it in the fridge  
To make it nice and chilly  
In goes... a fox... a box... some socks...

**Rhyming bingo** - Give each child in a small group a set of three pictures of objects with rhyming names. (Such pictures are readily available commercially.) Hide in a bag a set of pictures or objects matching the pictures you have given to the children.

The children take turns to draw out of the bag one object or picture at a time. Invite the children to call out when they see an object or picture that rhymes with theirs and to collect it from the child who has drawn it from the bag.

After each rhyming set is completed chant together and list the rhyming names. As you name objects give emphasis to the rhyming pattern.

**Playing with words** - Use objects with varying syllable patterns (e.g. pencil, umbrella, camera, xylophone). Show the objects to the ch, name them and talk about what they are used for. Enc them to think about how the name of the object sounds and feels as they say it. Think about the syllables and clap them out as you say each word. Then clap the syllables for a word without saying it and ask: What object could that be? As ch gain confidence try some long words like binoculars, telephone, dinosaur.

Look, listen and note Look, listen and note how well children: understand the pattern of syllables in the words presented to them; sing or chant the rhyming string along with the adult; recognise that the words rhyme; join in with simple or complex rhythms; copy the rhythm; keep to the beat.

**Name tap** - Tap the syllables in names. Clap the rhythm in names. Clap the rhythm of familiar rhymes to help recognise rhythm.

**Rhyming pairs** - In a pairs game, use pictures of objects with names that rhyme. The children take it in turns to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn. Start with a small core set of words that can then be extended.

The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.

**Songs and rhymes** - Include a selection of songs within the daily singing session which involve children in experimenting with their voices. Simple nursery rhymes, such as 'Hickory, Dickory, Dock' provide an opportunity for children to join in with wheeee as the mouse falls down. Use this to find related words that rhyme: dock, clock, tick-tock. Substitute alternative rhyming sounds to maintain children's interest and enjoyment.

**Finish the rhyme** - Use books with predictable rhymes that children are familiar with and then stop as you come to the final word in the rhyme. Invite children to complete it. Use plenty of intonation and expression as the story or rhyme is recounted.

Look, listen and note Look, listen and note how well children: ■ recognise rhyming words; ■ listen and attend to the rhyming strings.

**Rhyming puppets** - Make up silly rhyming names for a pair of puppets (e.g. Fizzy Wizzy Lizzy and Hob Tob Bob). Introduce the puppets to a small group and invite them to join in story telling, leaving gaps for the children to fill in rhyming words, for example:

Are you poorly Lizzy? Oh dear. Fizzy Wizzy Lizzy is feeling sick and...dizzy.

Bob is very excited. Today he is going to be a builder. Hob Tob Bob has got a new...job.

**Odd one out** - Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the child to identify the 'odd one out': the name that does not rhyme. Start with a small set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs. (Twinkl have resources)

**I know a word** - Throughout the course of daily activities, encourage the children to think about and play with rhyming words. The adult begins with the prompt I know a word that rhymes with cat, you need to put one on your head and the word is...hat. This can be used for all sorts of situations and also with some children's names: I know a girl who is holding a dolly, she is in the book corner and her name is...Molly. As children become familiar with rhyme, they will supply the missing word themselves. Look, listen and note Look, listen and note how well children: ■ generate their own rhymes; ■ complete sentences using appropriate rhyming words; ■ make a series of words that rhyme.

**Catch me out** - Use a puppet to deliberately say a rhyming word wrong from a familiar rhyme. Discuss how the children can help to find a rhyme word that fits eg. Make the same mouth shape or hear the same end sound.

A Sailor Went To Sea/tree/bee/

Twinkle, twinkle little car/jar/star

Row, row, row your coat/goat/moat/oat/

Humpty Dumpty sat on a ball.

### **Active Rhymes:**

**Ten Cheeky Monkeys Swinging in the Tree** - Ten cheeky monkeys swinging in the tree (hold up ten fingers and swing hands from side to side) Teasing Mr Crocodile, "You can't catch me!" Along came Mr Crocodile as quiet as can be, And SNAP! (snap hands together). Nine cheeky monkeys swinging in the tree...

**Johnny Works With One Hammer** - Johnny works with one hammer (children hammer with one hand). One hammer one hammer, Johnny works with one hammer, then he works with two. Johnny works with two. Johnny works with two hammers (children hammer with two hands)... Johnny works with three hammers (children hammer with two hands and one leg)... Johnny works with four hammers (children hammer with both hands and both legs). Johnny works with five hammers (children hammer with both hands, both legs, and head). Five hammers five hammers. Johnny works with five hammers. Johnny's work is DONE!

**This is the way we wave hello**, Wave hello, wave hello, This is the way we wave hello, So early in the morning. Repeat with clap our hands, stomp our feet, jump around.

**Sleeping Bunnies** - See the bunnies sleeping, Till it's nearly noon, Shall we wake them with a merry tune? They're so still, are they ill? WAKE UP LITTLE BUNNIES. Hop little bunnies, hop, hop, hop, Hop, hop, hop, Hop, hop, hop, Hop, hop, hop, Hop little bunnies, hop, hop, hop, Hop, hop, hop!

## Alliteration

**I spy names** - With a small group of children sitting in a circle, start the game by saying I spy someone whose name begins with... and give the sound of the first letter, for example 's' for Satish. Then ask: Who can it be? Satish stands up, everyone says his name and he carries on the game, saying I spy someone whose name begins with..., and so on. If any children call out the name before the child with that name, still let the child whose name it is take the next turn.

If the children find separating out the first sound too hard in the early stages, the adult can continue to be the caller until they get the hang of it.

**Sounds around** - Make sure that word play with initial sounds is commonplace. Include lots of simple tongue twisters to ensure that children enjoy experimenting with words that are alliterative. Use opportunities as they occur incidentally to make up tongue twisters by using children's names, or objects that are of particular personal interest to them (e.g. David's dangerous dinosaur, Millie's marvellous, magic mittens).

**Making aliens** - Before the activity begins, think of some strange names for alien creatures. The alien names must be strings of non-words with the same initial sound, for example:

Ping pang poo pop, Mig mog mully mo, Fo fi fandle fee.

Write them down as a reminder.

Talk to the children about the names and help them to imagine what the strange creatures might look like. Provide creative or construction materials for the children to make their own alien.

Comment as the children go about shaping the aliens and use the aliens' strange names. Invite the children to display their aliens along with the aliens' names.

Make the pattern clearer by emphasising the initial sound of an alien's name. Draw the children's attention to the way you start each word with the shape of your lips, teeth and tongue.

**Digging for treasure** - Collect two sets of objects suitable for use in the sand tray. Each set of objects must have names beginning with the same initial sound. Choose initial sounds for each set that sound very different from one another. Bury the objects in preparation for the session. As the children uncover the treasure, group the objects by initial sound and each time another is added recite the content of that set: Wow! You've found a car. Now we have a cup, a cow, a candle and a car.

**Bertha goes to the zoo** - Set up a small toy zoo and join the children as they play with it. Use a toy bus and a bag of animal toys with names starting with the same sound (e.g. a lion, a lizard, a leopard, a llama and a lobster) to act out this story. Chant the following rhyme and allow each child in turn to draw an animal out of the bag and add an animal name to the list of animals spotted at the zoo.

Bertha the bus is going to the zoo, Who does she see as she passes through? ... a pig, a panda, a parrot and a polar bear.

Look, listen and note Look, listen and note how well children: ■ identify initial sounds of words; ■ reproduce the initial sounds clearly and recognisably; ■ make up their own alliterative phrases.

**Tony the Train's busy day** - Use a toy train and selection of objects starting with the same sound. A small group of children sits in a circle or facing the front so they can see objects placed on the floor. Use the props to act out a story with the train.

It was going to be a busy day for Tony. He had lots to do before bedtime. So many packages to deliver and so many passengers to carry. He set out very early, leaving all the other engines at the station, and hurried off down the track, clackedy clack down the track, clackedy clack down the track...

But he hadn't gone very far when...!!! He saw something up ahead lying on the tracks. 'Oh no!' yelled Tony. 'I must s - t - o - p.' And he did stop, just in time. To Tony's surprise there on the track lay a big brown bear, fast asleep.

'I had better warn the others,' thought Tony and so he hurried back to the station, clackedy clack going back, clackedy clack going back. Tony arrived at the station quite out of puff. 'Whatever is the matter?' said the other engines. 'Toot, toot, mind the...big, brown bear' panted Thomas. 'He's fast asleep on the track.' 'Thank you,' said the others, 'We certainly will.'

Continue with the whole object set and encourage the children to join in with saying the growing list of objects. Remember to give emphasis to the initial sound.

The aim is to have the group chant along with you as you recite the growing list of objects that Tony finds lying on the track. Make up your own story using the props and ask: What do you think happens next?

**Musical corners** - Put a chair in each corner of the room, or outdoors. Collect four sets of objects, each set containing objects with names that start with the same sound. (Four different initial sounds are represented.) Keep back one object from each set and place the remaining sets on each of the four chairs. At first, the children sit in a circle or facing you. Name each of the four sets of objects, giving emphasis to the initial sound.



Explain that now there will be music to move around or dance to and that when the music stops the children are to listen. You will show them an object and they should go to the corner where they think it belongs.

**Our sound box/bag** - Make collections of objects with names beginning with the same sound. Create a song, such as 'What have we got in our sound box today?' and then show the objects one at a time. Emphasise the initial sound (e.g. s-s-snake, s-s-sock, s-s-sausage) Look, listen and note Look, listen and note how well children: can recall the list of objects beginning with the same sound; can offer their own sets of objects and ideas to end the story; discriminate between the sounds and match to the objects correctly.

**Name play** - Call out a child's name and make up a fun sentence starting with the name (e.g. Ben has a big, bouncy ball, Kulvinder keeps kippers in the kitchen, Tim has ten, tickly toes, Fiona found a fine, fat frog). Ask the children to think up similar sentences for their own names to share with others.

**Mirror play** - Provide a mirror for each child or one large enough for the group to gather in front of. Play at making faces and copying movements of the lips and tongue. Introduce sound making in the mirror and discuss the way lips move, for example, when sounding out 'p' and 'b', the way that tongues poke out for 'th', the way teeth and lips touch for 'f' and the way lips shape the sounds 'sh' and 'm'.

**Silly soup** - Provide the children with a selection of items with names that begin with the same sound. Show them how you can make some 'silly soup' by putting 'ingredients' (e.g. a banana, bumble bee and bug) into a pan in the role-play area.

Allow the children to play and concoct their own recipes. Play alongside them without influencing their choices. Commentate and congratulate the children on their silly recipes. Recite each child's list of chosen ingredients. Make the pattern clear by emphasising the initial sound. By observing mouth movements draw the children's attention to the way we start each word and form sounds.

Look, listen and note Look, listen and note how well children: ■ can articulate speech sounds clearly; ■ select an extended range of words that start with the same sound.

**Jack In The Box** – Children crouch like they are a Jack in the box. They listen carefully. Ch jump up if their name begins with a given sound.

**Feed the Snake!** – Use snake head. Place cards on the floor for ch to see. Can they select a card with something beginning with 's' and feed it to the snake?

## Voice Sounds

**Mouth movements** - Explore different mouth movements with children – blowing, sucking, tongue stretching and wiggling. Practising these movements regularly to music can be fun and helps children with their articulation.

**Voice sounds** - Show children how they can make sounds with their voices, for example: ■ Make your voice go down a slide - wheee! ■ Make your voice bounce like a ball - boing, boing ■ Sound really disappointed - oh ■ Hiss like a snake - ssssss ■ Keep everyone quiet - shshshsh ■ Gently moo like a cow - mmmoooo ■ Look astonished - oooooo! ■ Be a steam train - chchchchch ■ Buzz like a bumble bee - zzzzzzz ■ Be a clock - tick tock. This can be extended by joining single speech sounds into pairs (e.g. ee-aw like a donkey). (Twinkl have resources)

**Making trumpets** - Make amplifiers (trumpet shapes) from simple cones of paper or lightweight card and experiment by making different noises through the cones. Model sounds for the children: the up and down wail of a siren, the honk of a fog horn, a peep, peep, peep of a bird. Contrast loud and soft sounds. Invite the children to share their favourite sound for the rest of the group to copy. Use the trumpets to sound out phonemes that begin each child's name.

**Metal Mike** - Can ch distinguish the differences in vocal sounds? Explain that Metal Mike has a robot voice. Show picture then demonstrate it in a robotic voice (e.g. 'c-a-t'). Feed the picture into Metal Mike and enc ch to listen then join in as you say the word exaggerating the sound of each phoneme, followed by blending the phonemes to make the word. Resources: pics of objects.

**Chain games** - Working with a small group of children, an adult makes a long sound with their voice, varying the pitch (e.g. eeeeeee). The next person repeats the sound and continues as the next joins in, to form a chain. The sound gets passed as far round the circle as possible. Start again when the chain is broken.

**Target sounds** - Give each child a target sound to put into a story when they hear a particular word or character (e.g. make a 'ch' sound when they hear the word 'train').

Start with a single sound that the small group of children can make together when they hear a target word. Be prepared to prompt initially and leave pauses in your reading to make it obvious where the sounds are required.

**Whose voice?** - Record some children talking while they are busy with a freely chosen activity and play the recording to a larger group. Can the children identify each other's voices? Create a 'talking book' for the

group or class with photographs of each child and help them to record their own voice message – My name is..., I like singing, etc.

**Sound bingo 2** - Record the children using their voices to make suitable sounds for simple pictures (e.g. of animals, a steam train, a doorbell, a clock). Ask them to listen to the recording later and match each sound to a picture.

Look, listen and note Look, listen and note how well children: ■ sustain their listening throughout a story; ■ listen for a target word or character and respond with an appropriate associated speech sound; ■ remember the sound sequence and produce it when required; ■ recognise their own and each other's voices, including a recorded voice.

**Give me a sound** - After making a sound with your voice, talk about the 'features' of the sound with the children – was it a long sound, a loud sound, did it change from high to low, etc.? Introduce vocabulary gradually with examples and visual cues to help the children who have difficulty understanding. Then introduce new vocabulary to the children to help them describe the sound (e.g. to talk about high and low pitch).

**Sound story time** - Discuss with the children how they can use their voices to add sounds to stories such as Bear Hunt, Chicken Licken or The Three Billy Goats Gruff.

Repeat favourite rhymes and poems in different voices together (e.g. whispering, growling, shouting, squeaking) and discuss the differences.

**Watch my sounds** - Provide small mirrors for the children to observe their faces, lips, teeth and tongue as they make different speech sounds and experiment with their voices.

Provide home-made megaphones in the outside area so the children can experiment with different speech sounds and their volume.

**Animal noises** - Provide simple animal masks, and tails if possible, to encourage the children to dramatise animal movements and sounds.

### Oral blending and segmenting

**Toy talk** - Introduce to the children a soft toy that can only speak in 'sound-talk'. The children see the toy whispering in the adult's ear. To add to the activity, as the toy whispers the adult repeats the sounds, looks puzzled and then says the word straight afterwards. For example: What would Charlie like for tea today?

The toy speaks silently in the adult's ear and the adult repeats 'ch-ee-se' looking puzzled and then, says with relief 'cheese!' Now invite the children to see if they can speak like the toy: Do you think you could try to toy talk? Say ch-ee-se: (the children repeat 'ch-ee-se'). Ask the toy again What else would you like? Be careful to think of items with names of only single syllables (e.g. fish, cake, pie, soup).

Use different scenarios: What does the toy like to do in the playground? (hop, skip, jump, run, etc.). As the children become more confident, make some errors – blend 'skim' for 'skip', for example, and ask them to catch you out by giving the correct blend.

Encourage the children to ask the toy questions with yes/no answers (e.g. Can you sing? Y-e-s/N-o). Or ask the toy the colour of his bike, his bedroom walls, his jumper, etc. and the toy will answer r-e-d, b-l-ue, g-r-ee-n, m-au-ve.

**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 with the children in unison, then blend the phonemes to make the whole word orally.

As children's confidence develops, ask individuals to demonstrate this activity to others.

**Which one?** - Use familiar objects with names that contain three phonemes (e.g. leaf, sheep, soap, fish, sock, bus). Use a sound talk toy. The toy sound-talks a word. Encourage the children to say the word and identify the object. All the children 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.

**Cross the river** - Choose a selection of objects with two or three phonemes (could use farm animals in bag). Make a river across the floor or ground outside with chalk or ropes. Give each child an object and check that all the children know the names of the objects. Sound-talk that object (e.g. d-u-ck). The children who have that object blend the sounds to make the word and cross the river.

**I spy segmenting** - Place objects with names containing two or three phonemes (e.g. zip, hat, comb, cup, chain, boat, tap, ball). Check that all the children know the names of the objects. The toy says I spy with my little eye a z-i-p. Then invite a 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'.

**I Spy Segmenting 2** - Use objects with names that start with the same initial phoneme (e.g. cat, cap, cup, cot, comb, kite). This will really encourage the children to listen and then blend right through the word, rather than relying on the initial sound. Look, listen and note Look, listen and note how well children: ■ blend phonemes and recognise the whole word; ■ say the word and identify the object; ■ blend words that begin with the same initial phoneme.

**Segmenting** - Invite a small group of children to come and talk to the toy in sound-talk, for example just before dinner time: Let's tell the toy what we eat our dinner with. Discuss with the children and agree that we use a knife and fork. Then tell the toy in sound-talk which the children repeat. Continue with: Let's tell the toy what we drink out of. Confer and agree on 'cup'. Repeat in sound-talk for the toy to listen and then invite the children to do the same. Ask the children to think of other scenarios which they could tell the toy or let them give him instructions. Then model the sound-talk for the children to repeat. This is teaching the children to segment words into their separate sounds or phonemes and is the reverse of blending. The children will soon begin to start the segmenting themselves.

Leave the sound-talk toy freely available to the children for them to practise and experiment with sound-talk. On special occasions, weekends or holidays, the toy may go on adventures or go to stay at the children's homes. When he returns he will have lots to tell the children about his escapades – in sound-talk.

**Say the sounds** - When the children are used to hearing the toy say words in sound-talk and blending the individual sounds to make words, you may be able to ask some children to see whether they can speak in sound-talk. Choose some objects with three-phoneme names that you are sure the children know and hide them in a box or bag. Allow one of the children to see an object, and then ask them to try to say the separate sounds in the name of the object, just like the toy does (e.g. d-u-ck). The other children then blend the sounds together to make the word. The child can then reveal the object to show whether the other children are right.

Look, listen and note Look, listen and note how well children: ■ segment words into phonemes.

**Simon Says.** Simon says put your hand on your h-ea-d, b-a-ck, ch-i-n, n-o-se, h-air, t-oes, f-ee-t, kn-ee-s, l-e-g. Extend: Can ch give instructions?

**CVC animals.** Use farm animal pictures – ask ch to use sound talk to say the word. Go through the farm animals – extend by using Headbandz – teacher wear and put an animal in place. Ch sound talk for teacher to guess animal – choose a child to do this too if appropriate.

#### **Other Activities:**

**Initial sound sort** – Can ch sort the items into groups with the same initial sound? Resources - a selection of items with names that begin with the same sound.

**Pass The Body Percussion** - Follow the sound. Sit in a circle. The adult begins by producing a body percussion sound which is then 'passed' to the child sitting next to them such as clap, clap, clap. The sound is to be passed around the circle until it returns to the adult. Ask: Do you think that the sound stayed the same all the way round? What changed? Did it get faster or slower? Make the activity more difficult by introducing a simple sequence of sounds for the children to pass on (e.g. clap, stamp, clap).

**Old McDonald had a band** - all about instruments and listening for their instrument to be called  
**Children dress up as nursery rhyme** characters and act out the rhyme whilst everyone sings. They LOVE it. Hey diddle diddle is great give one child the dish and one the spoon....They love to run away with each other! Little Miss Muffet is great too and Miss Polly.... You don't need to go to too much effort with the costume, just something simple and representational.

**Play the game 'I hear with my little ear...'** with your friends. What sounds can you hear outside today?

**Silly Sounds** - Can you find any bugs in your outdoor area? What would be a silly sound for that bug to make?

**Follow the pattern of sounds:** stamp, stamp, clap, clap, shout, shout Make up your own pattern of sounds and teach it to your friends.

**Run and touch all the trees** you can find in your outdoor area. Can you think of a word that rhymes with 'tree'? Make up a silly sentence using your rhyming words.

#### **Twinkl Resources**

<https://www.twinkl.co.uk/resource/tg-ga-149-level-1-phonics-the-zoo-environmental-sounds-game>

<https://www.twinkl.co.uk/resource/tg-ga-147-level-1-phonics-the-seaside-environmental-sounds-game>

#### **Phonics using stories/topic**

##### **Autumn:**

**'Don't Hog The Hedge!'** ebook – then remind ch of names of characters – Hattie the Hedgehog, Dylan/ Dexter/ Doris the dormouse, Toby the toad, Beatrice the Bumblebee, Billy the bat. Create alliterative names for toy animals/ch in class.

Quiet Loud by Leslie Patricelli

Noisy Nora by Rosemary Wells

We're Going On A Bear Hunt

**Halloween:**

Halloween Potions. Children to choose items to add into their spooky potions – can they think of and spell rhyming words?

Read 'Room on the Broom'. Use pictures from the story. Can children match the rhyming string? Can children continue the rhyming string? Frog – log – bog – hog.

**Christmas:**

**Jingle Bells.** Take turns to be Santa, asleep with his back to the ch. Santa's bells are behind him. Ch take turns to creep up to Santa and take his jingle bells.

**Noisy Neighbour** - Tell a simple story about a noisy neighbour. Early on Christmas morning, the children were all fast sleep –when all of a sudden they heard a sound from downstairs. Make a sound from behind the screen. Wake up children. What's that noise? The children take it in turns to identify the sound. Ch say Noisy Santa, please be quiet. We are trying to sleep. Repeat with another sound (e.g. present paper crinkling, yawning, Santa stamping feet, sneezing, jingle bells ringing).

Encourage the children to add their own ideas.