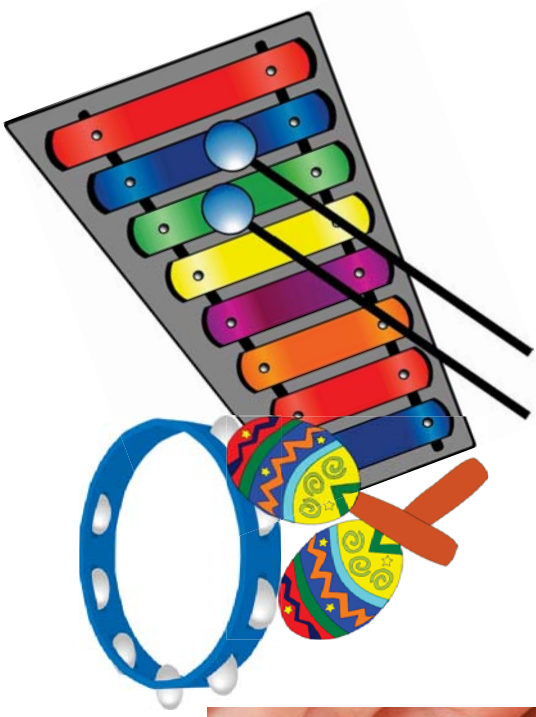


# Phase 1 Activities

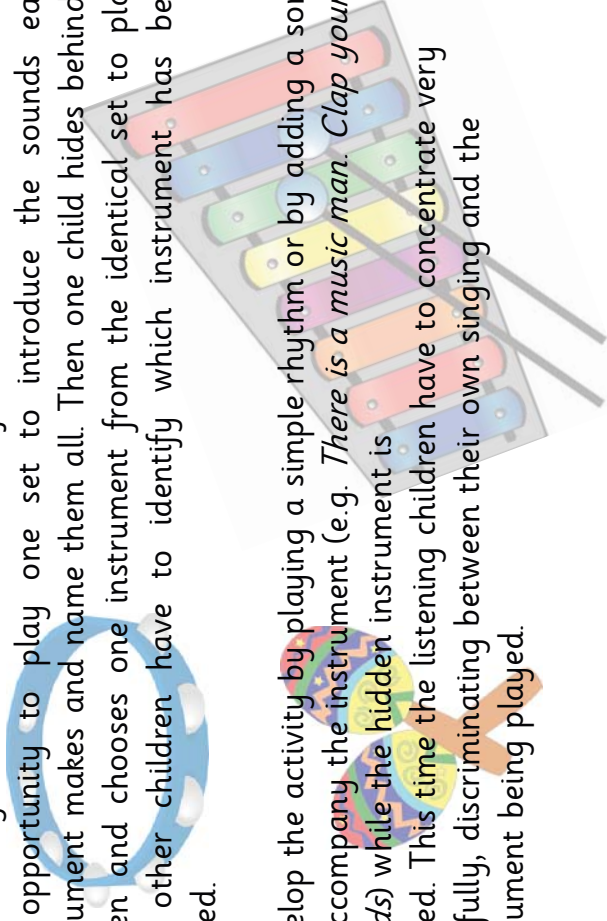


# Instrumental Sounds

## Which instrument?

This activity uses two identical sets of instruments. Give the children the opportunity to play one set to introduce the sounds each instrument makes and name them all. Then one child hides behind a screen and chooses one instrument from the identical set to play. The other children have to identify which instrument has been played.

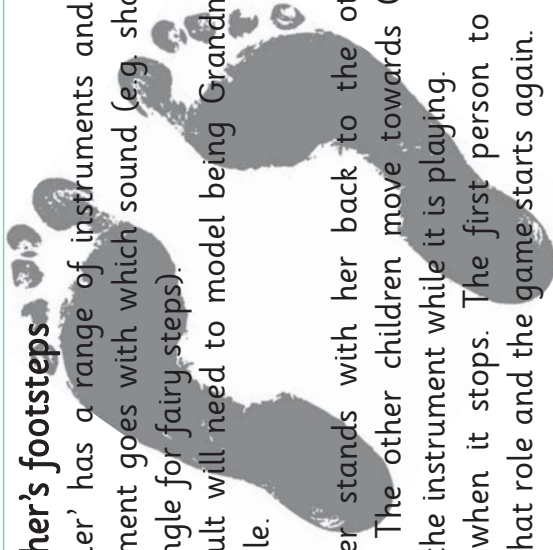
Develop the activity by playing a simple rhythm or by adding a song to accompany the instrument (e.g. *There is a music man. Clap your hands*) while the hidden instrument is played. This time the listening children have to concentrate very carefully, discriminating between their own singing and the instrument being played.



## 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.



# Segmenting and Blending

## I spy

Place on the floor or on a table a selection of 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-ip-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-ip, zip'.

When the children have 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 the children to listen and then blend right through the word, rather than relying on the initial sound.

## Parachute

Using a small parachute place different objects or pictures that can be sounded out underneath it. Ask the children to lift up the parachute and ask a child to find an object using sound talk **e.g can you find the p-en?**

Repeat this with different children and objects.



# Instrumental Sounds

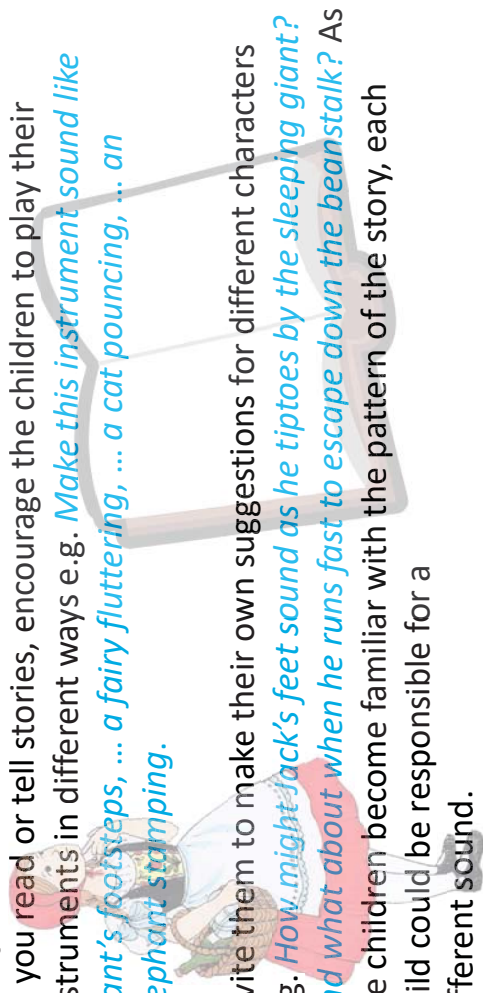
## Matching sounds

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.

## 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.

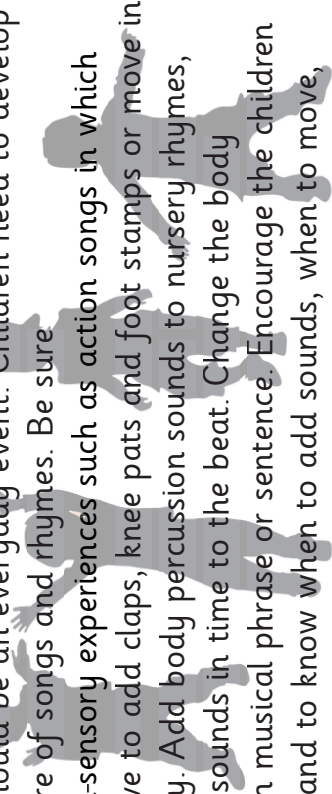
Ask the children to look for the instruments. As each instrument is discovered the finder plays it and the rest of the group run to join the finder. Continue until all the instruments are found to make an orchestra.



# 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.



## 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 children to suggest sounds and movements to be incorporated into the song.

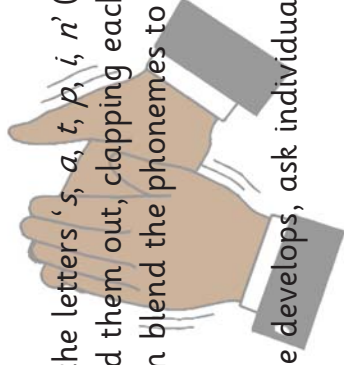
*Say hello ever so quietly*

*Say HELLO LOUDER!*

# 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 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?

Lay out a selection of familiar objects with names that contain three phonemes (e.g. leaf, sheep, soap, fish, sock, bus). Check that all the children can recognise each object. Bring out the sound-talking toy and ask the children to listen carefully while it says the names of one of the objects in sound-talk so they can help it to put the sounds together and say the word.

The toy then sound-talks the word, leaving a short gap between each sound. 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.



# Segmenting and Blending

## 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-u-e, g-r-ee-n, m-au-ve.

# Body Percussion

## Follow the sound

Invite a small group of children to 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).

## 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. 1

# Rhythm and Rhyme

## Learning songs and rhymes

Make sure that singing and rhyming activities are part of the daily routine in small-group time and that extracts are repeated incidentally as events occur e.g. *It's raining, it's pouring* as the children get ready to go outdoors in wet weather.

Play with rhyming words throughout the course of the day and have fun with them.

Sing or chant nursery rhymes and encourage the children to move in an appropriate way e.g. *rock gently to the beat of 'See Saw Marjorie Daw', march to the beat of 'Tom, Tom the Piper's Son' and 'The Grand Old Duke of York', skip to the beat of 'Here We Go Round the Mulberry Bush'.*

## Our favourite rhymes

Support a group of children to compile a book of their favourite rhymes and songs. They could represent the rhymes in any way they choose. The book can be used to make choices about which rhyme to say during singing time, or used for making independent choices in the book corner. Children may choose to act as teacher selecting rhymes for others to perform, individually or as a group.

Have a bag of objects which represent rhymes e.g. *a toy spider to represent 'Incy Wincy Spider', a toy bus for 'The Wheels on the Bus'* and invite the children to choose their favourite.

# Alliteration and Initial Sounds

## Sound Bag

Place a range of picture or objects in a bag. Ask the children to sit in a circle and pass the bag around singing:

*Bag of objects pass it round, pass it round, pass it round. Bag of object pass it round. What sound is it?* Tune: London Bridge is falling down.

When the song stops the child picks an object out of the bag. Ask what sound can they hear at the start of the word. Children to say the sound.

## Phoneme Box

Ask the children to sit in a circle. Give each child an object or picture. Place a box in the middle of the circle. Chose a sound and clearly say that sound. Ask the children if they have something beginning with that sound to come and place it in the box.

## 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.

# Alliteration and Initial Sounds

## 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.*

## 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'.

# Rhythm and Rhyme

## 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 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.



# Rhythm and Rhyme

## Rhyme Snap

Ask a small group to sit in a circle. Place the pictures in the middle of the circle. Mix them up saying the names of the pictures out loud. Ask the children if they can rhyme snap matching the rhyming pairs.

As they become more familiar the cards can be turned over and see who can remember where the matching pairs were.

## Circle rhyme hunt

Give each child a picture ensuring that each picture rhymes with another **e.g pig/wig, cat/bat**. Go around the circle asking each child to say the name of their picture. Explain when you say 'rhyme hunt' they have to find the child who has a picture that rhymes with theirs.

## Odd one out

Give pictures to three children and ask them to stand up. Say the name of the pictures together **e.g. cat, pig, bat**. Then ask the children to point or say which is the odd one out (the one that doesn't rhyme).

# Alliteration and Initial Sounds

## Jingles

Ask a small group to sit in a circle. Place some pictures or objects in the middle e.g. wig, cap, map

Say a silly alternative jingle. As the children to choose an object to complete the jingle.

e.g. William wears a wonderful ..... (wig)

Claire can catch a ..... (cap)

Max monster munched a ... (map)

## 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.

## 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-s-snake, s-s-s-sock, s-s-s-sausage**