

Helping at Home
with
Letters and Sounds

Activities to support Phase 1 - Aspect 1 - Environmental Sounds

A Listening Moment

Listen for a moment to the sounds around you. Talk about the sounds you heard and try to make the sounds.

A Listening Walk

Go for a walk around the house or outdoors. Remember all the sounds you heard.

Sound stories/rhymes

Add sound effects to stories and rhymes

eg. Humpty Dumpty, Peace At Last

Put a couple of items in a bag, for example, a purse with coins in and a bunch of keys

Sing the song

' 's mummy had a bag,

Ee i ee i o.

And in the bag she had some...

(shake the keys, wait for your child to describe the noise and then continue)

with a jingle, jingle here

and a jingle, jingle there

here a jingle, there a jingle

everywhere a jingle, jingle

' 's mummy had a bag,

Ee i ee i o.

Play a guessing game with your child, in the house or outside

'I can see something that waddles along, has an orange beak, two legs and large wings.'

Ask your child what they think it could be and then see if they can make the noise it makes

Swap roles and encourage your child to describe something they can see to you so that you can guess what it is and make the noise it makes

Activities to support: Phase 1 - Aspect 2 - Instrumental Sounds

Make a shaker - find old tins or plastic pots (yoghurt, margarine) and let your child put dried rice, peas, pennies or similar objects inside. Seal the container to make a shaker.

To the tune of 'Twinkle, Twinkle Little Star' sing,

'Shake your shaker in the air, shake it, shake it everywhere.

Shake it high, shake it low.

Shake it everywhere you go.

Shake your shaker in the air, shake it, shake it everywhere.'

Try inventing new words to other rhymes.

Use your shakers to dance to music on the radio, shaking along to the rhythm or beat.

Collect pairs of sound makers from around the home e.g. 2 metal spoons and 2 small pans, 2 shakers, 2 sets of keys, 2 whistles.

Give one of each to your child and place the others in a box.

Ask your child, "Can you find something that makes a sound like this...?"

Take turns.

Try to copy the beat or rhythm
Copy loud and quiet sounds

When singing songs and nursery rhymes with your child, introduce some noise makers to enhance the song for example

Incy Wincy Spider

What can we use to make the sound of:

The spider climbing up the spout

The rain

The sunshine

Discuss which sounds would be best and why e.g. "if we rattle the keys it makes me think of a spider running fast on all his legs".

"Tapping the table with my fingers sounds like the rain on the roof".

Activities to support: Phase 1 - Aspect 3 - Body Percussion

Making sounds with our body

When sitting around the table, maybe waiting for tea, try passing round a sound e.g. three claps

Each person has to copy the sound in exactly the same way as the person sitting next to them

The more you practice the trickier this can become e.g. clap, click, clap.

Don't forget other parts of the body such as lip smacking, tummy tapping, knee knocking, rubbing hands.

Can you all remember the pattern of the sound?

Making sounds with our body

RolyPoly ever..... so slowly ,
Roly Poly faster.

Stamp your feet.... ever... so.... slowly,
Stamp your feet faster

Say hello ever so quietly,
Say HELLO LOUDER

Making sounds with our body

Add body percussion sounds to songs and rhymes.

I hear thunder, I hear thunder
(tap your feet on the floor to make a rumbling sound)

Hark! Don't you?

Hark! Don't you?

Pitter, patter raindrops

Pitter, patter raindrops

(tap two fingers of one hand against the palm of the other)

I'm wet through, so are you.

(Hug yourself, rubbing your hands up and down your sleeve to make a rustling sound)

Activities to support: Phase 1 - Aspect 4 - Rhythm and Rhyme

Activity 10 Rhyming I Spy

Look for objects around the home to use in rhyming I Spy.

"I spy with my little eye,
something that rhymes with cat"
(hat, mat, bat)

...something that rhymes with
chair (stair, hair)

...something that rhymes with jar
(car)

...something that rhymes with bed
(ted, head, red)

...something that rhymes with
moon (spoon, tune)

Activity 11 Rhyming I Spy

Find rhyming words in nursery rhymes.

eg. wall, fall (Humpty Dumpty)
star, are (Twinkle, Twinkle)

Try making up new rhyming words
to familiar nursery rhymes

eg.
Hickory Dickory Dock,
The mouse ran up the clock
could change to
Hickory Dickory Dat,
The mouse put on his hat

Children enjoy the silliness and
may begin to think up nonsense
words to make a rhyme

Activity 12 Rhyming I Spy

Look for rhyming texts in story books

When your child is familiar with a story begin to hesitate at the end of the line so your child can fill in the missing rhyming word.

For example;

'The Gruffalo' by Julia Donaldson has a rhyming text. It begins....

'A mouse took a stroll through the deep dark wood.

A fox saw the mouse and the mouse looked good.'

Your child will soon be able to fill in the last word or correct you if you use the wrong word.

Activities to support: Phase 1 - Aspect 5 - Alliteration

I Spy

Collect some favourite dolls, teddies or soft toys and play the game, saying **'I spy someone whose name begins with...'**

say the initial sound e.g. 'rrrr'
your child can then try to identify the toy whose name begins with this initial sound.

"rrrrrabbit!"

Be careful to use the sound not the letter name for example, giraffe has a 'j' sound not 'g'.

Make collections of objects with names beginning with the same sound. Put the objects in a bag or in a box.

Make up a phrase such as:

What have we got in our sound bag today?

s-s-s-sock,

s-s-soap

s-s-sausage

b-b-ball

b-b-b-bat

b-b-b-anana

Put an object in that doesn't begin with the same sound and see if your child can find the 'odd one out'

eg. horse, hat cup, hen

Make up fun phrases when doing tasks around the home. Try to make as many of the words begin with the same sound

e.g.

'Mummy mashes mushy melons!'

'Teddy has ten tickly toes'

'Daddy does the dirty dishes'

'Emma enjoys elephants'

'George jiggles like jelly'

'Granny giggles with goats'

Ben has a big, bouncy ball

Activities to support: Phase 1 - Aspect 6 - Voice Sounds

Use your voice to make sounds

Play this game using sounds around the home, for example;

"It's round , it has got two hands, lots of numbers and sounds like this...tick, tick, tick, tick"

Or

"It's long and tall and it sounds like this...rrrrmmm" (make a sound like a vacuum cleaner)

Use your voice to make funny sounds

Try making funny sounds whilst looking in the mirror, for example;

"wheeeeeee"
"brrrrr"
"oooooooooooo"
chchchchch
"shhhhhhh"

Copy the sounds that your child makes and comment on them

'That made your lips stick out and I could see your teeth'

'That sound started high'

'That sound was very quiet but went louder'.

Add sounds to stories, using your voice

eg. The Three Billy Goats Gruff

OR

Repeat favourite rhymes and poems using different voices

eg. whispering, growling, squeaking, shouting

Activities to support: Phase 1 - Aspect 7

Oral Blending and Segmenting

After children have had lots of experience of the activities in Aspects 1 to 6 they will be ready to experience activities from Aspect 7. These are complex skills, which should be undertaken in fun, practical ways and will develop over time. These skills are best learned by embedding them in everyday life.

The best way to raise your child's awareness of blending and segmenting sounds is to model it, not expecting too much in return, for example; " I can't find my h-a-t! " Try to make sure you are not blending more than three sounds.

If you say to your child, "It's time for b-e-d." and they recognise 'bed' they are beginning to be able to blend sounds to make a word.

If your child begins to swap this around and says things such as: " I can see a sh-ee-p." they are beginning to segment the sounds from the word. In the future this helps them to become confident at spelling.

Place a selection of objects on the floor and play a game of I Spy.

"I spy with my little eye, a c-u-p, cup

Encourage your child to find the object, repeat the sounds and say the word - **c-u-p, cup**

Ensure the objects do not have more than three sounds, eg. pan, doll, hat, peg, rug, cat, dog, cheese (ch-ee-se)

Hide a few objects in a bag. They may be objects relating to a story. For example, if you are going to read the story of 'The Gingerbread Man' you might put a fox (f-o-cks), cow, (c-ow), dog (d-o-g) and a cat (c-a-t) in the bag.

Ask your child to feel inside the bag and find an object. When they say the name of the object ask them if they can say the word using 'sound talk.'