

**Phase 1 Phonics- Letters and Sounds**

**Here are some activities you can try at home to support child’s early phonics, following the letters and sounds programme.**

**Listening walks**- This can take place inside or outside, walk in your local area woods, park or around your street, or in your garden area. Talk about what you can hear. Create a list of what sounds you heard this can be words or pictures.

**Animal sounds**- Provide a variety of animal puppets/ toys/ teddies/ pictures and a range of instruments. (if you have not got instruments look how you can make sounds with house hold objects, pots and pans.) Encourage the children to play with the instruments and the animals. Discuss matching sounds to the animals. Give a choice of 2 instruments to represent a child’s chosen animal and ask the child which sound best fir s the sound of the animal ie which sounds more like the mouse? Talk about loud and quiet.

**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…so …slowly

Ro..ly…po..ly..faster.

(increase the speed of the action as you increase the speed of the rhyme).

You can now add in verses such as stamp your feet.

Ask your child to suggest sounds and movements to be added into the song.

**Songs and rhymes-** Include a selection of songs giving children the opportunity to

experiment 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

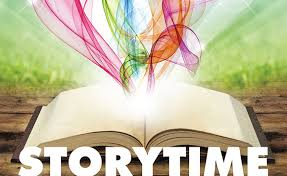
this to find related words that rhyme: dock, clock, tick-tock. Substitute alternative rhyming

sounds to maintain children’s interest and enjoyment.

**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)

**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.

Try this listening game - <https://www.youtube.com/watch?v=Z2A6Ca_HZUQ>