

Autumn 1	Autumn 2	Spring 1
<p><b>Listening Walks</b></p> <p>Remind the children about things that good listeners do (e.g. keep quiet, have ears ready). Invite the children to show you how good they are at listening and talk about why listening carefully is important. Encourage the children to listen attentively to the sounds around them. Talk about the different sounds they can hear. The children could use ‘cupped ears’ or make big ear on headbands to wear as they go on the listening walk. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures prompted by replaying sounds recorded on the walk.</p> <p><b>A listening Moment</b></p> <p>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.</p> <p><b>Describe it and Find it</b></p> <p>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</p>	<p><b>Which Instruments?</b></p> <p>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.</p> <p><b>Adjust the Volume</b></p> <p>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.</p> <p><b>Grandmother’s Footsteps</b></p> <p>‘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.</p> <p><b>Matching Sound Makers</b></p> <p>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</p>	<p><b>Follow the Sound</b></p> <p>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)</p> <p><b>Action Songs</b></p> <p>Singing songs and action rhymes is a vital 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.</p> <p><b>Listen to the Music</b></p> <p>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</p>

<p>are familiar with the game let individual children take the part of the adult and describe the animal for the others to name</p> <p><b>Socks and Shakers</b></p> <p>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?</p>	<p>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.</p> <p><b>Animal Sounds</b></p> <p>Provide a variety of animal puppets or toys and a range of instruments. Encourage the children to play with the instruments and the animals. 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? What do you think, David?</p> <p><b>Hidden Instruments</b></p> <p>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.</p>	<p>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.</p> <p><b>Roly Poly</b></p> <p>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!</p> <p><b>Talking about Sounds</b></p> <p>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</p>
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<p><b>Spring 2</b></p> <p><b>Rhyming Books</b></p> <p>Regularly include rhyming books as part of the daily book-sharing session. Read these books with plenty of intonation and expression so that the children tune into the rhythm of the language and the rhyming words. Encourage the children to join in</p>	<p><b>Summer 1</b></p> <p><b>Mouth Movements</b></p> <p>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</p>	<p><b>Summer 2</b></p> <p><b>Oral Blending</b></p> <p>It is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme–phoneme correspondences. For example, when giving children instructions or asking questions the adult can segment the last word into</p>
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with repetitive phrases such as Run, run, as fast as you can, You can't catch me, I'm the Gingerbread Man. Wherever possible make the activity multi-sensory to intensify learning and enjoyment.

## 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').

## 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.

## 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.

## 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).

## 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.

## Animal Noises

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

## Singing Songs

Provide a wide selection of rhymes and songs on CD or tape so that the children can choose to listen to and join in with their favourites, and can extend their repertoire.

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! Who can touch their f-ee-t, feet?) Use only single-syllable words for oral blending. Oral blending can also be modelled from time to time when books are being shared, particularly rhyming books where the last word in a rhyming couplet could be segmented into separate sounds and then blended by the adult.

## 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 Fred and ask the children to listen carefully while he 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. Fred 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.

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

### 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.

### Segmenting

Invite a small group of children to come and talk to Fred in sound-talk, for example just before dinner time: Let's tell Fred what we eat our dinner with. Discuss with the children and agree that we use a knife and fork. Then tell Fred in sound-talk which the children repeat. Continue with: Let's tell Fred what we drink out of. Confer and agree on 'cup'. Repeat in sound-talk for Fred to listen and then invite the children to do the same. The children will soon begin to start the segmenting themselves. Leave Fred freely available to the children for them to practise and experiment with sound-talk.

### 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. Fred 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'. 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