

Fun with Sounds



Ideas for Small Group Work based on 'Letters and Sounds Phase One', with an emphasis on:

- Tuning into sounds
- Listening to and remembering sounds
- Talking about sounds

EARLY YEARS INCLUSION TEAM
and PRE-SCHOOL FACILITATOR

LETTERS AND SOUNDS

Fun with Sounds

Hopefully most people are now aware of the importance of developing good listening skills in children - it is a strong element of ELKLAN, Letters and Sounds and EYFS training. To help you develop good listening skills in your setting we have developed a training programme called 'Fun with Sounds'; based on the Letters and Sounds Phase One Teaching Programme. The activities focus on helping children to:

- Tune into sounds
- Listen to and remember sounds
- Talk about sounds

Glenys Stocker, the Pre School Facilitator, has kindly agreed to deliver this programme. Many of you will already be familiar with her as she has been delivering 'Play and Say' training for a number of years. This has been hugely successful and we are positive that this new training will have the same effect. Glenys will visit each setting on four occasions and stay for about 30-45 minutes. She will need to work with a small group of children (no more than 6) and it is essential that a member of staff works with her for the whole session.

We have decided that initially we will limit this offer to those settings that already have one member of staff who has attended the Letters and Sounds training (and for those who have not it is a great and fun day). As with 'Play and Say', Glenys will leave you with a file full of activities, songs, rhymes and resources.

If you are interested in Glenys visiting your setting or would like to know more about the training please contact

Sue Sharp 07792880930 sjsharp@herefordshire.gov.uk

The activities in this pack have been cross-referenced to the Letters and Sounds Phase One Teaching Programme. If you have attended the course you should have this pack. If not, let us know as we have some spare copies, or call DCSF publications on: 0845 6022260, or download from: www.standards.dcsf.gov.uk or www.teachernet.gov.uk/publications. Reference number is: 00113-20008BKT-EN

Fun With Sounds

The aim of these sessions is for the Pre-school Facilitator to provide staff training and practical activities to help children develop listening skills and phonological awareness.

Four sessions will be offered at a mutually agreed time. Sessions will last approximately 30 minutes. She will need to work with a small group of children (no more than 6) and it is essential that a member of staff works with her for the whole session.

The group will need a suitable space to work in that is reasonably quiet with as few distractions as possible.

We ask that the staff member repeats the Fun with Sounds activities during the week between sessions, either with the same group or with different children. This helps us to assess the confidence of that member of staff and the effectiveness of the training.

By the end of the four sessions the setting will have a complete file of Fun With Sounds activity ideas.

Setting

Signed:

Date:

Pre-school Facilitator

Signed:

Date:

Early Years Team:

Signed:

Date:

Fun with Sounds

Week 1

The object of this week's activities is to explore speech sounds through games, rhymes and songs.

Starter Song:

Beat Baby Song (see accompanying resource sheet 1)

Emphasise:

- **GOOD LOOKING**
- **GOOD LISTENING**
- **GOOD SITTING**

(see accompanying resource sheet 12)

Activity One - Sound Box. (Aspect 6: Voice Sounds p42)

Box to contain a selection of objects that make a noise. The adult will model the correct sound for the children to copy. There will be a selection of long, short, loud and quiet sounds. Examples: train (long and loud.) clock (short and quiet) slide (long and loud) snake (long and quiet) mouse (short and quiet) fire engine or plane. (long, crescendo)

The object is for the children to be aware of differences in sounds with emphasis on loud, quiet, long and short sounds and to model appropriately.



Activity Two - Songs for Voice Sounds

(Aspect 6: Voice Sounds p45)

5 Little Leaves (resources sheet 2)

Wheels on the Bus (sheet 5)

Here is a Beehive (sheet 6)

Down at the Station (sheet 2)

Here We Go Round the Mulberry Bush (sheet 4)

Old MacDonald (sheet 3)

The children can choose which rhyme to sing using the accompanying picture cards. The object is to sing rhymes and songs that explore speech sounds



Activity Three - Initial Sound Box/Alliteration.

(Aspect 5: Alliteration p 37)

The object of this game is to raise awareness of the sound at the beginning of words. Encourage the children to listen carefully.

Each box or bag will contain objects beginning with the same initial sound.

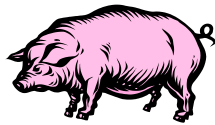
- **Brown Birthday Bear.** Wearing a birthday badge, buttons, belt with buckle and beads. She will have a bag with presents in containing a book about the 3 Bears, balloon, beautiful butterfly. blue bangle and bubbles.



- **Camping Cat.** Wearing a coat with a collar and cap and having comfortable cushion to curl up on. She will have in her caravan a candle, clock, and to eat a cake, crunchy crisps, carrot, cabbage and crackers, cup, kettle and camera.



- **Pink Party Pig.** She will have a plate to put peas, pear, pineapple, peach, pickle, pie, pizza, potato and pop. She could also have a party popper.



- **Silver, Slithering Snake.** He will be sparkling and silent. In his sack he will have a sock (to sleep in?) a snail, spider, starfish and stegosaurus that are his special friends.



After you have been through the objects in a box you may like to ask the children if they can see or think of anything beginning with that initial sound.

Final Song. (See accompanying sheet 1)

Week 2

The object of this weeks activities is to explore rhyming words through games and songs.

Starter Song:

Sing Beat Baby Song

Reinforce GOOD LOOKING, GOOD LISTENING and GOOD SITTING.

Activity 1 - Silly Soup (Aspect 4: Rhythm and Rhyme p31)

You will need a large bowl, a wooden spoon and a selection of rhyming objects or pictures.

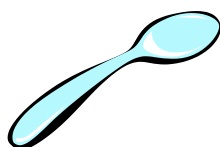
These could include:

hat,cat,bat,mat,rat.

knee,tree,three,bee,sea,key.

tin,bin,pin,fin.

Sing the Silly Soup Song and in turn get the children to add an object and stir the 'soup'. (see CD in the Letters and Sounds pack and accompanying sheet 7)



Activity 2 - Rhyming Pairs (Aspect 4: Rhythm and Rhyme p32)

Place a selection of rhyming objects/pictures on the table/floor.
Ask children to find a matching pair.

Coat/boat.
Tree/knee.
Chair/bear
Mouse/house.
Sock/clock.
Cat/mat

(See accompanying sheet number 10)

Activity 3 - Rhyme Box (Aspect 4: Rhythm and Rhyme p32)

Introduce one per week. Give the children the opportunity to choose a rhyme/song from the box at each session.

Miss Polly had a Dolly.
Trains' a Comin' choo choo choo.
Hickory, Dickory Dock.
Baa Baa Black Sheep.
Marching to the Grand Old Duke of York.



Final Song.

Week 3

This week we will be concentrating on sounds we can make with our voices and musical instruments

Reinforce GOOD LOOKING, GOOD LISTENING AND GOOD SITTING

Starter Song:

Beat Baby Song.

Activity 1 - Mouth Gym. (Aspect 6: Voice Sounds p42)

To the accompaniment of music carry out the following exercises:

- blowing
- horse braying (reverberating lips)
- exploring the inside of your mouth with your tongue
- tongue exercises around the outside of the mouth (licking lips)
- filling cheeks with air.

Activity 2 - Instruments and Noise Makers.

(Aspect 2: Sound Discrimination - instrumental sounds p18 and 19)

2A - Stopping and Starting

Give each child 3-4 matching musical instruments.

Let everyone have a chance to play the musical instruments and become familiar with them.

Adult to pick up one instrument and play it whilst singing one of the songs below.

Children must copy and stop when the adult does.

Repeat with a second and then third instrument.

Everybody do this, do this, do this,

Everybody do this just like me.

We're gonna shake, shake, shake and stop,

We're gonna shake, shake, shake and stop,

We're gonna shake, shake, shake and stop,

Now we'll shake some more.

2B - Musical Instrument Lotto.

Now hide your instruments behind a screen, make sure the children can't see them. Play one instrument and ask the children to match the sound.

When you are sure they have all copied the sound correctly show your instrument. Encourage the children to be the 'teacher' and hide their instruments behind the screen.



Activity 3 - Oral Blending and Segmenting

(Aspect 7: Oral Blending and Segmenting p49)

I Spy

Selection of objects/pictures with containing 2-3 phonemes.
e.g. zip, hat, comb, cup, bed, boat, ball.

Place the objects on the floor in front of the children.

Check that children can name each object.

Use Beat Baby or another toy to model 'I spy with my little eye z-i-p.'

Ask child to listen carefully and identify the object.

All children to then segment and blend.

Finish with final song.

Week 4

This week we will be exploring sounds in the environment around us and sounds we can make with our bodies.

Starter Song:

Sing Beat Baby Song

Reinforce **GOOD LOOKING**, **GOOD LISTENING** and **GOOD SITTING**.

Activity 1 - A Listening Moment

(Aspect 1: Environmental sounds p12)

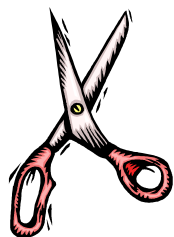
Remind the children how to be good listeners. Show them the one minute sand timer. Ask them to listen really carefully for one minute. When all the sand has run through they can tell each other what they have heard around the room (it might be useful to put fingers on lips to remind them to wait until the end of the minute!) If this is too difficult just ask the children to listen carefully and then tell you what they can hear.

Activity 2 - Mrs Browning has a Box

(Aspect 1: Environmental sounds p13)

Turn a box on one side with it's opening facing away from the children. One by one place between four and six familiar noisy items (not instruments) into the box. Show each one to the children and let them hear the sound the object makes. You could use for example:

- Packet of crisps
- Bunch of keys
- Bicycle bell
- Squeaky toy
- Mobile phone
- Scissors
- Water in a bottle



Sing (to the tune of Old MacDonald)
Mrs Browning has a box eee I eee I o
And in that box she has a

Stop. Gesture for the children to listen. Make a noise with one of the hidden objects. The children take it in turns to guess what is making the sound. Continue the song and make the sound of the object with your voices.

With a zzz zzz here and a zzz zzz there etc

Allow the children to take turns at choosing the sound.

Activity 3 - Follow the Sound (Aspect 3: Body percussion p25)

Ask the children to sit in a circle

The adult begins by producing a 'body percussion sound', which is then 'passed' to the next child and the next around the circle.

You could use:

- Clapping hands
- Stamping feet
- Rubbing hands together
- Patting tummy
- Single finger claps
- Patting cheeks
- 'Kissing' lips

Children can take turns to start passing a new sound around. You can make this activity harder by introducing simple sequences of sounds e.g. clap, stamp, clap.

Finish with final song.

Song and Rhyme Resources

Beat Baby Song. (Beginning session)

Beat Baby, Beat Baby,
Come out to play,
Beat Baby, Beat Baby
Come out to play.

Whilst singing this rhyme clap your hands and tap your knees alternately.

Beat Baby Song (Ending session)

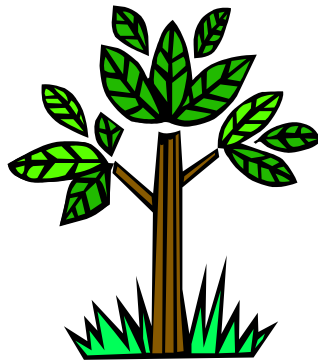
Beat Baby, Beat Baby,
Go to sleep
Beat Baby, Beat Baby
Go to sleep.
Shhhhhhhh

This should be sung very quietly with the same clapping and tapping. Encourage the children to make the sound of shhhhhh and put finger to lips.

5 Little Leaves

5 little leaves so bright and gay,
Were dancing about on the tree one day,
The wind came whistling through the town,
Ooooooooooooooh,
And 1 little leaf came tumbling down.

4 little leaves so bright and gay,
Were dancing.....



Down at the Station

Down at the station early in the morning,
See the little puffer trains all in a row.
See the engine driver pull the little handle,
Chuff, chuff, woowoo, off we go.



Old MacDonald Had a Farm



Old MacDonald had a farm

E I E I O

And on that farm he had a cow

E I E I O

With a moo moo here, moo moo there

Here a moo there a moo, everywhere a moo moo.

Old MacDonald had a farm

E I E I O

Old MacDonald had a farm

E I E I O

And on that farm he had a duck

E I E I O

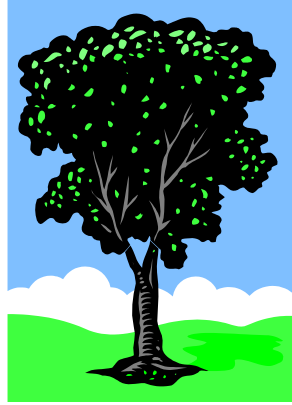
With a quack quack here, quack quack there,

Here a quack, there a quack, everywhere a quack quack.

Old MacDonald had a farm.

E I E I O.

Continue adding animals until you have all had enough!



Here we go Round the Mulberry Bush

Here we go round the mulberry bush,
Mulberry bush, mulberry bush.

Here we go round the mulberry bush
On a cold and frosty morning.

This is the way we go beep, beep
Go beep beep, go beep, beep.
This is the way we go beep, beep.
On a cold and frosty morning.

Here we go round the mulberry bush,
Mulberry bush.....

This is the way we say shhhhh, say shhhhh,
Say shhhhh,
This is the way we say shhhhh,
On a cold and frosty morning.

Etc.....



The Wheels on the Bus

The wheels on the bus go round and round,
Round and round, round and round.

The wheels on the bus go round and round,
All day long.

The horn on the bus goes beep, beep, beep,
Beep, beep, beep; beep, beep, beep.

The horn on the bus goes beep, beep, beep.
All day long.

The windscreen wipers go swish, swish, swish,
Swish, swish, swish; swish, swish, swish.

The windscreen wipers go swish, swish, swish.
All day long.

Here is the Beehive

Rhyme

Here is the beehive,
Where are the bees?
Hidden inside where nobody sees.
Soon they come creeping out of the hive
1,2,3,4,5 Buzzzzzz!

- Make a fist with your right hand and wrap it in your left hand to make a 'hive'.
- Say the rhyme - look inside your hive but find nothing.
- Slowly count the bees out of the hive starting with the thumb of the right hand with fingers following.
- Vocalise the bee sound and buzz around!



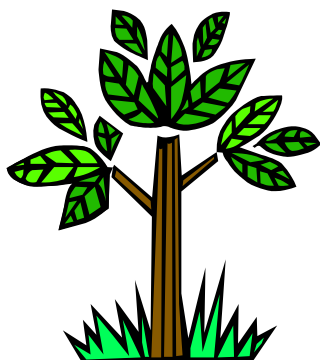
Silly Soup



We're going to make some silly soup
We're making soup that's silly.
We're going to put it in the fridge,
To make it nice and chilly

(To the tune of ' Half a Pound of Tuppenny Rice')

Rhyme Song Picture Cards



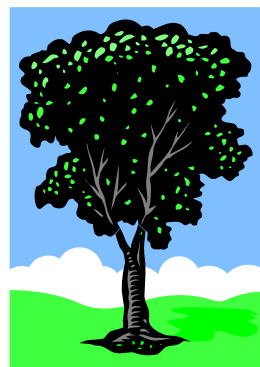
5 Little Leaves



Down at the Station



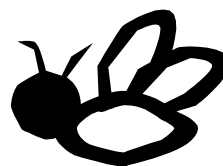
Old MacDonald



Here We Go Round the
Mulberry Bush



Wheels on the Bus

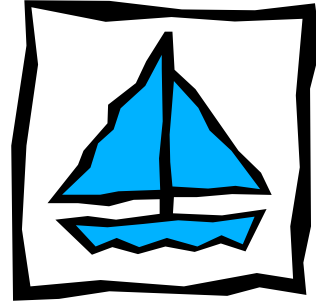


Here is the Beehive

Rhyming Pairs Picture Cards



coat



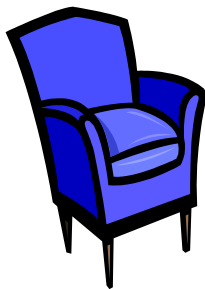
boat



tree



key



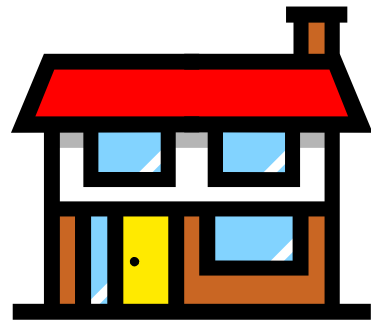
chair



bear



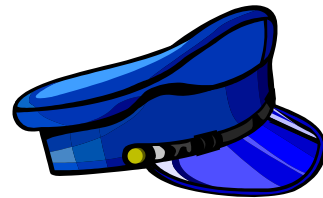
mouse



house



cat



hat



dog

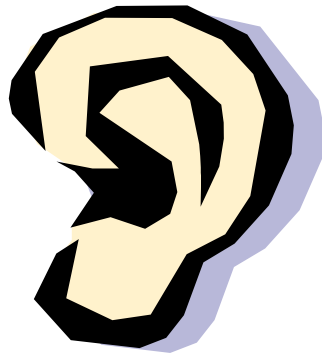


frog

Good Sitting



Good Listening



Good Looking

