

# A guide to playing with sounds



This booklet is aimed to give you information about the first phase of 'Letters and Sounds' and the best ways you can help your child at home.

## **The Structure of the programme - Phase 1**

In this phase your child will learn to:

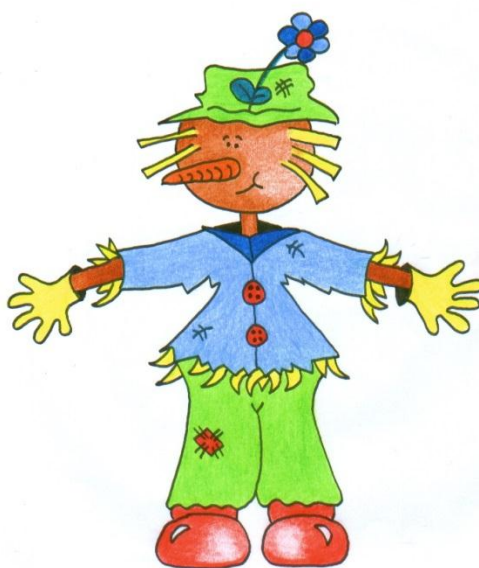
- ✓ Have fun with sounds
- ✓ Listen carefully
- ✓ Develop their vocabulary
- ✓ Speak confidently to adults and other children
- ✓ Tune into sounds
- ✓ Listen and remember sounds
- ✓ Understand that spoken words are made up of different sounds



Phase 1 of the programme consists of seven interlinking parts that help the children tune into sounds these are:

1. Environmental sounds
2. Instrumental sounds
3. Body percussion
4. Rhythm and rhyme
5. Alliteration (words that begin with the same sound)
6. Voice sounds
7. Oral blending and segmenting

You can help your child to develop in each of these areas by trying some of the ideas which follow. Remember to keep it fun and do not get concerned if your child does not immediately grasp some of the activities. These ideas will also give you an insight into the sorts of activities your child will be involved in at Nursery.





## 1 - Environmental Sounds



Ways to support your child at home:

- ☀️ Go on a listening walk - when on a walk make a point of listening to different sounds i.e. cars revving their engines, dogs barking, birds tweeting, aeroplanes in the sky etc. When home talk about and try and remember all the different sounds you heard.
- ☀️ Play sound lotto - commercial sound lotto games can be purchased from many toy shops.
- ☀️ Make and explore sounds using a range of props such as running a stick along a fence, tapping a pan lid.
- ☀️ Encourage your child to talk about and describe the sounds, can they make the sounds themselves.



## 2 - Instrumental Sounds



Ways to support your child at home:

- ☀️ Make your own musical instruments using card board boxes, yoghurt pots, elastic bands, dried peas, pasta etc. Shake these loudly or softly. Play guess what's inside this instrument and describe the sounds.
- ☀️ Listen to a range of music with your child from pop to classical. Encourage your child to move in response to the variety of music styles and moods. Talk about the music, helping them to extend their descriptive vocabulary.



### 3 - Body Percussion



Ways to support your child at home:

- ☀️ Sing some action rhymes such as 'wind the bobbin up' 'Incy wincy spider' etc.
- ☀️ Play Nursery rhyme CD's and clap along with familiar rhymes or learn new ones.
- ☀️ Try different types of claps, clap your hands softly / fast/ loudly.
- ☀️ Make a pattern with your child to follow. Stamp your feet, click your fingers or your tongue, tap fingers etc, generally explore different sounds.



### 4 - Rhythm and Rhyme



Ways to support your child at home:

- ☀️ Read poems of rhyming stories, sing songs and nursery rhymes as often as you can. Try using gestures (acting out the story / rhyme) tap regular beats and pause to emphasise the rhythm of the piece and the words that rhyme.
- ☀️ Try out some rhythmic chanting of your own such as 'two, four, six, eight hurry up or we will be late' or 'bip, bop, boo who are you?' etc.



## 5 - **Alliteration** (words that begin with the same sound)

Ways to support your child at home:

- ☀ Alliteration is a lot of fun to play with. Your child's name can be a good place to start e.g. Harry has hundreds of happy hamsters, Will watches wibbly wobbly webs, Freddy finds five funny frogs etc. Encourage other familiar members to have a go or make up sentences about them e.g. Mummy makes marvellous marsh mellows, Grandad grows green grass.
- ☀ Emphasise all alliteration in songs and stories e.g. 'Peter piper picked a peck of pickled pepper' play about with familiar stories such as 'Old MacDonald had some sheep, shoes, shorts with a sh, sh here etc.
- ☀ Play games to identify the odd one out in a spoken list e.g. cat, cup, boy, car.

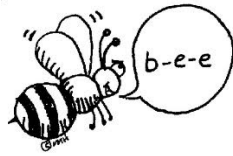


## 6 - **Voice Sounds**

Ways to support your child at home:

- ☀ Say words in different ways (fast, slow, high, low, using funny voices)
- ☀ Sing songs using only one sound e.g 'la, la, la, la' and ask your child to guess the song.
- ☀ Make and exaggerate voices for characters when reading stories.
- ☀ Read or tell sound stories - these encourage sound making as you read the story.





## 7 - Oral Blending and Segmenting

Ways to support your child at home:

At this stage this is all oral (spoken). In the early stages the emphasis is on helping children to hear the separate sounds in words and create spoken sounds. It is important we use letter sounds and not names e.g. for the word cat to say c-a-t and not C(see)-A(ai)-T(tee)

☀️ Sound talk - try breaking down simple words when giving instructions or asking questions such as 'Can you find your h-a-t (hat)?' 's-i-t (sit) on your s-ea-t (seat)' etc. It is important to say the sounds in order through the word and then the whole word too.

☀️ Blending - this is a vital skill for later reading - the separate sounds (phonemes) of the word are spoken aloud, in order and are then merged together into the whole word. This merging together is called blending. For example if an adult said d-o-g the child would know and say the word 'dog'.

☀️ Segmenting - this is a vital skill needed for later spelling. The whole word is spoken aloud, then broken up into its separate sounds (phonemes) in order. For example the adult would say 'dog' and the child would know to break down the word to say d-o-g.

We hope that you find this information useful and for you to understand the type of learning that is planned in the area of 'Communication and Language'.

The early phases of the Letter and Sounds programme form the foundation for the development of early reading and writing skills. These skills are built on as children move through the phases in Reception and Key Stage 1 classes.





