



# Phase 1 Activities

## Aspect 1 Activity 1

Hearing and discriminating between sounds  
To support children to recognise the direction a sound comes from

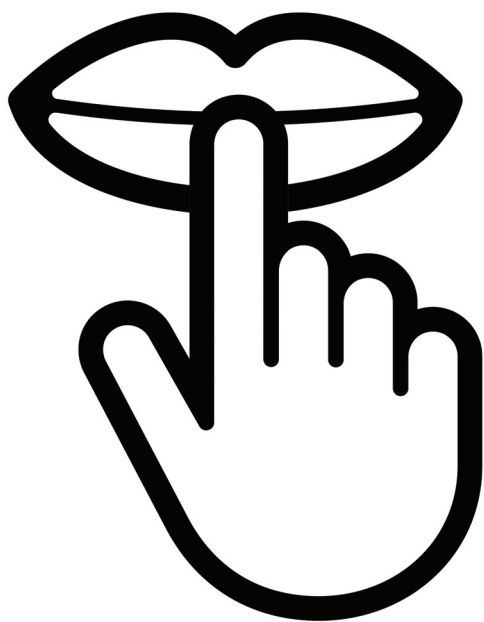
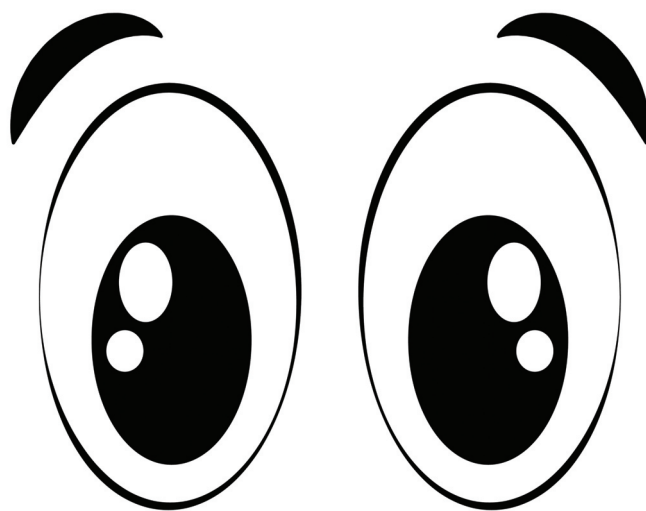
## What Can You Hear?

*Note:* This activity can take place inside and out.

- Discuss with the children the behaviours which help us to be 'good listeners' and use the picture prompts to support understanding.
- Ask the children to show you how good they are at listening and talk about why listening carefully is important.
- Ask the children to actively listen to the sounds around them and ask, "What can you hear?"
- Discuss the sounds they hear and where the direction that the sounds are coming from, e.g. "The dog is barking in the garden behind us."
- After a few minutes of listening, ask the children what sounds they can remember hearing. Collect these together on a sheet of paper by writing or drawing.
- Keep these pieces of paper and refer to them the next time this activity is carried out, asking the children to make comparisons between the two occasions and discuss which sounds are the same and different and why they think this might be.

# Phase 1 Activity Resources

## Aspect 1, Activity 1





# Phase 1 Activities

## Aspect 1 Activity 2

Hearing and discriminating between sounds  
To support children to discriminate between different sounds

## Noisy Neighbour

*Note:* This activity is best done in a small group.

- Place a selection of objects which make a noise in a box or bag (3 or 4 to begin), such as a crisp packet, some keys, a dog toy, a shaker, etc. These are the things the 'noisy' neighbour is going to use to annoy the neighbours.
- Show the children the objects and demonstrate the noise they make.
- Ask the children to join you in the chant:

*"Noisy Neighbour!  
Noisy Neighbour!  
Stop that noise!"*

- Put your hand in the bag/box and make a noise with one of the objects.
- The children then guess which object it is.
- Once the children are familiar with the activity, pass the bag/box around and let them make the noise.
- A further extension to this activity is to use objects the children have played the game with previously but this time, don't show them the objects first, see if they can remember.



# Phase 1 Activities

## Aspect 2 Activity 1

**Sound discrimination with musical instruments**  
**To support children to become familiar with the sound made by different instruments and begin to name them**

## Name the Instrument

- Gather a range of musical instruments (drum, shakers, triangle, tambourine, sleigh bells etc.).
- Give the children the opportunity to play with them to introduce the sounds each instrument makes and name them all. Use the picture cards to support.
- Hide the instruments under a blanket or cloth and play one of them.
- The children have to guess which instrument you played.
- Once the children are familiar with this activity, encourage them to 'lead' by playing the instruments to the other children.
- Remember to revisit the names and sounds of the instruments during other activities, such as when the children are playing the instruments in their independent play or when using instruments to accompany song time.



# Phase 1 Activity Resources

Aspect 2, Activity 1 – page 1 of 2



# Phase 1 Activity Resources

Aspect 2, Activity 1 – page 2 of 2



# Phase 1 Activities

## Aspect 2 Activity 2

Sound discrimination with musical instruments  
To support children to discriminate between  
volume, pitch and tempo

## The Zookeeper is Coming!

- Sit the children in a semi-circle and give each one a musical instrument.
- Let them play their instruments and then discuss whether their instrument is 'high pitched' or low pitched.
- Tell them you are the Zookeeper and when you show the children one of the picture cards they have to play their instrument in the way described by the animal on the card as follows:

**lion** – play loudly

**mouse** – play quietly

**tortoise** – play slowly

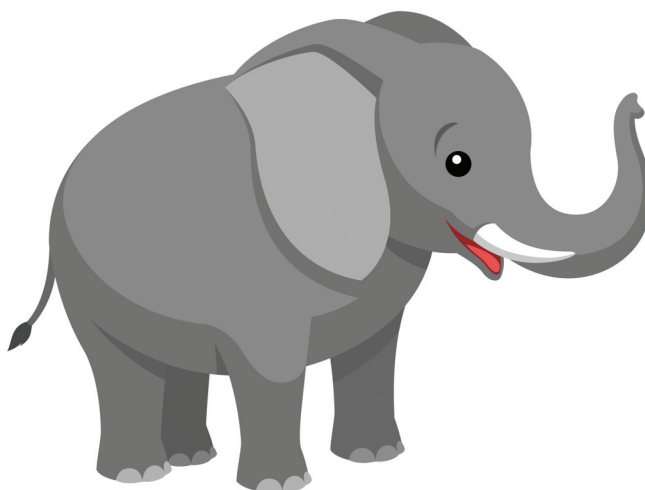
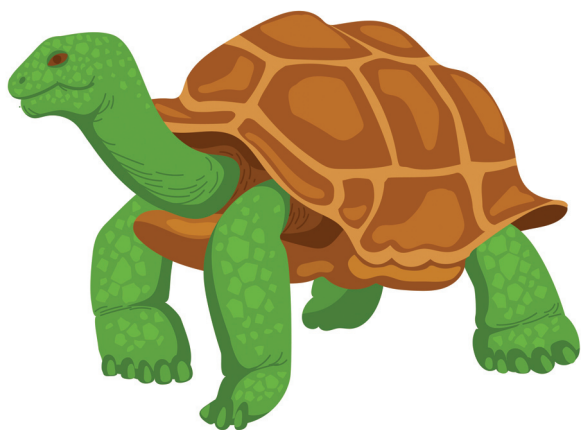
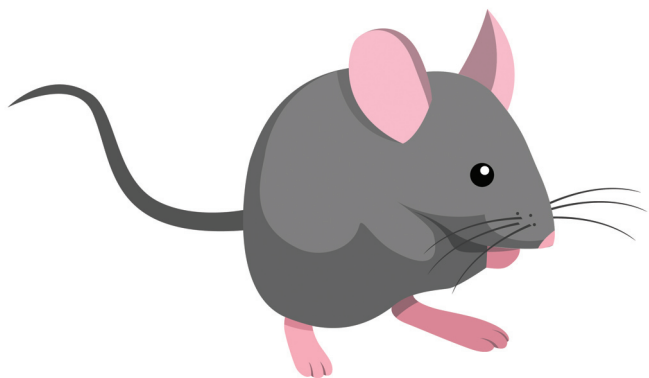
**cheetah** – play quickly

**robin** – just the instruments which make high pitched sounds

**elephant** – just the instruments which make low pitched sounds

# Phase 1 Activity Resources

## Aspect 2, Activity 2





# Phase 1 Activities

Aspect 3

Fine tuning sound discrimination and rhythm  
with body percussion

Activity 1

To support children to explore body percussion

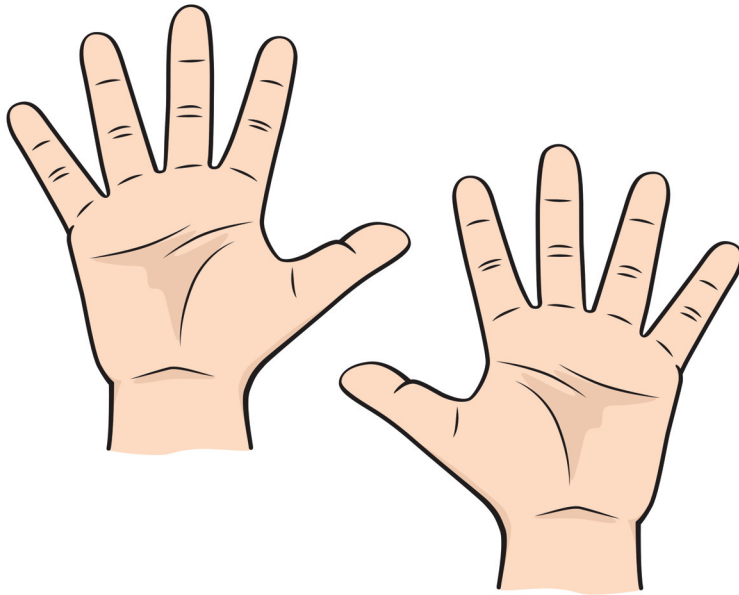
## What Sounds Can I Make?

- Sit the children in a semi-circle.
- Show the children the picture card of hands and ask them what sounds they can make with their hands and fingers.
- Repeat with the cards of feet and mouth.
- Each time, remind children of the animal cards used in 'The Zookeeper is coming' activity and ask them to make the sounds loudly, quietly, quickly or slowly.
- Next, ask a child to pick one of the sounds they have just made, 'pass this sound' around the semi-circle. Did the sound stay the same? Was the volume and tempo the same all the way around?
- Repeat until all of the children have had a turn.



# Phase 1 Activity Resources

## Aspect 3, Activity 1





# Phase 1 Activities

Aspect 3

**Fine tuning sound discrimination and rhythm  
with body percussion**

Activity 2

**To support developing rhythm**

## Follow the Leader

- The children stand in a line.
- The leader decides on a movement or body rhythm (stamping feet, clapping hands, clicking fingers, etc.).
- The other children copy the rhythm as the leader leads them around the setting (indoor or outdoor).
- Encourage the leader to describe the way they are moving and the pace.
- The adult then becomes the leader and extends vocabulary by modelling new ways to move (e.g. briskly, rapidly, lazily, listlessly, lethargically, sluggishly, energetically, swiftly, hastily).
- Afterwards, discuss the differences they can hear between the noises their bodies made when they moved in the different ways.



# Phase 1 Activities

Aspect 4  
Activity 1

Rhythm and rhyme  
To support children to hear syllabic rhythm in words

## How Many Syllables Do I Have?

- Sit the children in a semi-circle.
- Each child takes it in turns to say their name out loud.
- The rest of the group then repeat the name, clapping/stamping/finger clicking the syllables.
- Once the children are confident with this activity, place some objects in the semi-circle and repeat by clapping/stamping/finger clicking the names of the objects.





# Phase 1 Activities

Aspect 4  
Activity 2

Rhythm and rhyme  
To support children to identify rhyming words

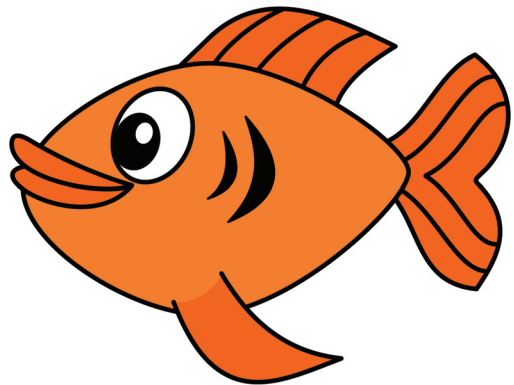
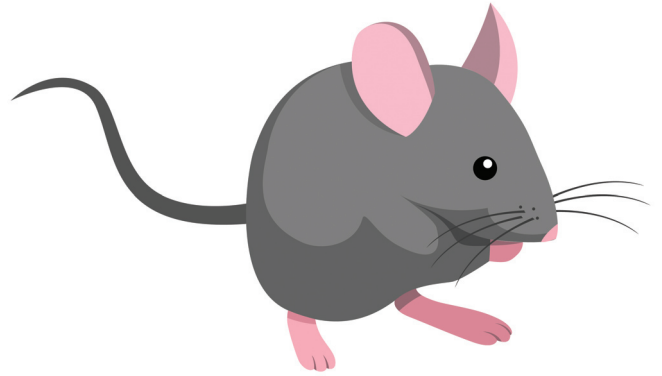
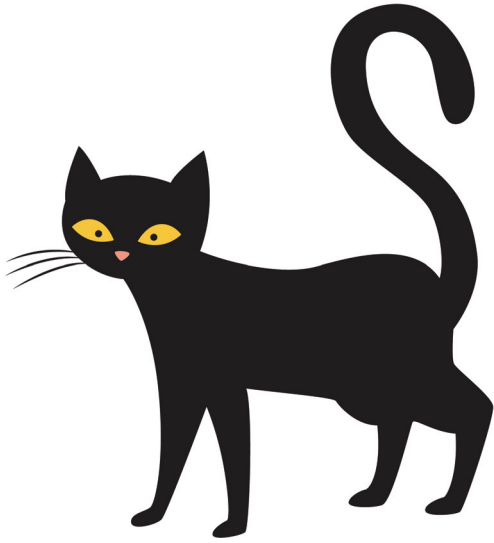
## Rhyming Bingo

- Give each child 3 or 4 pictures cards from set A.
- Place the picture cards from set B in a box or bag.
- Ask the children to identify the objects on the cards they have.
- Draw a card from the box/bag and show the children, telling them what is on your card.
- The child who has the picture of the word that rhymes with your picture shouts 'Rhyme!'
- When a child matches all of their pictures, they shout, 'Bingo!'

This activity can also be adapted to a pairs game to be played with one adult and one child.

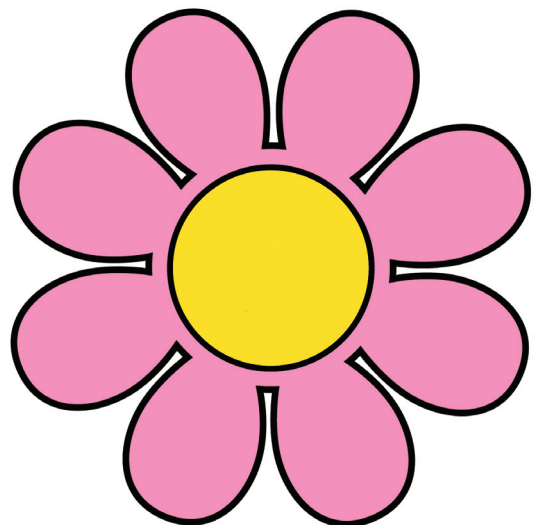
# Phase 1 Activity Resources

Aspect 4, Activity 2    Card Set A – page 1 of 2



# Phase 1 Activity Resources

Aspect 4, Activity 2    Card Set A – page 2 of 2



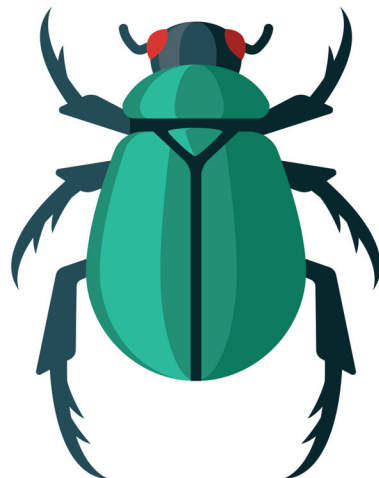
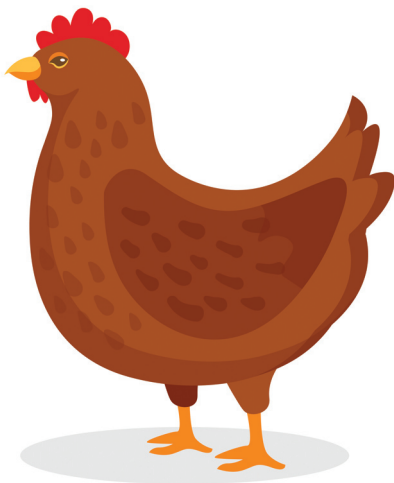
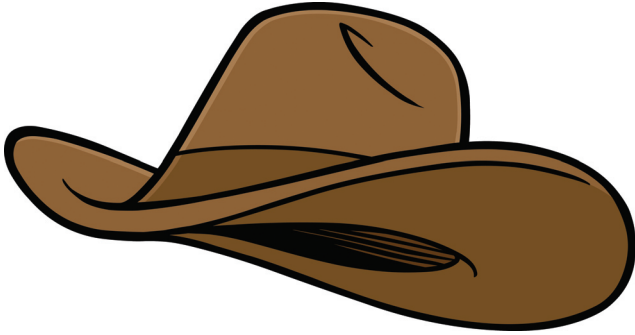
# Phase 1 Activity Resources

Aspect 4, Activity 2    Card Set B – page 1 of 3



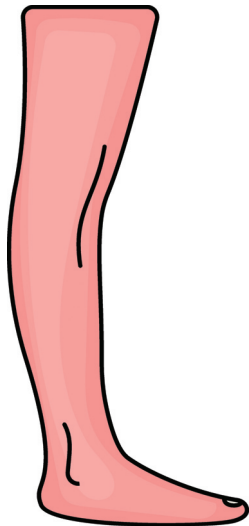
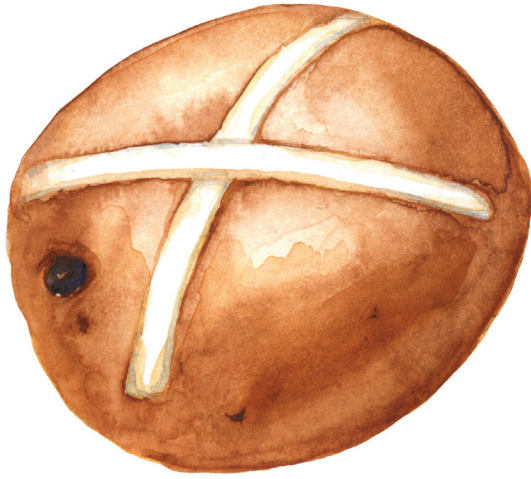
# Phase 1 Activity Resource

Aspect 4, Activity 2 Card Set B – page 2 of 3



# Phase 1 Activity Resources

Aspect 4, Activity 2    Card Set B – page 3 of 3



# Phase 1 Activities

Aspect 5  
Activity 1

Alliteration

To support children to hear initial sounds of words

## What Is In My Hoop?

- Collect a range of objects which begin with the same phoneme (not necessarily the same grapheme). You will need four sets of objects. Avoid objects which begin with adjacent consonants to begin with.
- Sit the children in a semi-circle and place 4 hoops in the middle.
- Give each child one or two objects (depending on the size of your group), keeping one object beginning with each phoneme back.
- Ask the children to tell the person next to them what objects they have in front of them. Clarify any misconceptions they have.
- Take one of the reserved objects and ask the children what it is and what sound they can hear at the start of the word. Place this in one of the hoops. Repeat with another three objects, beginning with different phonemes, so that each hoop has one object in it.
- Ask the children to put their objects in a hoop so that all of the objects in each hoop start with the same sound.
- Review the hoops together, addressing any misconceptions.



# Phase 1 Activities

Aspect 5  
Activity 2

Alliteration  
To support children to remember and select  
initial sounds

## What Is On My Shopping List?

- Sit the children in a semi-circle.
- Tell them that you are going to the shops and you need them to help you create your shopping list. The only thing they have to consider is that everything on your list has to start with the same sound.
- Start the shopping list with an item and ask them to suggest other items for your list which start with the same phoneme. You might want to use a few items to help them start.
- You can adapt this activity by creating different lists, e.g. "I'm going to the zoo and I want to see a ..."





# Phase 1 Activities

Aspect 6  
Activity 1

Voice sounds

To help children recognise that different voice sounds are associated with mouth movements

## Look At Me!

- Give each of the children a small mirror.
- Ask the children to carefully watch your mouth as you say a sound. Explain what happens to your lips, mouth, teeth and tongue as you make the sound.
- Ask the children to make the same sound and to look in the mirror to check that their mouth, lips, teeth and tongue are doing the same as yours.
- This can be linked to initial sound of children's names to also support initial sound recognition. Make sure you include the phonemes **/v/**, **/th/**, **/f/** as children often mix these up.



# Phase 1 Activities

Aspect 6  
Activity 2

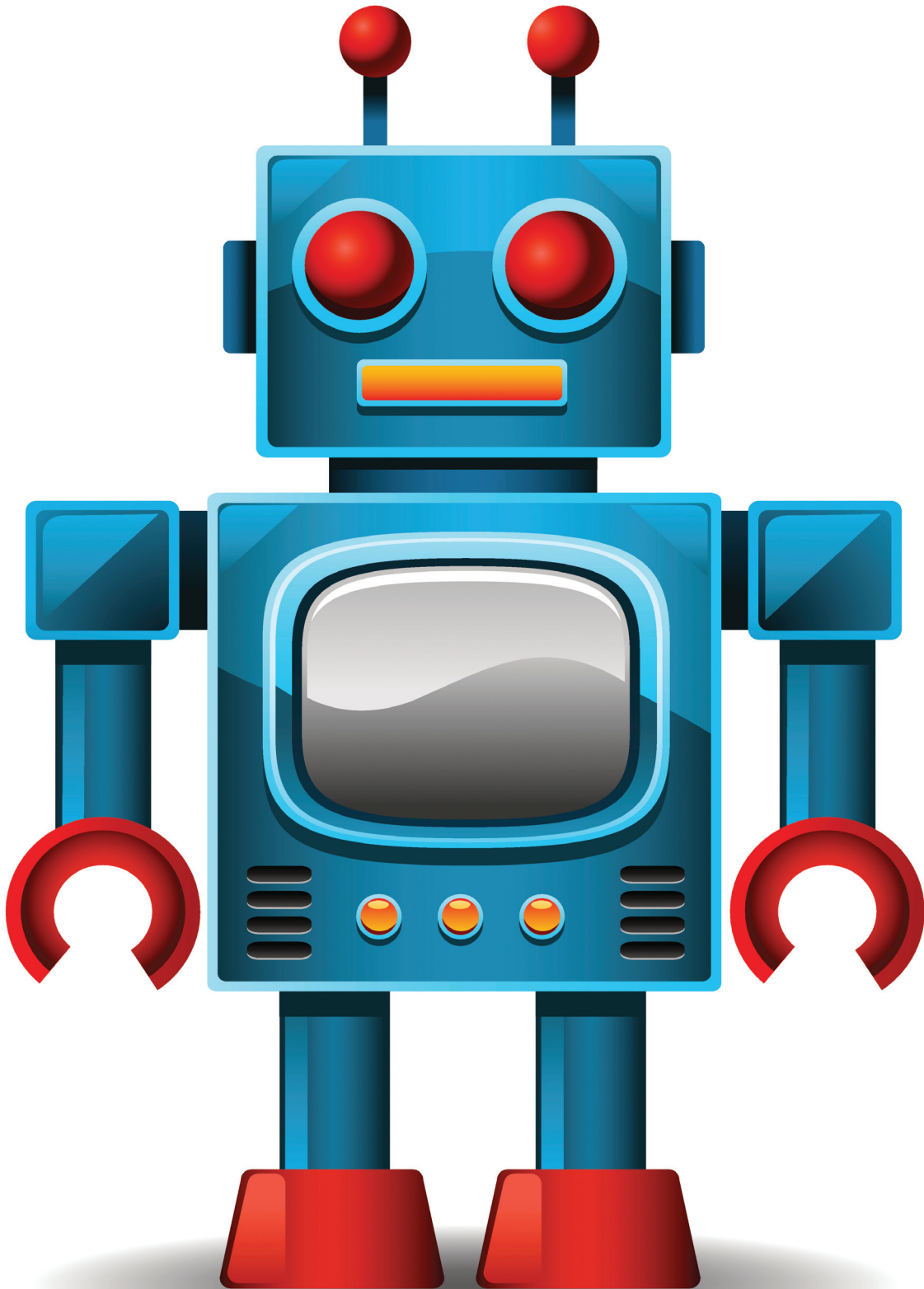
Voice sounds  
To support children to listen to individual sounds  
in words

## Robot Rob

- Show the children the picture of Robot Rob (or use a toy robot if you have one).
- Place the pictures of objects in a bag and take one out at a time, naming the object and asking the children to repeat the name after you ('My turn, your turn').
- Explain that Robot Rob talks with a robot voice and demonstrate how Rob would say the name of the object on the picture.
- Sound out and blend the phonemes in the name of the object, exaggerating each phoneme, and ask the children to repeat.
- Repeat for the other pictures.

# Phase 1 Activity Resources

## Aspect 6, Activity 2





# Phase 1 Activities

Aspect 7  
Activity 1

Oral blending and segmenting  
To support children to orally blend

## What Am I?

- Sit the children in a semi-circle.
- Place a variety of familiar objects in the semi-circle, all with names that contain three phonemes (eg, cat, dog, mouse, bus, sock, fish, leaf, soap, etc)
- Check that all the children can recognise each object.
- Sound-talk the name of one of the objects without blending the phonemes together, e.g. **/c/ /a/ /t/**, slowly at first and then a little quicker, and ask the children to listen carefully and see if they can work out which of the objects you are referring to.
- Ask the children to repeat the sounding out and then blend them together so they say the name of the object.

It is also important to sound talk a lot in the first few weeks of the Reception year, e.g. asking the children to get their **/c/ /oa/ /t/**, put their hands on their **/h/ /ea/ /d/**, stand on one **/l/ /e/ /g/**, etc.



# Phase 1 Activities

Aspect 7  
Activity 2

Oral blending and segmenting  
To support children to orally segment

## That's Me!

- Repeat the activity above with different objects, but this time point to one and ask the children to pick an object and sound talk it to you.
- The two interventions – 'Oral blending' and 'Blend and find' – also support blending and segmenting, but should be used on a one-to-one basis with a child, as demonstrated in the intervention films.