

Letters & Sounds Phase 1- Continuous Provision

Books & The Listening Centre

<p>Aspect 1</p> <p>General sound discrimination – environmental sounds</p>	<p>1.Sound Lotto: In your listening centre/area provide a commercially produced or home made sound lotto depicting familiar sounds from the environment. Encourage the children to access this independently</p> <p>2.Enlivening Stories: Encourage the children to be involved in stories enlivened by role play and repeated sounds. For example, using the story 'Peace at Last', make sounds to match the actions in the story- drip, drip goes the tap, hummmmmm goes the fridge etc.</p>
<p>Aspect 2</p> <p>General sound discrimination – instrumental sounds</p>	<p>1.Story Sounds: Encourage the children to use musical instruments to add sound effects to stories. In the book corner provide a range of suitable instruments and stories that lend themselves to sound effects.</p> <p>2.Animal Sounds: Provide a range of puppets and instruments and encourage the children to use the instruments to represent the animals.</p>
<p>Aspect 3</p> <p>General sound discrimination – body percussion</p>	<p>In the same way as above encourage the children to add sounds to stories but this time using their bodies to make the sounds. e.g.: Stamping sounds to represent the giant in Jack and the Bean Stalk</p>
<p>Aspect 4</p> <p>Rhythm and rhyme</p>	<p>1.Rhyming Books Provide a range of rhyming books in the book corner that you have already shared with the children.</p> <p>2.Finish the Rhyme Provide books with predictable rhymes that the children are familiar with and stop when you come to the final word and encourage the child to complete it or change it to alternative rhyming words.</p>
<p>Aspect 5</p> <p>Alliteration</p>	<p>1.Sounds Around Provide puppets in the book corner and encourage the children to make up tongue twisters using the puppets names. Such as Christopher the Crazy Croc, David's Dangerous Dinosaur.</p> <p>2.Initial Sounds in words Looking at pictures in books, encourage the children to spot things that begin with the same initial sounds. Apple, Ant, Ankle, Ambulance or Chalk, Chips, Chimp, Chocolate</p>
<p>Aspect 6</p> <p>Voice sounds</p>	<p>1.Sound Story Time Encourage the children to use their voices to represent the different characters in stories. e.g. Deep booming voice for the giant, squeaky voice for the three little pigs.</p> <p>2.Animal Noises Encourage the children to identify animals in books and to dramatise animal movements and sounds.</p>
<p>Aspect 7</p> <p>Oral blending and segmenting</p>	<p>Following a number of adult focused activities around this aspect, leave the 'Talk Toy' in the book corner</p> <p>1.Sound Talk</p> <p>a) The adult uses the talk toy to identify pictures in books and name them in sound talk. e.g. – D-U-CK then repeat Duck</p> <p>b) Encourage the children to assist the toy in naming pictures in books in sound talk independently.</p>

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Role Play

Aspect 1 General sound discrimination – environmental sounds Home Corner	1.Teddy is lost in the Home Corner: One child hides Teddy in the home corner and then guides another child by singing louder as s/he gets closer to where Teddy is hidden 2.Pots and Pans: Encourage the children to use everyday objects in the home corner such as pans with lids filled with pasta, Duplo bricks, rice etc. Ask the children to shake the containers and identify what's inside by the sound it makes
Aspect 2 General sound discrimination – instrumental sounds Rock/Pop Band	1.Disco Diva: Copy each other making quiet and loud sounds using instruments. Encourage the children to perform to an audience. Provide the children with prompt cards indicating quiet and loud sounds. e.g. – Drum Kit / Ballet dancer 2.Musical Show and Tell: Ask the children to play musical instruments to each other. Copy each others rhythm and beat.
Aspect 3 General sound discrimination – body percussion Themed Role play	1.Follow the Sound Encourage the children to make sounds with their bodies to match the theme i.e., Going on Bear Hunt or making the sounds for a car wash
Aspect 4 Rhythm and rhyme Café / Shop	1.Silly Soup Encourage the children to use the rhyming props to make the soup. 2.Shop play Encourage the children to buy rhyming objects from the play shop. As you remove the items from the shopping basket emphasise the rhyming words and encourage the children to identify the items that don't rhyme.
Aspect 5 Alliteration	1.Going on a Train Journey Allow the children to make a train with chairs/cushions/carpet squares etc. and go on a journey stopping when there's an obstruction on the track. Encourage the children to think what could be in their way using alliteration. Such as Big Brown Bear , Flat Fried Fish etc. 2.Shop Play Encourage the children to go shopping for items all beginning with the same letter. e.g. Bacon, butter, bananas, batteries,
Aspect 6 Voice sounds Dressing-up / Mirror play / Hairdressers / Hat shop	1.Watch my sounds Encourage the children to observe their faces, lips and tongue in a mirror as they make different speech sounds.
Aspect 7 Oral blending and segmenting Home Corner / Toy Shop	1.I Spy The adult pretends the toy says "I spy with my little eye, a C-U-P!", and then invite the child to say the name of the object and find it. Continue the game segmenting and naming items around the role play area. 2.Robot Play Encourage the children to have fun, dressing-up as robots, moving stiffly around the room and segmenting some words like them.

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Sand & Water Play

Aspect 1 General sound discrimination – environmental sounds At the seaside	1.A Listening Moment Provide a range of items in the water play. Encourage the children to listen to the different sounds as they pour, splosh, plop etc. 2.Describe and Find it! Hide objects in the sand. One child describes an item and the other child digs to find it.
Aspect 2 General sound discrimination – instrumental sounds	1.Sound Makers Encourage the children to make sound makers using containers with lids in the sand or water with added pebbles, gravel, buttons etc.
Aspect 3 General sound discrimination – body percussion	N/A
Aspect 4 Rhythm and rhyme	1.Odd one out Hide three objects or laminated pictures in the sand / water tray, two that rhyme and one that doesn't. Encourage the children to search or 'fish' for the object and identify the odd one out. Use fishing nets, sieves, tea strainers etc. 2.Rhyming soup Encourage the children to use the rhyming props to make silly soup when playing in the sand / water tray
Aspect 5 Alliteration	1.Digging for treasure Collect two sets of objects that are suitable for the sand and water each set of objects must have names beginning with the same initial sound. As the children uncover the treasure encourage them to group the objects by their initial sound. 2.Sounds around Encourage the children to dig for objects in the sand and make up tongue twisters using the objects they've found. e.g. – Big Blue Bucket, Millie's Marvellous Magic Mittens.
Aspect 6 Voice sounds	1.Mouth Movements – Bubble Play Encourage the children to blow bubbles in the water. Use a variety of straws. 2.Voice Sounds (Small world in the water tray) Show the children how they can make sounds with their voices to represent the people playing in the water e.g. 'splash' as they jump in, 'whreeeeeeee' as they slide down the waterslide.
Aspect 7 Oral blending and segmenting	1.Fish for objects? Fish for objects and sound them out in a robot voice.

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Small World

Aspect 1 General sound discrimination – environmental sounds	1.Mrs Browning’s Box using vehicles with sound effects Encourage the children to activate the noises on the toys inside a box where their playmates can’t see. The other children can then guess which toy is in the box. 2.Describe and Find it! Play alongside the children with small world animals. Describe one of the animals, but don’t tell the children, for example this animal has four legs a mane and sharp teeth, ask the children to guess what animal it is and make the noise that animal might make.
Aspect 2 General sound discrimination – instrumental sounds	1.Listen and Respond Using a range of small world characters and instruments, ask the children to choose a sound to match to a character. For example when they hear a drum the toy dinosaur stomps around the carpet and when they hear the bells the fairy doll dances around the carpet.
Aspect 3 General sound discrimination – body percussion	1.Noisy Neighbour using the dolls house and small world people Encourage the children to tell a story about a noisy neighbour. A child makes the small world people make sounds from inside the house, such as stamping up the stairs, brushing teeth, snoring etc and the other children try to identify the sound and ask the noisy neighbour to please be quiet.
Aspect 4 Rhythm and rhyme	1.I know a word During small world play encourage the children to make up silly rhymes about the characters they are playing with, for example, “Here is a dinosaur knocking at the door, I hope he doesn’t make a loud roar!” or “Here is a fireman with a great big hose, I hope he doesn’t squirt my nose!”
Aspect 5 Alliteration	1.Bertha goes to the zoo Whilst playing alongside the children with the small world zoo introduce a tractor and trailer and explain that the tractor has to collect some animals along its way. If the child chooses a panda, then on that trip around the zoo, the tractor can only pick up animals beginning with ‘P’. 2.Tony the Trains Busy Day Use a toy train, track and a selection of objects previously used in an adult focus activity from this aspect. Tony chugs along the track until he comes across an obstruction, which could be a ‘Big Brown Bear’ or ‘Cool Calm Cat’ encourage the children to emphasise the initial sounds.
Aspect 6 Voice sounds	1.Transport Sounds Play alongside the children, naming the vehicles in the garage, station, etc. Encourage the children to make the sounds of the vehicles remembering that there are many different ways to make the sounds. 2.Make a sound Play alongside the children encouraging the children to make sounds to match the small world objects they are playing with such as animals and transport.
Aspect 7 Oral blending and segmenting	1.Say the Sounds Play alongside the children encouraging them to practice saying the separate sounds in the name of the object. For example, ‘H-or-se’, Horse or ‘B-oa-t’, boat