

Alliteration

- ◆ I spy objects which start with the same **SOUND**- sand, sausage, socks etc.
- ◆ Make collections of objects that start with the same sound
- ◆ 'She sells Sea shells on the sea shore' - tongue twisters
- ◆ Match sounds
- ◆ Talk about names that start with the same sound
- ◆ Make silly names for ourselves - Munching Mummy, Silly Sally etc.

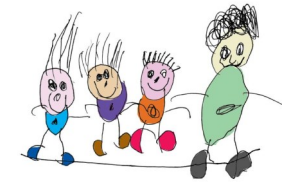
Voice Sounds

- ◆ Look at the shapes that we make with our mouths when we say sounds and words - use mirrors
- ◆ Sing songs with noises - Old Macdonald etc.
- ◆ Voice sounds - make our voices change into familiar objects - telephones, snakes, etc.

- ◆ Start off saying a sound for everyone to join in with - copying each other
- ◆ Blind fold - whose voice is it ?
- ◆ Make up voice sounds when reading ie. for Goldilocks-Daddy Bear

Oral Segmenting & Blending

- ◆ Play blending games - put on your s-o-ck-s, turn on the t-a-p, shut the d-oor
- ◆ Talk like a robot saying everyday short words saying each sound separately (segmenting)
- ◆ What are you saying?? I spy type games "I spy with my little eye something that sounds like this sh-oe-s"
- ◆ When confident encourage your child to separate the objects into sounds. Have a collection of objects to choose from.



Broomhall Nursery School

Phonics—Phase 1

Games/Activities
to play at home
with your child

Environmental Sounds

- ◆ Listening walks—listen to every-day sounds. Describe them and talk about the differences in sounds.
- ◆ Encourage 'good listening' - eye contact, lips still, ears free
- ◆ Make contrasting sounds - talk about sounds that are loud and sounds that are quiet
- ◆ Make noises with everyday objects - keys, packets, pots and pans etc.

Instrumental Sounds

- ◆ Play pots and pans with wooden sticks
- ◆ Make sounds outside using different objects
- ◆ Play the 'gate', 'fence'

- ◆ Talk about the differences in the sounds that we can make
- ◆ Make up new words to old songs - use things that interest the children
- ◆ Blind fold—matching sounds
- ◆ Tell stories with sound effects

Body Percussion

- ◆ Sing action songs such as heads/shoulders
- ◆ Make noises with all parts of our bodies
- ◆ Describe sounds that we can make
- ◆ Pass a sound around a group—is it the same at the end?
- ◆ Describe all types of sounds - clunk, click, tap, etc.
- ◆ Describe sound movements - rock, skip, stamp, march
- ◆ Describe changing sounds - loud/quiet, long/short, quick/slow

Rhythm & Rhyme

- ◆ Read rhyming books
- ◆ Encourage children to join in with repeating words and sentences
- ◆ Sing songs and nursery rhymes
- ◆ Make up rhyming words
- ◆ March in time to songs - Grand Old Duke
- ◆ Clap the syllables in words—but ter fly AND cat er pill ar
- ◆ Make patterns up when clapping, stamping to follow
- ◆ I know a word which rhymes with !!!!!