

Phonics Phase One  
Information for Parents



## Environmental Sounds

- ◆ Listening walks—listen to everyday 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

## Rhythm and 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 !!!!!

## 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