

# Practical Activities to Develop Phase 1 Phonics

## Aspect 1 – Environmental Sounds



ACTIVITY	Focus of learning	DESCRIPTION	RESOURCES
<b>Sound walk</b>	<ul style="list-style-type: none"> <li>▪ To develop listening skills &amp; awareness of sounds in the environment</li> <li>▪ To develop vocabulary &amp; ability to recall the differences between sounds</li> <li>▪ To make up simple sentences and talk in greater detail about sounds</li> </ul>	Take a puppet on a sound walk and ask the children to tell the puppet what they can hear. The children could record the things they hear, either by recording sounds e.g. on an iPad, or by taking photos or drawings pictures.	Puppet (an elephant works well – because of its big ears)
<b>What made that sound</b>		Collect together a variety of things which can make environmental sounds, e.g. keys, scrunching paper, pouring water, banging bricks, squeaky toy. Introduce them to the children and explore the different noises. Then make the noises hidden from the children e.g. behind a board or behind a large box. Can they identify which object you used?	A variety of objects which can make environmental sounds
<b>Hide the music box</b>		Play a music box to the children. Then ask the children to close their eyes, you then hide the music box, and they need to find the music box, by following the noise.	Music box
<b>Shaker pairs</b>		Make a selection of shakers, in pairs with the same ingredient inside then cover them with paper, so the ingredient can't be seen. E.g. 2 filled with rice, 2 with pasta, two with beans etc  The children then match the shakers with the same sound.	Shakers – specially made
<b>Sound effects for stories</b>		Work in small groups to make appropriate sound effects for a familiar story e.g. 'The Bear Hunt'	Story and a props to make sounds (the children may want to find their own props for making the sounds)
<b>Sound Box</b>		Sing together: "What have we got in our sound box today, Our sound box today, Our sound box today, What have we got in our sound box today, Shall we have a look and see." Ask the children to talk about objects from the box and the sounds they make e.g. Baby toys, clock, doll and slide, snake etc.	Sound box – with some collected objects, which make sounds
<b>Environmental Sound lotto</b>		Make a sound lotto game with the children. You could use photographs and sounds recorded around your school/setting.	Camera or iPad and recording device

## Aspect 2 – Instrumental Sounds



ACTIVITY	FOCUS OF LEARNING	DESCRIPTION	RESOURCES
<b>Dodgems</b>	<ul style="list-style-type: none"> <li>▪ To experience &amp; develop an awareness of sounds made with instruments &amp; noise makers</li> <li>▪ To listen to appreciate the noise made with different instruments</li> <li>▪ To use a wide vocabulary to talk about the sounds instruments make</li> </ul>	Choose an instrument to represent 'start' and 'stop'. When the instrument is played, the children run around like dodgem cars. When the instrument is played again they stop.	Instrument and large space (indoors or outdoors)
<b>Instruments</b>		Play an instrument out of sight. Ask the children to guess which instrument has been played.	A small selection of musical instruments
<b>Spot the sound</b>		The children sit in a circle. One child sits in the middle and closes their eyes; the practitioner gives an instrument to one of the children sitting around the circle, who plays the instrument. The child in the middle has to point in the direction of the sound.	Instrument
<b>Instrument snap</b>		Six instruments are placed on a tray. The children close their eyes, while the practitioner plays 3 instruments one at a time. The children then open their eyes and one child tries to repeat the same pattern, with the same instruments. If they are correct – everyone shouts 'snap!'	6 instruments on a tray (or piece of cloth)
<b>Sound effect for stories</b>		Work in small groups to make appropriate sound effects for a familiar story e.g. 'The Bear Hunt'	Story and a variety of instruments
<b>Feely Box</b>		Each child takes it in turn to choose an object inside a feely box and they play it gently without the other children seeing it. Other children guess what it is and then sing a verse of the following rhyme - Sing to tune of "Old Macdonald has a farm", E.g. if Ali chose some bells the children would sing 'Ali Ali has a box e-i-e-i-o, with a tinkle, tinkle here and a tinkle tinkle there, Ali Ali has a box e-i-e-i-o.'	Feely box with a variety of instruments inside
<b>New words to old songs</b>		Children sing a song e.g. "Twinkle, twinkle little star", with actions. Then Hum the song as they pass around shakers. Use shakers to sing song again but change words to "Shake your shaker in the air, Shake your shaker everywhere, Shake it high and shake it low, Shake it everywhere you go, Shake your shaker in the air, Shake your shaker everywhere." Children to shake their shakers as sing.	
<b>Action noises</b>		Ask the children to stamp their feet every time they hear a tambourine, clap their hands when they hear the drum and wave their hands when they hear the maraca. Introduce the instruments gradually.	
<b>Sleeping instruments</b>		Children sit in a circle and pass bells around the circle trying not to make a sound. Children listen carefully for any sound of the instrument. You can try with a variety of instruments e.g. shaker/maraca.	Bells/shaker
<b>Rolling balls</b>		Children work in pairs, rolling a ball to one another, to the pulse of the music.	Balls and music with clear pulse

## Aspect 3 – Body Percussion



ACTIVITY	FOCUS OF LEARNING	DESCRIPTION	RESOURCES
Action songs	<ul style="list-style-type: none"> <li>■ To develop awareness of sounds and rhythms</li> <li>■ To distinguish between sounds and remember the patterns of sounds</li> <li>■ To talk about the sounds we make with our bodies and what the sounds mean</li> </ul>	Putting body percussion actions to songs e.g. with 'If you're happy and you know it...', 'I hear thunder' or 'Knick Knack paddy whack'	
Play on the beat		Say this rhyme to the beat of 'A sailor went to sea, sea, sea' <b><i>If you can play the beat, beat, beat,</i></b> <b><i>It really is quite neat, neat, neat,</i></b> <b><i>And if you tap your feet, feet, feet,</i></b> <b><i>You'll play together on the beat, beat, beat.</i></b> Use stamping for line 3, but each time you do the verse, a different body percussion could be chosen to follow the beats of lines 1, 2, and 4.	
Action songs		The children follow the teacher's lead. Choose an action for children to copy e.g. "Everybody do this,... just like me." (In/Outside). The children can then have a turn to lead the other children.	
Clapping games		Learn to sing and play some simple clapping games e.g. "A sailor went to sea, sea, sea..."	
Finger popping orchestra		Finger pop to nursery rhymes. Children could be in groups and the practitioner could conduct the groups to pop at different times. 'Pop goes the weasel' is a good rhyme to use if you just want to add some timely finger pops.	
Rain storm		Tell the children you are going to work together to make a rainstorm. The children kneel in a circle with their hands on their knees. Show the children how to put their hands together, then to rub their hands together (this can make the sound of the wind rushing across the sky). Tell the children that now it's going to start to rain. Tap two fingers (middle and index) on the floor, then tap all fingers on the floor. Now it's pouring, slap your thighs. Now it's even harder, clap your hands fast. Then the rain calms down, do movements in reverse (clapping, to slapping thighs to tapping, to rubbing).	Hard floor is helpful
Body percussion sequence		Teach the children the following movements in the following sequence: Stamp on alternate feet (called STAMP, STAMP) Slap thighs with both hands first (SLAP, SLAP) Beat chest twice with fists ((THUMP, THUMP) A single clap (CLAP)	
Counting body percussion		Find a variety of ways to use the body to make x number of beats. E.g. let's find different ways to make 4. This is a good one for outdoors and can turn into a parade/march.	

## Aspect 4 – Rhythm & Rhyme



ACTIVITY	FOCUS OF LEARNING	DESCRIPTION	RESOURCES
I Spy ....	<ul style="list-style-type: none"> <li>▪ To experience &amp; appreciate rhythm and rhyme &amp; develop awareness of rhythm &amp; rhyme in speech</li> <li>▪ To increase awareness about words that rhyme and to develop knowledge about rhyme</li> <li>▪ To talk about words that rhyme and to produce rhyming words</li> </ul>	Spot something and say 'I spy with my little eye.. something that rhymes with ....' E.g. 'hook', if you have seen a book, the children can then guess what you have seen by finding words that rhyme. When the child/children gain enough confidence they could try to generate 'I spy something with my little eye that rhymes with....'	
Skipping, stamping or jumping Rhymes		Make up and adapt old rhymes with a good beat for skipping/jumping/stamping e.g. <i>Each pear, pear plum, I spy Tom Thumb</i> <i>Tom Thumb in the wood, I spy Robin Hood</i> <i>Robin Hood in the cellar, I spy Cinderella</i> <i>Cinderella at the ball, I spy Mr Tall</i> <i>Mr Tall at his house, I spy Mickey Mouse</i> <i>Mickey Mouse getting hotter, I spy Harry Potter! Etc.</i>	Skipping rope (optional)
Rapping with actions		Use rhyming raps with actions e.g. <i>Spin like a helicopter</i> <i>Going round and round</i> <i>Then bend right down</i> <i>And touch the ground</i> <i>Now back up again</i> <i>And run on the spot</i> <i>And keep on going</i> <i>Till you hear me</i> <i>Shout... STOP</i> (by Ros Bayley and Lynne Broadbent)	
Rhyming sentence circle games		Circle game, each child takes it in turn to respond to the rhyming question e.g. <i>Anna, Anna, who do you see?</i> <i>I see Ali looking at me?</i>	'Brown Bear, Brown Bear' by Eric Carle (optional)
Spot the Mistake		Each child has a bean bag, The practitioner says a familiar Nursery rhyme or rap and the children put the bean bag on their head, if they hear a word that is meant to rhyme, but doesn't e.g. <i>Twinkle, twinkle, little star,</i> <i>How I wonder where you went'</i>	
Pass the rhythm		Practitioner has an instrument and plays a simple rhythm; the children clap the rhythm back. Then the instrument is passed round the circle of children and each child has a turn to play the leading rhythm, which is then copied by all, using claps.	
Clapping rhymes		Use familiar rhymes; clap the rhymes with the children. As the children become more confident the practitioner may just clap the first line and then the children could take it in turns to clap out one line.	

## Aspect 4 – Rhythm & Rhyme



ACTIVITY	FOCUS OF LEARNING	DESCRIPTION	RESOURCES
Clap your breakfast	<ul style="list-style-type: none"> <li>▪ To experience &amp; appreciate rhythm and rhyme &amp; develop awareness of rhythm &amp; rhyme in speech</li> <li>▪ To increase awareness about words that rhyme and to develop knowledge about rhyme</li> <li>▪ To talk about words that rhyme and to produce rhyming words</li> </ul>	Circle game – What did you have for breakfast? Each child says what they had and claps the syllables e.g. toast/ and/ hon/ey	
Rhyming pairs		Collect a selection of rhyming objects or photos and place one object from each rhyming pair on a tray and one in a box or basket. Each child takes it in turns to pull out an object from the box, and then they try to find the rhyming object on the tray. You can use the following rhyme to celebrate (sing to the tune of 'The Farmers in the Den') adapting line 2 & 3 to match the objects chosen. <b>Hickory Dickory Dell</b> <b>Shell rhymes with bell</b> <b>Bell rhymes with shell</b> <b>Hickory Dickory Dell</b>	A selection of rhyming objects or photos, a basket or box and a tray
Rhyming colours		Hang large pieces of coloured fabric or card outdoors. The practitioner says a word that rhymes with one of the colours of card or fabric and the children run to that colour e.g. 'bed' and they run to the RED, 'bean' they run to GREEN.	Coloured fabric or card and method of hanging or sticking outdoors
Rhyming puppet		Introduce a puppet who can only talk in rhyme. Put out objects for the puppet to buy and put in its shopping bag. But the puppet needs help, because he/she will say a word that rhymes with one of the objects e.g. if the puppet wants to buy a pear, she/he may say 'bear' – the children help the puppet to pick out the objects he/she wants to buy.	Objects to buy a puppet a bag
Bounce the animal on your knee		The children choose an animal from a selection. Sing a song about the animal together while the child bounces the animal s/he chose on his/her knee. <b>Bounce the penguin,</b> <b>Fun to do,</b> <b>Now it's time for something new,</b> <b>My turn, Your turn,</b> <b>We can share, My turn, Your turn, Then it's fair,</b> <b>Bounce the penguin, Fun to do,</b> <b>Now it's time for something new.</b>  Change animal and song for each child chosen.	Selection of animals

## Aspect 4 – Rhythm & Rhyme



ACTIVITY	FOCUS OF LEARNING	DESCRIPTION	RESOURCES
Our favourite rhymes	<ul style="list-style-type: none"> <li>▪ To experience &amp; appreciate rhythm and rhyme &amp; develop awareness of rhythm &amp; rhyme in speech</li> <li>▪ To increase awareness about words that rhyme and to develop knowledge about rhyme</li> <li>▪ To talk about words that rhyme and to produce rhyming words</li> </ul>	Children have a sack of objects that are in a rhyme. They choose the object and the group then sings the related nursery rhyme. e.g. a doll to sing “Miss Polly had a dolly...”	Bag with objects or characters in from familiar nursery rhymes
Rhyming Soup		Use a large bowl and a big spoon. Children have chance to stir the spoon in the bowl. Explain that you are going to make a silly soup and all sing song together. <b><i>I'm making lots of silly soup, I'm making soup that's silly, I'm going to cook it in the fridge, To make it nice and chilly.</i></b> Children have a tray with objects with simple CVC words that rhyme e.g. –bat-cat-rat-etc. Each child chooses an object and then says the list of rhyming objects in the bowl. Reinforce vocabulary ‘Rhyme’. Sing the song between each choice.	Bowl Spoon Rhyming objects
Rhyming Bingo		Children have cards with pictures on. The caller has picture cards that are rhymes for children’s pictures e.g. the caller says “boat”, the child says if they have a rhyming picture e.g. “coat- boat”. The cards can also have words on with highlighted initial/end rhyme, if this is appropriate for the group.	Rhyming cards
Rhyming stories		Help children to become very familiar with rhyming stories and then encourage them to join in with the rhyming phrases/ words.	Rhyming stories
The bat and cat		Sing (to tune of The farmers in the den)  <b><i>The bat and cat are fat, The bat and cat are fat, A,,e,i,o,u The bat and cat are fat.</i></b>  Adapt the verses with other rhyming words	
Bouncing balls		Children bounce their balls to the beat of the music.	Balls and music with a strong beat
Travel to the music		Children walk to the pulse of the music and are supported to jog, walk or stride to the rhythm.	

## Aspect 5 – Alliteration



ACTIVITY	FOCUS OF LEARNING	DESCRIPTION	RESOURCES
Traditional 'I Spy ....'	<ul style="list-style-type: none"> <li>▪ To develop understanding of alliteration</li> <li>▪ To listen to sounds at the beginning of words and hear the differences between them</li> <li>▪ To explore how different sounds are articulated and to extend understanding of alliteration</li> </ul>	<p>Play 'I spy with my little eye something that starts with a .....</p> <p>You may want to model writing the initial phoneme as well, if you feel this is appropriate for your group.</p>	
Cross the Golden River		<p>Lay a large piece of fabric across the floor as a river. Children stand on one side of the river (fabric). Give each child a picture or object. The children say 'Farmer, Farmer, may we cross your golden river?' The practitioner says, 'Only if you have something beginning with.....'. The child/children with a picture/object, beginning with this phoneme, steps forward and says the whole word and then crosses the golden river.</p>	<p>Fabric for river Pictures or objects</p>
Skipping, stamping or jumping rhymes		<p>Making up skipping rhymes, which emphasise and repeat the initial sound of words. You can also add alliterative phrases. Initially these would have to be invented and modelled by the practitioner, but the children would gradually develop enough confidence to begin to invent their own.</p> <p>e.g. <i>P,p, penguin, p,p,pig, p,p, pot, p,p, p,p, pat</i>  <i>s, s, snake, s,s,slide, s,s,slither, s,s, slow</i>  <i>s,s,s,s, seven sizzling sausages</i></p>	<p>Skipping ropes (optional)</p>
Follow my leader		<p>The leader chooses an action and repeats the initial sound of the word as they give the instructions e.g. s,s,stride, j,j,jump, h,h,hop</p>	
Move like an animal		<p>e.g. Can you move like an animal beginning with a mmmmmmm?</p>	
Traditional Tongue Twisters		<p>Say a traditional tongue twister e.g. '<i>Peter Piper picked a peck of pickled peppers</i>' – see if the children can spot the repeating sound.</p>	
Alliterative toys		<p>Have a basket of soft toys, the children can take it in turns to pull out a toy. The group all suggest a name for the toy that alliterates and the child who chose the toy can choose their favourite. The practitioner could write a label for each named toy, pointing out the same letter at the beginning of the name and the toy word. This could then be extended to finding alliterative descriptive words for the toys.</p>	

## Aspect 5 – Alliteration



ACTIVITY	FOCUS OF LEARNING	DESCRIPTION	RESOURCES
Name play	<ul style="list-style-type: none"> <li>▪ To develop understanding of alliteration</li> <li>▪ To listen to sounds at the beginning of words and hear the differences between them</li> <li>▪ To explore how different sounds are articulated and to extend understanding of alliteration</li> </ul>	Make alliterative sentences with children's names e.g. Jodie's jelly is juicy, Kulvinder can count.	
Alliterative Rapping		Use a rap with the children, they could clap the beat and invent new verses e.g. <i>Ten dirty dogs came knocking at my door,                      Rat-a-tat, rat-a-tat, knocking at my door,                      Ten dirty dogs came knocking at my door                      Till I said 'dirty dogs DON'T DO IT ANY MORE'                      So they didn't.... but then.....</i> Repeat verse with new alliterative characters e.g. happy hens, shy sheep etc.	
Wake up ppp...puppet		A friendly puppet is fast asleep and the only thing that will wake it, is by hearing the initial sound of an object. Children begin by whispering the initial sound, but get louder and louder until the puppet wakes up with a start.	Puppet and objects
Www..walk the ppp puppet		Take a puppet for a walk. The puppet wants the children to show them lots of things which start with a ..... sound.	Puppet
Swapping places		Give each child a picture card or object. Give instructions such as, you can swap places if your object or pictures starts with a mmm etc.	Pictures/objects of things starting with a small variety of phonemes
What shall we do?		Sing (to the tune of 'What shall we do with a drunken sailor?') <i>What shall we do with the phoneme d?                      What shall we do with the phoneme d?                      What shall we do with the phoneme d                      On this Monday morning?</i> <i>Let's find words which start with d,                      Let's find words which start with d,                      Let's find words which start with d,                      On this Monday morning?</i> <i>Door and dog start with d,                      Don't and do start with d,                      Dave and Danny start with d                      On this Monday morning?</i> Then change the song for different phonemes.	

## Aspect 6 – Voice Sounds

ACTIVITY	FOCUS	DESCRIPTION	RESOURCES
Noisy animals	<ul style="list-style-type: none"> <li>▪ To distinguish Between the difference in vocal sounds</li> <li>▪ To explore speech sounds</li> <li>▪ To talk about the different sounds that we can make with our voices</li> </ul>	Give each child a card with an animal on (make sure you have two or more of each animal and that the children can imitate the sound each animal makes). Each child must not show anyone their card; they then go around the room making the correct animal noise, until they find other children making the same animal noise.	Animal cards
Rolling a ball		Children work in pairs or small groups. They sit on the ground and roll the ball to their partners or other person in the group. As they roll the ball they make a voice sound to match, they make the sound continue until the ball stops. E.g. 'ooooooooo' or 'eeeeeeee' or 'woooooooooo' etc	Balls
Traffic Lights		Children zoom around, making car noises. But when the practitioner shouts out 'red' – they have to stop, 'amber' – they bend down and 'green' they can start moving again.	
Guess who?		Sit one child on a chair with their back to the rest of the children. When the practitioner taps one of the other children on the shoulder, that child shouts out 'Who is it?' The child on the chair tries to guess who it is, i.e. who has called out.	
Jamaquacks		A Jamaquack is an imaginary creature Say the chant: <b><i>Jamaquack, jamaquack, jamaquack jive</i></b> <b><i>Jamaquack sing when the clock strikes five.</i></b> <b><i>One, two, three, four, five.</i></b> Pass around a toy microphone, the child who is holding the microphone at the end of the verse then makes an interesting jamaquack word or phrase and everyone else copies the word/phrase (e.g. jibajabber) and then the next verse begins... and so on.	
Boom Chicka Boom	Children repeat each line after the practitioner <b><i>Say Boom Chicka Boom</i></b> <b><i>Say Boom Chicka Boom</i></b> <b><i>Say Boom Chicka Rocka Chicka Rocka Chicka Boom</i></b> <b><i>Ah HA</i></b> <b><i>Eeh Hee</i></b> <b><i>One more time...</i></b> Alter pace and dynamics (i.e. loud, quiet) etc.		

## Aspect 7– Oral Blending & Segmenting



ACTIVITY	FOCUS OF LEARNING	DESCRIPTION	RESOURCES
I Spy ....	<ul style="list-style-type: none"> <li>▪ To develop oral blending and segmenting of sounds in words</li> <li>▪ To listen to phonemes within words and to remember them in the order in which they occur</li> <li>▪ To talk about the different phonemes that make up words</li> </ul>	Spot something and say 'I spy with my little eye something that sounds like ....' E.g. v-a-n or b-u-s. The children orally blend the word and tell you what you can spy. As the children become more confident they can then try to orally segment words of things they can see e.g. 'I spy with my little eye something that sounds like c-l-o-ck' and the other children can guess what they have seen.	
Cross the Golden River		Lay a large piece of fabric across the floor as a river. Children stand on one side of the river (fabric). Give each child a picture or object. The children say 'Farmer, Farmer, may we cross your golden river?' The practitioner says, 'Only if you have a ....' (e.g. b-oa-t) The practitioner orally segments the word for one of the children's pictures/objects. The child/children with this picture/object steps forward and says the whole word and then crosses the golden river.	Fabric for river Pictures or objects
Helping puppet		Explain to the children that puppet went shopping and the people in the shop didn't understand puppet. So he has ended up with more food than he needed. Can the children help the puppet by sorting out his shopping bag? Sound talk what puppet wants - <i>ch-ee-se, j-a-m, p-ea-ch, c- a-ke</i>	Puppet Collection of objects Bag
Puppet talk		Puppet will choose an object from the bag and tell them what it is. Puppet peeps into the bag and 'sound talks' an object e.g. m-u-g. Ask the children what puppet is saying, puppet then gets the object and nods his head to say they are right.	Bag Puppet Objects
Simon Says		<b>E.g. Simon says put your hands on your t/oe/s.</b> Simon segments children blend	A puppet
Old Macdonald		<i>Old Macdonald had a farm ..... and on that farm he had some h/e/n/s</i>	Farm animals Bag
What's Missing		The puppet needs to make sure that he has packed everything for his holiday/adventure. Practitioner sound talks the list. Children find the matching object and pack it into his suitcase.	Puppet Objects & List of objects Suitcase or bag

## Aspect 7– Oral Blending & Segmenting



ACTIVITY	FOCUS OF LEARNING	ACTIVITY	ACTIVITY
<b>Phone Talk</b>	<ul style="list-style-type: none"> <li>▪ To develop oral blending and segmenting of sounds in words</li> <li>▪ To listen to phonemes within words and to remember them in the order in which they occur</li> <li>▪ To talk about the different phonemes that make up words</li> </ul>	Role play a conversation – but the mobile signal not good, the voice keeps breaking up. Can you help me understand what the other person is saying? Bring your h/a/t when you come and visit?	Toy phone
<b>If you're happy and you know it</b>		If you are happy and you know it stamp your <i>f/ee/t</i> etc	
<b>Guess what...?</b>		Guess what is for snack. It is <i>a/pp/le</i> etc.	
<b>My favourite....</b>		The children ask puppet what their favourite ...is? E.g. <i>pudding</i> . Puppet tells them in sound talk .e.g. <i>c/a/ke</i> . The children blend the word to work out the answer	Puppet
<b>Humpty Dumpty</b>		Explain that when Humpty Dumpty fell off the wall – so did some of his favourite words. The words broke up into sounds (phonemes) – can we help him to put his words together again. E.g. 'One of the words was <i>s/n/ow/y</i> ..... Can we help Humpty to blend his words together again?	Optional puppet
<b>Getting dressed</b>		A puppet or toy has to get dressed. Place the clothes items in front of children. Explain that the toy wants to play a game with the children to help him get dressed, so will be using a robot voice to ask for the clothes. The puppet/toy segments the phonemes e.g. "sh-or-ts". The children copy the robot voice and actions then blend the phonemes to say the item the puppet wants to put on e.g. "shorts".	Puppet or toy Clothes to dress the puppet or toy