



Phase 1
Phonics

Home
Activities
Booklet



Aspect 1 General Sound Discrimination - environmental

Baby Bear

Your child covers their eyes. Your family sit in a circle and say the rhyme.

'Baby Bear, Baby Bear. Where's your honey gone?'

Someone sneaks up shaking some keys, steals the honey from Baby Bear (you could use any pot or just pretend there's a pot of honey) and then sits down. Your child guesses who stole it.

Listening Walk

Go for a walk, say the rhyme, stop and name the sounds you hear


'I can hear a _____'

'We're going on a sound hunt. We're going to find lots of sounds. Oh oh,(stop and listen) It's a (name the sound).'

Work out where the sound is coming from.

What Is It?

Show your child some objects that make noises. e.g. mobile phone, tub of gravy granules, bottle of milk. Hide them behind a cushion so your child can't see them. Shake or tap to make a sound. Ask your child to guess the object and then show them the one you used.



Aspect 2 General Sound Discrimination - instrumental sounds

Granny's Footsteps

Gather objects from around the house that make sounds. Move in a way that fits the sound then stop when the sound stops.

You could:

**Use your hands to tap on the floor – your child marches to the beat.
Shake your keys – your child moves on tiptoes and wiggles.
Bang on a pan with a wooden spoon – your child stomps around.**

Matching Sounds

Find an object that makes a sound. Find another object, test it and see if it makes the same or a similar sound.

Do you have to shake, tap or pluck it? What words can you use to describe the sound?

Instrument Songs

Sing songs that talk about musical instruments and the noises they make.

**'I am the Music Man'
'Oh We Can Play on the Big Bass Drum'**

Google an instrument


Learn about how different instruments sound by watching YouTube videos. Try to imitate the sounds and then make some of your own!

Search for these videos:

'Musical Instruments Sounds For Kids (27 Instruments)'

'Musical Instruments Sounds For Kids * Part 1 *'

'4 Easy to Make Musical Instruments'



Aspect 3 General Sound Discrimination - body percussion

Action Rhythms

Make up a rhythm using your body e.g. tap your head and wiggle your hips.

Everyone join in.

Copy Cat

Make any sound using your body and then your child copies you. When they know the game your child can be the copy cat.

clap hands, click fingers, slap knees, stamp feet, rub hands together, click heels together, make popping sounds

(Tune - Here we go round the Mulberry Bush)

This is the way we clap our hands, clap our hands, clap our hands. This is the way we clap our hands, playing at home with my family.

Try these actions in a new verse: stamp our feet/ click our fingers/ rub our hands/ slap our knees

Chants with Body Percussion

Say the chants and add the actions

**Two little feet go tap, tap, tap,
Two little hands go clap, clap, clap.
Two little feet go jump, jump, jump,
Two little fists go thump, thump, thump.
One little body goes round and round,
And one little child sits quietly down.**

Right hand, left hand, give a little clap.

Right hand, left hand, put them on your lap.

Aspect 4 Rhythm and Rhyme

Copy Me Do

Chant this rhyme rhythmically and insert an action e.g. tap head/clap hands/stamp your feet

**Copy, copy, copy me do.
I do this.
(do the action 4 times)
And you do it too.**

Nursery rhymes

Sing nursery rhymes together. Talk about the words that rhyme e.g. dock, clock. Can you think of anymore? (include silly ones)

**tock, sock, bock, gock,
mock, rock, hock, lock**

Chop Chop

**Say the rhyme,
choose an object then
tap the syllables**

'Chop Chop Choppety Chop

**Chop off the bottom and
chop off the top'**

Ap-ple (2 taps) Ba-na-na (3 taps)

Plum (1 tap)

Beat It Rhymes

Find objects that rhyme or draw pictures together and put them in a bag. Play Michael Jackson's 'Beat It' and move to the beat. Take an object out and say its' name on the beat. Keep adding more objects and say their names one after each other.

bat,rat,cat,mat,pat

dog,frog,log,jog,cog

ten, hen, pen, men,

Aspect 5 Alliteration

Alliterative Names

In everyday life use alliteration
(same beginning sound).

'Tea-time Tommy'

'Tidy your toys Tommy'

'Get dressed
Tremendous Tommy'

Toby Train

Say the chant and drive
the train around toy
animals or other toys
from your house.

'Toby Train, Toby Train
What do you see today?'

'Sslinky, sslippery, ssssnake.'

'Mmarvellous, mmischievous
mmonkey.'

'Active, angry alligator.'

Sound Stories

Collect a bag of objects
that begin with the same
sound and as you take
them out make up a story
about them.

'One day (Teddy)
went for a ride on a
(tractor) and he
saw a (turtle)
sitting on a
(tomato).'

Tongue Twisters

Little lambs are leaping (leap)

Little lambs are lazy (lie down)

Little lambs are lonely (sad face)

Little lambs are lost (cry)

Aspect 6 Voice Sounds

Voice sounds you can use :

Ooooooooooooo, chchchchchch,
oh, shhhhhhhhh, wheeeeeeee,
zzzzzzzz, mooooooo, sssssssssss,
tick tock, boing boing,

Roll and Say

Choose a sound. Roll the ball to your child and say the sound. Your child says the sound as they roll the ball back to you.

Action Sounds

When your child has played some games and they know the voice sounds above, ask questions and give instructions.

Park Sounds

Visit the park and make sounds to match the actions as your child plays

e.g. wheee as you go down the slide, boing boing on the animal bouncers, chchchch sitting on a toy train.

What noise does a bee make?
(zzzzzz, flap wings and move around)

Show me your train. What noise can you hear?
(move arms around like train wheels saying ch ch ch ch ch woo hoo)

Show me your grandfather clock?
(head side to side saying tick tock tick tock)

Aspect 7 Oral Blending and Segmenting

Segmenting means saying the sounds of a word in order.

Blending means putting the sounds together to say the word

Everyday Sound Talk

Use segmenting in the tasks that you do every day:

'Can you do your zzz-i-p up?'

'Please pick up your d-i-sh'

'Where is your 'c-oa-t?'

'It's time to go to b-e-d'

Metal Mike

Make a robot from a cereal box (see photo) and feed him the objects, he asks for



Feed me the object I say:

d-o-ll h-a-t b-u-s
s-o-ck c-a-t d-o-g

Three Fingers

Your child holds up three fingers and you put a three sound word onto their fingers. (van, jam, pig, bush, chip, fish, bag, shop)

Say each sound touching each of their fingers in turn (f-i-sh) and your child repeats the sounds.

Run your finger across theirs to blend the sounds and say the word (fish) which they repeat .

Kung-Fu Segmenting

Say a word and then use Kung-Fu moves to segment the sounds –punch and kick and block to say the sounds of a word (oy and ir are single sounds)

Use these words, making one movement for each sound

m-u-m d-a-d b-oy g-ir-l