

How to Guide: Playing with Sounds



1. **Before you start:** play the musical cue (oh le-le) and show learners the photograph from the timetable.
2. **The purpose** of playing with sounds is to develop an understanding of sound, rhythm and pattern from Phase 1 phonics, but with a speech and language focus on the developmental progression of speech sounds. The aim is for learners to hear and be able to reproduce speech sounds, thus making their verbal interactions easier to understand.
3. **The activities** – each session follows the same structure and the sounds are changed every two weeks, with revision sessions built in over the programme.
 - **Movement song – Jump jump jump (3 mins)**
this gets the students up and moving, ready to focus on the activities because they have met their movement needs. It also provides an opportunity for students to listen/look and follow movements modelled by the adults.
 - **Who's here today? (2 mins)**
Introduce with the song, then take turns around the group and encourage students to clap/listen and attend to someone clapping their spoken name syllables, e.g. Na-than, O-li-ver, Ka-ty, etc. Make sure it's how you say the name, e.g. Cath-rine not Cath-er-in, equally don't stretch names to fit over the music, e.g. To-ny, not To-oh-ny – we want them to hear how their name is actually pronounced rather than sung to fit the music.
 - **Parachute – legato and staccato music (3 mins)**
This focuses the students into the group activity, maintaining the movement focus but in a more controlled way. It also encourages listening to different types of sounds which is important to be able to distinguish the differences in speech sounds. Encourage children to listen to the music and waft the parachute up and down during the long sounds and move it quickly during the short sounds.

- **Keep the beat (3 mins)**

This encourages students to hear the patterns that exist in speech and begin to follow and/or recognise where patterns exist. At a simple level, use tapping on the student (arm, lower leg, shoulder or back) or at a higher level, use body rhythms created independently (clap, stamp, tap, wave, shake, etc)

OR

- **I think music's neat (2-3 mins)**

use instruments and tap/shake in time with the beat of the rhyme. Count along to the beat patterns even if students have no number concept. Students may need to do a full rhyme as lead, then everyone copies rather than just joining in when they feel like it. At a simple level, count to 4 twice – extend to 8 or 12 or 16 or higher as needed (keep beats in groups of 4s so it fits with the rhyme).

- **Tidy up (2 mins)**

put musical instruments away

- **Sound of the session (1 min)**

Follow the progression chart which shows what order speech sounds typically develop in. The first block are the easiest to make and generally develop with early babbling sounds, then they progress to those which need greater muscle control and fine motor movement. It is important to remember that students are experiencing these sounds rather than “learning” them – over time they will begin to copy the sounds and the mouth shapes adults make. Use the prop(s) for the sound and play with them together as a group.

- ah (car), OO (school), or (saw), er (bird), ee (see),
 - ay (made), oh (go), ow (cow), igh (tie), oi (boy), ue (you),)
 - m, n,)
 - p, b, k, g,
 - a (cat), o (what), oo (book), u (cup), e (said), i (sit),
 - t, d,
 - f, th/TH, v, sh, s, z,
 - l, y , w, h, r,
 - ch (t/sh), j (d/zh),
 - ng, qu/kw, x/ks, zh (only if doing phonics)
- If linking to phonics, you could sing a phonics sound song at this point.

- **Free flow time (10-15 mins)**

Have 3 different activities on offer, themed around the letter sound – remember that it is the sound rather than the letter you are looking for so you might have a motorbike that goes ‘rrr’ or a clock that goes ‘t-t-t’. Encourage students to choose which activity to do and move between activities as they wish – they do not have to ‘finish’ an activity before moving on. Adults find every opportunity to make the sound to/with the student. More able students could be introduced to the grapheme for the sound as appropriate.

- Activity 1 – themed sensory tray
- Activity 2 – craft activity linked to the sound
- Activity 3 – role play (as appropriate)

- **Wiggle my fingers song (2 mins)**

Encourage students to come back to the circle and sit on their cushions/mats with their completed activities. Sit and wiggle to the song as needed.

OR

- **Magic finger song (2 mins)**

- Encourage students to come back to the circle and sit on their cushions/mats with their completed activities. Follow actions to draw on the floor in front of them. If needed, use paint inside a Ziploc bag sellotaped onto a whiteboard to make a board to draw on. Use whole forearm to wipe out (real or pretend)



















- **Celebration (5 mins)**



















Tell the ‘story’ of what we have been doing today. Celebrate the experiences of the students and encourage them to share likes and successes. Comment on what you saw happening as you interacted with the students.

- **Finishing song – What I Am, Will.i.am (2 mins)**






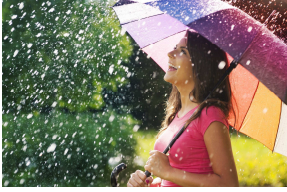




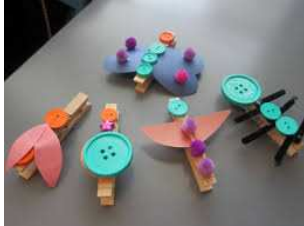







Sit quietly together to finish the session.

4. **How to support learners:** Model ways to use the role play resources and engage with learners in play activities. Encourage learners to move between activities but accept that they may not want to participate in all of them. Praise all attempts at craft – it doesn’t have to look like the picture in the activity list so long as learners have had a go themselves rather than letting you do it. Encourage engagement and interaction at all stages using intensive interaction.

Sound	Prop	Sensory tray	Craft	Role play	Written
ah	Pirate (arr)	Pirate sensory tray, make the pirate say "arr" 	Make a collage picture of a car 	Doctor – say "ah" 	/ar/
OO (school)	Ghost (ooooh!)	Light up stars and sensory toys that make you go ooh! 	Fireworks – make glue pattern on paper, put in large tray, then throw glitter onto it. Say "ooh" each throw. 	Small world farm – cows go "moo" 	/OO/ /ue/
or	Lion (roar)	Play on the floor using a sensory play mat taped to the carpet. Tummy time if possible. 	Making wooden pictures using a saw 	Lion masks and roar! 	/or/ /aw/ /au/
er	Slime / jelly (urgh!)	Pumpkin exploration (or jelly if pumpkins not available) 	Finger painting 	Diggers in the mud small world 	/er/ /ur/ /ir/
ee	Slide and small world character (wheel!)	Padlocks and keys – match and open. 	Rolling and sliding objects 	Dentist – brush your teeth 	/ee/ /ey/ /y/
ay	Tray	Sensory bin with hay (could theme autumn, scarecrow, farm etc) 	Make a shape/model/ texture with clay 	Play with the food resources, putting them on a tray to serve. 	/a/ /ay/ /ae/ /a_e/

oh	Pop up clown says "oh!" when he pops up	Cheerios 	Porridge making with oats and water, mixing bowls, spoons, jugs 	Mirrors making face shapes 	/oh/ /o/ /oa//oe/ /o_e/
ow	Hammer (ow!)	Harvest vegetables with a plough 	Foot or handprint cow 	Superheroes toys and dress up – kerpow! 	/ow/ /au/
igh	Sailor hat (aye aye)	Objects frozen in ice 	Dye – food colouring on kitchen paper. 	High – reach up to peg washing on a line 	/ie/ /igh/ /i_e/ /i/ /ay/ /ye/
oi	Boy (and friend) Meets a friend and says "oi!"	Soy sauce and noodles/cooked rice 	Oil and water lava lamps 	Noisy toys 	/oi/ /oy/
ue	Unicorn for you	Unique You – making faces using magnets 	Salt painting Unicorn 	Bus stop, join the queue 	/ue/ /ew/
m	Chocolate biscuit etc (mm mm)	Chocolate mousse muddy puddles 	Messy mud mark-making with objects 	Mad scientist - Coloured water mixing with pipettes and measuring jugs 	/m/ /mm/

n	Aeroplane (goes nnnnn!)	Numbers in neon noodles 	Nature art 	Small world airport – aeroplanes go 'nnn' 	/n/
p	Bubbles (catch one and pop it with a /p/)	Pasta lacing/painting with food colouring 	Paper Pizza toppings 	Parrot puppet 	/p/
b	Fish (goes b-b-b)	Fishing with a net in water 	Bubble wrap printing fish 	Bathtime 	/b/
k (c)	Castanets	Crocodiles in cloud dough 	Kites – make and fly in front of a fan 	Catch a crab – nets, water beads or giant tapioca 	/c/ /k/ /ck/
g	Tractor (says g-g-g)	Gardening – use tractor to grub up the veg! 	Grass head 	Guitar (or ukulele!) – encourage exploration and shared play. 	/g/
a	Apple crisps	Apple printing with edible paint 	Make an ant with shapes 	Dress up and act 	/a/
o	Light switch – on/off	Switch board – on/off 	Octopus – pipe cleaner threading legs. 	Switch access toys – on/off 	/o/

oo (look)	Monkey	Hide objects in rainbow foam and look for them 	Make a book of liked objects to look at 	Cooking role play 	/oo/
u	Umbrella (up)	Under/Up – mark making from under table 	Underwear! Collage on pants and peg onto line. 	Umbrellas with water spray rain 	/u/
e	Elephant – stomp around	Plastic Eggs – filling and pouring 	Egg shell mosaics 	Circus with, ringmaster's coat and hat, tent, small world elephant & animals 	/e/
i	Mouse	In – tweezers putting pompoms in beakers etc 	Peg insects 	Insects around the space, hats, butterfly nets 	/i/
t	Clock (t – t – t)	Hickory Dickory Dock (tick tock) sensory bin incl metronome 	Tissue paper trees – random tissue squares then silhouette tree 	Tiger who came to tea story and role play 	/t/
d	Drum (d – d – d)	Dough 	Dotty art – cotton buds with paint or stickers 	Dinosaur swamp 	/d/

f	Balloon or beach ball deflating slowly (ffffff)	Frogs in a pond 	Salad spinner – make it go fast 	Nature detective – fur or feathers? 	/f/
th	Thumbs up!	Throwing – taking turns 	Tape resist painting making thick and thin lines and patterns 	Thirsty – mixing mocktails and tasting, incl ice cubes 	/th/
TH		Only if doing phonics	Only if doing phonics	Only if doing phonics	/TH/
v		Vinegar volcano – bicarb and vinegar 	Vegetable printing 	Vet with toy animals and doctor's equipment 	/v/
sh	Baby, Finger to lips	Beach tray with shells 	Paper plate shark 	Shoe shop role play 	/sh /si/
s	Snake (ssssss)	Sticker stars, make your own constellations by joining with chalk 	Pipe cleaner snakes – bead threading 	Jungle explorer – hat, binoculars, magnifying glass, various animals – search 	/s/
z	Bee (zzz)	What goes buzz? 	Spoon bees (go bzzz) 	Bedtime role play – blankets, stories and teddies – snore zzz 	/z/ /zz/

l	Lollipop (lick a lolly)	Logs and leaves 	Bell sticks 	Doll role play 	/l/ /ll/
y	Yawn	Things beginning with y – yak, yacht, yeti, yoghurt pot, yellow 	Yellow collage 	Yum or yuk? Taste testing tray. 	/y/
w	Windmill (wind)	Blow bubble mountain 	Pinwheel windmill 	Puddle splashing in tray with wellies on 	/w/
h	Sun hat (panting in the heat)	Hunting for objects in foam 	House shape art 	Hats – how many different ones can you try? 	/h/
r	motorbike	Rainbow rice 	Driving vehicles through paint (rrrrr) 	Brrr! Getting dressed for the weather, snow machine 	/r/
ch	Steam train (ch-ch-ch)	Choose – objects in water beads/giant tapioca 	Chalk mark making 	Train set and hat (ch-ch-ch-ch) 	/ch/
j	Jug (pours in short bits saying j – j – j)	Jack-in-the-box 	Jellyfish – pipe cleaner threading legs 	Clothes role play – jumper, joggers, 	/j/ /g/ /ge/ /dge/

Only if doing phonics

ng	Ball - boing	Bells – go ding dong 	Make a crown for a King 	Royalty role play – the King is ruling – what is he doing or being? 	/ng/
qu/k w	Duck (quack)	Hook a duck (quack) 	Use different textures to make a quilt 	Queen of hearts tea party 	/qu/
x/ks	Fox	Foxes in boxes 	X-ray art 	Sorting socks into pairs 	/x/ /ks/ /cks/
zh	Treasure chest	Digging for treasure in sand 	Bracelets – can you measure how long? 	Leisure activities – choose what you like to do. 	/s/