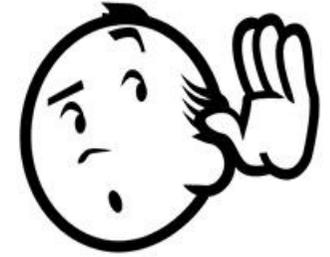




Letters and Sounds, Phase 1, Aspect 1  
General Sound Discrimination - Environmental Sounds  
**Talking About Sounds**



**Main Purpose:** To make up simple sentences and talk in greater detail about sounds

**Preparation**

Prepare some story / rhyme sacks or boxes with a selection of props

**Resources**

As required



**Look, listen and note how well children:**

- Join in the songs and stories
- Make up sounds to meet the text

**Activity 10 Enlivening stories**

- Involve the children in songs and stories, enlivened by role-play, props and repeated sounds, for example acting out:

*Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall (bump, crash, bang)!*  
*All the King's horses and all the King's men (gallop, gallop, gallop)  
Couldn't put Humpty together again (boo, hoo, boo, hoo, boo, hoo).*

**Share with parents:**

Print out any new rhymes as and when they happen  
It could be called 'A rhyme for bed time' or similar

If parents have time, children can sing them to them when they arrive to pick them up



Letters and Sounds, Phase 1, Aspect 1  
General Sound Discrimination - Environmental Sounds  
**Listening and Remembering Sounds**



**Main Purpose:** Further development of vocabulary and children's identification and recollection of the difference between sounds

**Preparation**

Organise the space you intend to use for this game so that you have enough space to make the noise without the children being able to see what you are holding

**Resources**

Large box

Selection of noisy items e.g. set of keys, crisp packet, squeaky toy (about 6 items)

**Look, listen and note how well children:**

- Describe what they hear
- Identify the items and imitate the sounds
- Add new words to their vocabulary

**Activity 6 Mrs Browning has a Box**

- Turn a box on its side with the opening facing away from the children
- One by one place between four and six familiar noisy items into the box, pausing to name them and demonstrate the sound each one makes
- Sing to the tune of 'Old MacDonald' but using your own name or one of the children's: *Mrs ... has a box ee i ee i o, and in that box she has a ...* Stop. Gesture and ask the children to listen
- Choose an item and make a noise. Children take turns to guess what is making the sound. Continue the song imitating the sound using your voice. *'with a zzz zzz here and a zzz zzz there...*

**Share with parents:**

- Provide parents with the words to the song.
- Explain the activity.
- A parent may hide an object behind their back and sing the song with their child



Letters and Sounds, Phase 1, Aspect 1  
General Sound Discrimination - Environmental Sounds  
Tuning into Sounds



**Main Purpose:** To develop children's listening skills and awareness of sounds in the environment

**Preparation**

Consider will you go outdoors or in?  
Prior to activity ask an adult to complete the walk checking for hazards/risks.  
Ensure you have a higher ratio of adults to children.

**Resources**

Headbands with ears attached  
Tape recorder or similar

**Look, Listen and note how well children:**

- Recall sounds they have heard
- Discriminate between sounds
- Describe the sounds they hear

**Activity 1 Listening Walks**

- Remind the children about things that good listeners do (e.g. keep quiet, have ears and eyes ready).
- Invite the children to show you how good they are at listening and talk about why listening is important.
- Encourage the children to listen attentively to the sounds around them
- Talk about the different sounds they can hear.
- Use cupped ears or headbands to wear as they go on the listening walk
- After the walk make a list of all the sounds they can remember
- The list can be in words or pictures and can be prompted by replaying sounds recorded on the walk

**Share with parents:**

- Show parents the list you have made.
- Ask them to listen for different sounds on the way home or around the home.
- Ask parents and children to record the sounds they identified and bring the list in.

