

## Letters and Sounds - Phase 1 - Aspect 6

### Voice sounds

### Tuning into Sounds



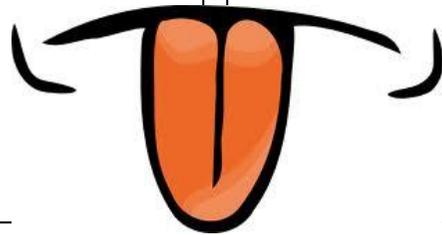
**Main purpose:** To distinguish between the differences in vocal sounds, including oral blending and segmenting

#### Preparation

Plan this into your singing time activities.

#### Resources

Music tape / DVD with a clear beat to respond to



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

- Articulate their tongues and mouths



#### Activity 1: Mouth movements

Explore different mouth movements with children - blowing, sucking, tongue stretching and wiggling. Practising these movements regularly to music can be fun and helps children with their articulation

#### Share with Parents

An alternative to dancing to music on the radio could be to let our tongues dance. This would be a good way to occupy the children on a car journey.



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## Voice sounds

### Tuning into Sounds

**Main purpose:** To distinguish between the differences in vocal sounds, including oral blending and segmenting

#### Preparation

None required

#### Resources

None required

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

- Distinguish between the differences in vocal sounds



#### Activity 2: Voice sounds

Show children how they can make sounds with their voices, for example:

- Make your voice go down a slide - wheeee!
- Make your voice bounce like a ball - boing, boing
- Sound really disappointed -oh      \*buzz like a bumble bee - zzzzz
- Hiss like a snake - sssssss      \*be a clock - tick tock
- Keep everyone quiet - shhhh      \*gently moo like a cow - mmmoooo
- Look astonished - ooooo!
- Be a steam train - chchchchch

Use hand movements to support these sounds

#### Share with Parents

Parents could use sounds around the house or on their journey home for example; an aeroplane, car, Hoover, alarm



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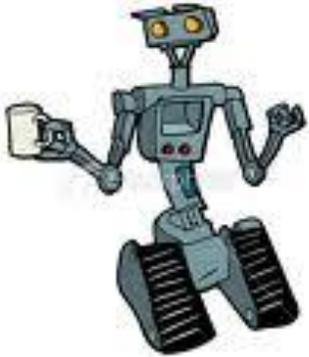
### Voice sounds

### Tuning into Sounds

**Main purpose:** To distinguish between the differences in vocal sounds, including oral blending and segmenting

#### Preparation

Room for group of children to sit in a horseshoe



#### Resources

A toy robot (Metal Mike)

A bag of pictures of objects (e.g. cat, dog, mug, sock)



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

- Distinguish between the differences in vocal sounds



#### Activity 3: Metal Mike

- Show the children the objects, and before placing in the bag sound out and blend the phonemes in their names. Ask each child in turn to take out a picture or an object from the bag and hold it up
- Tell the group that Metal Mike is a computer and so he talks with a robot voice
- Ask the children to name the object as Metal Mike would and demonstrate it in a robotic voice (e.g. c-a-t)
- Feed the object or picture into Metal Mike and encourage the group first to Listen to you and then join in as you say the word exaggerating the sound of each phoneme, followed by blending the phonemes to make the word

#### Share with Parents

Parents may like to stick a robot face on an old pan, the child can post the pictures into the pan by lifting the lid.

It is essential that you spend time with parents explaining how to recognise and say a phoneme correctly. They may have learnt them differently when they went to school. Consistency is essential so the child is not confused.

## Letters and Sounds - Phase 1 - Aspect 6

### Voice sounds

### Listening and Remembering Sounds

**Main purpose:** To distinguish between the differences in vocal sounds, including oral blending and segmenting

#### Preparation

None required

#### Resources

None required



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

- Sustain their listening throughout the activity
- Copy the sound



#### Activity 4: Chain games

Working with a small group of children, an adult makes a long sound with their voice, varying the pitch (e.g. eeeeeeeeeeee). The next person repeats the sound and continues as the next joins in, to form a chain. The sound gets passed as far round the circle as possible. Start again when the chain is broken.

#### Share with Parents

This would be a good activity to do in the bathroom, as the sound echoes.



## Letters and Sounds - Phase 1 - Aspect 6

### Voice sounds

### Listening and Remembering Sounds

**Main purpose:** To distinguish between the differences in vocal sounds, including oral blending and segmenting

#### Preparation

Prepare some pictures of objects that make a noise (e.g. animals, steam train, a doorbell, a clock)

#### Resources

Tape recorder



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

- Recognise their own and other's voices including a recorded voice
- Sustain their listening throughout the activity
- Listen for a target sound and respond with an appropriate associated speech sound



#### Activity 5: Sound lotto 2

- Record the children using their voices to make suitable sounds for simple pictures.
- Ask them to listen to the recording later and match each sound to a picture

#### Share with Parents

Play a game of 'Give us a clue'  
e.g. *It's long and tall and it sounds like this.... - a Hoover or a brush*



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### Voice sounds

### Listening and Remembering Sounds

**Main purpose:** To distinguish between the differences in vocal sounds, including oral blending and segmenting

#### Preparation

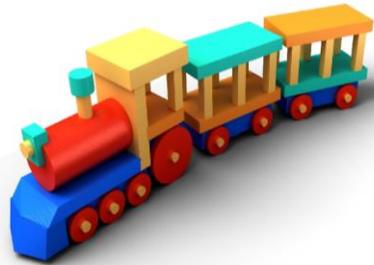
Look for a story that lends itself to this activity.

#### Resources

A suitable book, however if confident a told story would be great.

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

- Sustain their listening throughout a story
- Listen for a target word or character and respond with an appropriate speech sound



#### Activity 6: Target sounds

- Give each child a target sound to put into a story when they hear a particular word or character (e.g. make a 'ch' sound when they hear the word 'train').
- Start with a single sound that a small group of children can make together when they hear a target word.
- Be prepared to prompt initially and leave pauses in your reading to make it obvious when the sounds are required

#### Share with Parents

This is a good way to tell a story with shared involvement at bedtime or on a car journey, e.g. and on the way they saw a .... And under the bridge they saw.... Behind the curtain hid a .... The adult and child can take turns at saying the word or making the appropriate sounds

## Letters and Sounds - Phase 1 - Aspect 6

### Voice sounds

### Talking about Sounds

**Main purpose:** To talk about the different sounds we can make with our voices

#### Preparation

None required



#### Resources

None required

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

- Use appropriate vocabulary to talk about different voice and speech sounds



#### Activity 7: Give me a sound

- After making a sound with your voice, talk about the features of the sound with the children - was it a long sound, a loud sound, did it change from high to low, etc.?
- Introduce vocabulary gradually with examples and visual cues (e.g. symbols and pictures) to help the children who have difficulty understanding.
- Introduce new vocabulary to the children to help them describe the sound (e.g. to talk about high and low pitch).

#### Share with Parents



# Letters and Sounds - Phase 1 - Aspect 6

## Voice sounds

### Talking about Sounds

**Main purpose:** To talk about the different sounds we can make with our voices

#### Preparation

#### Resources

Mirrors

Mill bobbins, cardboard inners from kitchen roll or similar or sugar paper to make home-made megaphones

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

- Use appropriate vocabulary to talk about different voice and speech sounds



#### Activity 8: Watch my sounds

- Provide small mirrors for the children to observe their faces, lips, teeth and tongue as they make different speech sounds and experiment with their voices
- Provide home-made megaphones in the outside area so the children can experiment with different speech sounds and their volume

#### Share with Parents

- After cleaning teeth, use the bathroom mirror to watch your faces as you make funny noises and words e.g. 'blobalobalob' 'brrrrr' 'mamamamama' 'shhhh'
- Give your child the inside cardboard tubes from kitchen roll - no instructions needed!

