

When you are out walking listen to the sounds around you (cars revving, birds singing). When you get home talk about what you heard and try to recreate the noises.

Make sounds using materials around you including running sticks along a fence or tapping a bin lid.

Learn some action rhymes like 'wind the Bobbin up'.

Try different types of clapping. Clap hands fast, slow, soft, hard. Stamp your feet, pat your head and click your fingers to different beats. Make patterns for your child to copy click, tap, clap etc.

Listen to the sounds your feet make wearing different types of shoes or walking on different surfaces.

Help your child to dance to the rhythm of a song or a rhyme that they enjoy or learn a new dance e.g. the Macarena, or 5,6,7,8.

Do some rhythmic chanting e.g. 2, 4, 6, 8, hurry up or we'll be late or bip, bip, boo, who are you?

Read and say poems, songs, stories as often as possible. Try to use gestures, tapped beats and pauses to emphasise the rhythm of a piece.

Make your own musical instruments using cardboard tubes or yogurt pots filled with rice, pasta etc. Play these softly/loudly as you march, skip or stomp. Guess what is inside someone else's instrument by listening to the sound it makes.

Sing familiar songs and rhymes. Change the words to make up new silly songs.

Alliteration is a lot of fun to play around with. Your child's name is a good place to start. For example, 'Carl caught a cat' or 'Jolly Jessie Jumped'. Encourage your child to make up rhymes for family members 'daddy is doing the dishes'.

Emphasise alliteration in stories and rhymes, for example: 'Peter Piper picked a peck of pickled peppers'.

**Blending is a skill vital for reading:** The separate sounds (phonemes) are spoken aloud, in order, all through the word, and are then merged together into the whole word. This merging together is called blending. For example the adult would say **c-a-t = cat**.

**Segmenting is vital for spelling.** The whole word is spoken aloud, then broken up into its separate sounds (phonemes) in order, all through the word. For example, the adult would say **cat = c-a-t**.

Play a version of 'I spy'. The adult might say 'I spy with my little eye a b-oo-k.' The child correctly identifies and shouts out 'book'!!

### Environmental Sounds

### Instrumental Sounds

### Body Percussion

### Letters and Sounds

### Alliteration

### Phase 1 Activities

### Rhythm and Rhyme

### Oral Blending and Segmenting

### Voice Sounds

Make silly noises together or make up nonsense words.

Say words or sing songs in different ways e.g. fast, slowly, high voice, low voice, grumpy voice, sad voice.

Make up different voices for characters when you read stories and encourage your child to copy you or make their own up.