



Letters and Sounds: Phase 1 - Aspect 1 Environmental Sounds

Main purposes

Tuning into Sounds

To develop children's listening skills and awareness of sounds in the environment.

Listening and Remembering Sounds

Further development of vocabulary and children's identification and recollection of the difference between sounds.

Talking About Sounds

To make up simple sentences and talk in greater detail about sounds.



Listening Walks

Tuning into Sounds - To develop children's listening skills and awareness of sounds in the environment.

This is a listening activity that can take place indoors or outdoors. Remind the children about the 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 carefully is important.

Encourage the children to listen attentively to the sounds around them. Talk about the different sounds they can hear. The children could use 'cupped ears' or make big ears on headbands to wear as they go on the listening walk. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures and prompted by replaying sounds recorded on the walk.

Assessment Prompts - Look, Listen and Note

Look, listen and note how well children:

- recall sounds they have heard;
- discriminate between the sounds;
- describe the sounds they hear.



A Listening Moment

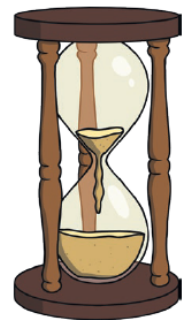
Tuning into Sounds – To develop children's listening skills and awareness of sounds in the environment.

This is another activity that can take place indoors or outdoors. Remind the children how to be good listeners and invite them to show how good they are at listening by remembering all the sounds they hear when they listen for a moment. It may be useful to use a sand timer to illustrate, for example, the passing of half a minute. Ask them what made each sound and encourage them to try to make the sound themselves.

Assessment Prompts – Look, Listen and Note

Look, listen and note how well children:

- recall sounds they have heard;
- discriminate between the sounds;
- describe the sounds they hear.



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Mrs Browning has a Box

Listening and Remembering Sounds – Further development of vocabulary and children's identification and recollection of the difference between sounds.

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 (e.g. a set of keys, crisp packet, squeaky toy) 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..." and then stop, gesture and ask the children to listen.

Handle one of the objects in the box, out of sight, to make a noise. The children take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice: "With a zzz, zzz here and a zzz, zzz there..." Allow the children to take a turn at making a noise from inside the box and use their names as you sing.

Assessment Prompts – Look, Listen and Note

Look, listen and note how well children:

- describe what they see;
- identify the animals and imitate the sounds;
- add new words to their vocabulary.

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Describe and Find It

Listening and Remembering Sounds – Further development of vocabulary and children's identification and recollection of the difference between sounds.

Set up a model farmyard. Describe one of the animals but do not tell the children its name. Say, for example, this animal has horns, four legs and a tail. Ask them to say which animal it is. Ask them to make the noise the animal might make. When they are familiar with the game, let individual children take the part of the adult and describe the animal for the others to name. This activity can be repeated with other sets of objects, such as zoo animals, toy sets based on transport (e.g. aeroplane, car, train, bus, boat) and musical instruments. It can be made more challenging by introducing sets of random objects to describe and name.

Assessment Prompts – Look, Listen and Note

Look, listen and note how well children:

- describe what they see;
- identify the animals and imitate the sounds;
- add new words to their vocabulary.



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Socks and Shakers

Talking About Sounds–To make up simple sentences and talk in greater detail about sounds.

Partially fill either opaque plastic bottles or the toes of socks with noisy materials (e.g. rice, peas, pebbles, marbles, shells, coins). Ask the children to shake the bottles or socks and identify what is inside from the sound the items make. From the feel and the sound of the noisy materials encourage the children to talk about them. Ask questions, such as where might we find shells and pebbles?

Assessment Prompts – Look, Listen and Note

Look, listen and note how well children:

- identify different sounds and place them in a context;
- identify similar sounds;
- make up sentences to talk about sounds;
- join in the activities and take turns to participate.

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Enlivening Stories

Talking About Sounds—To make up simple sentences and talk in greater detail about sounds.

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).

Assessment Prompts – Look, Listen and Note

Look, listen and note how well children:

- identify different sounds and place them in a context;
- identify similar sounds;
- make up sentences to talk about sounds;
- join in the activities and take turns to participate.