

LETTERS AND SOUNDS

Phase 1 Planning week 27

Aspect 6 – Voice Sounds

<p>Monday</p> <p>Look, listen and note</p>	<p><u>Whose voice?</u></p> <p>Record some children talking while they are busy with a freely chosen activity and play the recording to a larger group. Can the children identify each other's voices? Create a 'talking book' for the group or class with photographs of each child and help them to record their own voice message – <i>My name is..., I like singing, etc.</i></p>
<p>Tuesday</p> <p>Look, listen and note</p>	<p><u>Voice sounds.</u></p> <p>Show children how they can make sounds with their voices, for example:</p> <p><i>Make your voice go down a slide – wheee!</i>  <i>Make your voice bounce like a ball – boing, boing</i>  <i>Sound really disappointed – oh</i>  <i>Hiss like a snake – ssssss</i>  <i>Keep everyone quiet – shshshsh</i>  <i>Gently moo like a cow – mmmoooo</i>  <i>Look astonished – oooooo!</i>  <i>Be a steam train – chchchchch</i>  <i>Buzz like a bumble bee – zzzzzzz</i>  <i>Be a clock – tick tock.</i></p> <p>This can be extended by joining single speech sounds into pairs (e.g. <i>ee-aw</i> like a donkey).</p>
<p>Wednesday</p> <p>Look, listen and note</p>	<p><u>Making trumpets.</u></p> <p>Make amplifiers (trumpet shapes) from simple cones of paper or lightweight card and experiment by making different noises through the cones. Model sounds for the children: the up and down wail of a siren, the honk of a fog horn, a <i>peep, peep, peep</i> of a bird. Contrast loud and soft sounds. Invite the children to share their favourite sound for the rest of the group to copy. Use the trumpets to sound out phonemes that begin each child's name.</p>
<p>Thursday</p> <p>Look, listen and note</p>	<p><u>Chain games.</u></p> <p>Working with a small group of children, an adult makes a long sound with their voice, varying the pitch (e.g. <i>eeeeeee</i>). 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.</p>
<p>Friday</p> <p>Look, listen and note</p>	<p><u>Give me a sound.</u></p> <p>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. Then introduce new vocabulary to the children to help them describe the sound (e.g. to talk about high and low pitch).</p>