

Phonics morning training for staff

Phase 1 - examples of activities:

1. Make the environment pleasant and eye-catching - the session/activity needs to be fun to work. Make sure you still have the visual timetable and it is understandable/appropriate for your group of children (groups of 4/5 pupils work best as you can give them time to respond and to listen carefully).

Take into account the needs of your pupils by differentiating the setup, e.g.:

- Use photos instead of symbols on the timetable
- Use objects of reference instead of symbols
- Make yourself look colourful/interesting/use interesting intonation and positive attitude;
- Use learning areas outside of the classroom, e.g. small earth, fun room, library, sensory room, etc.



2. 'Drum hello' (Aspects covered: **Instrumental Sounds, Rhythm & Rhyme, Voice sounds, Oral blending and segmenting;** Phases 2 & 3: **sets 1-7, vowel diagraphs, and Consonant diagraphs**)

Use any instrument that the pupils like using (I use the drum as it is easy to play on and makes a clearly audible sound). Tell pupils they are going to sing their names using the drum. Demonstrate by singing your own name.

Sing hello song drumming out the syllables in the lyrics ('hello x how are you/2, how are you today?') to each pupil and ask them to copy the rhythm on their drum as you divide their name into syllables (e.g. Jo-na-than).

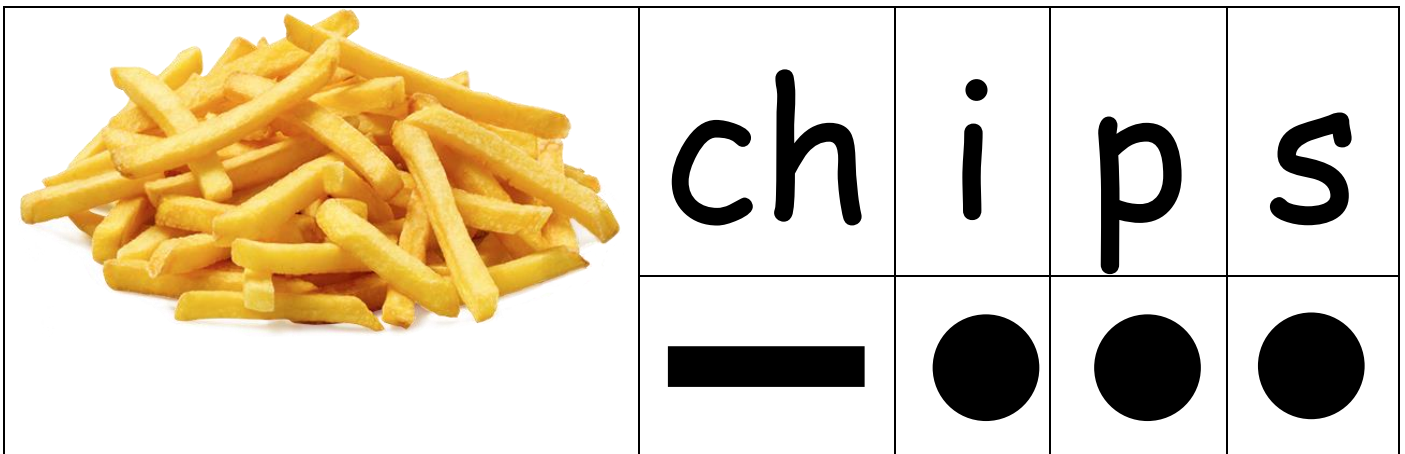
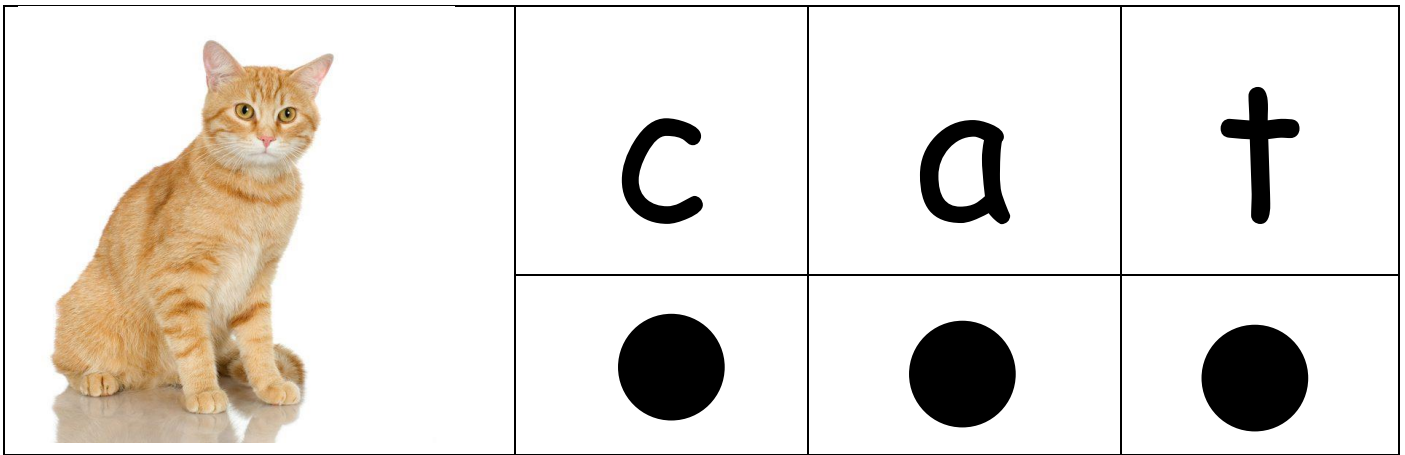


Differentiate by:

- using a large instrument (to make it easier for children with less coordination to target);
- Using an iPad app (e.g. Thumb Jam)
- Using body percussion sounds (e.g. clapping/tapping knees/ stamping your feet), if iPad or instruments are too distracting)

Extend by:

- Dividing pupils' names and surnames into syllables
- Dividing other simple words into syllables (you can make it more fun by dividing longer words that children don't know and that will sound funny to the, e.g. 'preposterous')
- Dividing pupils' names/simple words into the sounds (no visuals)
- Dividing Pupils' names & surnames/ simple words using a grid in which each sound is separate with sound buttons underneath which a child can point to as they are sounding the words out, e.g.



3. 'I hear music song' - Singing phonics (W/:Curriculum Planning/Subjects/English/Phonics-resources/Singing phonics 1&2/track 06 (Aspects covered: **Instrumental Sounds, Rhythm and Rhyme**))

You will need: a shaker, a bell, cymbals, and a drum and corresponding symbols/photos.

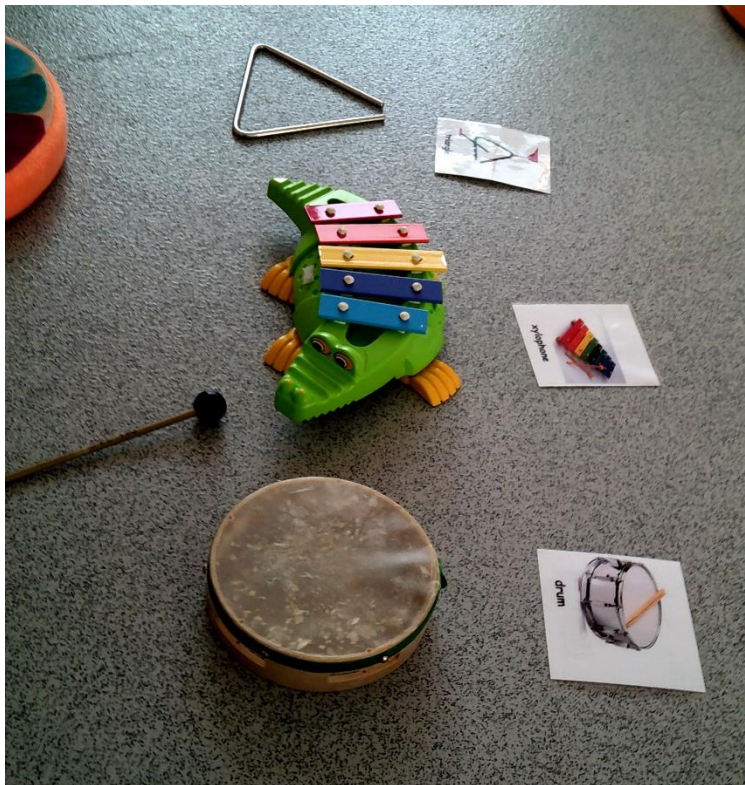
Introduce the instruments by playing each one and saying its name/pointing to the photo/symbol. Give the children time to explore the instrument - encourage labelling the instruments using words/symbols/photos. Sing or play the song (I prefer singing it myself with the staff as it focuses more on creating sounds - the children can see how you create the sound when you sing) and use the instruments at appropriate times.

Differentiate and extend by:

- Asking the pupils to play their chosen instrument at the appropriate times (you will be able to see whether they recognize their instrument's name/sound)
- Using an iPad app (Thumb Jam);
- Using different instruments to the ones already in the song;
- You can use it as a prelude to the next activity containing instrumental sounds ('Guess the sounds')

4. 'Guess the sounds' (Aspects covered - **Instrumental Sounds**)

Prepare a set of simple musical instruments and a set of corresponding symbols. Demonstrate each sound of the instrument. Let the pupils explore the instruments and model labelling them (verbally/using symbols/photos). You may want to use any of the Singing phonics songs (e.g. 'I hear music' song) to introduce the instruments prior to this activity. Tell the pupils you will hide the instruments in a magic box - I used a very shiny piece of cloth and a plastic bin - and they are not supposed to look - they will just use their ears. Make sure each pupil has a set of photographs/symbols corresponding to the instruments. Play the instrument out of the sight of the children and ask them to 'guess the sound'. Show the instrument you were playing and play it again after each correct answer.



Extend and differentiate by:

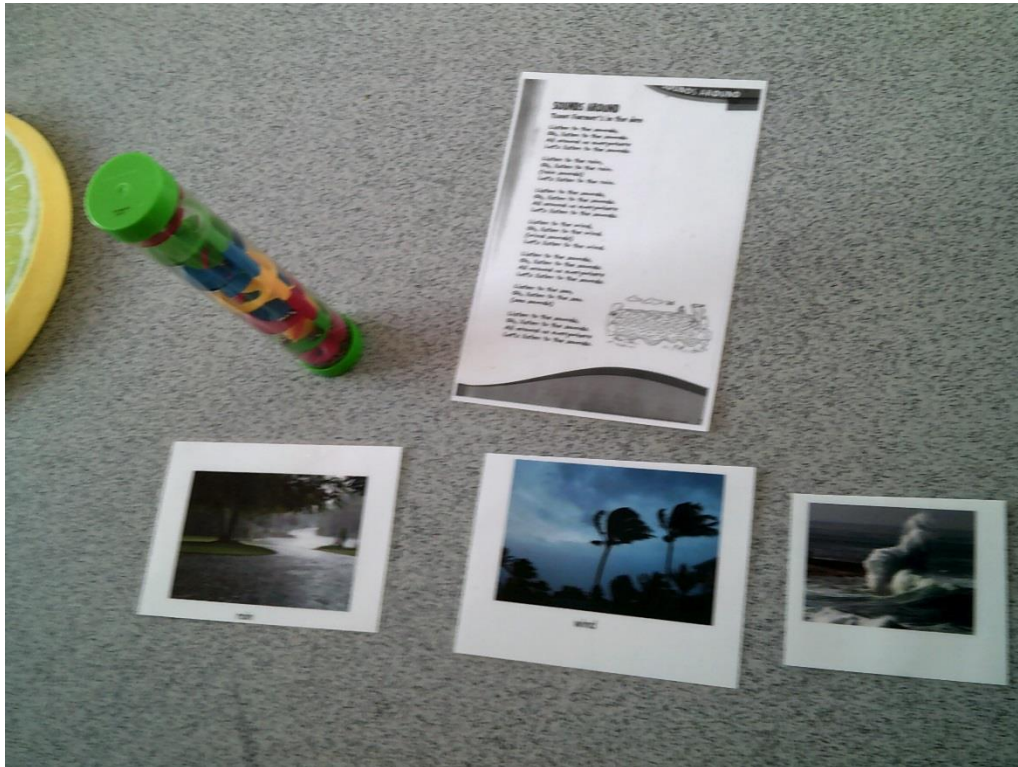
- Using a wider range of instruments;
- Using more exotic instruments (e.g. strumbulator, chimes, etc.);
- Asking the pupils to play the game amongst themselves (taking turns to play the instruments out of sight for other children)
- Use eye-gaze for children with mobility impairment (tbc. - working on figuring out how to programme it);

5. 'Sounds around' song - Singing phonics (W/:Curriculum Planning/Subjects/English/Phonics-resources/Singing phonics 1&2/track 01) (Aspects covered: **Environmental sounds**, **Instrumental Sounds**, **Voice sounds**):

You might want to use this song as a prelude or a follow up to a sound lotto activity. Have the pictures/symbols/photos of rain, wind, and sea printed out.

Listen to/sing the song using those environmental sounds (you can find some environmental sounds on the system - W/:Curriculum

Planning/Subjects/English/Phonics-resources/environmental sounds or on <https://freesound.org/>)



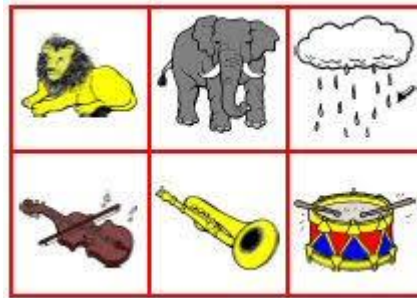
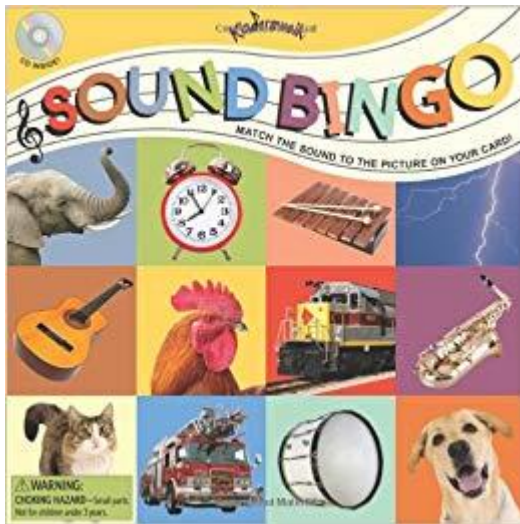
Differentiate and extend by:

- using photos/pictures /films on the plasma screen (especially for children with visual/mobility impairments);
- using different environmental sounds to the ones in the original songs (again you can find them on the system or the website I cited before)
- using instruments/objects to imitate the environmental sounds (e.g. rain makers, water bottles, pompoms, voice tubes, water spray, sound making toys) to provide a variety of experience and develop musical imagination.

6. Sound lotto (Aspects covered: **Environmental sound, Instrumental sounds, Voice sounds**):

Prepare visuals of different animals/transport/weather conditions/people expressing their emotions (e.g. laughing/crying) /any environmental sounds you want to introduce.

Find the sounds on <https://freesound.org/> or on the system W/: Curriculum Planning/Subjects/English/Phonics-resources/environmental sounds.



Play the sounds to the pupils and ask them to label the sounds by pointing to the right picture/verbally labelling the sound.

Differentiate and extend:

- Present the photos/pictures/films on the plasma screen for pupils with visual impairment or mobility issues;
- Use large objects instead of visuals;
- Make the sounds yourself instead of playing the recording and encourage the pupils to imitate them;
- Ask pupils to think of the sound the item/person in the photo would make and suggest their version of the sounds;

7. Body percussion (Aspects covered: **Body percussion, Voice sounds**)

Use your body as a percussion and:

- tap your kneed,
- stamp your feet,
- rub your tummy (saying mmmm),
- clap your hands
- make silly sounds with your mouth (clicking noise with your tongue, the sound of sending a kiss, basic speech sound - start form syllables that come first in speech development: vowel sounds, bilabial syllables 'ma,' 'pa,' 'ba');

Check this list for some simple songs and activities containing body percussion and voice sounds W/: Curriculum Planning/Subjects/English/Phonics-resources/Exploring sound body percussion

8. Listening walk (Aspects covered: **Environmental sounds**)

Use outdoors space or walks around the school, local park to listen to, create and identify environmental sounds in an environment they naturally occur. Focus on listening and exploring the sounds and the environment but make sure you have visuals/objects of reference for children to be able to indicate they identified the sound.

Differentiate and extend:

- Use onomatopoeic sounds to imitate the sounds you can hear in the environment (buzz buzz for a bee, or vroom vroom for a car) and encourage the children to imitate them or suggest their own versions of the sounds;
- use objects of reference instead of visuals
- use the principles of outdoor learning and create the environment promoting certain environmental sounds;
- make sure children understand they include their sense of hearing when exploring by making props suggesting listening, e.g. giant listening ears

9. Noisy feet/hands (Aspects covered: **Environmental sounds, Voice sounds, Body percussion**)

You can transfer the idea of a listening walk into the classroom environment by creating a sensory lane in your class. Utilize the idea of the giant ears and onomatopoeic sounds from point 8 for a more cross-curricular experience.

Differentiate and extend:

- Depending on your class, you can use feet or hands to explore the materials;
- Change the onomatopoeic words and sensory materials that go with them regularly to keep the children interested;
- Give children time to imitate the sounds
- For children who read, have the onomatopoeic words printed so they can figure out the onomatopoeic sounds for themselves;

10. Nursery Rhymes (Aspects covered: **Rhythm and Rhyme, Alliteration, Voice sounds**)

Use props to sing different familiar nursery rhymes. The children would have heard them on a plasma screen or other recordings a thousand times by now but, I think it's great to just use your and your staff's voices as it models the use of speech apparatus for our children.

For most of the activities mentioned here look for videos of phonics phase 1 on YouTube. Here's the link to one of them:

<https://www.youtube.com/watch?v=rnmvilrHX6g>

11. Silly soup (Aspects covered: **Rhythm and Rhyme, Voice sounds, Alliteration**)

Use a cooking bowl/pot and a wooden spoon. Laminate photos/pictures of words that rhyme with a particular rhyme (e.g. -at as in cat/hat/sat/splat/hat/bat) (I usually use the sounds we covered in previous sessions but don't feel limited by that). Be dramatic and pretend that you are very hungry and are going to make the soup. Give out photos/pictures of things that rhyme to children (keep one for yourself to role model making the soup).

Sing the song while stirring with the wooden spoon (to the tune of Round and round the mulberry bush):

I'm making a pot of silly soup

I'm making a soup that's silly

I'm going to put it in the fridge

To make it nice and chilly

Say: *In goes a ... (e.g. rat)*

Children will then take turns putting their pictures in the bowl and stirring. Make sure you encourage children to label (sign) all the items that are already in the bowl before adding another one so they experience the fact that the words rhyme.

Differentiate and extend:

- Use objects (big or small instead of pictures/photos);
- Use small plastic toys and sensory material (food coloured water, jelly, slime, food coloured corn flower mixture with water) to make it a more sensory experience;
- Use plasma screen/any touch screen and a simple animation of a cooking pot and objects being put in to also practice gross and fine motor skills;
- For pupils who read and take pleasure in decoding new words, use just printed words;
- Have each child having a set of objects/pictures/words and a pot and spoon of their own (maybe filled with sensory materials) so that each of them can make their own silly soup.

Phase 2 ideas are being gathered together as we speak. If you have any questions, just ask me.

Have fun using the activities,

Anna Fidos