

The image shows a notebook cover with a light brown wood-grain pattern. Scattered across the cover are several brown autumn leaves of various shapes. On the left side, there is a vertical brown vine with several leaves. Two yellow circular buttons are visible on the left edge. In the center, there is a white rectangular label with a brown border.

SUPERsonic

Phonic Friends

Aspect 1

Listening Len has a box



Phase 1b

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

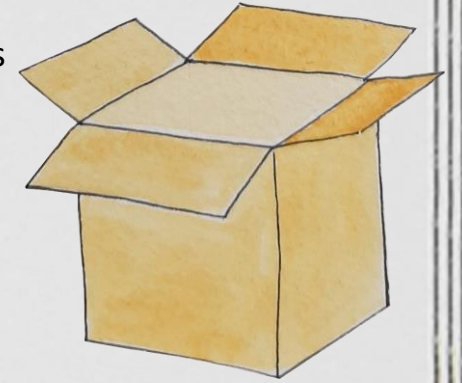
Early Years Outcomes

C & L 22-36 months - Recognises and responds to many familiar sounds

C & L 22-36 months - Shows interest in play with sounds and songs

EA & D 22-36 months - Joins in singing favourite songs

EA & D 22-36 months - Creates sounds by tapping, singing, using voice sounds, humming or clapping



Activity

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:

*Listening Len...has a box ee i ee i o (Other variations - **Peppa pig, Tony Tyrex, Mr Tumble, Ben Ten, Child's name, A puppet, A Teddy**)*

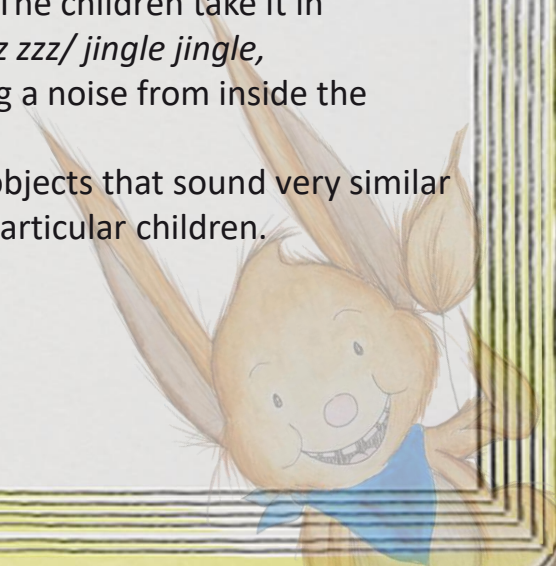
And in that box he has a...

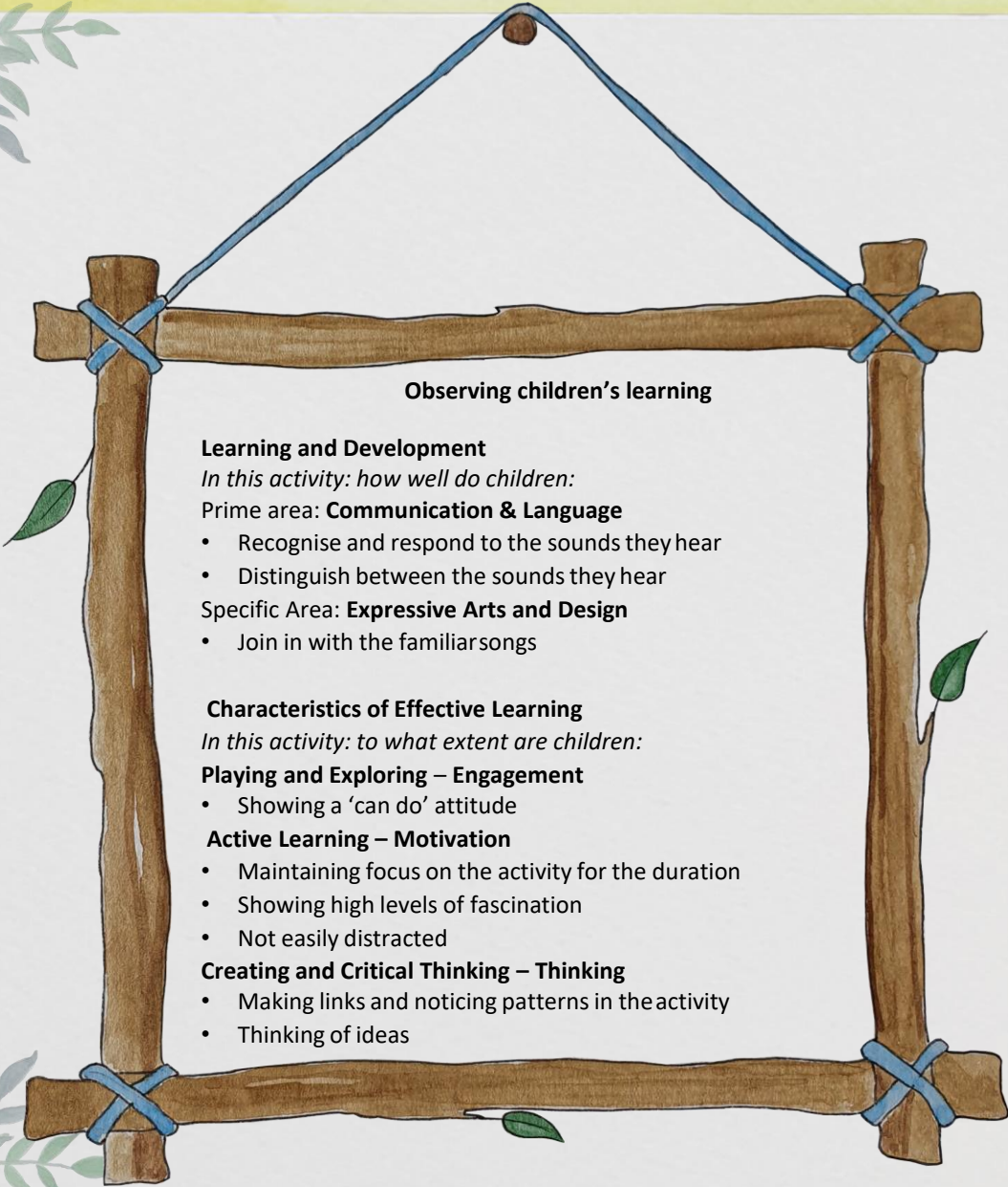
Stop. Gesture and ask the children to listen. Handle one of the objects in the box, out of sight, to make a noise. The children take it in turns to guess what is making the sound. Continue the song but imitating the sound using your voice. *With a zzz zzz/ jingle jingle, crunch, crunch here and a zzz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

NB: Start with objects that sound very different for children to easily distinguish between and eventually have objects that sound very similar to support fine tuning their listening and discrimination skills. You can also do this within an activity to extend particular children.

Important teaching points

- Remind children about how to be a good listener.
- Use gestures to give vital clues within the group.
- Ensure the environment is calm and no noise or stimulation distraction.





Observing children's learning

Learning and Development

In this activity: how well do children:

Prime area: **Communication & Language**

- Recognise and respond to the sounds they hear
- Distinguish between the sounds they hear

Specific Area: **Expressive Arts and Design**

- Join in with the familiar songs

Characteristics of Effective Learning

In this activity: to what extent are children:

Playing and Exploring – Engagement

- Showing a 'can do' attitude

Active Learning – Motivation

- Maintaining focus on the activity for the duration
- Showing high levels of fascination
- Not easily distracted

Creating and Critical Thinking – Thinking

- Making links and noticing patterns in the activity
- Thinking of ideas



Extending and Supporting Learning and Development

Enabling Environments – Enhancements

Leave the 'sound box' on a tuff tray/ table-top readily available for the children to freely access during their play. Display photographs of children during the activity to remind them and make links to the activity experiences.

Enabling Environments – Interactive Display

Attach 4 boxes to the wall at child height with an opening. Have baskets of objects for children to use and explore listening to the sounds in the boxes.

Enabling Environments – Parents

Send home empty shoe boxes or paper bags for children to find 5 things that make a noise in their house. Put in a small card explaining to parents that you are exploring sounds and developing children's listening skills. Explain that these skills are supporting their learning and development. When children have brought these in, share these at key person time or use as a variation during the activity.

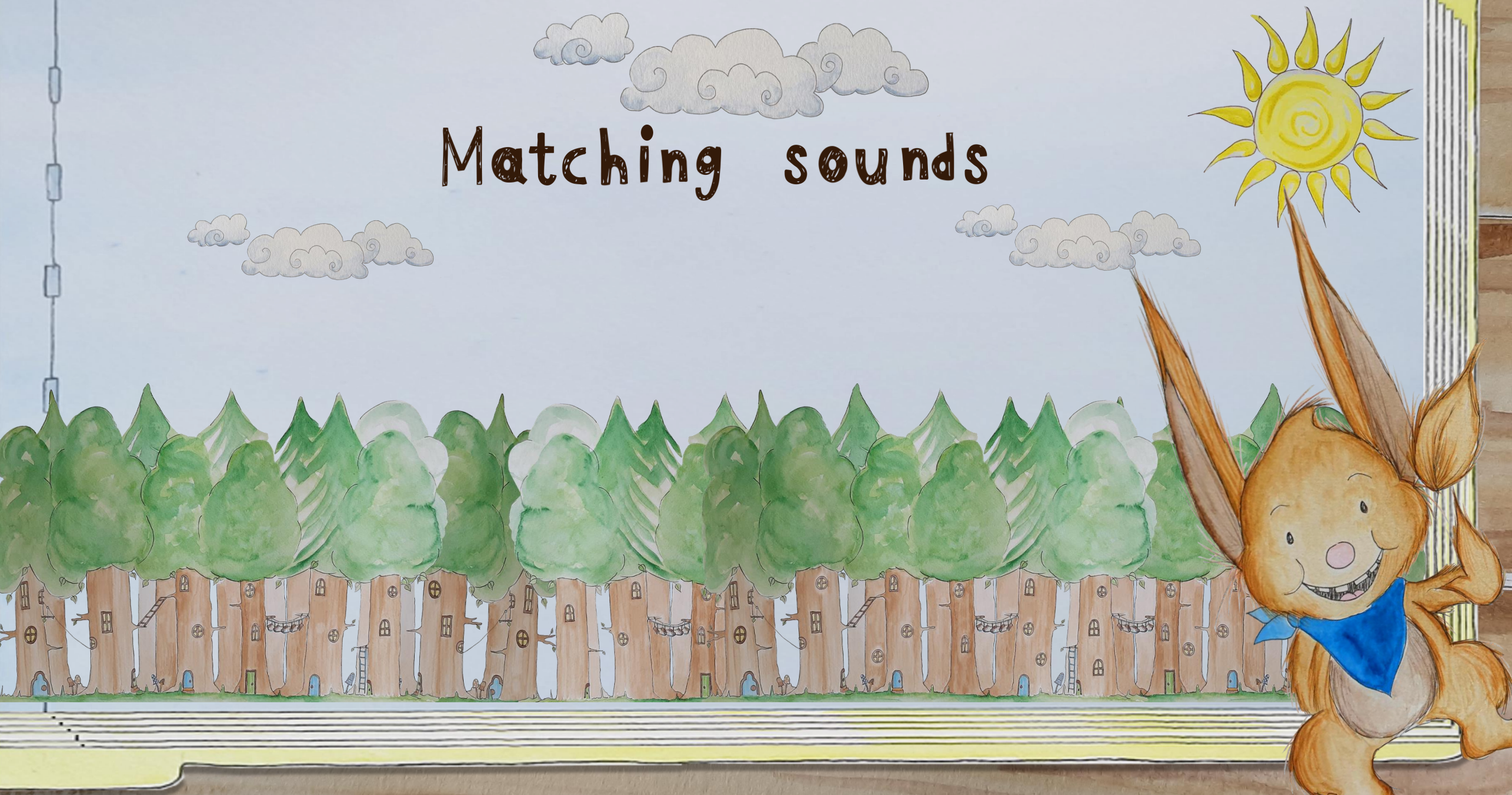


SUPERsonic

Phonic Friends

Aspect 2

Matching sounds



Phase 1b

To listen to and appreciate the difference between sounds made with instruments

Early Years Outcomes

C & L 22-36 months - Recognises and responds to many familiar sounds

C & L 22-36 months - Shows interest in play with sounds and songs

EA & D 22-36 months - Creates sounds by tapping, singing, using voice sounds, humming or clapping

EA & D 22-36 months - Shows an interest in the way musical instruments sound

EA & D 30-50 months - Taps out simple repeated rhythms

Activity

Invite a small group of children to sit in a circle. Provide a selection of percussion instruments. One child starts the game by playing an instrument. The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as the leader. Start with a single sound to pass round the circle, and then gradually increase the difficulty by having a more complex sequence of sounds or different rhythms.

Important teaching points

- It may take some children some time to make a link between an animal and an instrument sound.
- Allow plenty of time for the children to play and talk about the sounds.
- Provide a variety of animal toys and instruments.
- Encourage discussion about choices of instruments.





Observing children's learning

Learning and Development

In this activity: how well do children:

Prime area: **Communication & Language**

- Recognise and respond to the sounds they hear
- Distinguish between the sounds they hear
- Describe what they see and hear

Specific Area: **Expressive Arts and Design**

- Join in with the familiar songs

Characteristics of Effective Learning

In this activity: to what extent are children:

Playing and Exploring – Engagement

- Showing a 'can do' attitude

Active Learning – Motivation

- Maintaining focus on the activity for the duration
- Showing high levels of fascination
- Not easily distracted
- Persisting with activity when challenges occur

Creating and Critical Thinking – Thinking

- Making links and noticing patterns in the activity
- Thinking of ideas

Extending and Supporting Learning and Development

Enabling Environments – Enhancements

In the role play area set up a recording studio for the children to perform their instrumental music for others. Provide video cameras, digital cameras and recording devices. Children to sign in and write which song they are performing.

Enabling Environments – Interactive Display

Recording pegs/ postcards to have some different rhythms using a range of musical instruments. Children to listen to the pegs/ postcards and talk about what they can hear, then use the instruments to match the sounds.

Enabling Environments – Parents

Send home activity card and ask parents to find 2 sets of noisy items e.g. 2 sets of keys, 2 spoons, 2 crisp packets and 2 pegs. Children and parents to use the objects to make different music, listening to different patterns.

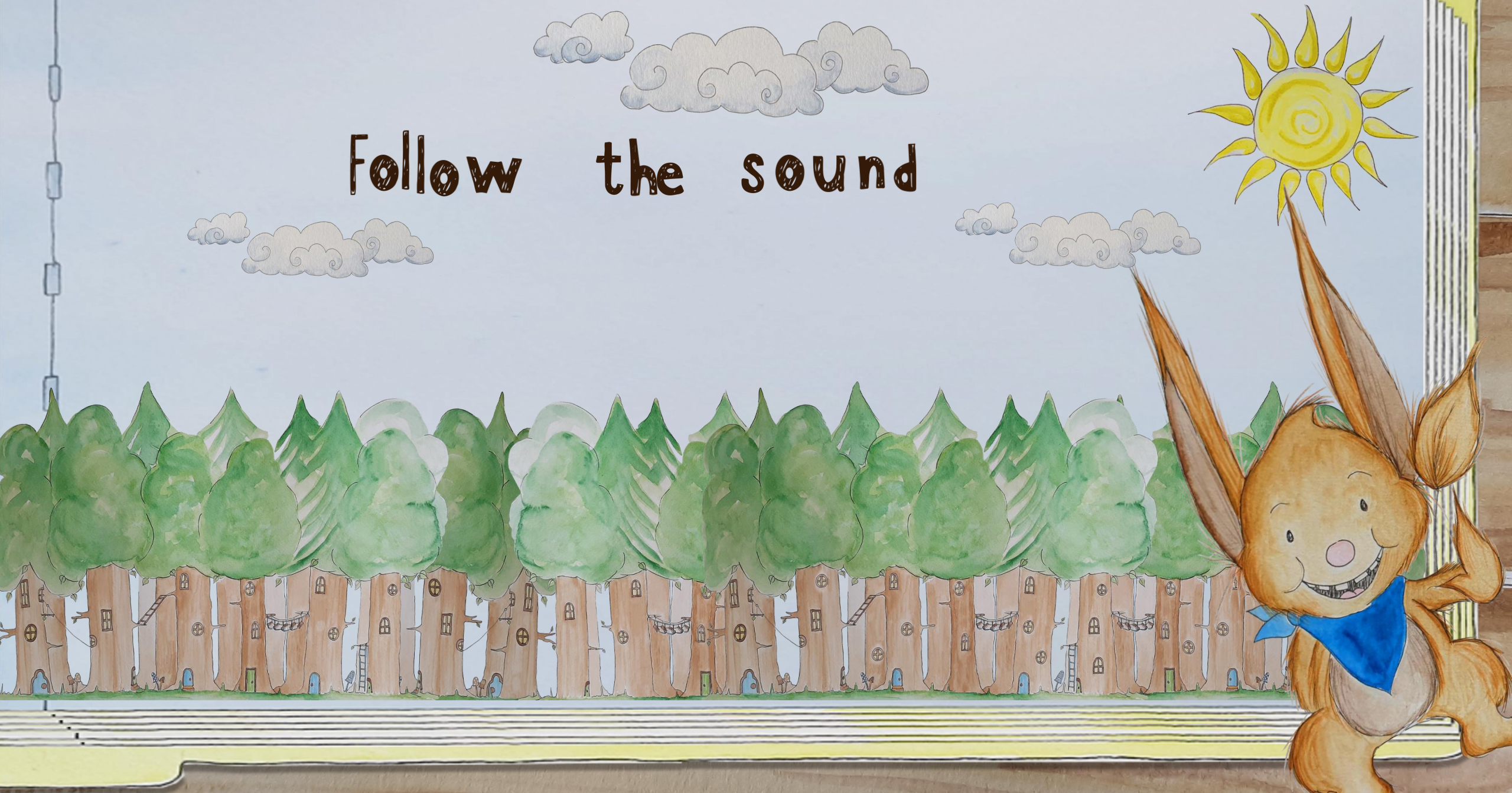


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Phonic Friends

Aspect 3

Follow the sound



Phase 1b

To distinguish between sounds and to remember a pattern of sound

Early Years Outcomes

C & L 22-36 months - Recognises and responds to many familiar sounds

C & L 22-36 months - Shows interest in play with sounds and songs

C & L 22-36 months - Understands more complex sentences

EA & D 22-36 months - Creates sounds by tapping, singing, using voice sounds, humming or clapping

EA & D 30-50 months - Taps out simple repeated rhythms

EA & D 30-50 months - Explores and learns how sounds can be changed.

Activity

Invite a small group of children to sit in a circle. The adult begins by producing a body percussion sound which is then 'passed' to the child sitting next to them such as clap, clap, clap. The sound is to be passed around the circle until it returns to the adult.

Ask: *Do you think that the sound stayed the same all the way round? Did it get faster or slower?*

Make the activity more difficult by introducing a simple sequence of sounds for the children to pass on (e.g. clap, stamp, clap)

Important teaching points

- Ensure the children can see the adult and other children. Remind them to look and listen.
- It might be necessary to demonstrate the sounds to the children before each activity.
- Offer support to children who find it difficult to monitor their own volume.





Observing children's learning

Learning and Development

In this activity: how well do children:

Prime area: **Communication & Language**

- Suggest ideas to create new sounds for the story
- Recognise and respond to the sounds they hear
- Distinguish between the sounds they hear
- Describe what they see and hear
- Identify the sounds they hear

Specific Area: **Expressive Arts and Design**

- Join in with the familiar songs
- Copy and explore repeated rhythms or patterns

Characteristics of Effective Learning

In this activity: to what extent are children:

Playing and Exploring – Engagement

- Showing a 'can do' attitude

Active Learning – Motivation

- Maintaining focus on the activity for the duration
- Showing high levels of fascination
- Not easily distracted
- Persisting with activity when challenges occur

Creating and Critical Thinking – Thinking

- Making links and noticing patterns in the activity
- Thinking of ideas

Extending and Supporting Learning and Development

Enabling Environments – Enhancements

Picture cards of body percussion in the music area. Different sequence cards for children to follow. Leave talking pegs in the area so children can record themselves and share with the rest of the group. Other children to guess the percussion they used and copy.

Enabling Environments – Interactive Display

Talking postcards/ books with recorded sounds of different body percussion sounds. Children to match them with the appropriate picture.

Enabling Environments – Parents

Ask the children and parents at home to find pictures of things which make a noise. e.g. washing machine, light switch. Activity card explaining using the sounds in a pattern.

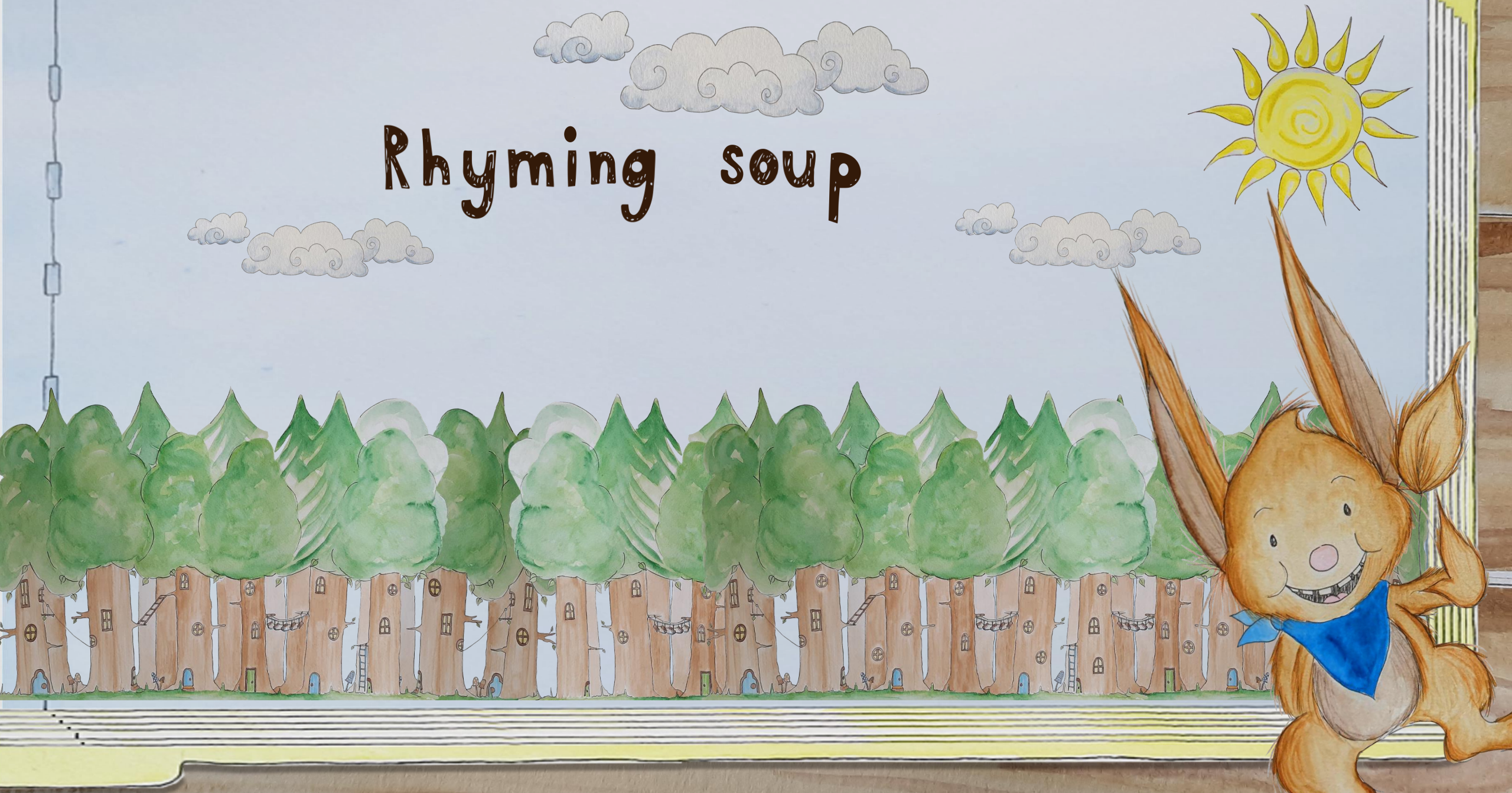
The background is a light brown wood-grain texture. Scattered across the page are several dark brown, stylized leaves and branches. On the left side, there is a vertical branch with several leaves. On the right side, there is a branch with several leaves. In the center, there is a white rectangular box with a dark brown border. Inside the box, the text "SUPERSONIC" is written in a large, bold, green font with a brown outline. Below it, the text "Phonic Friends" is written in a smaller, brown font. Below that, the text "Aspect 4" is written in a large, bold, black font. On the left edge of the page, there are two yellow circular buttons with a small brown 'P' on them.

SUPERSONIC

Phonic Friends

Aspect 4

Rhyming soup





Phase 1b/a

To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech

Early Years Outcomes

C & L 30-50 months - Joins in with repeated refrains and anticipates key events and phrases in the rhymes and stories

C & L 30-50 months - Listens with increasing attention and recall

C & L 40-60 months - Maintains attention, concentrates and sit quietly during appropriate activity

Lit 30-50 months - Enjoys rhyming and rhythmic activities

Lit 30-50 months - Shows awareness of rhyme

Lit 30-50 months - Recognises rhythm in spoken words

Lit 40-60 months - Continues a rhyming string



Activity

Ask a small group to sit in a circle so they can see a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and a spoon as props to act out the song. Invite the children, in turn, to choose an object to put into the soup and place it in the bowl.

After each turn, stir the soup and sing the following song to recite the growing list of things that end up in the soup.

Sing the first part of the song to the tune of 'Pop Goes the Weasel'.

I'm making lots of silly soup


I'm making soup that's silly

I'm going to cook it in the fridge

To make it nice and chilly

In goes...a fox...a box.....some socks

Important teaching points

- Encouraging nonsense rhymes is a good way for children to begin to produce rhyme.
 - Keep the songs slow so you can emphasise the rhyming patterns
- 



Observing children's learning

Learning and Development

In this activity: how well do children:

Prime area: **Communication & Language**

- Joins in with the song and rhyme
- Listens with increasing attention and recall
- Maintain attention, concentrates and sits quietly during appropriate activity

Specific Area: **Literacy**

- Sing or chant the rhyming string along with the adult
- Recognise that the words rhyme
- Produce a rhyming string

Characteristics of Effective Learning

In this activity: to what extent are children:

Playing and Exploring – Engagement

- Showing a 'can do' attitude

Active Learning – Motivation

- Maintaining focus on the activity for the duration
- Showing high levels of fascination
- Not easily distracted
- Persisting with activity when challenges occur

Creating and Critical Thinking – Thinking

- Making links and noticing patterns in the activity
- Thinking of ideas



Extending and Supporting Learning and Development

Enabling Environments – Enhancements

Set up a rhyming café where children have silly soup option on the menu, such as cat, bat, hat, mat soup or shark, park, dark, bark soup. Prepare ready made menus and have the items or pictures and bowls and spoons. Ensure the area has access to writing materials, a telephone, real pictures of cafes, rhyming books and plan for adult interaction.

Enabling Environments – Interactive Display

Leave the silly soup objects and bowls readily available for children to access during their free play.

Enabling Environments – Parents

Let parents know all about silly soup and set the silly soup challenge and children either bring in or draw 4 things from home that rhyme. Provide them with ideas e.g. coat, boat, goat, float OR cap, tap, map, app



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Phonic Friends

Aspect 5

Listening Len goes to the zoo



Phase 1a

To develop understanding of alliteration

Early Years Outcomes

C & L 30-50 months - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

C & L 30-50 months - Listens with increasing attention and recall

C & L 40-60 months - Maintains attention, concentrates and sits quietly during appropriate activity

Lit 30-50 months - Shows awareness of alliteration

Lit 40-60 months - Hears and says the initial sound in words

Lit 40-60 months - Segment the sounds in simple words and blend them together (orally)



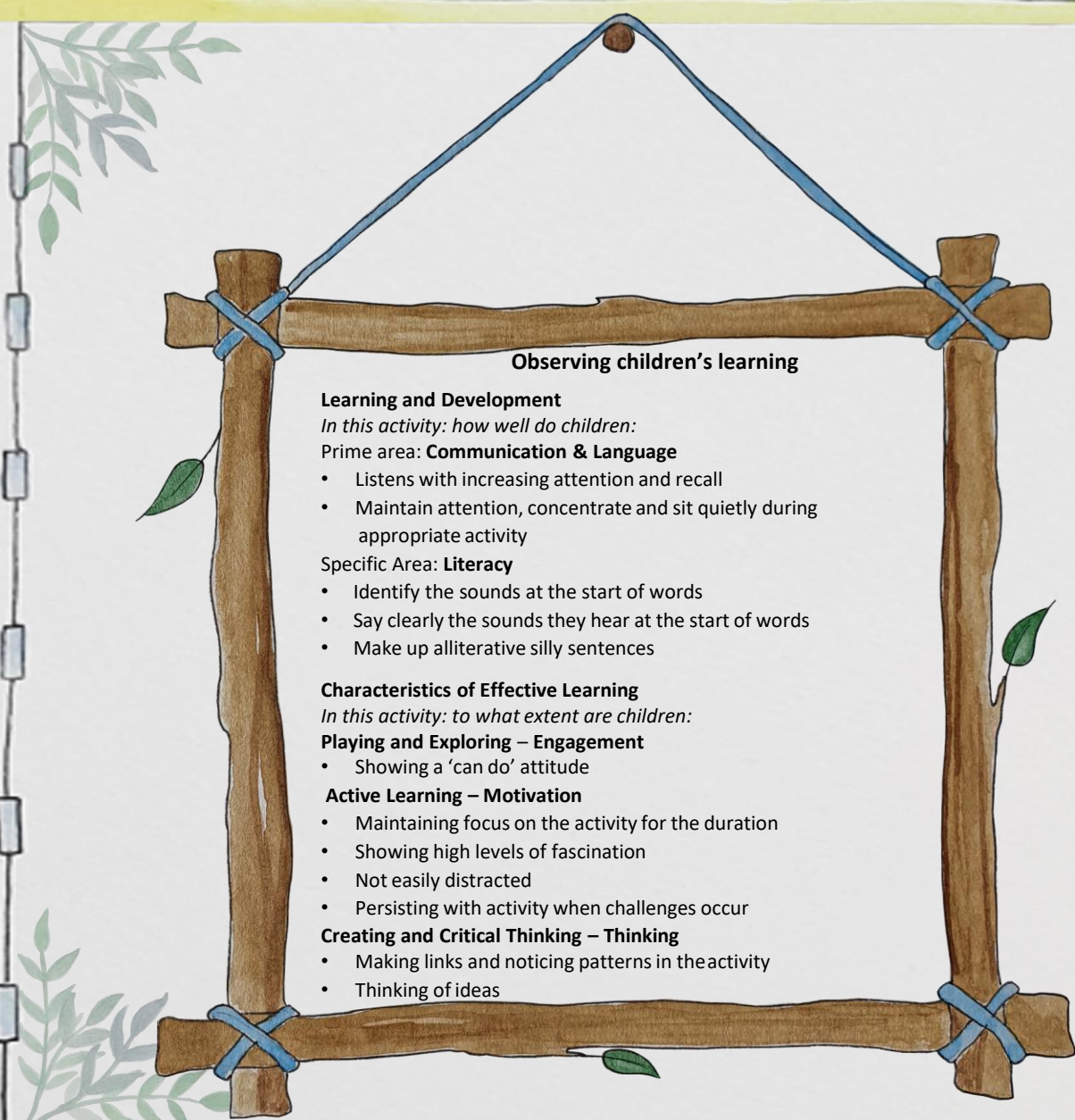
Activity

Set up a small toy zoo and join the children as they play with it. Use a toy bus and a bag of animal toys with names starting with the same sound (e.g. a lion, a lizard, a leopard, a llama and a lobster) to act out this story. Chant the following rhyme and allow each child in turn to draw an animal out of the bag and add an animal to the list of animals spotted at the zoo,

*Listening Len is going to the zoo,
Who does she see as she passes through?
..... a pig, a panda, a parrot and a polar bear.*

Important teaching points

- Children need to be able to isolate the initial phoneme (sound) from the rest of the word.
- Consonant clusters such as /sp/ for spoon should not be used.
- Remember initial sounds are based on what the initial SOUND is not the initial LETTER e.g. Phoebe, fish, phone and flower all begin with the same initial sound.
- Ensure sounds are correctly pronounced – Don't schwa!



Observing children's learning

Learning and Development

In this activity: how well do children:

Prime area: **Communication & Language**

- Listens with increasing attention and recall
- Maintain attention, concentrate and sit quietly during appropriate activity

Specific Area: **Literacy**

- Identify the sounds at the start of words
- Say clearly the sounds they hear at the start of words
- Make up alliterative silly sentences

Characteristics of Effective Learning

In this activity: to what extent are children:

Playing and Exploring – Engagement

- Showing a 'can do' attitude

Active Learning – Motivation

- Maintaining focus on the activity for the duration
- Showing high levels of fascination
- Not easily distracted
- Persisting with activity when challenges occur

Creating and Critical Thinking – Thinking

- Making links and noticing patterns in the activity
- Thinking of ideas



Extending and Supporting Learning and Development

Enabling Environments – Enhancements

Make a zoo area in a tuff tray for children to access independently in a small world area. Provide a talking peg with the rhyme on and allow children to record the alliterative list. Have mark making opportunities so if children want to write their list down they can.

Enabling Environments – Interactive Display

Have a display of Listening Len and Velcro tabs around a road. Children to choose from a range of item cards to decide which objects Listening Len sees e.g. choosing all cards beginning with /c/

Enabling Environments – Parents

Send home a box or a bag with a card explaining the activity and that parents need to fill the bag/ box with items which begin with the same initial sound. Send home the words to Listening Len and parents can complete the activity with the children. Parents to send in photos of children completing the activity.

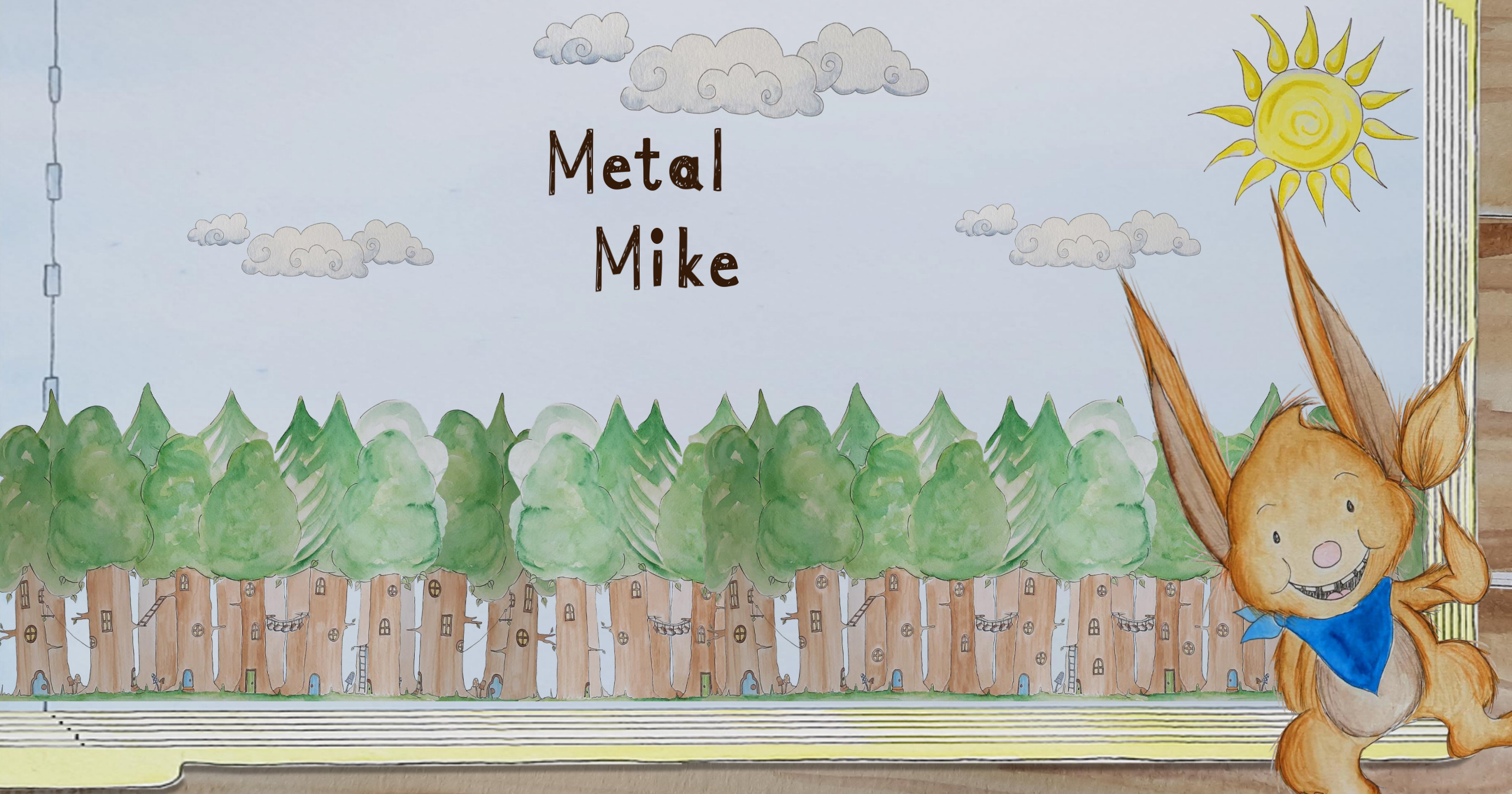


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Phonic Friends

Aspect 6

Metal Mike





Phase 1a

To distinguish between the differences in vocal sounds, including oral blending and segmenting

Early Years Outcomes

C & L 30-50 months - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

C & L 30-50 months - Listens with increasing attention and recall

C & L 40-60 months - Maintains attention, concentrates and sits quietly during appropriate activity

Lit 30-50 months - Enjoys joining in with rhyming and rhythmic activities

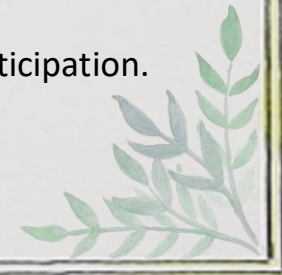
Lit 40-60 months - Hears and says the initial sounds in words

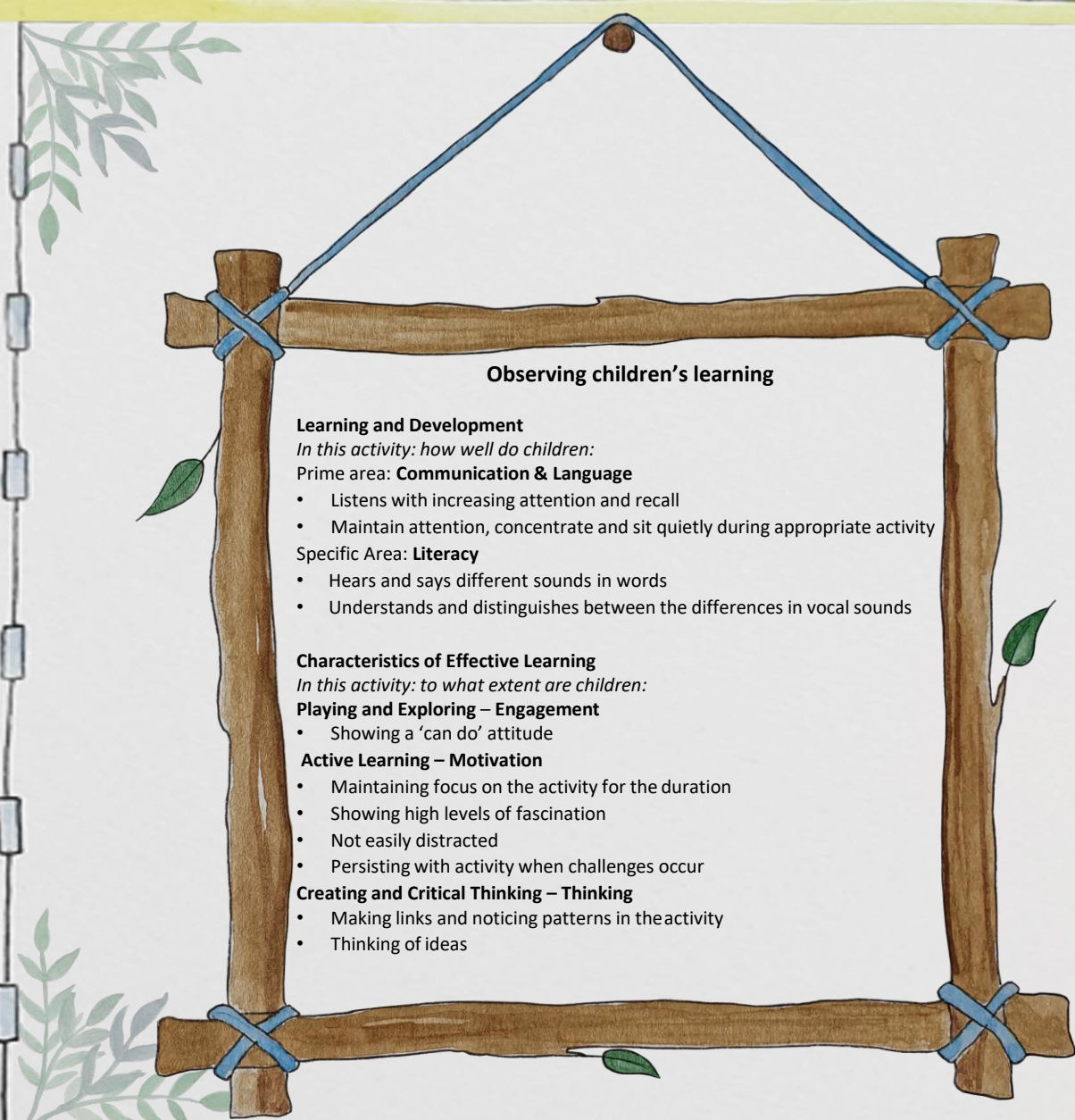
Lit 40-60 months - Segment the sounds in simple words and blend them together (orally)

Activity

Encourage a small group of children to sit in a circle or facing the front so they can see you and Metal Mike (a toy robot computer). Have ready a bag of pictures, for example cat, dog, mug, sock, and sound out and blend the phonemes in their names. Ask each child in turn to take out a picture or an object from a bag. Hold it up and tell the group that Metal Mike is a computer and so he talks with a robot voice. Ask the children to name the objects as Metal Mike would and demonstrate it for them 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.

Important teaching points

- Change in voice and exaggerated facial expressions help to support listening and attention by building interest and anticipation.
 - Ensure children can see your mouth movements - not looking at puppets with moving mouths.
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Observing children's learning

Learning and Development

In this activity: how well do children:

Prime area: **Communication & Language**

- Listens with increasing attention and recall
- Maintain attention, concentrate and sit quietly during appropriate activity

Specific Area: **Literacy**

- Hears and says different sounds in words
- Understands and distinguishes between the differences in vocal sounds

Characteristics of Effective Learning

In this activity: to what extent are children:

Playing and Exploring – Engagement

- Showing a 'can do' attitude

Active Learning – Motivation

- Maintaining focus on the activity for the duration
- Showing high levels of fascination
- Not easily distracted
- Persisting with activity when challenges occur

Creating and Critical Thinking – Thinking

- Making links and noticing patterns in the activity
- Thinking of ideas



Extending and Supporting Learning and Development

Enabling Environments – Enhancements

Leave the Metal Mike robot out in the provision with different CVC word cards. Children to recreate the activity with their peers. Talk photos and record the children using a video camera.

Enabling Environments – Interactive Display

Metal Mike. Display with a range of CVC word cards in a box near him. Children listen to the talking peg and then find the correct picture card to feed to Metal Mike.

Enabling Environments – Parents

Send home some 'I know a word...' cards. Parents and children to work together to find a rhyming word in their house to match with the word on a card e.g. cat and mat, door and floor.



SUPERsonic

Phonic Friends

Aspect 7

Toy talk





Phase 1a

To develop oral blending and segmenting of sounds in words.

Early Years Outcomes

C & L 40-60 months - Maintains attention, concentrates and sits quietly during appropriate activity

Lit 40-60 months - Hears and says the initial sound in words

Lit 40-60 months - Segment the sounds in simple words and blend them together orally


Activity

Introduce to the children a soft toy that can only speak in 'sound-talk'. The children see the toy whispering in the adult's ear. As the toy whispers, the adult repeats the sounds, looks puzzled and then says the word straight afterwards. For example:

'What would Charlie like for tea today?' The toy speaks silently in the adult's ear and the adult repeats *'ch-ee-se'* looking puzzled and then, says with relief *'cheese!'* Now invite the children to see if they can speak like a toy: *'Do you think you could try to toy talk? Say ch-ee-se.'* (the children repeat *'ch-ee-se'*). Ask the toy again *'What else would you like?'* Be careful to think of items with names of only single syllables (e.g. fish, cake, pie, soup).

Use different scenarios: *'What does the toy like to do in the playground?'* (hop, skip, jump, run etc.). As the children become more confident, make some errors –blend *'skim'* for *'skip'*, for example, and ask them to catch you out by giving the correct blend. Encourage the children to ask the toy questions with yes/no answers (e.g. *Can you sing?* Y-e-s/N-o). Or ask the toy the colour of his bike, his bedroom walls, his jumper, etc. and the toy will answer r-e-d, b-l-ue, g-r-ee-n, m-au-ve.

Important teaching points

- Scaffold children's learning and confidence by always modelling the segmenting and blending until children become confident in these sound processing skills.
 - ALWAYS blend the word back together after segmenting it.
 - ALWAYS bring the teddy/ puppet to your ear when articulating the phonemes in the words.
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Observing children's learning

Learning and Development

In this activity: how well do children:

Prime area: **Communication & Language**

- Say the word and identify the object
- Maintain attention, concentrate and sit quietly during appropriate activity

Specific Area: **Literacy**

- Hears and says the initial sound in words
- Blend VC and CVC words orally
- Segment VC and CVC words orally

Characteristics of Effective Learning

In this activity: to what extent are children:

Playing and Exploring – Engagement

- Showing a 'can do' attitude

Active Learning – Motivation

- Maintaining focus on the activity for the duration
- Showing high levels of fascination
- Not easily distracted

Creating and Critical Thinking – Thinking

- Making links and noticing patterns in the activity



Extending and Supporting Learning and Development

Enabling Environments – Enhancements

Leave the sound-talking toy out on a tuff tray with lots of little bags or boxes of VC and CVC objects or in a provision area for children to access freely in their play.

Enabling Environments – Interactive Display/ Role play

Toy talk toy shop – find lots of VC and CVC objects and put them in the 'toy talk' shop along with the sound-talking toy. Provide picture lists of what children can buy: What would you like to buy today? I would like to buy a 't-e-d'? Or would you like a d-o-ll?

Enabling Environments – Parents

Send home oral blending and segmenting in the home.

Send home Lost property shoe boxes/lunch boxes with game outline.

Send home a guide to segmenting.

Invite parents in to see orally blending and segmenting in action.

Invite parents to a workshop to demonstrate oral blending and segmenting and the importance of it.