

Phonics at Home Phase 1

Aspect One
Environmental Sounds



Main Purpose



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



Listening Walk

Remind your child about the things that good listeners do (e.g. keep quiet, have ears and eyes ready). Discuss why listening carefully is important. Encourage your child to listen attentively to the sounds around them. Talk about the different sounds they can hear. You could use 'cupped ears' or make big ears on headbands to wear as you go on the listening walk. After you have enjoyed a listening walk indoors or outdoors, make a list of all the sounds your child can remember. This could be written or drawn with pictures of the things you heard.

The background is decorated with various colorful circles and rings. On the left, there is a large yellow ring with a white center, a smaller pink circle with a white center, and an orange circle. On the right, there is a green circle with a white center, a yellow circle, a green ring, an orange circle, and a dashed red circle. On the bottom left, there is a green circle, a dashed cyan circle, a yellow ring, and a large blue circle.

Making Music

Drumming

Use a beater or make drumsticks, for example from short pieces of dowel. Encourage your child to explore the outdoor area and discover how different sounds are made by tapping or stroking, with their beaters, a wooden door, a wire fence, a metal slide, and a few items such as pipes and upturned pots you have 'planted'. Ask your child which was their favourite sound and discuss why.

Socks and Shakers

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

Talking Pictures

Look at the pictures on the next few pages. Discuss where the places are and what sounds you might hear. Make some of the sounds and ask your child to point to them, for example making a cow noise and your child pointing at the cow, or vice versa.









