



Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Tuning into Sounds



Main Purpose: To develop children's listening skills and awareness of sounds in the environment

Preparation

Consider will you go outdoors or in?
Prior to activity ask an adult to complete the walk checking for hazards/risks.
Ensure you have a higher ratio of adults to children.

Resources

Headbands with ears attached
Tape recorder or similar

Look, Listen and note how well children:

- Recall sounds they have heard
- Discriminate between sounds
- Describe the sounds they hear

Activity 1 Listening Walks

- Remind the children about 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 is important.
- Encourage the children to listen attentively to the sounds around them
- Talk about the different sounds they can hear.
- Use cupped ears or headbands to wear as they go on the listening walk
- After the walk make a list of all the sounds they can remember
- The list can be in words or pictures and can be prompted by replaying sounds recorded on the walk

Share with parents:

- Show parents the list you have made.
- Ask them to listen for different sounds on the way home or around the home.
- Ask parents and children to record the sounds they identified and bring the list in.

Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Tuning into Sounds



Main Purpose: To develop children's listening skills and awareness of sounds in the environment

Preparation

An quiet area with few visual distractions.

Consider dimming the lights

Resources

Egg timer

Look, Listen and note how well children:

- Recall sounds they have heard
- Discriminate between sounds
- Describe the sounds they hear
- Copy the sounds they hear

Activity 2 A Listening Moment

- Remind the children how to be good listeners, invite them to show how good they are at listening by remembering all the sounds they hear when listening for a moment
- Use a sand timer to show the passing of a minute
- Ask them what made each sound and encourage them to make the sound themselves

Share with parents:

- When settling your child in bed, play the listening game with them. Listening to sounds around the home.
- If you haven't got a sand timer, wait while the second hand moves round the clock or use a cook's timer.

Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Tuning into Sounds



Main Purpose: To develop children's listening skills and awareness of sounds in the environment

Preparation

Prior to activity ask an adult to complete the walk checking for hazards/risks

Increase adult to child ratio to ensure safety

Resources

Short pieces of dowel or drumsticks

Camera

Tape recorder or similar

Look, listen, note how well children:

- Recall sounds they have heard
- Discriminate between sounds
- Describe the sounds they hear
- Listen to, understand and follow adult or child instructions

Activity 3 Drum Outdoors

- Encourage children to explore the outdoor area and discover how different sounds are made by tapping or stroking with their beaters e.g. a wooden door, a wire fence, a metal slide etc.
- Record the sounds and take photographs.
- Ask each child to demonstrate their favourite sound for the rest of the group, let others join in and copy.
- Ask the children to take up position ready to make their favourite sound. An adult or child acts as conductor and raises a beater high in the air to signal the children play loudly and lowers it to play softly.

Share with parents:

- Children could use wooden or metal spoons as beaters and explore tapping and stroking objects in the garden or in the kitchen. E.g. ridged wooden boards, sieve, pans, place mats
- Explain which objects or items of furniture are out of bounds

Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds



Tuning into Sounds

Main Purpose: To develop children's listening skills and awareness of sounds in the environment

Preparation

Enlarge photographs if possible
Arrange in display area

To use as a freely chosen activity,
take time to show the children
how to use the area.

Resources

Photographs

Tape recorder or similar

Table top or identified floor area
where resources can be displayed
safely

**Look, listen and note how well
children:**

- Recall sounds they have heard
- Discriminate between the sounds
- Describe the sounds they hear

Activity 3a An Interest Table

- Undertake activity 3
- Place photos of the children tapping/stroking the different materials on a wall or display board.
- Place tape recorder on the table so the children can listen to the sounds and identify them from the photographs
- The children can involve their parents in this activity when they bring them or collect them from your setting

Share with parents:

The children can involve their parents
in this activity when they bring them
or collect them from your setting.

Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Tuning into Sounds



Main Purpose: To develop children's listening skills and awareness of sounds in the environment

Preparation

Identify or create hiding spaces in the room or outdoors

Resources

Teddy

Look, Listen and note how well children:

- Discriminate between loud and quiet or fast and slow tunes
- Respond to the sounds they hear
- Listen to, understand and follow adult or child's instructions

Activity 4 Teddy is lost in the Jungle

- One child (the rescuer) is taken aside while a teddy bear is hidden somewhere in the room.
- Tell the children they are going to guide the rescuer to the teddy by singing louder as the rescuer gets closer to, or quietly as the rescuer moves further away from the teddy.
- Alternatively lead the children in singing a familiar song, rhyme or jingle, speeding up and slowing down to guide the rescuer.

Share with parents:

This is a good party game; the child could be a pirate looking for treasure. When the child finds the hidden treasure, they keep it as the prize.

Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Tuning into Sounds



Main Purpose: To develop children's listening skills and awareness of sounds in the environment

Preparation

You could make a sound lotto game using the photographs taken on the 'Listening Walk' or 'Drum Outdoors' and the tape from the same activity to make either a game for a small group or use a display area for children to access in their own time.

Resources

Sound Lotto game

Or

Photos and tapes from 'Listening Walk' or 'Drum Outdoors.'

Look, Listen and note how well children:

- Recall sounds they have heard
- Discriminate between sounds
- Respond to the sounds they hear

Activity 5 Sound Lotto

- For using the game as a group activity, talk through the pictures on the card.
- Adult or child plays a sound on the tape
- Children say which sound they believe it is and cover the picture
-
- To use as a freely chosen activity, spend time training the children to use the area appropriately

Share with parents:

Make copies of the photographs and produce a card for each child to take home.
Children may respond to the pictures by demonstrating to their parents the kind of sound the object in the picture makes



Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Listening and Remembering Sounds



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

Preparation

Organise the space you intend to use for this game so that you have enough space to make the noise without the children being able to see what you are holding

Resources

Large box

Selection of noisy items e.g. set of keys, crisp packet, squeaky toy (about 6 items)

Look, listen and note how well children:

- Describe what they hear
- Identify the items and imitate the sounds
- Add new words to their vocabulary

Activity 6 Mrs Browning has a Box

- 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 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 ...* Stop. Gesture and ask the children to listen
- Choose an item and make a noise. Children take turns to guess what is making the sound. Continue the song imitating the sound using your voice. *'with a zzz zzz here and a zzz zzz there...*

Share with parents:

- Provide parents with the words to the song.
- Explain the activity.
- A parent may hide an object behind their back and sing the song with their child

Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Listening and Remembering Sounds



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

Preparation

Set up a suitable area with a model farmyard so that the children can sit around it

Resources

Selection of farmyard animals
Tuff spot or similar

Look, listen and note how well children:

- Describe what they see
- Identify the animals and imitate the sounds
- Add new words to their vocabulary

Activity 7 Describe and Find it

- Describe one of the animals, but do not tell the children its name, e.g. *'This animal has horns, four legs and a tail.'*
- Ask the children to say which animal it is.
- Ask them to make a 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 others to name.
- This activity can be repeated with other sets of objects such as zoo animals, transport, musical instruments

Share with parents:

Parents could play a guessing game whilst shopping, out in the car or on a visit to the park. E.g. *'I can see something that waddles along, has an orange beak, two legs and large wings.'*

Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Talking About Sounds



Main Purpose: To make up simple sentences and talk in greater detail about sounds

Preparation

Partially fill opaque plastic bottles or the toes of socks with noisy materials

Resources

Opaque plastic bottles or socks
Rice, peas, pebbles, marbles, shells, coins, bells etc.

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

Activity 8 Socks and Shakers

- 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?*

Share with parents:

Know your families!

A child who has never been to the coast is unlikely to be able to answer questions about shells and pebbles.

If you have a local horse chestnut tree, all the children will be able to talk about conkers.

Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Talking About Sounds



Main Purpose: To make up simple sentences and talk in greater detail about sounds

Preparation

Prepare some pictures of resources that the children have discovered make interesting sounds.
Have some spare plain paper for children to record on.

Resources

Poster or whiteboard.
Selection of pictures of resources that make interesting sounds.
Marker pens

Look, listen and note how well children:

- Identify different sounds and place them in a context
- Make up sentences to talk about sounds
- Join in the activities and take turns to participate

Activity 9 Favourite Sounds

- Invite the children to record their favourite sounds pictorially
- Ask them to put their sounds in order of popularity and talk about the ones they like best
- Ask the children to think about sounds they do not like (e.g. stormy weather, barking dogs, car horns, crying babies) and say why.

Share with parents:

Show them their child's recording of their favourite sounds. Talk with child and parent.

Child may want to take pictures home to show and discuss with other family members



Letters and Sounds, Phase 1, Aspect 1
General Sound Discrimination - Environmental Sounds
Talking About Sounds



Main Purpose: To make up simple sentences and talk in greater detail about sounds

Preparation

Prepare some story / rhyme sacks or boxes with a selection of props

Resources

As required

Look, listen and note how well children:

- Join in the songs and stories
- Make up sounds to meet the text

Activity 10 Enlivening stories

- 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).

Share with parents:

Print out any new rhymes as and when they happen
It could be called 'A rhyme for bed time' or similar

If parents have time, children can sing them to them when they arrive to pick them up