



Encourage your child to march, stamp and splash to a beat. Move fast and slow.



Listen to children as they re-enact familiar stories, join in with sound effects.

# Letters & Sounds



Children love to be outdoors. It is a great place to explore different ways of making sounds with their bodies.



## Body Percussion

# Letters & Sounds

In Early Years settings children learn Communication, and Language (CL) through lots of hands-on, play-based activities.

To support the teaching of CL many settings use a phonics teaching programme called Letters and Sounds. This is split into 6 phases.

## Phase 1

Phase 1 is vitally important as it lays the foundations for reading and writing. During this ongoing phase your child will learn to:

- have fun with sounds
- listen carefully
- speak confidently to adults and children
- develop their vocabulary
- tune into sounds
- listen and remember sounds
- talk about sounds
- understand that spoken words are made up of different sounds



Painting with water outside is a great way to develop physical skills necessary for writing. Use wallpaper or pastry brushes or anything you can find.

## Body Percussion

This is part of Phase 1 and is a fun aspect that you can do anywhere. The emphasis here is on keeping the beat, making up and copying body percussion patterns, describing loud/quiet, fast/slow rhythms and sounds.

You can support your child by trying some of the ideas below. The activities should be fun, so give your child plenty of encouragement and cuddles when you play with them. Smiles and praise will help them develop a sense of achievement and build their confidence - a vital skill for future learning



Phase 1 activities are all oral (spoken) - your child does not have to match letters to sounds at this stage.

Talk with children as they paint and comment on the movements and shapes they are making.

## Ways you can support your child at home:

- **Body Patterns** Make up patterns for your child to follow eg clap your hands together twice, tap your thighs and then your feet. See if they can make up their own - can you do it fast, in a different rhythm? Use your eyes and tongue too.
- **Radio Time** Listen to some familiar music and clap along. Try some alternative radio stations, and try out some new music. Which ones does your child like the best?
- **Action Rhymes** Sing some old, and learn some new action rhymes. Eg Head, shoulders, knees and toes, wind the bobbin up. Go on the internet at your local library to find some more.
- **Which Voice?** As you are out and about discuss with your child what sort of voice it is best to use - eg at the swimming pool, in the library, at a party, with someone who is asleep, in the park, at a friend's house when the friend is poorly, playing hide and seek.

**Remember: Speaking and listening are the foundations for reading and writing**