

Phonics at Home

Phase 1

Aspect Three
Body Percussion



Main Purpose



To develop awareness of sounds and rhythms



Music and Song

Action Songs

Listening to songs and action rhymes is such an important part of Phase One. The children will have learned many of these in school. They should be multi-sensory experiences such as singing whilst adding claps, patting knees, foot stomping and could include particular movements or gestures.

Listening to Music

Children should listen to different age appropriate songs. They could be encouraged to join in with musical instruments or with the singing. Encourage your child to move to music, perhaps moving quickly or slowly based on the speed or tempo of the music. Try to develop a small routine of movements or dance. Discuss the sounds or music, try to use the words fast, slow, quiet, loud, long, short, talk about the type of sound and the movement they could link or associate to this.

Roly Poly Game

Rehearse the rhyme with the actions

(rotating hand over hand as in the song 'Wind the bobbin up').

Ro ... ly ... po ... ly ... ever ... so ... slowly

Ro ... ly ... poly faster.

(Increase the speed of the action as you increase the speed of the rhyme.)

Now add in new verses, such as:

Stamp ... your ... feet ... ever ... so ... slowly

Stamp ... your feet faster.

Ask your child to suggest sounds and movements to be incorporated into the song.

Say hello ever so quietly

Say HELLO LOUDER!

Making Sounds

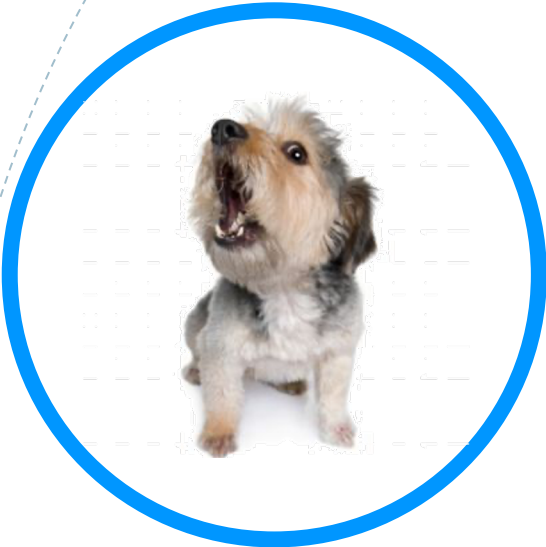
On the next page there are eight pictures. Talk about each picture with your child. What is happening in each one?

Activity one: make a sound like you would hear in one of the pictures. Ask your child which one it is. For example, make a tick-tock sound and your child points to a clock, or stomping feet for boots.

Activity two: one your child is familiar with the game they can make the sound while you guess which one it is.

Activity three: talk about which sounds your child dislikes or likes, and why.





Body Percussion

Talk about the sounds that can be made with different parts of the body, for example clapping with hands, stomping with feet etc. Read each word below to your child and discuss which body part would make that sound. You can extend this by trying to make it louder, quieter, longer or shorter.

whistle

shuffle

bang

stomp

patter

ahhh

yawn

munch

thud

click