

Little Acorns At Home 4

Letters and Sounds - rhythm and rhyme (Aspect 4)

'Letters and Sounds' is divided into 6 overlapping 'phases', and these are divided up into three further 'strands'.

The skills that children learn in the early stage will help them to build their awareness of different sounds, their love of books, the printed word and stories, and their understanding of words, word play, rhymes and rhyming, and early word building, segmenting and blending.

In the EYFS framework :Specific Area: Literacy, (Reading)

Interested in books and rhymes and may have favourites: 16-26months

Favourite rhymes, stories, jingles, repeating phrases from stories, filling in missing words or phrases in known rhymes: 22-36 months

Enjoying rhythm and rhyme activities, awareness of rhyme and alliteration, describing story settings, events and characters, recognising familiar words, logos and their own name, knows print carries meaning: 30-50 months.

Hears the initial sound in a word, segmenting to spell and blending to read, and linking sounds to letters of the alphabet in addition to naming them and sounding individual letters: 40-60+ months.

The activities are intended to help children to ...

Listen attentively, extend their vocabulary, speak confidently to adults and other children, discriminate phonemes, reproduce the phonemes they hear, in order, all through a word, use sound-talk to segment words into phonemes.

(Talk like a robot)

We have resource books to support Phase 1, 2 and 3—ask us.

You can access resources at www.letters-and-sounds.com

Rhythm and rhyme, rhyme and alliteration activities help children to hear the sounds in words, and hear syllables or 'chunks' as they stretch out words and segment sounds.

Easy-Peasy/Hubble Bubble Pot/Iggety Ziggety Zaggety ZOOM!

Use Room On The Broom as a starting point

In a hat hide toys/objects/pictures/words for CVC (consonant/vowel/consonant) words: Cat-rat-hat-mat/pig-wig/dog-log-frog/man-pan-fan/box-fox-socks-clocks.

Sing a 'magic spell' and name the things in the hat one at a time as your spooky ingredients.

Look for rhyming pairs that 'sound' the same on hearing them.

Leave it out for them to have a play/sort on their own.

In a pot/hat put in words that start with the same sound, bug-ball-beetle-brush/cat-cream-candle-cup/flies-flowers-fork-feet/peach-potato-pineapple-pear, invent your own...

Make spells, adding items starting with the same sound.

Put printed off nursery rhymes around the area to encourage them to sing or add to their play. Indoors or outside.

Take familiar rhymes and make up your own silly/nonsense rhymes, dizzy-dozy, 'Henry-Penry'.

Sing familiar rhymes and clap/tap/crash/bang/ ting an instrument in time to the syllables or 'chunks'.

Tap out the first line/rhythm to a well known nursery rhyme and ask the children if they can name it.

Sing a familiar rhyme leaving out key words or phrases and see if they can sing the missing bit before you continue singing—this is a key activity, do lots of this!!!!

What about..

Count ingredients put in the pot, 1. 2. 3. 4. ..Use words like first, second, third, fourth and then, next, after— as a sense of time.

Do a number, shapes and symbols walk around your home/outside— clocks, DVD player, telephone, computer, tablet, calendars, stamps, food packets, receipts. Count steps you take to the corner/car/post box etc. Spot house numbers, car plates, delivery van numbers, street signs, arrows. Near, far, more, less, same. Name any shapes seen.

Seeds, seedlings and Snails!

With the garden centres opening up it is a good time to look for seeds to plant, whether you go for vegetables like carrots and lettuce, peas and beans that climb, pumpkins for the autumn, or flowers like sunflowers, wild flower mixes and nasturtium. Involve children in filling pots with soil and measuring out, spacing or scattering. Then encourage them to look after them and water etc. You may find snails and all sort of bugs on or around the garden, snails are great fun to look for, collect and watch.

In no particular order you could follow this up with

If appropriate to your circumstances, visit a garden centre, please don't queue, or order online, some seeds/soil/pots.

Make a plan of the garden and where you could plant.

Think about growing in odd things, buckets, detergent bottles, old wellies, broken watering cans, washing up bowls, an old sieve, plastic storage box (with holes added if nec)

Encourage children to help with prep, digging, weeding, drainage, compost, they might not manage all of it but contributing to each stage helps them understand processes

Look at the packets together, pictures, dates, instructions—you could make your own!

Look at the seeds, sizes, colours, feel, sound of the packets when you shake them.

Plant seeds measuring a finger depth, spaced, count them, or sprinkle, scatter, shake the seeds out

Think about how to look after them, watering, sunshine, weeding, looking for bugs!

Look for bugs in the garden, and notice where you find them, on leaves, in the soil, under rocks, in the damp etc

Make a poster about looking after bugs and not causing them harm. Often they have a very important job to do!

Link this with what else visits the garden to eat the bugs, seedlings and plants. Such as insect eating birds, owls, hedgehogs, bats etc

Find some snails and talk about what they do for the garden as they help us in lots of ways by eating the garden debris and creating fertiliser for plants! Plus some owls and the hedgehogs love them!

Create a snail habitat in a plastic box, or flower pot, or a bug viewer or old fish tank. Remember to remind them that bugs, insects and living things need to breathe and eat. Get them to copy the kind of environment the bugs were found in, wet damp, dark, rocky, grassy, sheltered etc.

Create some lovely spiral patterns using different mark making tools, sticks in wet sand, mud, paint, cotton bud painting, sponges. Make these shapes into snails.

Make a graph of how many different snails you found.

Or just count them!

Use coloured paper from magazines/scrap to make a 'torn square' collage of a snail. Look at the art work The Snail, by Henri Matisse. He arranged large pieces to make a snail picture from his bed!

Use paint/glue to make trail patterns swirling around and crossing each other. You could make these into maze pictures matching a pair of shapes on the end of each trail!