

# Phonics is Fun!



A Range of Activities to  
support the teaching of  
Phonics

## **Auditory Awareness**

### **Farm Yard Game**

Select an animal card. Make the noise of your animal. Find your group of animals by listening for the same sound.

### **What Made That Sound?**

Selection of noisy objects - keys, bell, squeaky toy, clock etc. Children look at them, listen to them and name them to become familiar. Listen to the hidden object - children guess the object.

### **What's Behind the Curtain?**

Use two sets of identical instruments, one each side of the curtain or screen. Children look at them, listen to them and name them to become familiar. Play one instrument behind the screen, choose a child to repeat it. Now play each instrument, laying them down in sequence. Ask the child to repeat all four/five. Remove the screen to check.

### **Where is The Clock?**

Children close their eyes. Adult sets a timer and hides it. When it rings they have to run to where they think it is hidden.

### **Who Said That?**

Like 'Squeak Piggy Squeak'. Everyone to close their eyes. Tap one child who says 'hello'. Everyone else has to guess who it was.

### **That's Not Right**

Children listen to a story, perhaps read by a puppet. When they hear it make a mistake, use a wrong word or missing some out, put a beanbag on their head to indicate this.

### **Traffic lights**

Children imagine they are cars driving along the road, but they must respond to the traffic lights. Explain when you call 'red' they must stop immediately and freeze, 'amber' bend down and touch the floor and 'green' start moving again. Call the colours as they move.

### **Prop Stories**

Add voice sounds, instruments or body percussion to familiar stories.

## Three Tapping Teddies

Leader: Are you ready? Are you steady? Here's a tiny tapping teddy!

All: Tap, tap, tap, tap. Tiny tapping teddy!

Leader: Are you ready? Are you steady? Here's a bigger tapping teddy!

All: Tap, tap, tap, tap. Bigger tapping teddy!

Leader: Are you ready? Are you steady? Here's a huge tapping teddy!

All: Tap, tap, tap, tap. Huge tapping teddy!

Leader: Tiny tapping teddy!

All: Tiny tapping teddy!

Leader: Bigger tapping teddy!

All: Bigger tapping teddy!

Leader: Huge tapping teddy!

All: Huge tapping teddy!

All: Tap, tap, tap, tap, TAP, TAP, TAP, TAP,  
**TAP, TAP, TAP, TAP.** Three tapping teddies!

## Rhythm and Rhyme

### Change the Rhyme

Hickory Dickory Dable

The mouse ran down the table.

Hickory Dickory Dall

The mouse ran up the wall.

Humpty Dumpty sat on a bed, Humpty Dumpty hurt his leg.

Humpty Dumpty sat on the sand, Humpty Dumpty hurt his hand.

### Stick rap

Tap your sticks together as you listen to the beat

Now tap your knees and tap your feet

Tap your sticks together as you listen to the beat

Now tap your knees and tap your feet

Tap knees, tap feet, tap knees, tap feet

Tap knees, tap feet, tap knees, tap feet

Tap knees, tap feet, tap knees, tap feet

Tap your sticks together and keep it neat

Tap your sticks together and feel the beat

### **Beanbag rap**

Put your beanbag up high  
Put your beanbag down low  
Put your beanbag up high  
Put your beanbag down low  
Front and back  
High and low  
Front and back  
High and low  
Front and back  
High and low  
Now lift it up  
And let it go.

### **Onset and Rime**

#### **Rhyming pairs**

Prepare a basket and a tray, and put one pair of rhyming objects in each i.e. box, sock and cat on the tray, fox, rock and hat in the basket. Child selects object from the basket and names it, then finds one that rhymes with it on the tray.

#### **Rhyming Lotto**

Begin with a pair of real objects that rhyme. Use photographs of these as base boards, children to match the objects with photos. Then children to match objects which rhyme with the photos on their base boards. Remove the objects then children can match photos/pictures only.

#### **Rhyme robots**

Look at a selection of cards with rhyming pairs. Name them together. Give each child a card featuring a single picture. They need to walk around saying the word and find their matching rhyme partner.

#### **Rhyming colours**

Hang four colours in the outdoor area - red, black, blue and white. Children to listen to words and run to the colour which rhymes, i.e. bed, bread, thread, quack, glue, who, night, fright, kite etc.

### **Rhyme fishing**

Add small objects to the water tray. Fish these out and match with objects on a tray next to the water e.g. key, stone, shell, fish, alongside a bell, dish, phone and bee.

### **Odd one out**

Make collections of rhyming objects e.g. box, fox, socks, frog, dog and log etc. Explain to the children that the puppet is going to play a joke. She removes 4 objects - 3 rhyme and 1 doesn't. Can they guess the object she has put there as a joke?

### **I spy a rhyme**

Hold up an object, children spy a rhyme for it either indoors, outdoors, or from a selection in front of them.

### **Going shopping**

Puppet/character wants to buy some items but can't remember what she wishes to buy. Children need to help her to select the food from the basket using her clues. She wants to buy smelly, belly, welly, melly ..... what she wants is orange .... jelly! Risps, tisps, lisps ..... what she wants is crunchy .... crisps!

### **Tidying up**

Puppet/character wants the children to help tidy up but can't remember the names of things it wants i.e. Can you bring me all of the wikes... likes... mikes ..... bikes! Or stack all of the wicks... jicks... tricks..... bricks!

### **Microphone rhyme**

Children pull out an object from small drawstring bag. Say a word which rhymes with that object into the microphone then pass this on for next child to think of a different rhyming word. When words run out, select a new object.

### **Rhythm and Rhyme**

Sing familiar nursery rhymes and leave out rhyming words at the end of lines replacing them with a funny sound. Can the children sing the missing words in the gaps next time around?

### **Noisy Nora**

Introduce a hand puppet preferably with a moving beak or mouth called 'Noisy Nora' who sings rhymes for the children to copy and join in. Let the puppet forget rhyming words or make mistakes. Children love to correct her.

### **Spin a song**

Adds variety to rhymes and songs. Use a 'song spinner' make a 6 or 8 sided spinner with divisions for boys, girls, solo, sitting down, standing up, loud, quiet, humming etc. Spin and sing the song following the instructions - outside you can be as noisy as you want.

### **Song Bag**

Make a 'song bag' containing song titles on laminated cards and artefacts or props. Invite the children to have a lucky dip and see which song they choose. If they pick out a spider, do they know which song to sing? Include a card with a ? so the child can choose one of their favourites.

### **Rhythm with everyday words**

Choose 2 words from your current topic with different numbers of syllables i.e. ant and spider. Make picture cards and ask the children to make up word patterns to chant e.g. ant, spider, ant, spider or spider, spider, spider, ant. Add longer words such as caterpillar or dragonfly. Outdoors they can jump on the cards as they chant.

### **Bubbles**

Draw 2 rows of circles or bubbles on a big sheet of paper, write or draw a picture on each e.g. ant or spider and then chant the words. Ask a child to 'pop' one of the bubbles. This is now a silence or rest. Carry on chanting and making silence until there are no words left.

### **Sing-along-a-string**

Sing some echo songs such as 'I hear thunder' or 'Frere Jacques' and repeat each line lots of times, gradually getting quieter.

## **The Rhyme Train**

Start with one word and sing the 'rhyme train' song together (tune of My Old Man's a Dustman).

Join on the rhyme train.  
Just think of a new rhyme.  
Say it, clap it, play it, tap it.  
Don't get out of time.

The first child to think of a rhyme joins the train and stands behind with hands round the leader's waist. What is the longest rhyming train we can make?

## **Catch a rhyme**

Can you catch?  
Can you throw?  
How many rhymes do you know?

Sit/stand in circle and say a simple word like cat/log/pig. Throw/roll the ball to a child and ask them to choose another word that rhymes with that. They then throw the ball to a friend etc. Continue the rhyming string.

## **Button on a string**

Thread a button, reel or large bead onto a string and tie into a loop. Sit or stand in a circle and all to hold the string. Pass the button around whilst saying the rhyme:

Button, button on the string,  
Travel slowly round the ring.  
If the button stops by you,  
Sing a word, or rhyme or two.

Child who is left holding button at end of the rhyme can add a rhyming word to the list.

## **Tasty Sandwich Song**

Tasty sandwich. Tasty sandwich,  
What shall I put on my tasty sandwich?

Juicy jam, honey roast ham,  
That's what we'll put in a tasty sandwich.

I hear you mutter peanut butter,  
That's what we'll put in a tasty sandwich.

Just a trickle of tasty pickle,  
That's what we'll put in a tasty sandwich.

Cheddar cheese, oh yes please!  
That's what we'll put in a tasty sandwich.

## CVC song

My cat is very fat,

My cat is very fat,

E I addy oh

My cat is very fat.

The dog lay on a log .....

The pig is in a wig .....

A bug fell in a mug .....

My hen sat in her pen .....

## **Alliteration**

### **Shopping Bag**

Unpack the shopping-I have baked beans, tinned tomatoes,  
orange oranges, brown bread, lovely lollies etc

### **Puppet painted stones**

Paint stones/pebbles and add individual phonemes. Sit children in  
a circle and pass around a shell. Whoever is holding the shell  
when the puppet rings the bell can choose a pebble. Children then  
have to think of as many words as possible that have that initial  
sound.

### **Alliteration Song**

(to the tune of Skip to my Lou)

Ants on the apples a, a, a,  
Ants on the apples a, a, a,  
Ants on the apples a, a, a,  
A, a, a, a, a, a.

Bears in the bathroom b, b, b,  
Bears in the bathroom b, b, b,  
Bears in the bathroom b, b, b,  
B, b, b, b, b, b.

### **The jumble sale**

The children are helping to set up a jumble sale. Sort a range of objects/pictures into groups that start with the same sound and add labels. Use CVC words such as cup, cat, cot, car, pen, pig, pot, pin etc.

### **Harry the Hedgehog**

Pass round the puppet whist the children think of as many adjectives as possible to describe him that start with the same sound i.e. Harry the Hedgehog is hairy, Harry the Hedgehog is heavy, Harry the Hedgehog is handsome, Harry the Hedgehog is happy etc. Repeat for other characters e.g. Molly the Mole, Tony the Tiger etc.

### **Voice Sounds and beat (syllable) awareness**

#### **Robot speak**

Use a toy robot or Robot mask. Speak children's names slowly-how many breaks in the word can the children hear. Repeat the name, and clap the syllables. Repeat with topic/themed words.

#### **Pass the rhythm**

Adult leads creating a simple rhythm on a drum and children listen. Drum is passed around and children copy the beat themselves.

#### **Name beats**

Clap out syllables in own and others names.

### **Bucket drums**

Collect a selection of bowls, buckets and other containers. Add beaters, spoons etc. Let the children play and experiment with them before creating patterns, which they say out loud i.e. pan, floor, pan, floor, pan, floor, pan, floor, bucket.

### **Guess the animal**

Use a collection of small world animals. Name them and beat out/clap the syllables in their name. Each child takes an animal. Listen to the beat. Do they have an animal with that beat?

### **Breakfast beats**

As above but with a range of breakfast cereals. Clap out Coco Pops, Sugar Puffs, Rice Krispies etc. Identify the cereals by listening to the beat.

### **Off on holiday / off for a picnic**

Use a collection of items to take on holiday. Children to place into one of three suitcases, according to one, two or three beats i.e. spade, ball, hat, comb, swimsuit, bucket, jumper, sunglasses, umbrella, bikini. Adapt for picnic.

### **Wheels on the Bus**

The wheels on the bus go round and round,  
Round and round,  
Round and round.

The wheels on the bus go round and round,  
All day long.

The dog on the bus goes woof, woof, woof .....

The snake on the bus goes hiss, hiss, hiss .....

The ghost on the bus goes whooo, whooo, whooo ..... etc.

### **Animals in the Sand/around the outdoor space**

Hide the animals. Listen to the sound an adult or another child makes. Can you find the animal hidden in the sand/garden?

## **Peace at Last**

Read the story with a small group of children and replicate the sounds. Other stories to use: Walking through the Jungle, When a dinosaur is feeling hungry etc.

## **Metal Mike**

Use a collection of simple pictures or objects. Sound out and blend the sounds for each object. Metal Mike is a toy robot so uses a robotic voice. Ask the children to say the object in the same way Mike would ie p-i-g, c-a-t, as they 'feed' the pictures into Mike.

## **My Voice (to the tune of London Bridge is Falling Down)**

Use your voice in different ways, different ways, different ways  
Use your voice in different ways,  
Can you hear me?

(whispering)

I am whispering like the wind, like the wind, like the wind,  
I am whispering like the wind.  
Can you hear me?

Use your voice in different ways, different ways, different ways  
Use your voice in different ways,  
Can you hear me?

(shouting)

I am shouting like a Giant, like a Giant, like a Giant,  
I am shouting like a Giant.  
Can you hear me?

Use your voice in different ways, different ways, different ways  
Use your voice in different ways,  
Can you hear me?

(squeaking)

I am squeaking like a mouse, like a mouse, like a mouse.  
I am squeaking like a mouse.  
Can you hear me?

Use your voice in different ways, different ways, different ways  
Use your voice in different ways,  
Can you hear me?

(growling)  
I am growling like a bear, like a bear like a bear.  
I am growling like a bear.  
Can you hear me ?

Use your voice in different ways, different ways, different ways  
Use your voice in different ways,  
Can you hear me?

### **Blending and Segmenting**

#### **Cross the River**

Use large piece of blue fabric/paper for the river. Children stand one side of the river, holding objects with 3 phonemes. Adult says you can cross the river if you're holding the object 'p-i-g'. That child crosses the river, 'Yes I'm holding the p-i-g.'

#### **I Spy**

Use a collection of CVC objects. Play I-spy segmenting words i.e. I spy something that sounds c-u-p.

#### **Alphabet Rap**

Put your hands on your hips and wiggle with me  
Give me A B C D E F G  
Put your hands on your head and wiggle again  
Give me H I J K L M N  
Jump up and down like a monkey at the zoo  
Give me O P Q R S T U  
Stamp your feet and shake your head  
Give me V and W X Y and Z