



# Teacher Planner

## Systematic Synthetic Phonics (SSP)

Phonemic Awareness:

Phase 1



The Science  
of Reading

Junior  
Learning®





## Main purposes

### Tuning into Sounds

To experience and develop awareness of sounds made with instruments and noise makers.

### Listening and Remembering Sounds

To listen to and appreciate the difference between sounds made with instruments.

### Talking about Sounds

To use a wide vocabulary to talk about the sounds instruments make.

## Activities

Introducing Instruments	Play a Pattern
What's that Sound?	Action Songs
Sorting Sounds	Musical Show
Speed Sounds	Words about Sounds
Which Instrument?	Animal Sounds
Musical Movements	Sound Stories
Sounds Around	Favourite Sounds
Pass the Sound	

## Resources

Instrument Picture Cards (see page 108).  
 Device access to play songs and sounds like a tablet or computer.  
 Variety of objects, small toys, puppets or images that represent sounds and provide a visual prompt for use in activities.  
 A set of instruments, which can include; a wood block, xylophone, castanets, bell, shaker, drum, tambourine, triangle, windchime, cowbell, rainstick, recorder or ukulele.  
 Hula hoops, boxes or bags for sorting activities.  
 Sound Identification Template.  
 Story books, nursery rhymes or interactive storytime videos.  
 Props to use during story-time.

## Assessment

### Evaluation & Assessment

Look, listen and note how well children:

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

## Considerations for practitioners working with Aspect 2

- If a child is reluctant to attempt to copy actions with an instrument, spend a little time building confidence and interest in copying games. Present the child with a set of instruments. Have an identical set to hand. Allow the child to explore and copy back what the child does. Copying children's actions can build confidence and make them feel their contribution is valued. If the activity results in an enjoyable copying game, the adult can subtly attempt to switch roles by taking up a different instrument and making a new sound for the child to copy.
- It will take a little while for some children to make a link between an animal and a corresponding instrument sound. Where necessary to support this, allow plenty of time for the children to play with the animal puppets or toys and talk about the sounds the animals make.
- Provide a variety of animal puppets or toys and a range of instruments. Sit alongside the children to play the instruments and encourage discussion about choices of instruments appropriate for the sounds the animals make.
- Encourage discussion with the children about why they have chosen the instrument to represent their particular animal.
- The activities in Aspect 2 also provide opportunities to explore with the children their experience of music at home. Ask parents or carers whether they have any instruments they can bring in, either to play for the children or for the children to look at.

Adapted from *Letters & Sounds: Principles of High Quality Phonics (2007)* first published by DfES, UK.



### Objective

To experience and develop awareness of sounds made with instruments and noise makers.

### Activity

Using instruments and picture cards, first introduce the children to an instrument and then have them match the picture card to it.

Remind the children how to be good listeners.  
Use visual prompts to encourage good listening, good looking and good sitting skills.

Good listeners keep quiet and have their eyes and ears ready.  
Talk about our ears with the children and what we use them for (Listening Ears can be used to visually reinforce this).

Share a collection of instruments alongside picture cards with images of them and their names (e.g. a drum, tambourine, shaker and triangle). Name the instrument in turn, passing it around so the children can feel the instrument as well as experience the sound it makes.

Once all the instruments have been introduced, place the picture cards on the carpet or table and have children match them to each instrument, modelling the correct use of the names.

The teacher then introduces a red 'Stop' card and a green 'Go' card to visually prompt the children when to play the instrument and when not to.

Good Listener Guide (see page 27).

A set of instruments, which can include; a wood block, xylophone, castanets, bell, shaker, drum, tambourine or triangle.

Red 'Stop' card and green 'Go' prompt cards.

Picture cards with the instrument names labelled.

- Set up a music table either inside or outside of the provision area and add the instruments alongside the name cards to allow the children independent access to them.

### Extension



### Objective

To experience and develop awareness of sounds made with instruments and noise makers.

### Activity

Test children's listening skills by playing a guessing game where they listen to sounds and guess what is making the sound.

Using the instruments from the previous activity, check to see if the children can recall the names of the instruments.

Introduce a word that describes the sounds the instruments make. For example, a drum goes bang, a tambourine and a shaker rattles, a triangle tings, a wooden blocks taps, a xylophone dings, a bell dings or jingles and a castanet makes a clicking sound.

Allow the children to play and experience the instruments making these sounds. Use the red 'Stop' card and green 'Go' card for instruction on when to play the sounds.

Ask children questions about the sounds they heard, such as:

- Which instrument makes a ting sound?
- Which instruments make a loud sound?
- Which instruments make a long sound?

Children should respond to the questions using the correct name of the instrument.

Good Listener Guide (see page 27).

A set of instruments, which can include; a wood block, xylophone, castanets, bell, shaker, drum, tambourine or triangle.

Red 'Stop' card and green 'Go' prompt cards.

Picture cards with the instrument names labelled.

### Extension

- Instruments can remain in provision area to allow independent access to play them.

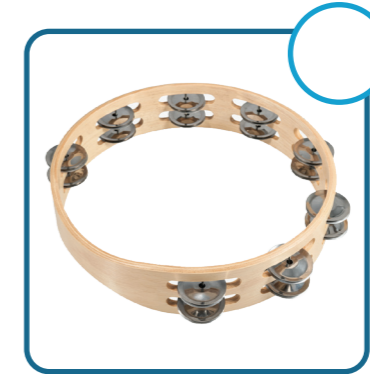
### Teach

### Resources

Tick when you hear!



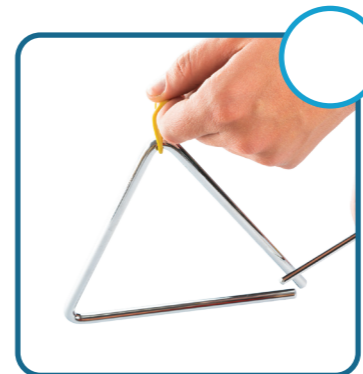
drum



tambourine



shaker



triangle



recorder



xylophone



castanets



bell



whistle

### Objective

To use a wide vocabulary to talk about the sounds instruments make.

### Activity

Sort instruments into two groups; objects that make quiet sounds and objects that make loud sounds.

Teacher shares red 'Stop' card and green 'Go' card along with the two additional visual prompt cards 'Loud Lion' and 'Quiet Mouse', and places them in two separate hoops on the carpet. If the children haven't used the 'Loud Lion' or 'Quiet Mouse' cards before explain to the children how they are used.

Teacher shares a variety of musical instruments or objects that make sounds identified in previous activities. Children play the instrument and decide which hoop the item should go in; 'Loud Lion' if the sound it makes is loud, and 'Quiet Mouse' if it makes a quiet sound. Children continue to sort all the instruments into quiet and loud sounds.

This activity can be played in groups where children decide together what sound the instrument makes, or individually where the teacher discusses the children's choices with them once all instruments are sorted. Picture cards or the printable resource on the right page can be used in place of real instruments, where a pre-recorded sound can be played for children instead.

Ask about what children can hear:

- Does the instrument always make a loud sound?  
E.g. if you hit a drum hard it can make a loud sound, but if you tap it lightly does it still make a loud sound?
- What is their favourite loud or quiet instrument?

A set of instruments, which can include; a wood block, xylophone, castanets, bell, shaker, drum, tambourine or triangle.

### Resources

Hula hoops, boxes or bags to place sorted items into.

Red 'Stop' card and green 'Go' prompt cards.

'Loud Lion' and 'Quiet Mouse' prompt cards.

### Extension

- Instruments and loud / quiet prompt cards can remain in provision area to allow independent access to them.
- Once children have sorted the sounds, they can try the 'Adjust the Volume' activity, where two children sit opposite each other with identical instruments and copy each other making loud sounds and quiet sounds.

### Resources



### Quiet Sounds



### Loud Sounds

