



Information sheet for Talking Tip 23

Talking Tips

'Ideas to support Letters and Sounds Phase 1: Aspect 2 – Instrumental sounds'

Aspect 2 – Instrumental sounds (Letters and Sounds: Phase 1 pages 17-21)

- **Marching band**

Give each child a different instrument to play. (Here we go round the Mulberry bush)
We are the marching band, marching band, marching band,
We are the marching band from (name of nursery) Nursery
This is the way Jo (Name of Child) beats the drum, beats the drum, beats the drum
This is the way Jo beats the drum at (name of nursery) nursery.

- **Follow in my footsteps** (Rap)

I can make giant strides, giant strides, giant strides
Listen to the sound my giant strides make (tambourine)
Follow in my footsteps one, two, three
Now make the sound just like me
I can flap my fairy wings, fairy wings fairy wings

- **Tapping sticks**

Take a stick in this hand, take a stick in that
Put them both together tap, tap, tap,
Tap them high then tap them low
Tap them fast then tap them slow
Tap them once, tap them twice
Put them down as quiet as mice
Get the children to follow different tapping patterns start them as simple sequences and then move on to more complex ones

- **Sound Boxes**

Using empty film canisters or individual yoghurt drink pots with plastic lids, make a set of 6 sound boxes.
Cover the boxes so objects inside can not be seen. Place different items in 3 boxes eg rice; paper clips; soya beans. Then repeat. So you have matching pairs. All containers will look the same on the outside so children will have to use auditory discrimination to pair up the pots.

Ideas taken from Letters and Sounds Phase One

2011 is the National Year of Communication for more information
visit www.hello.org.uk

May 2011: Partnership with Parents
Adults are the best resource – adult:child interaction supports
speech, language and communication development

