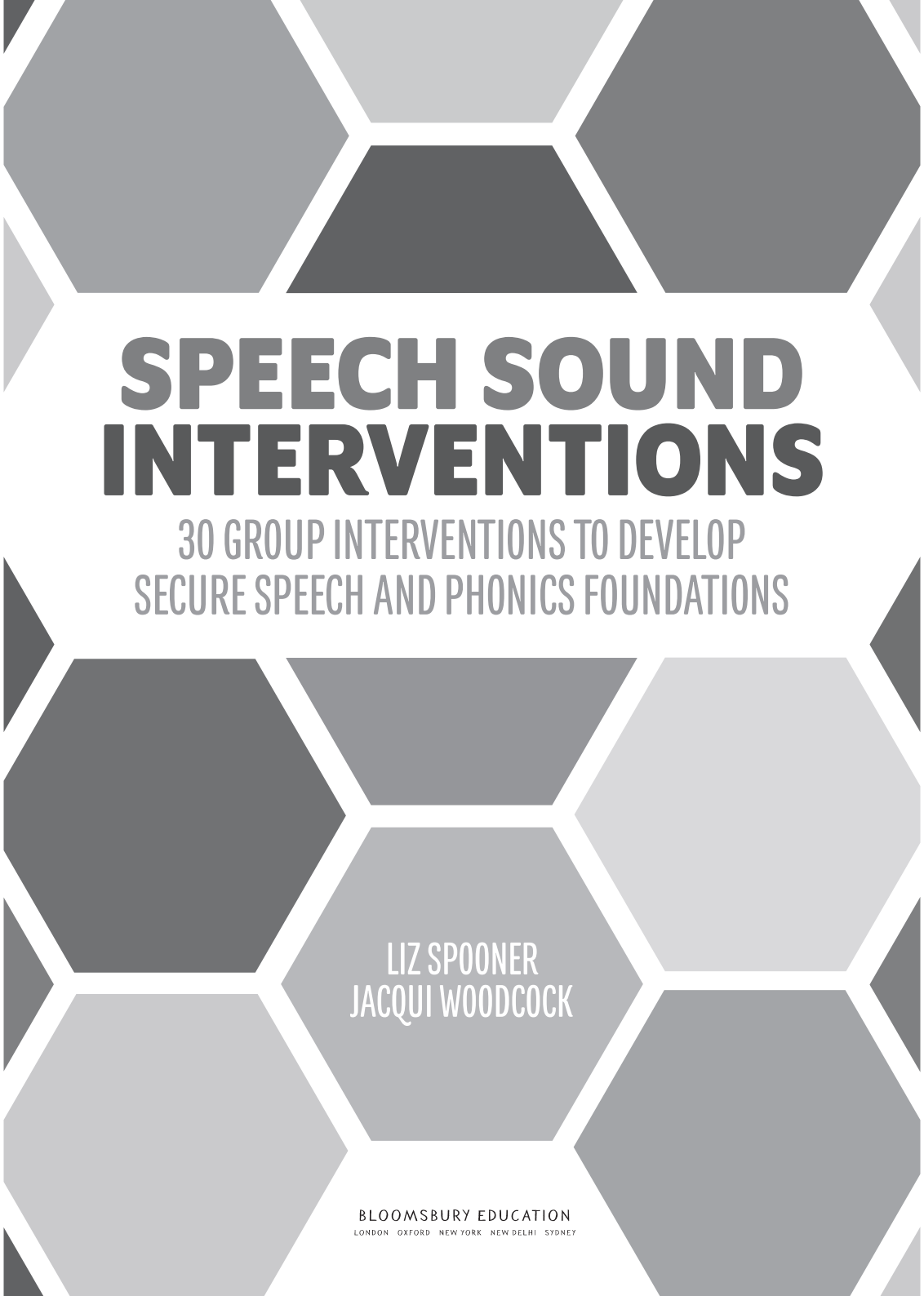


SPEECH SOUND INTERVENTIONS

30 GROUP INTERVENTIONS TO DEVELOP SECURE SPEECH AND PHONICS FOUNDATIONS

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LISTEN FOR IT: MATCHING MUSICAL INSTRUMENTS

What you need:

- Two sets of matching musical instruments or a set of musical instruments and matching photographs

- Let each child have a turn at playing each instrument first.
- Explain to the children that you are going to play one of the instruments and they have to find one that makes the same sound.
- On the first turn for each child, play the instrument so the child can see and ask the child to find the matching instrument or photo.
- When the children can do this consistently, explain that you are going to make the game harder by hiding the instrument while you play it, so they just have to listen.
- Direct the children to takes turns at listening to a hidden instrument and finding the matching instrument or photo.

Step down

- Choose just two instruments that sound quite different, such as bells and a shaker.

Step up

- Increase the number of instruments to choose from.
- Choose instruments that sound more similar e.g. two different shakers.

CLAP IT: CLAP YOUR NAME

What you need:

- Syllable clap cards (Resource 1)

- Show the children the syllable clap cards and explain that everyone has claps in their name. Some people have a short name with just one clap, e.g. Jack (one syllable), and some people might have a long name with lots of claps, e.g. Amelia (four syllables).
- Explain that you are going to clap everyone's name to find out how many claps it has.
- Start by demonstrating with your own name.
- Ask everyone to get their hands ready to clap each time, and remember to say 'ready, steady, go' so that everyone claps at the same time.
- Clap out your name, e.g. 'Miss John – son'.
- Say your name again and count on your fingers as you say each syllable, so children can see as well as hear how many syllables are in the name.
- Try this again, with the children saying and clapping your name.
- Ask the children to find the right syllable clap card for your name, and check it by saying the name as you touch each clap on the card.
- Give each child a turn to clap their own name in the same way, to decide how many claps they have.

Step down

- Clap each child's name together as a group, including you as the adult.

Step up

- Once the children have identified how many claps are in their names, play a game in which they have to listen for an action. Give instructions such as: 'If you have two claps in your name, stand up' or 'If you have three claps in your name, put your finger on your nose'.

SAY IT: ANIMAL SOUNDS

What you need:

- Animal noises cards (Resource 2)
- A second set of animal noises cards (Resource 2) for the step down activity

Using symbolic noises, such as animal sounds, is a useful introduction to teaching children that a picture or symbol can represent a sound.

- Show the children the animal noises cards and check that they are familiar with the animals and what sounds they make.
- Give each child a card and explain that they have to listen for their animal sound. When they hear it, they must stand up and then sit down again.
- Make the animals' sounds, ensuring that you make every sound more than once and use a random sequence.
- When you are confident that the children know the sound that goes with each picture, change the game so that, instead of making the sound yourself, you show the group the picture and the person with that animal has to stand up, make the sound and sit down again.

Step down

- Start by showing the pictures while you make the sounds.

Step up

- Choose a child to be the 'teacher' so they make the sounds for everyone else.

RHYME IT: WIN THE PICTURE

What you need:

- Rhyming rule card (Resource 3)
- Rhyming pictures (Resource 4)

- Using the rhyming rule card, explain the rule about rhyming words: the first sound is different and the rest of the word sounds the same.
- Explain that you have lots of pictures and you are going to see if the children can win them from you by guessing what they are. You are not going to say the name of the thing in the picture, but you are going to give them two clues. They have to listen to your clues and see whether they can guess what your picture is.
- Choose one of the rhyming picture cards, but don't let the children see what it is. Read out the two clues for that picture and see who can guess what your picture is, e.g. 'I've got something that shines in the sky and it rhymes with "bun".'
- If a child guesses correctly, give them the picture and say the two words a few times so they can really hear the rhyme pattern, e.g. 'Yes, bun… sun… bun… sun. The first sound is different but the rest is the same.'

Step down

- Give the children a choice of two answers, e.g. 'It shines in the sky and rhymes with "bun" – is it a rocket or is it a sun?'

Step up

- Try some of the pictures again, but this time give only the rhyming clue, e.g. 'What was the picture that rhymed with "sock"?'

LISTEN FOR IT: SEQUENCING MUSICAL INSTRUMENTS ACTIVITY ONE

What you need:

- Sequencing caterpillar (Resource 5): two segments
- Sets of matching musical instruments, or sets of musical instruments and matching photographs: two instruments to be used during each turn

- Show the children the sequencing caterpillar.
- Explain that you are going to play the instrument game again but that this time it is going to be even trickier: the children have to listen for two sounds. The first instrument they hear will be placed on the caterpillar's head and the second one they hear will go on his body.
- Choose a child to have the first turn and put two different instruments (or photos) in front of them.
- Hiding them, play the matching instruments in sequence. Remind the child to wait until they have heard both instruments, and then to put their matching instruments on the caterpillar in the correct order.
- Bring your instruments out in the correct order so the child can see whether they were correct.

Step down

- Comment on what you are doing as you play the sequence, e.g. 'First bells and next shaker.'

Step up

- Use two instruments that sound similar.
- Play them for shorter amounts of time.

CLAP IT: MYSTERY BAG CLAPPING

What you need:

- Syllable clap cards (Resource 1)
- Small objects in a bag, such as pretend food and toy vehicles

- Remind the children that, in the last session (from week 1), they were thinking about the numbers of claps in different words.
- Explain that you have lots of things in your bag and they are all mixed up; the children are going to help you sort them out by matching each of them to the right syllable clap card.
- Give each child a turn to choose an object from the bag and say what it is. On each child's first turn, support them by clapping out the word as a group.
- Ask everyone to get their hands ready to clap, and remember to say 'ready, steady, go' so that everyone claps at the same time as you clap the word together, e.g. 'bu – tter – fly'.
- Say the word again and count on your fingers as you say each syllable so children can see as well as hear how many syllables are in it.
- Ask the children to find the right syllable clap card for the word, and check it by saying the word as you touch each clap on the card.
- Once the children are confident with the activity, challenge each child to choose an object from the bag and clap its name independently.

Step down

- Choose objects with only one or two syllables in their name, such as trains, lorries, cars and tractors.

Step up

- Choose objects with a wide range of syllable numbers, such as lorries, cars, tractors, aeroplanes and helicopters.

SAY IT: SEQUENCING ANIMAL NOISES

What you need:

For the 'Step up' activity (resources per child):

- Sequencing caterpillar (Resource 5): two segments
- Animal noises cards (Resource 2)

- Remind the children about the sequencing caterpillar (from this week's listen for it activity).
- Explain that you are going to put two pictures on the caterpillar and see if the children can 'read' the sounds they make.
- Remind the children that the first sound is always on the caterpillar's head.
- Assemble a sequence of two animal pictures on the caterpillar, and see if the group can make the sounds in the right order.
- Repeat this, making a different sequence each time, so that every child has a turn.

Step down

- Reduce the number of animal noise cards.

Step up

- Challenge each child to make a secret sequence for the other children and 'read' it to them to make on their own caterpillar cards.

RHYME IT: PICNIC RHYMES

What you need:

- Rhyming rule card (Resource 3)
- Picnic rhyming game (Resource 6)
- A lunch box

Rhyme can be a challenging concept. Introducing it with a rhyming string gives children lots of opportunities to hear the sound sequence that makes up the rhyme.

- Explain that you are going to pack a picnic with the picnic rhyming cards, but you can only put things in that rhyme.
- Using the rhyming rule card, remind the children of the rule about rhyming words: the first sound is different and the rest of word sounds the same.
- Choose a picnic rhyme card, hide it and say the matching rhyming clue for the group.
- Once the children have guessed the picnic item, say the rhyme again for them and put the card in the lunch box.

Step down

- Add some extra rhymes and more information about it the item on a card: for example, 'papple... dapple... bapple... gapple... I think we will take a juicy... [pause]. It's something that grows on a tree.'

Step up

- Instead of working as a group, give children turns individually to listen to the rhyming clue.

SYLLABLE CLAP CARDS

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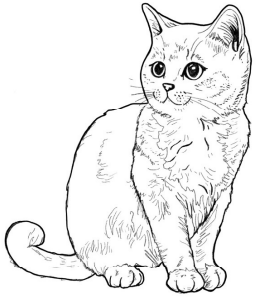


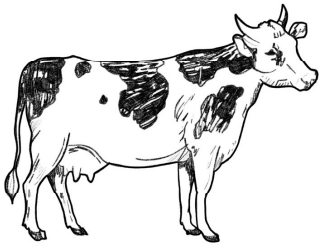
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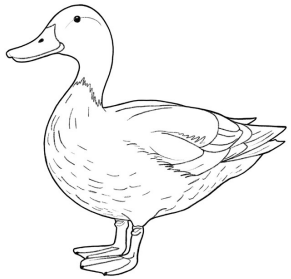


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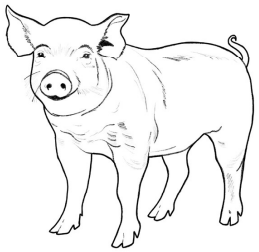
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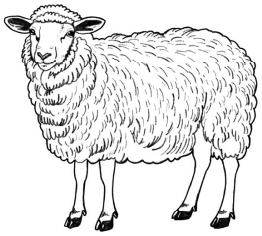












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