



Phase 1 Phonics: Voice Sounds

Sensory Bin

Equipment for Children to Use:

Child-safe mirrors for children to observe their faces, teeth, lips and tongue as they make the different voice sounds.

Toy microphones for children to use independently to explore the 10 voice sounds at different volumes.

Sound recording buttons for children to record and play back their sounds. Can they recognise their own voice? Can they recognise another child's voice? Can they match the recorded sound to the correct card in the pack?

Old mobile phone or toy telephone for children to play with when practising the voice sounds independently.

Suggested Sensory Bin Contents:

A bouncy ball ('Boing!')

A toy train ('Chchchch')

A picture of a disappointed emoji ('Oh!')

A toy snake ('Sssss')

A toy bee ('Zzzzzz')

A picture of a slide ('Wheee!')

Ear muffs ('Shhh')

A clock ('Tick tock')

A toy cow ('Moo')

A picture of some fireworks ('Oooo!')

* Provided in this pack

Suggested Activities:

- Show the prop and model each voice sound, as the children copy you and then watch themselves with a mirror.
- Pull out a prop and go and find the matching card.
- Talk about the features of each sound as you introduce them. Was it a long or a short sound? Was it loud or quiet? Did it change from low to high?
- Listen to a recording of a child saying a sound and find the matching prop/card.
- Create a set of actions for each voice sound with your class.
- Display the cards in your classroom. When reading stories to the children, pause and have them say the sound that matches the target word. For example, if reading a story about a train, the children could say 'chch' whenever they hear the word, 'train'.
- Pass the sensory bag or bin around the class, inviting children to take a prop and say the voice sound. The rest of the class copies.