



but-ter-fly



ball



ba-lloon

Activities to develop
PHONOLOGICAL
Awareness

PHONOLOGICAL AWARENESS

A child who is phonologically aware has developed the ability to consciously tune in to the sounds of language, to understand them and to talk about them. Children with good awareness will be well-placed to begin reading. Children without phonological awareness will have difficulty learning to read a written system which, with a few exceptions, records spoken sounds.

Phonological awareness:

- **Relates only to speech sounds, not to letters or strings of letters.**
- **Is the ability to hear units of sound in speech.**
- **Does not require knowledge of written letters or words.**
- **Is one of the strongest predictors of future success in reading.**
- **Can be taught.**
- **Is an essential skill for reading acquisition.**
- **is not phonics. Phonics is a means of teaching reading.**
- **Has a number of strands. Activities to develop phonological awareness across all of these elements are needed:**
 - Counting syllables
 - Identifying and providing rhyming words
 - Identifying initial sounds
 - Blending
 - Segmenting
 - Manipulating Sounds

Activities to support developing phonological awareness should take place regularly (at least 3 or 4 times a week)

The following activities support all strands of phonological awareness.

SYLLABLES

Awareness of larger sound units (syllables) develops before that of single units of sound (phonemes) usually around age four.

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1. Explain to the children that words have 'beats' or 'drum beats' in them. Demonstrate clapping or tapping the number of beats in a particular word. Ask the children to copy you. Using a bag or basket filled with objects, ask each child in turn to select an object and name it. Clap or tap the beats and syllables in the word.

You will need - Bag, box, or basket. Collection of objects or picture cards of items with names of one, two, or three syllables such as a car, apple or butterfly.

The intention - Children are able to identify the number of syllables in a word.

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2. Demonstrate clapping the number of syllables in your name. Ask the children in turn to clap or tap the beats in their name.

The intention - Children are able to identify the number of syllables in a word.

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3. Place 3 hoops in a row. Read the first line of a short story or say a nursery rhyme. We are going to 'jump' the beats in the word. The child needs to say the word then say each syllable when they jump into each hoop.

You will need - A short story or rhyme.

The intention - Children are able to identify the number of syllables in a word.



RHYME

Rhyme is an abstract concept and will need careful explanation e.g. rhyming words sound similar because they have the same endings.

1. Recognition
2. Matching
3. Odd one out
4. Production; usually children are not able to produce rhymes until age 5+ (the end of Reception Year).

1. Hide a number of picture cards around the setting. Children hunt for the cards. Once each child has found a card sit in a circle. Choose a child to say the name of the object on their card. Place this card in the centre of the circle. Ask each child to say the name of the object on their card. Does the word rhyme with the previous one? Keep going until they all rhyming words are matched.

You will need - Set of rhyming picture cards e.g. fox, socks, box & mat, bat, hat.

The intention - Recognise (orally) and match rhyming words.

2. Stick picture cards showing different words onto the dice e.g. fox, bat, fan, etc. Place the 2nd set of cards face upwards (these should be words that rhyme with those on the dice e.g. sock, cat, pan). Roll the dice and say the word aloud. Can the children find a picture of an object with a name which matches that on the dice?

You will need - Large dice and rhyming picture cards.

The intention - Recognise (orally) and match rhyming words.

3. Ask the children to listen carefully. Say three words aloud e.g. log, dog, fish. Can the children spot the odd one out?

You will need - Rhyming picture cards (not essential)

The intention - Recognise and say the word which does not rhyme.

4. Read lots of rhyming stories. Pause at the rhyming words. Can children fill in the gaps and provide a rhyming word?

You will need - Rhyming stories, nursery rhymes.

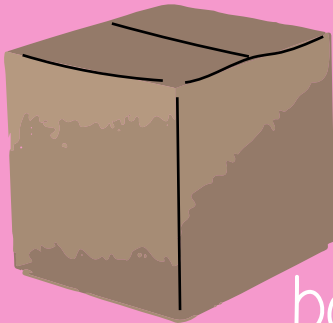
The intention - Continue a rhyming string.

5. Make up rhyming sentences. Can the children fill in the rhyme e.g. a dog on a ... a dog on a ...

The intention - Continue a rhyming string.



sock



box



bat

INITIAL SOUNDS

Knowledge of initial sounds develops in a particular order:

1. Recognition
2. Matching
3. Odd one out
4. Production

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1. Give children a picture card. Ask them to say the name of the object on the card aloud. Place some picture cards around the setting or in a row if more suitable. Can the children find a picture of an object with the same initial sound?

You will need - Picture cards, these should not have letters on them as the emphasis is on hearing sounds not recognising letters. The letters can be shown after the pairs have been matches if appropriate.

The intention - Understand and recognise when a word starts with the same sound.

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2. Place objects or cards on a tray. Say the name of each object emphasising the initial sound of the word and then play I spy. If the children identify the object beginning with the spoken sound, they keep the object.

You will need - Pictures or objects beginning with different initial sounds e.g. car, bag, doll.

The intention - Hear the beginning sound in words.

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3. Place pictures or objects (all except one) beginning with the same sound in a row and say the name of each item. Can the children identify the odd one out?

You will need - Objects or pictures beginning with the same sound and some odd ones out.

The intention - Hear the beginning sound in words.

4. Simple snap. Use approx. 10 or 12 cards only and a limited number of sounds. Play sound snap. Use pictures (not the words, as the intention is to hear sounds, not recognise visually) of objects such as cat, car, coat and sun, sock, dog, dish and doll. Say the name of the pictured item as you play each card.

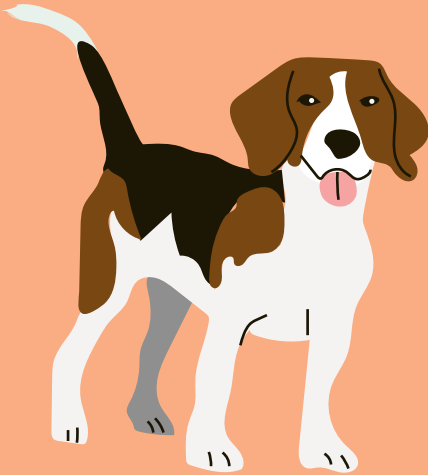
You will need - Picture cards.

The intention - Hear the beginning sound in words.

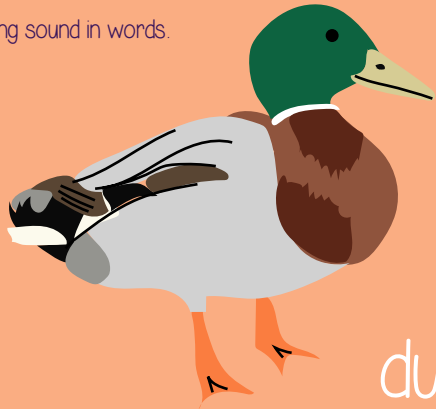
5. Ask the children to choose an object. Can they tell you what sound it starts with? Can they find an object or picture which starts with a particular sound?

You will need - Objects, books.

The intention - Hear and say the beginning sound in words.



dog



duck



bike

BLENDING & SEGMENTING

Before blending letters on a page to make a word, children need to be able to blend the sounds that they hear into words. The reverse, segmenting sounds in words they hear, should be taught at the same time. Segmenting is usually one of the later skills to develop.

1. Play 'Simon Says' but use sounds to give the instructions e.g. Simon says s-i-t or Simon says put your hand on your kn-ee.

The intention - Blend sounds together to make words.

2. Use a puppet and magic wand explain that the puppet will follow your instructions when the children shout the magic word. Say the magic words in sounds (you could use nonsense words) e.g. p-o-p or f-i-zz.

You will need - Puppet and soft toy and magic wand.

The intention - Blend sounds together to make words.

3. Use a bag or tray of objects with 2 or 3 sounds. Say the names aloud and then ask the children to choose one and say the beginning, middle, and end sound e.g. b-e-d bed. Avoid consonant blends at the beginning of words such as s-t-a-m-p stamp, as these are likely too difficult to distinguish.

You will need - Collection of objects or pictures of objects.

The intention - Segment the sounds in words.

- 4.** Use hoops on the floor and place a picture or object in the final hoop. The children say the beginning, middle and end sound jumping into the beginning, middle or end hoop as they identify and say each sound.

You will need - Hoops and collection of objects or pictures of objects.

The intention - Segment the sounds in words.



MANIPULATING SOUNDS (ORALLY)

Manipulating sounds is the most difficult aspect of phonological awareness. It involves replacing sounds in words to make new words. It is an important skill as it requires mastery of many of the various phonological awareness skills.

Change only initial sounds to start with. When this ability is established, move on to change the end sound and finally progress to changing the middle sound.

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- 1.** Use a puppet or soft toy. Explain that the puppet has written some sentences in code. The first sound in some words has been changed. Explain you have the correct sounds but don't know what the words are. Ask the children to help break the code. Read or say the sentence e.g. The wirate muried his preasure (The pirate buried his treasure). Give the children the missing sounds and ask them what the word is. Say wirate, the first sound should be p, what is the word?

You will need - Silly sentences. Puppet or soft toy.

The intention - Recognise and change the initial sound in words to make new words.

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- 2.** Create word chains by changing initial, end, or middle sounds in words e.g. rat, hat, bat etc. It may be necessary to provide the new initial sound.

You will need - List word chains (for adult use)

The intention - Change sounds in words to make new words.

NOTES



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