

PHONOLOGICAL AWARENESS ACTIVITY PACK

This is a pack of activities to help develop an awareness of how sounds are used in our language to form words. This can help children learn more about what they do with words when they talk. This can help with speech and spoken language, but also it can help build up early skills that will be needed later on for reading.

PHONOLOGICAL AWARENESS HOMEPACK

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PHONOLOGICAL AWARENESS HOMEPACK

- Pick one section to do each week - you can repeat a section or do it for two weeks, but try not to mix the sections up.
- Pick one activity in that section to do for 5-10 minutes at a time. Little and often is best so choose one activity or even part of an activity to do a few times a week (3 times a week or more is best).
- There is a smiley chart attached where the child can mark off each time they practise if you feel this will help with motivation.
 - They may even get a little reward e.g. 5 minutes more television, or they may just be happy doing some 'homework' when their older brother or sister is doing their homework from school.

TOP TIPS FOR HOMEWORK PRACTISE

- Pick a time each day where you have time together with minimal distractions e.g. turn television off.
- Show them/demonstrate what you want them to do first then give them plenty of time to respond to what you have asked - try not to ask too many questions at once.
- Let your face and voice tell them what you are doing is fun and interesting.
- Give lots of praise for good listening, good looking etc.
- If your child says something in the wrong way just say it back to them in the right way so they hear the correct form without having to repeat.
- If you have to cut out materials make this part of the activity and do it together.

SPEECH AND LANGUAGE HOME PRACTISE CHART



Name:



*****Draw a smiley face/mark on the chart each time you practise at home *****
You should aim to practise 3/4 times per week for 5-10 minutes each time.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							

Section 1: Listening for Sounds



Listening for sounds or copying sounds will raise awareness of the different ways to make sounds and will help tune in to the listening behaviours needed for speech and language development. They are useful games to lead into syllable awareness activities.

FOLLOW THE LEADER GAME -

- Demonstrate some actions that all make sounds e.g.
 - clap hands
 - tap finger (on table)
 - stamp one foot
 - cough
- Tell the child/children you are going to play a follow the leader game where they must listen and watch carefully.
- Tell the child you are going to make some sounds and you want them to see if they can make the same sounds.
 - To begin with don't worry too much if they do not copy the sound the exact same number of times as long as they can hear and reproduce the sound.

GENERAL RHYTHM GAMES -

- Use an instrument or anything that makes a sound (you can call this your noise maker)
 - You could make a noise maker/instrument together e.g. an empty container with rice in it - make one each.
- Talk about how noise makers can be turned on and off - let the child/children play with the noise maker then say "noise maker off". Repeat this a few times and give lots of praise for good listening.
- Tell the child/children you are going to make a noise and they need to listen carefully to see if they can copy it in exactly the same way.

- Make a simple rhythm with the instrument/noise maker - keep it simple to begin with e.g.
 - *shake_shake_shake* or
 - *shake.shake.....shake.shake*
- See if the child can copy it - if they can't try repeat it again slowly. If they are still unsure do it slowly together at the same time.

Section 2: Words in Sentences



WORDS IN HOUSES GAME -

You will need:

Little plastic teddies or the individual pictures of teddies (you can use little plastic teddies/figures if you have them)

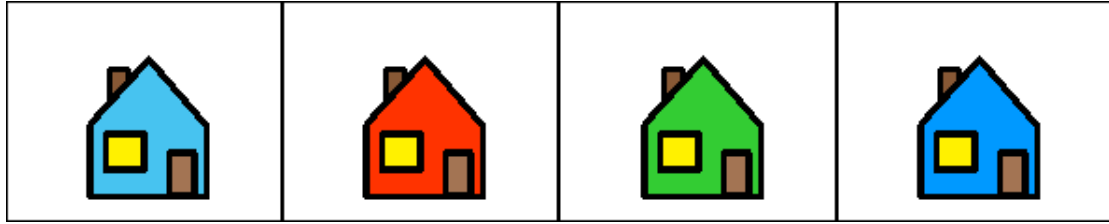
The strip of pictures representing 'houses' (p.7)

- Line the individual teddies in a row in front of the child. Lay the house strip in front of that.
- Say a sentence of up to four words from the 'easy' list of sentences.
- Ask the child to push a teddy into the house for each word in the sentence (you may need to help him push it in to begin with)
- Encourage the child to say each word as he pushes the teddy in the house.
- Repeat this with a new sentence.
- You can make this task more difficult by picking a 'harder' sentence.
- You can make up your own sentences of up to four words if you like.

List of sentences	
Easy	Harder
Come in.	Get mummy.
I can dance.	Elephants are big.
What is this?	Crocodiles are scary.
The sun shines.	Slippers are warm.
They play a game.	The television is noisy.
Kick the big ball.	The supermarket is big.
What is that noise?	Monkeys like tasty bananas.
The hen lays eggs.	
The boy is tall.	

Section 2 Materials

Cut out in one strip so you have a long line of houses...



Cut out each individual teddy...



- Another version of this game is to simply read aloud together (any story) - when you are reading to your child point to *each* word as you say it and encourage them to do the same.

Section 3 - Syllable Awareness

CLAP THE SYLLABLES GAME-

You will need: Use the pictures of words listed on the next two pages - each word has either 1 or 2 syllables.

- Pick a word from the first page say it aloud and clap once to indicate the number of syllables (as shown in the box below the picture).
- Ask your child to copy you.
 - If they clap lots of times when they say it - prompt them with "listen" "watch me" and say it again with one clap ... now you try.
 - If they still are not sure say the word together and clap your hands over theirs - remember to give lots of praise as soon as they get it.
- Now pick another word from any page and try that one - try to pick a selection of 1 and 2 syllable words to practise a few times.

cow



car



eye



dog



moon



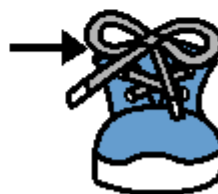
cat



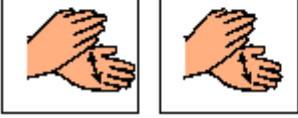
house



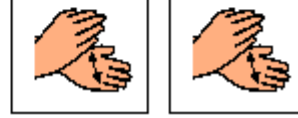
shoe



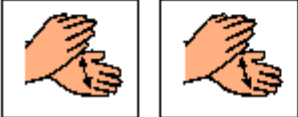
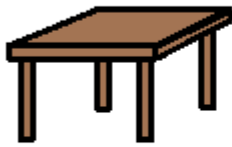
ba-loons



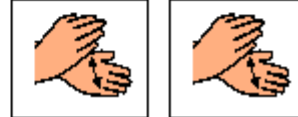
ti-ger



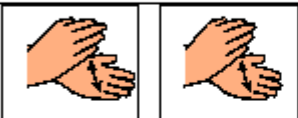
ta-ble



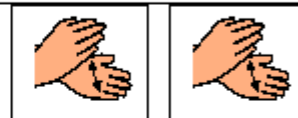
ba-by



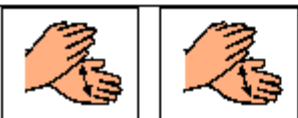
pen-cil



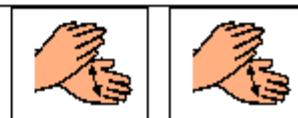
te-ddy



ra-bbit



tooth-brush



Section 3 - Syllable Awareness

SYLLABLE SONG GAME -

You will need: The syllable song/chant.

- This game is an active song or chant so give yourselves some space to move.
- Tell the child/children you are going to play a new clapping game and they need to listen and watch carefully so they can play too.
- Go through the song/chant doing the actions as you go.
- The aim is to do the action on each syllable so if the action was clap and the word was ap-ple - you would clap two times while saying ap-ple (it's easier just to give it a go)
- It is meant to be silly so just have fun.
 - Make sure you are doing the actions too so:
 - clap
 - stomp
 - chomp (chomp is just flapping your arms like a chicken but you could change it to any simple arm movement)
 - move (move is just wriggling your whole body)
 - Give it a try!

- Next time you try the song why not use the child's name and names of people in the family e.g.
 - **Let's clap!**
 - Mum - my
 - Em - i - ly
 - De - vin
 - Josh
 - James
 - Bra - den
 - Court - ney
 - Ed - en



SYLLABLE SONG/CHANT



Make your hands Clap, Clap, Clap
Make your feet Stomp, Stomp, Stomp
Make your arms Chomp, Chomp, Chomp
Now listen carefully
Everybody follow me and
Move, Move, Move to the syllables in words

LET'S CLAP!

(child is to copy you clap/say)

Class - room

Mon - key

Yel - low

Dog

Sat - ur - day

Rain - bow

(Repeat Chorus)

LET'S STOMP!

Go - ril - la

Pig

Ap - ple

El - e - phant

Foot - ball

(Repeat Chorus)

LET'S CHOMP!

Di - no - saur

Rain

Sun - shine

Mon - ster

(Repeat Chorus)

Section 3 - Syllable Awareness

SYLLABLE LADDERS GAME -

You will need:

Copy of the syllable cards cut up (p.16)

The frog and balloons ladders on next page (p.14)

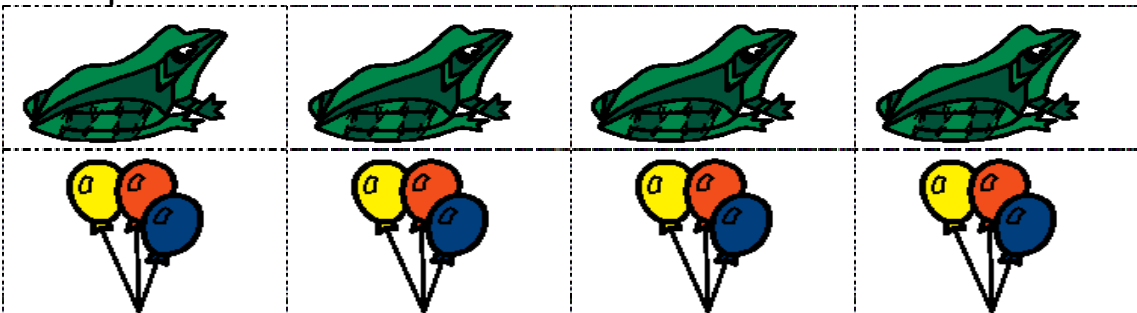
- Each player chooses to be the frog or the balloons.
- Spread all the syllable cards face down and take turns to turn one over.
- Say the word and clap the syllables together.
- Move your frog or balloons up the ladder the number of syllables in the word.
- The winner is the first one to get all their frogs onto the lily pads or balloons into the sky.



Frogs

Balloons

Cut up...



Section 3 - Syllable Awareness

BEANBAG SYLLABLE GAME -

You will need:

Copy of the syllable cards cut up (p.16)

Several beanbags or soft toys to throw

(or you could use any game where you need to take turns e.g. board game)

- Lay out a selection of the syllable cards face down on the floor.
- Take turns to throw the beanbag onto a picture and name it.
- They then clap the number of syllables in the picture as they say the word - you may need to do this together at first.
 - Encourage children to say each syllable as it is clapped
 - If they are finding it tricky say the word together and clap with your hands over theirs.

- To change this around or if you don't have any bean bags - play any game that you have where you need to take turns e.g. board game and before each player has their turn pick a syllable card from a pile and say the word, then clap the syllables as above.

Syllable Cards

cat



hat



fish



swing



ba-by



pi-rate



jig-saw



sand-wich



trac-tor



ra-bbit



cow-boy



el-e-phant



la-dy-bird



bu-tter-fly



ba-nan-a



cat-er-pill-ar



Section 4 - Rhyme

A rhyming word is one where the last sounds are the same
e.g. cat, hat, sat, mat

RHYMING BOOKS -

You will need: Any familiar nursery rhymes or rhyming books
(some familiar nursery rhymes are attached)

- Read the nursery rhymes together, putting a slight emphasis on the rhyming word.
- Tell the child/children you are going to read the story again and you want them to listen carefully and raise their hand each time they hear a certain word - pick any rhyming word from the story e.g. in 'Jack & Jill' the word could be "hill".

or

- Read the nursery rhymes together, putting a slight emphasis on the rhyming word.
- Tell the child/children you are going to read the story again but miss out a word and they need to try fill in the blank.
- Re-read the story leaving out the rhyming word.
 - If the child does not get the word just leave a pause then fill it in for them.

Section 4 - Rhyme

MATCHING GAME -

You will need:

The large rhyming monsters (p.25)

The smaller rhyming pictures (p.26)

- Cut out the four large rhyming monsters and lay them out in a line.
- Put all the other rhyming pictures in a pile face down.
- Take turns picking a card and naming it. Then say which rhyming monster it goes with.
 - If this is difficult, after you have named the card e.g. cat - go through each rhyming monster out loud e.g. "does cat go with sock... does cat go with hat ..." etc.
 - If they still find it very difficult just model the right answer and they can place it in the right pile e.g. you say cat goes with hat, and they find the hat monster pile.

Rhyming Monsters

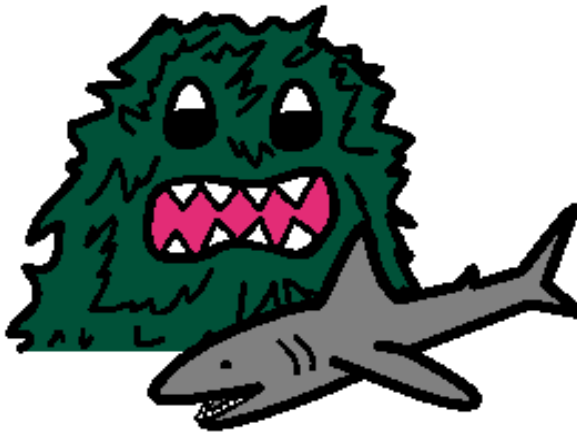
Hat Monster



Sock Monster



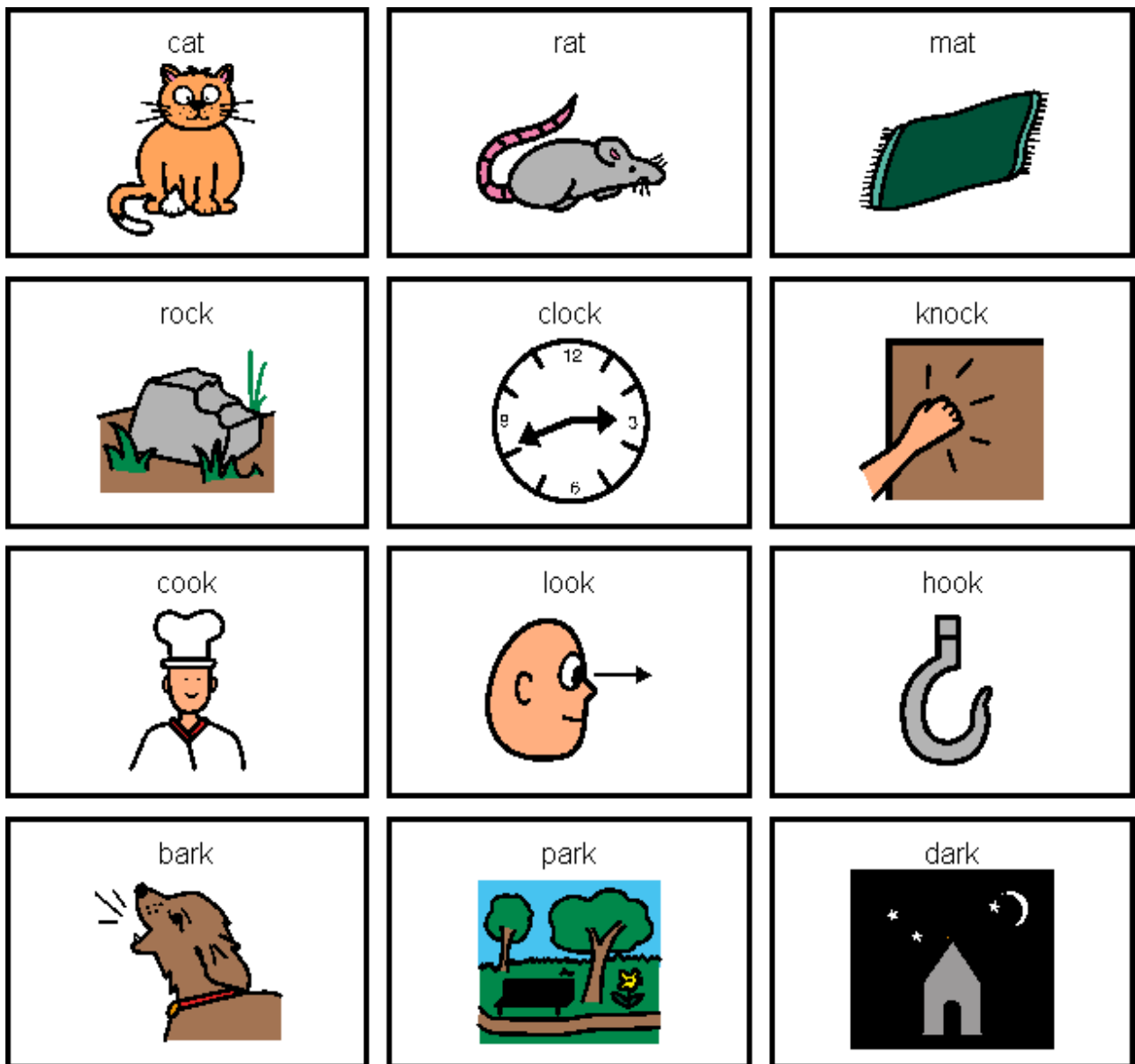
Shark Monster



Book Monster



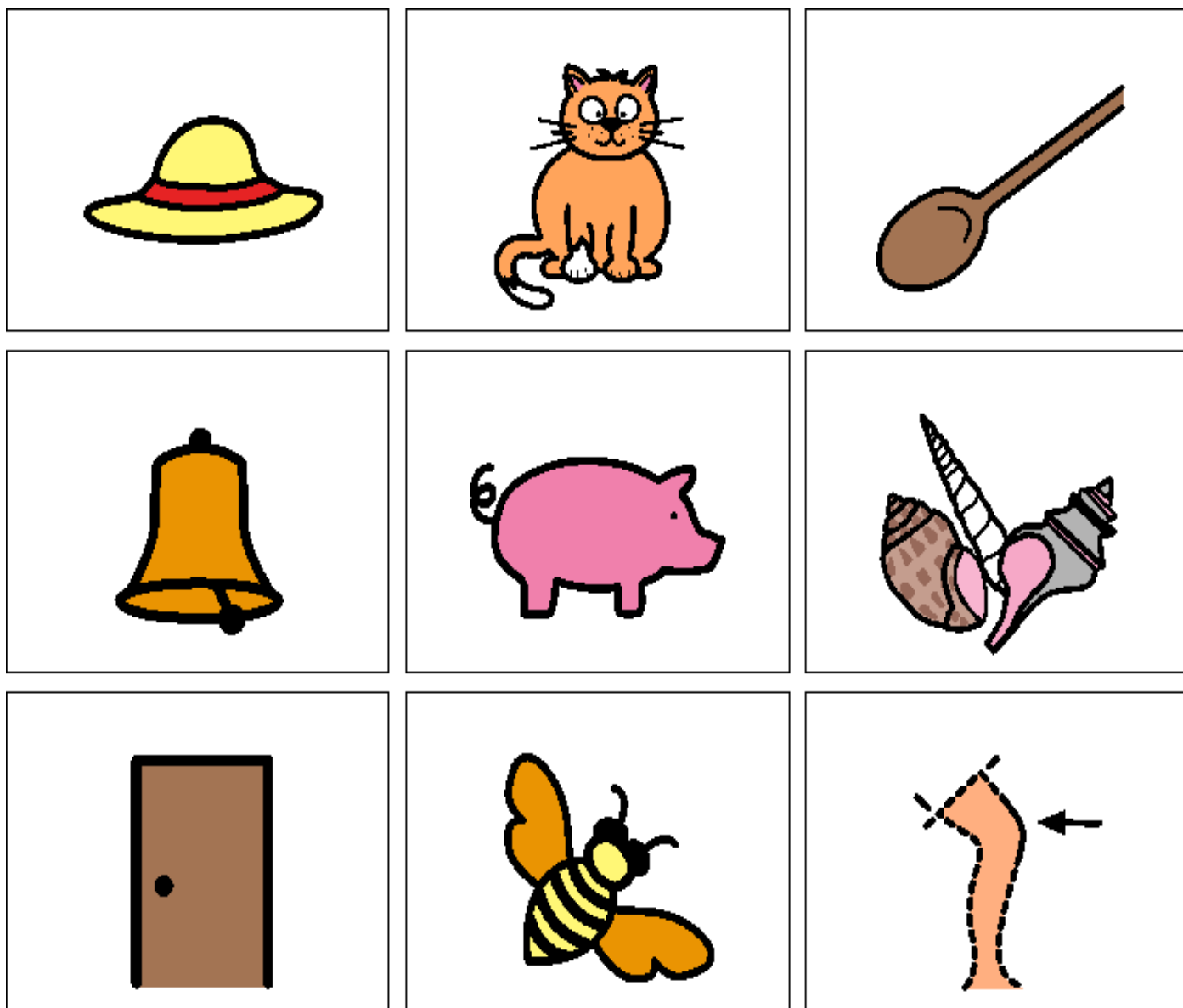
Rhyming Pictures



Section 4 - Rhyme

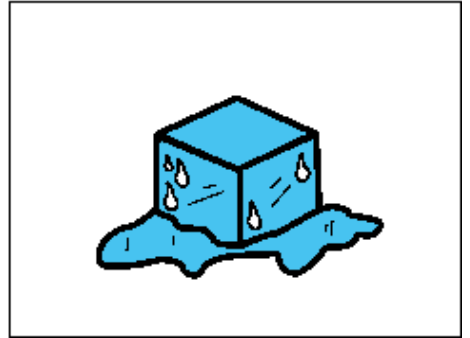
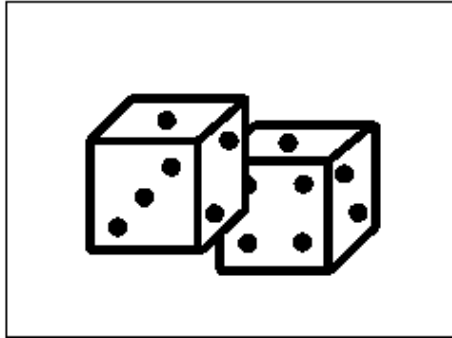
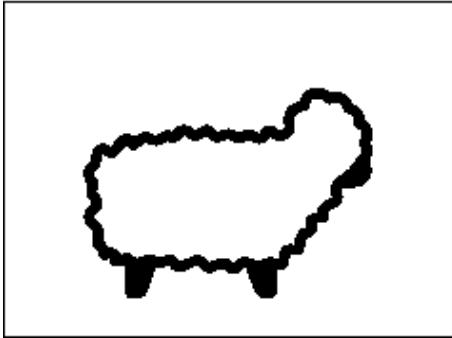
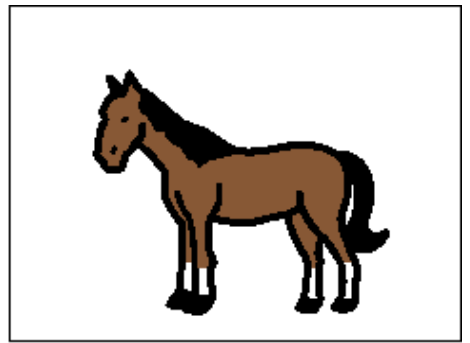
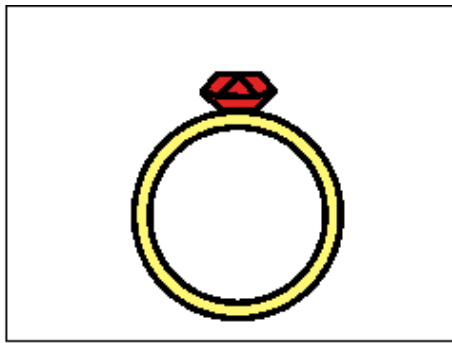
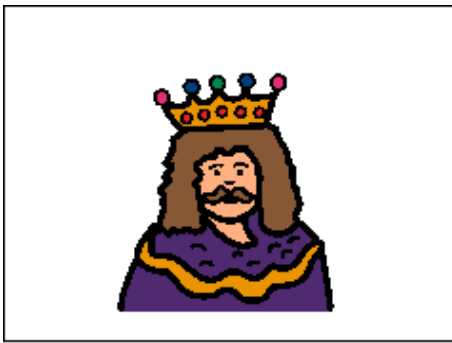
ODD ONE OUT GAME -

- Take one row of pictures at a time - you may need a bit of paper to cover up the other rows if they are too distracting.
- Point and say what each picture in the row is.
- Ask your child which one sounds different/which one doesn't rhyme.
- Then draw a circle around that one.



Odd one out game - continued...

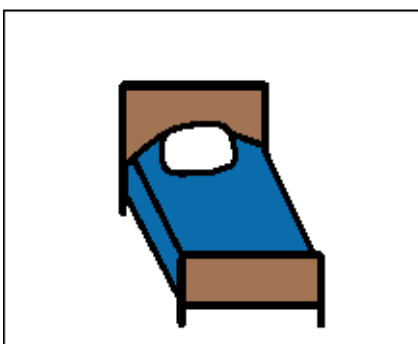
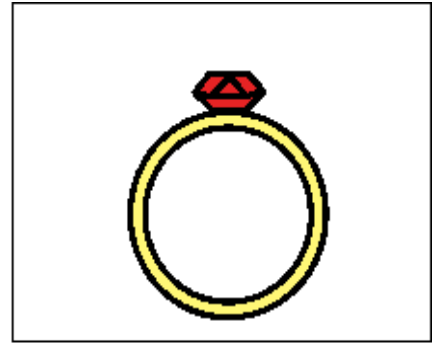
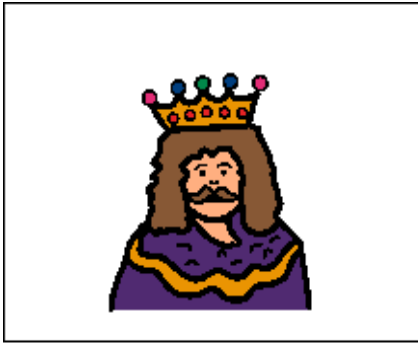




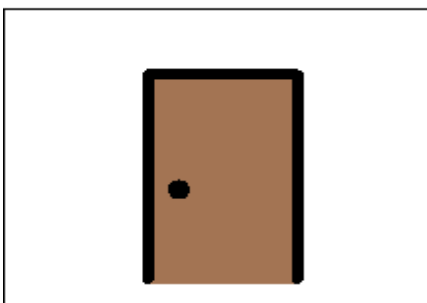
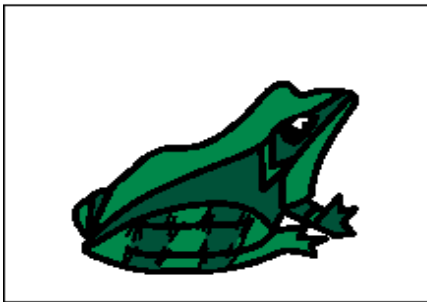
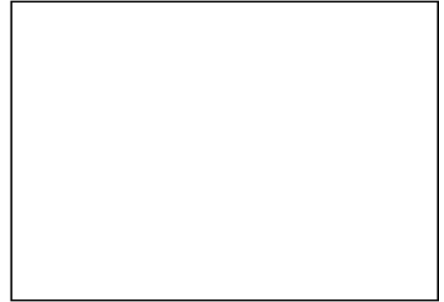
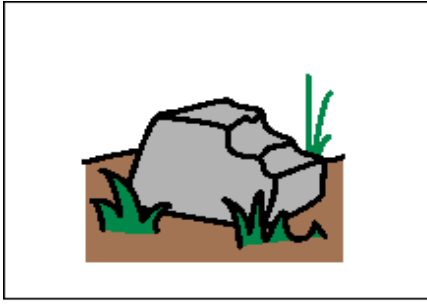
Section 4 - Rhyme

MAKE A RHYME GAME -

- Ask your child to draw a picture in the box of something that rhymes with the other picture. The first one is done for you.



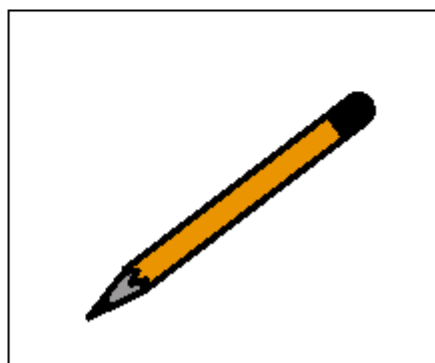
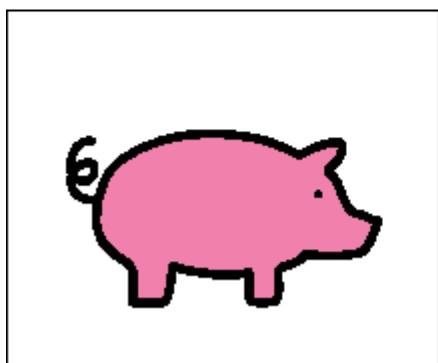
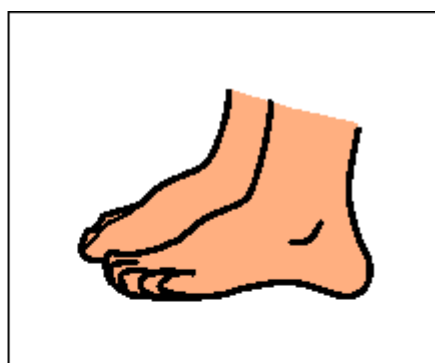
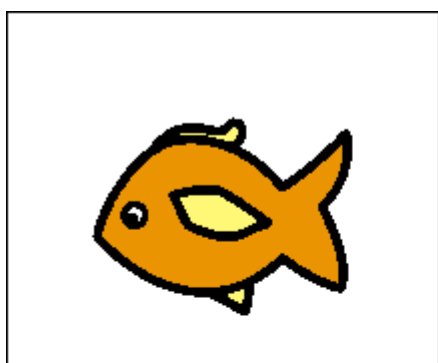
Make a rhyme game - continued ...



Section 5 - First Sounds

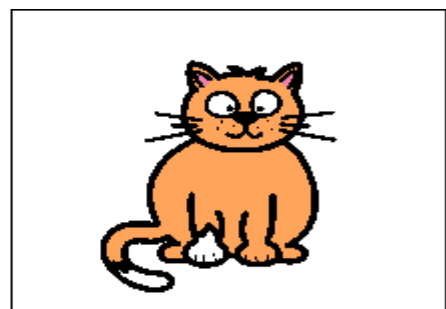
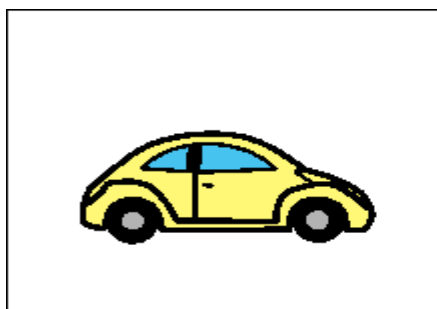
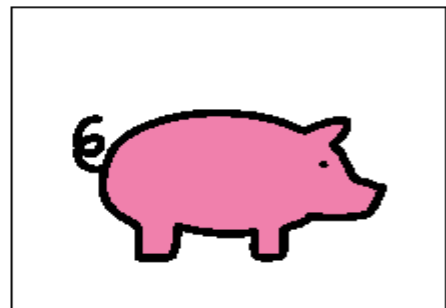
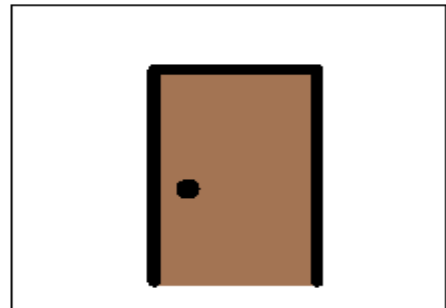
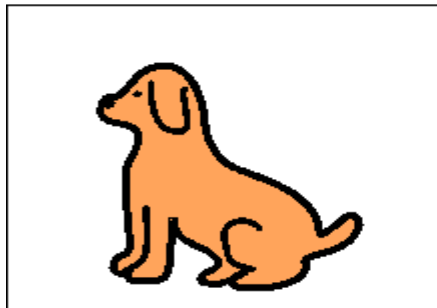
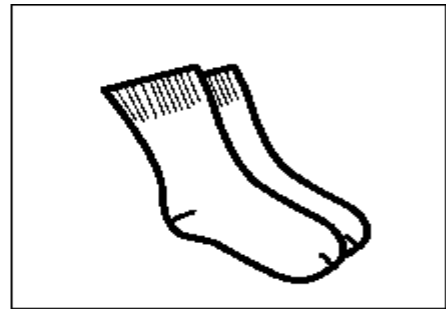
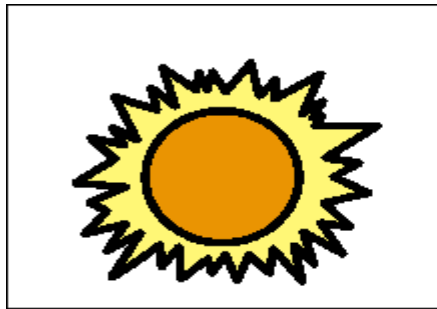
FIRST SOUND GAME -

- Ask your child to name the pictures in each row.
- If the words have the same first sound, tick them.
 - Model the first one for them e.g. "fish starts with /fff/ and feet starts with /fff/ ... /fff/ and /fff/ - do they sound the same?"
 - If they find it difficult you can model the first sounds for them to see if they are the same or different.
- **Remember** if you are saying the sound make sure you say the *sound* not the name of the letter e.g. the letter P would be the *sound* 'pi', and the letter S would be the *sound* 'ss'



First sound game - continued

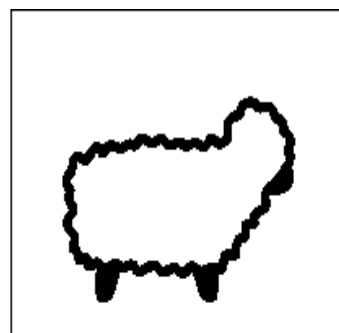
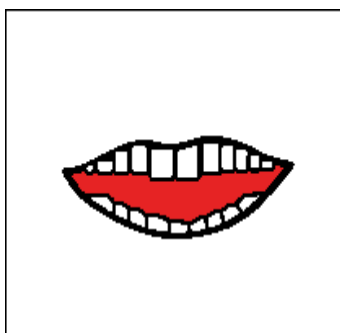
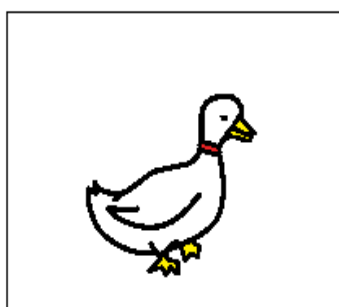
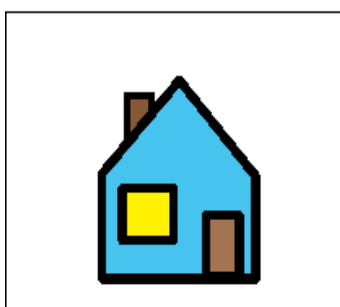
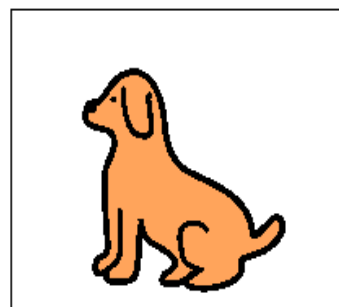
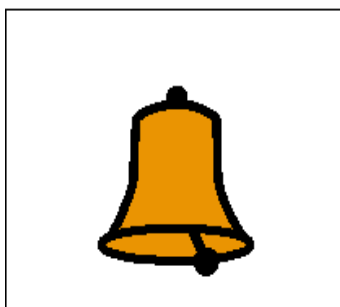
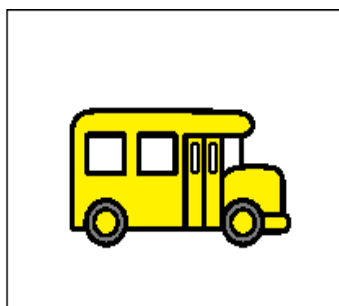
- Ask your child to name the pictures in each row.
- If the words have the same first sound, tick them.



Section 5 - First Sounds

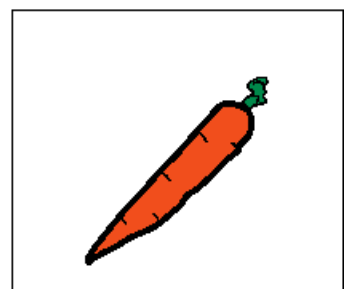
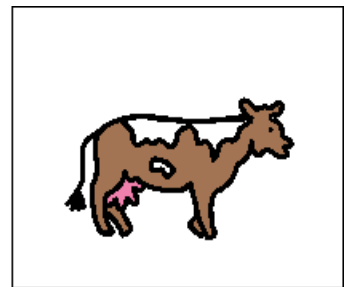
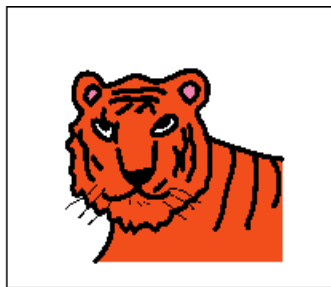
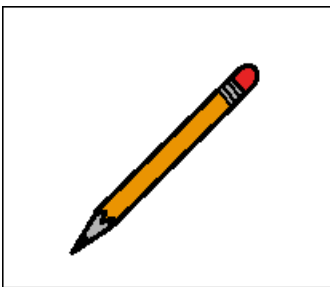
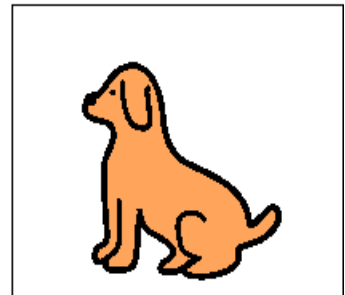
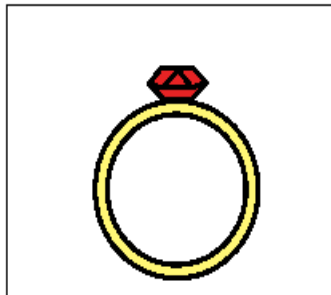
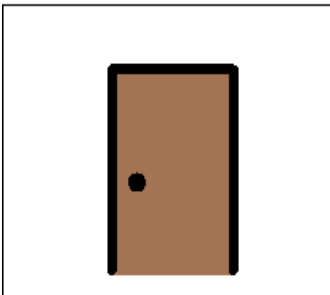
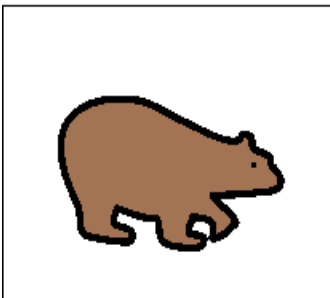
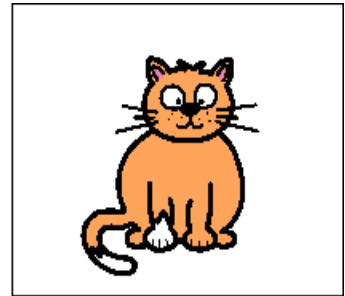
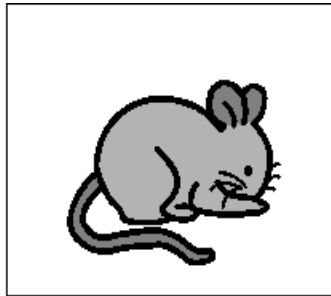
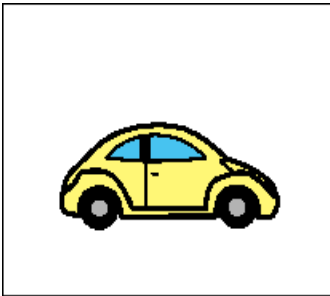
SAME SOUND GAME -

- Say each of these words to your child.
- Ask your child to put a circle around the picture that starts with the same sound as the first one in the row.
 - If they find it difficult repeat the words slowly with a slight emphasis on the first sound.



Same sound game - continued

- Say each of these words to your child.
- Ask your child to put a circle around the picture that starts with the same sound as the first one in the row.



Section 5 - First Sounds

NAME GAME -

- Ask your child to tell you the first sound in their name.
- Then ask them to draw as many things as they can, with the same first sound.
- Use the space below.
- You could play it again with other people in your families names e.g. brother/sister.

Section 5 - First Sounds

I-SPY GAME:

- Use any picture scene to play I-SPY
- "I spy something beginning with ..."
- Can your child find something for all sounds you give
- Get your child to think of words and things they can see.

- You can play this without the pictures anywhere e.g. in the house etc. or with your child's friends.
