



PHONOLOGICAL AWARENESS ACTIVITIES FOR HOME

RHYMING GAMES

• Nursery rhymes

- Singing nursery rhymes together
- Sit opposite the child so they can see your mouth moving - make it fun using gesture and an excited voice!
- Clap, stamp and march in time with the nursery rhymes so they can feel the rhythm
- Overemphasise the rhyming words
- Sing the nursery rhymes but leave out the last rhyming word. Can your child finish off the rhyme? e.g. "Jack and Jill went up the hi..."



• Rhyming books (e.g. cat in the hat)

- Read rhyming books and overemphasise rhyming words
- When child is familiar with book, see if child can guess rhyming word e.g. "cat in the ha...", "sat on the ma..."

• Rhyming pairs

- Place various rhyming pairs on the table, child must hunt for 2 pictures which rhyme
- Give your child a reward if they find a rhyming pair

TOP TIP:- Always draw attention to final vowel + sound (i.e. instead of just final sound) as the vowel is important in determining whether it is a rhyme (✓ 'cat + hat'; ✗ 'cat' + 'hut'). Tell the child which words rhyme and which ones don't.

SYLLABLE AWARENESS

• Treasure hunt/sound walk

- Explore objects in the environment when you are walking
- Clap the number of syllables in objects/people you find e.g. "pen-cil", "white-board", "door", "char-lotte".
- Stamp your feet to make it more exciting



• Picture books

- Clap syllables in objects/characters in the book e.g. "gruf-fa-lo", "pe-pper"

• Jumping jacks

- Think of a word and jump up and down to match the beats

• Sort it out

- Present child with variety of 1-4 syllable (depending on ability) pictures
- Support the child to clap the number of syllables and sort into the correct pile

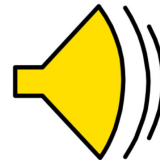
• Word sharing

- An option when the child is successful at identifying 2 syllable words consistently
- Idea is to 'share' the word, adult says one syllable, child says the other e.g. 'rabbit' adult "ra..." child "...bbit", 'dragon' adult "dra..." child "...gon"
- Child may struggle and say the whole word, support child by prompting to remember to keep own part and to share the word ("oh no you stole my part! Let's try again")

TOP TIP:- Support child to identify the first sound of each syllable e.g. "banana", or "computer"

SOUND SEGMENTATION

Choose whether child is working on initial/middle/final sounds and use pictures accordingly.



- **Odd one out**
 - Present your child with 3 pictures, one picture has a sound that is different to the other two (e.g. “peg”, “park”, “sun”). Your child has to identify the picture with the sound that doesn’t match.
- **Sort it out**
 - Present your child with range of pictures and support them to put the pictures next to the correct sound card e.g:-
 - Picture sorting game
 - Picture collage game where you stick the picture to the paper with the correct sound card
 - Draw the object on the paper with the correct sound card)
- **Sound hunt**
 - Collect items in the house and put them in a bag/get lots of pictures of different objects for your child to look at
 - Choose a sound and see if your child can find items “starting/ending with (choose a sound)” or “with (choose a sound) hiding in the middle”
- **I-spy**
 - Choose a sound to work on, take a walk around the park/the garden//the house/look at picture books
 - Name objects/pictures to your child with the sound as you see them, see if child can identify the objects/pictures themselves

The similarity of the sounds can be adjusted based on child’s ability (i.e. very different “ssss” vs “d”, similar “p” vs “b”).



Adult can support child using cued articulation, adult model then as the child becomes more successful reduce this support.