

Activities to develop Phonological Awareness

1. Syllabic Awareness

- ❖ *Beating out syllables:* Children can clap, tap or stamp rhythmically as they say nursery rhymes.
- ❖ *Blending syllables:* Imaginary Robbie the Robot says words in a funny way. (Breaks words into syllables, pauses for 1 sec. Between syllables) Children figure out the word. E.g. Mar-y, dus-ter, black-board.
- ❖ *Segmenting syllables:* As above, except that children pretend that they are Robbie Robot, and segment the words themselves. Present words for segmentation by supplying real objects or by showing pictures.
- ❖ *Kinaesthetic reinforcement:* Get children to touch their heads for the first syllable, shoulders for the second, hips for the third, knees for the fourth and toes for the fifth.
Supply a set of real objects; A child picks one, keeps it while saying the first syllable and passes it on to the next child for the next syllable.
- ❖ *Counting Syllables:* Have children put up one finger for each syllable (starting with the thumb for the first syllable) and let the fingers displayed until counting is completed.
- ❖ *Isolating syllables:* Start with two-syllable words which also happen to be compound words e.g. postman. Present word orally and ask pupils to say first part on its own. Proceed to two-syllable words which are not compound words. Similarly the second syllable can be isolated. Later, syllables can be isolated in longer words.

Onset-Rime Awareness

- *Learning and saying rhymes*
- *Listening to stories with strong*
- Supplying rhyming words orally *rhyming patterns* - e.g. Dr. Seuss books, *Each Peach Pear Plum*
- Rhyme Discrimination exercises - looking at pictures, listening to words and testing them for rhyme
- *Matching rhyming pictures*
- *Discrimination of orally presented rhyming pairs* (e.g. hair/pair, Hot/big)
- *Rhyme completion* e.g. "I have a shoe, Its colour is"
- *Rhyme Box* - children pick out an object, name it and supply three rhyming words
- *Rhyme-time game*
 - a. Show picture (e.g. cat). Ask for rhyming words
 - b. List correct responses on the b.b.
 - c. Then shoe each flashcard. If children have guessed that word, they keep the flashcard. If not, the teacher keeps it. If the teacher manages to keep 4 or more card, she/he wins,
 - d. Elicit from children what sounds the words have in common. Then establish what letters they have in common. (This is the beginning of training in analogy)

Phonemic Awareness

- *Same or different exercises:* Present pairs of words. Let some pairs differ by one phoneme. Let children say if they are the same or different.
- *Identifying words which begin with the same initial sounds*
- end sounds
-middle sounds
- *Song for sound-matching activities:* To the tune of "Old Macdonald"
What's the sound that starts these words?
Turtle, time and teeth (*wait for children to respond!*)
/t/ is the sound that starts these words:
Turtle, time and teeth.
With a /t/, /t/ here and a /t/, /t/ there,
Here a /t/, there a /t/, everywhere a /t/, /t/.
/t/ is the sound that starts these words:
Turtle, time and teeth.

- *Producing sounds with given initial sounds* - I spy games, I went shopping and I bought...
- *Phoneme blending* - Start with two-phoneme words and pause between phonemes. Initially incorporate the words into sentences, e.g. "My favourite food is apple p-ie.
- *Song Games:* To the tune of 'If you're happy and you know it'
If you think you know this word, shout it out!
If you think you know this word, shout it out!
If you think you know this word,
Then tell me what you've heard,
If you think you know this word , shout it out!
The teacher says a segmented work such as /k/-/a/-/t/ and the children respond by saying the blended word.
- *Phoneme Segmentation and counting* : Using idea of an imaginary sound-stretcher, show children how to stretch words. Good idea to use cardboard squares or counters to represent sounds. (Later, letters could be pencilled onto the card squares)
- *Sound dominoes:* Child says a word. Next child says a word beginning with the final sound of the previous word, etc. etc. e.g sun, neck, cup, page, joy, oil..
- *Phoneme deletion:* Puppet character, Ms. Sound Snatcher snatches initial sounds, children must identify missing sounds.....(f)ox. (h)at, (p)late, (s)mile, (p)each etc.
Children's names. When Ms. Sound Snatcher took away the first sounds from these words, she was left with children's names. What are they?
Pan(Ann), Teddy(Eddie), Gemma(Emma), Skim (Kim) etc.
Parts of the body: Snail(nail), Stow (toe), Farm (arm), Pie (eye)etc.
- *Deleting end sounds:* Ms. Sound Snatcher can delete end sounds, e.g. pain (pay), train(tray) tent(ten), bone(bow)
Children's names: Joke (Joe), Soon (Sue), Cake (Kay), Face(Faye), Rain (Ray), Dance (Dan)
- *Phoneme substitution:* Children can have fun changing the initial phonemes of their own names, eg. Nicola, Ticola, Bicola, etc.

- *Identification of sound positions, initial, final and medial:* Display a picture of a train composed of an engine, a passenger car and a caboose. Three connecting boxes can be drawn under each component. Explain that like the train, each word has a beginning, middle and end part. Demonstrate by slowly articulating a CVC word and pointing to the box corresponding to each sound in the word. Repeat the word and ask the children to identify where they hear the different sounds.(e.g. Where do you hear the /g/in pig?) Have them mark the box under the train that indicates the position of the sound you specify.