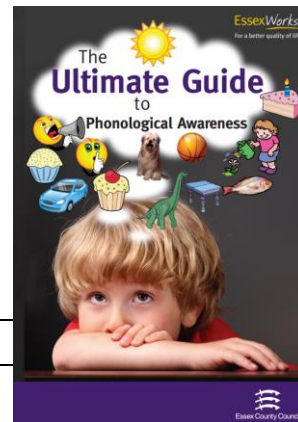


Pre-school

Stage 1 - Speech Detection

1:1-recognise non speech sounds

Phonological Awareness activities



Range 3 - 18 months- 24 months			Range 4- 24 months- 36 months		
CLL- L& A- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations. Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in play with sounds, sounds and rhymes.			EM&M Expresses self through physical actions and sounds. Create sound effects and movements. Begins to make believe by pretending using sounds, movements, words and objects. Beginning to describe sounds and music imaginatively. E.g. scary music. Create rhythmic sounds and movement.		
Listening Walk (Page 10) Go on a listening walk inside What can you hear? - Doors opening - Clock ticking - Telephone ringing - Toilet flushing	A listening moment (Page 11) Go on a listening walk outside What can you hear? - birds - children - aeroplanes - wind - trees rustling	Drum outdoors (Page 12) Give each child a beater or make drumsticks, for example from short pieces of dowel. Encourage the children to explore the outdoor area and discover how different sounds are made by tapping or stroking, with their beaters, a wooden door, a wire fence, a metal slide, and a few items such as pipes and upturned pots you have 'planted'.	Listen for the sound (Page 13) Sit the children in a circle. One child is chosen to sit in the middle of the circle with their eyes closed. The others then pass around a noisy object e.g. a tambourine trying to be as quiet as possible. The child in the centre listens carefully for the noise and if they hear it point to the location of the sound. They then choose someone else to sit in the centre and the game begins again.	Mrs Browning has a box (Page 14) Turn a box on its side with the opening facing away from the children. One by one place between four and six familiar noisy items (e.g. a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes	Describe and find in (Page 15) Set up a model farmyard. Describe one of the animals but do not tell the children its name. Say, for example: This animal has horns, four legs and a tail. Ask them to say which animal it is. Ask them to make the noise the animal might make.
Socks and shakers (Page 16) Partially fill either opaque plastic bottles or the toes of socks with noisy materials (e.g. rice, peas, pebbles, marbles, shells, coins). Ask the children to shake the bottles or socks and identify what is inside from the sound the items make. From the feel and the sound of the noisy materials encourage the children to talk about them	Which instrument? (Page 17) This activity uses two identical sets of instruments. Give the children the opportunity to play one set to introduce the sounds each instrument makes and name them all. Then one child hides behind a screen and chooses one instrument from the identical set to play. The other children have to identify which instrument has been played (by naming or playing).	Adjust the volume (page 18) Two children sit opposite each other with identical instruments. Ask them to copy each other making loud sounds and quiet sounds.	Grandmothers footsteps (Page 20) 'Grandmother' has a range of instruments and the children decide what movement goes with which sound (e.g. shakers for running on tip-toe, triangle for fairy steps). First an adult will need to model being Grandmother. Then a child takes the role.	Matching Sound Makers (Page 21) Show pairs of sound makers (e.g. maracas, triangles) to a small group of children. Place one set of the sound makers in a feely bag. The children take turns to select a sound maker from the feely bag. Once all the children have selected a sound maker, remind them to listen carefully. Play a matching sound maker. The child with that sound maker stands up and plays it	Matching sounds (Page 22) Invite a small group of children to sit in a circle. Provide a selection of percussion instruments. One child starts the game by playing an instrument. The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as the leader.

Hidden instruments (Page 23) Hide the instruments around the setting, indoors or outdoors, before the children arrive. Pretend the teddy bears hid them to make it more fun! Ask the children to look for the instruments. As each instrument is discovered the finder plays it and the rest of the group run to join the finder. Continue until all the instruments are found to make an orchestra.	Noisy neighbour one (Page 24) Tell a simple story about a noisy neighbour and invite the children to join in. Repeat the simple story line with another sound (e.g. snoring, brushing teeth, munching cornflakes, yawning, stamping feet, washing).	Noisy makers on or off (Page 25) Talk to the children about how we can make noise (clapping, clicking fingers, stamping feet etc.) Allow children to share noise making ideas. Discuss the ideas of noisemakers being on or off. Let children make noise. Then say "noisemakers off" and they should become quiet. Practise until children respond quickly and appropriately.	Sound Simon says (Page 26) The adult demonstrates the activity and encourages the children to repeat the actions. The children are encouraged to listen and to copy the sounds. Possible sounds include - clapping, tapping finger on table, stamping, coughing.	Making and repeating sounds (Page 27) Children take turns to be the leader. Each child has a turn to make a sound or say a word. The adult and children repeat what they have heard
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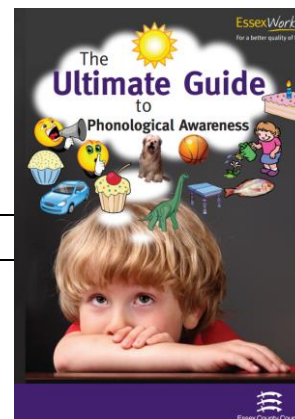
Other activities...and what page the activity links to

Stage 1 - Speech Detection

Noisy box Place objects in a box. shake one so children cannot see. Guess what it is. Show it and pass it round. • Keys • Maracas • Crisp packet • Money • Squeaky duck • Rattle (Page 14)	Play 'Sleeping Giant Listening Game' Move around in different ways making noise Tiptoe around quietly Stomp around Crawl around (Page 20)	Pitter patter- explore rain sounds • Rain drops • Dripping tap • Shower • Running tap Sing ' I hear Thunder' 'it's raining it's pouring'	Match sounds to instruments. Can they guess what it is? Hide the instrument in a feely bag and play it. Pull the instrument out to show them what it is and name it. • Tap a drum • Shake bells • Click castanets • Shake maracas • Tap a xylophone • Tap a triangle • Clap the cymbals together • Blow the flute • Scrape guiro • Shake tambourine • Tap wood block (Page 17)		Create a new song to a Nursery rhyme. (following Twinkle twinkle) Shake your shaker in the air, shake them, shake them everywhere. Shake them high, shake them low, Shake them everywhere you go. Shake your shaker in the air, shake them, shake them everywhere.
Give the children an opportunity to choose and play an instrument. How do you make a noise? Do you tap it? shake it? blow it? click it? (Page 22)	Identify and name different instruments. Adult to name the instrument and pass it round for the children to explore. Talk about the sounds they make. (Page 22)	Give the children each the same instrument. Adult to model how to play the instrument. Can the children copy? For example say "tap tap the drum" Repeat activity with different instruments. (Page 22)	Play game 'knock on wood' Each child has two wood blocks and adult models "tap tap tap " 3 times and children copy. Repeat for different patterns e.g tap tap scrape or shake, shake, tap (Page 27)	Read a story and encourage the children to use an instrument to show the different ways they move. E.g. Tap a drum for an elephant stomping, shake bells for a fairy fluttering, tap a triangle for tiptoeing.	'Animal sounds' Use instruments to represent how animals move • Snake slithering- guiro • Cheetah running fast- drum • Bird tweeting- triangle • Lion roaring- cymbals

Stage 1 - Speech Detection

1:2-recognise speech sounds as distinct from other environmental sounds



Range 3 - 18 months- 24 months		Range 4- 24 months- 36 months		
CLL- L& A- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations. Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in play with sounds, sounds and rhymes.		EM&M Expresses self through physical actions and sounds. Create sound effects and movements. Begins to make believe by pretending using sounds, movements, words and objects. Beginning to describe sounds and music imaginatively. E.g. scary music. Create rhythmic sounds and movement.		
Action songs (Page 29) - Humpty Dumpty sat on a wall - Miss Polly had a dolly - Twinkle Twinkle little star	Action songs (Page 29) Sing Row Row row your boat With different verses to make animal noises / or actions http://minkiemonster.com/singing-row-row-row-your-boat-different-verses-i-could-find/	Action songs (Page 29) - Ba Ba black sheep - Jack and Jill went up the hill - Pat-a-cake - Incy Wincy spider - Tiny Tim the turtle - Wind the Bobbin up	Action songs (Page 29) Sing songs Wheels on the bus and do the actions - Wipers swish swish - Horn beep beep - Mommy's chatter chatter - Children go up and down	Action songs (Page 29) Sing song If your happy and you know it with noises - Clap your hands - Stamp your feet - Scream - Blow
Don't wake the puppet (Page 30) The children sit facing the adult who has both puppets. One of the puppets 'needs to sleep' but the other puppet is not tired and wants to play. He is allowed to play with the noise makers but he must not talk. If the children hear him talking they must call out 'be quiet, you'll wake him up!' (Or similar agreed phrase). The adult then makes the puppet play with the noise makers occasionally slipping in a word or phrase. As the children hear the phrase they call out and the first puppet wakes up and tells the noisy one off		Simon Says (Page 31) Play the music in the background. The children have to follow the instructions given by the adult demonstrating an ability to be able to discriminate the speech sounds from the music.		Distinguishing sounds- musical barrier game (page 32) Create a barrier with musical instruments on one side. One child is chosen to go behind the screen. The others sit where they cannot see what is happening. The child behind the screen is asked to play an instrument or make a sound with their voice. The others have to guess which of these has been done. Once the guess has been made, another child gets a turn behind the screen.
Other activities...and what page the activity links to				
Guess the animal noise- focus pets Show the child the animal picture. Make the noise, children copy. - Cat - Dog - Snake - Bird - Fish - Mouse	Guess the transport noise. Play sounds on the IWB. What is it? - Car horn - Bike bell - Steam train - Boat / ship - Aeroplane engine - Helicopter - Ambulance - Motorbike https://www.youtube.com/watch?v=-CII9CFVwBg	Guess the animal noise- focus farm animals Show the child the animal prop. Make the noise, children copy. - Pig - Horse - Sheep - Chicken - Duck - Cow - Donkey Sing Old MacDonald had a farm	Guess the animal noise- focus wild animals Show the child the animal prop. Make the noise, children copy. - Lion - Elephant - Owl - Bumble bee - Frog	Stage 1 - Speech Detection Guess the sound  Sound Starter Click any of the yellow bubbles to hear a random sound. Some are real sounds and others are funny sound effects. Some start off quietly and gradually get louder, some are long and some are short so there's lots to talk about. https://www.phonicsplay.co.uk/SoundStimuli.html



Other activities...and what page the activity links to

Stage 1 - Speech Detection

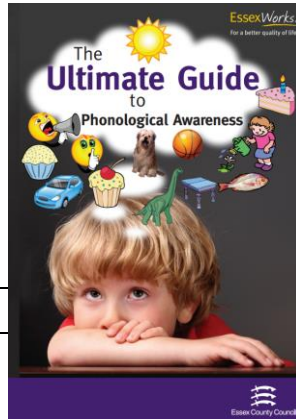
Action songs (Page 29) Sing action songs - The Hokey cokey - Pat-a-cake, Pat-a-cake bakers man - The grand old Duke of York	Play the game 'Roly Poly' Rehearse the rhyme with the actions (rotating hand over hand) Ro . .ly . . po . .ly . . . ever . . . so . . . slowly Ro . .ly . . po . .ly faster. (increase the speed of the actions as you increase the speed of the rhyme) Now add in new verses, such as: Stamp . . . your . . . feet . . . ever . . . so . . . slowly Stamp your feet . . . faster. Ask the children to suggest	Play the game 'Follow the sound' Sit in a circle. The adult begins by producing a body percussion sound which is then 'passed' to the child sitting next to them such as clap, clap, clap. The sound is to be passed around the circle until it returns to the adult. Ask: Do you think that the sound stayed the same all the way round? What changed? Did it get faster or slower? Make the activity more difficult by introducing a simple sequence of sounds for the children to pass on (e.g. clap, stamp, clap).
Play 'Rainy Forest Body Percussion' game Explain to the children that we are going to use our bodies to make the setting sound like a forest caught in a thunderstorm. Model the activity to the children. Listen to some rainy music/ sounds on the IWB - Rub hands together - the wind in the leaves of the trees. - Clicking fingers or finger claps - soft rain, gradually speeding up as the rain gets heavier. - Hands tapping thighs - gradually becoming louder and faster as the rain becomes even heavier. - Jumping or stamping - the thunder arrives. - Hands tapping thighs - heavy rain. - Clicking fingers or finger claps- the rain becomes slower and lighter. - Rub hands together - the wind through the trees as the storm passes.	Play the 'Hickory Dickory Dock Rhythm Game' Sing the rhyme with the children and then ask the children to listen to a 'tick tock' rhythm/pattern. What thing in the song makes that noise? Make a pattern with voice and use an action for each <u>Voice</u>: Tick tick tock, tick tock tock <u>Actions</u>: on tick clap and on tock tap legs	Guess the animal Guess the Animal  In this game you can first choose to meet the animals. This allows children to become familiar with the pictures and animal noises used in the game. Next you can play guess the animal. Click the New Animal button and a box will be delivered with a noisy animal hidden inside. Click the picture that matches. Phonics Play Phase 1. https://www.phonicsplay.co.uk/AnimalBingo.html

Pre-school

Phonological Awareness activities

Stage 1 - Speech Detection

1:3-recognise that sentences are made up of individual words



Range 3 - 18 months- 24 months		Range 4- 24 months- 36 months	
CLL- L& A- Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations. Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations. Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in play with sounds, sounds and rhymes.		EM&M Expresses self through physical actions and sounds. Create sound effects and movements. Begins to make believe by pretending using sounds, movements, words and objects. Beginning to describe sounds and music imaginatively. E.g. scary music. Create rhythmic sounds and movement.	
Speech detection - 'jumping game' (Pages 34-38) The aim of the activity could be to move from one end of the spots to the other. The adult/child selects a picture and generates a short sentence related to it - for example 'he is running'. The child then jumps along the spots making one jump for each word saying the words as he jumps		Speech detection- track game (Page 39) The adult/child selects a picture and generates a short sentence related to it - for example 'he is running'. The child then moves his counter along the track saying the words as the moves along - one space for each word. The child may need support to generate/remember the sentence. He/she may also need support to move one space for each word initially	



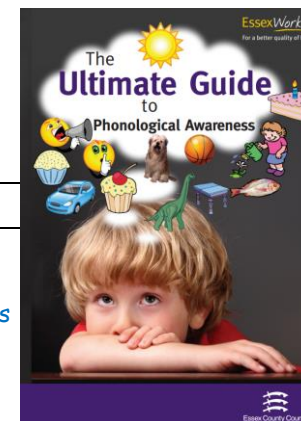
Nursery

Phonological Awareness activities

Stage 2 - Syllable Awareness 2:1-syllable segmentation

Range 4- 24 months- 36 months Range 5- 36-48 months

R Has some favourite stories, rhymes, stories, poems or jingles. Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Fill in the missing word or phrase in a known story, rhyme or game,		Listens to and joins in with stories and poems when reading 1:1 and in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Begins to develop phonological and phonemic awareness- shows awareness of rhyme and alliteration. - recognises rhythm in words, songs, poems and rhymes	
Syllabubbles (page 43) Each child takes a turn to collect a picture. As each syllable is said a counter is placed on a bubble. Initially, the adult and the child would say the word and the adult would support the child in placing the counter. Next the aim would be for the child to say the word and place the counters independently.	Syllable clapping (Page 45) Each child takes a card and claps the beat of the word. Initially the adult says and claps the word; the child joins in as the adult repeats the action. Next the adult or child says the word and the child claps the correct number of syllables. Finally, the child turns over a card and claps the syllable structure without articulating it	Syllable 'jumping' game (Page 46) The aim of the activity could be to move from one end of the spots to the other. The adult/child selects a picture and the child then jumps along the spots making one jump for each syllable saying the syllables as he jumps	Syllable track game (Page 47) Using a blank track the children take turns to turn over a picture and move the counter along the track according to the syllable structure. Initially, the adult would say the word and support the child to move the counter along the track. Next, the child would say the word and move the counter according to the syllable structure. Finally, the aim would be for the child to move the counter along the track without saying the word
Syllable segmenting - syllable snap (Page 48) Shuffle the cards and lay face down in a pile in the centre of the table. Players take turns to turn over one card. If the number of syllables of the new card matched that previously turned over the first player to say "SNAP!" wins the pair.	Syllable sorting (Page 49-52) The child takes a picture. The picture is placed in the corresponding column on the board e.g. if the picture has two syllables it goes in the 2 column. Initially, the adult and the child would say the word and the adult would support the child in placing the picture in the correct column on the sorting grid. Next the aim would be for the child to say the word and place the picture independently. Finally the child could place the picture in the correct column without articulating the word Picture vocabulary included: 3 2 1		
	Syllable segmenting -syllable Lotto (Page 53-56) The number cards are cut up and held by the adult. The adult randomly chooses a number card and tells the number to the children. They then decide if they have a picture depicting that number of syllables. If a picture is correctly identified the adult gives the number to the child and the picture is covered. Picture vocabulary included: Bed, balloon, pen, table, dinosaur, chicken, fat, stick, telephone, jumper, bottle, dog, banana, book, microphone, rabbit, fish, cake, lipstick, cup, cat, guitar, burger, aeroplane		



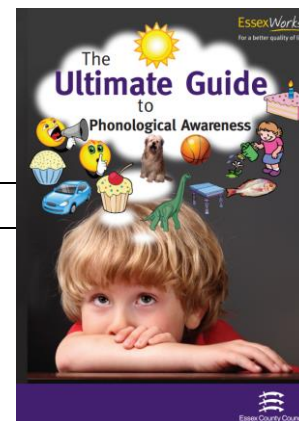
Stage 2 - Syllable Awareness 2:2-syllable blending

Range 4- 24 months- 36 months Range 5- 36-48 months

R

Has some favourite stories, rhymes, stories, poems or jingles.
Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs clapping along with the beat and joining in with words of familiar songs and nursery rhymes.
Fill in the missing word or phrase in a known story, rhyme or game,

Listens to and joins in with stories and poems when reading 1:1 and in small groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Begins to develop phonological and phonemic awareness- shows awareness of rhyme and alliteration. - recognises rhythm in words, songs, poems and rhymes

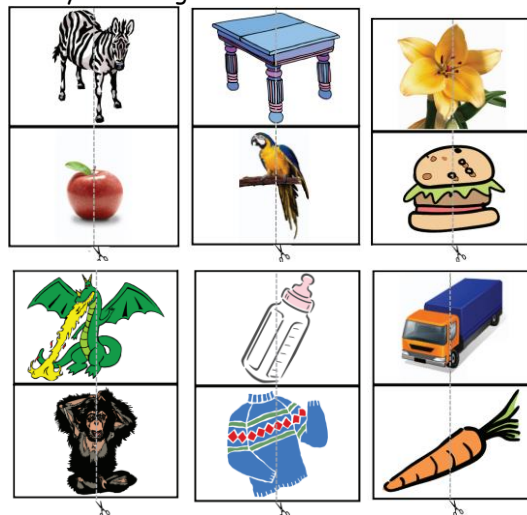


Syllable blending game (page 58)

Cut the syllable pictures (included) into two parts. Provide the child with half of each picture, laid out on the table. Explain to the child that there is only a bit of the picture because you have only got a bit of the word. If they can provide the rest of the word, they can make the full picture. Give the child one syllable of one of the words e.g. 'zeb' for 'zebra' and ask the child for the bit that is missing. Provide the rest of the picture.

Syllable blending - syllable pairs (page 59-65)

Use two syllable pictures. Cut the pictures in half, shuffle and lay out on the table, face down. Players take turns to turn two cards. They should be encouraged to say the relevant syllable from each picture. When a pair is turned over the player says the syllables e.g. 'zeb and ra make zebra' and keeps the cards.

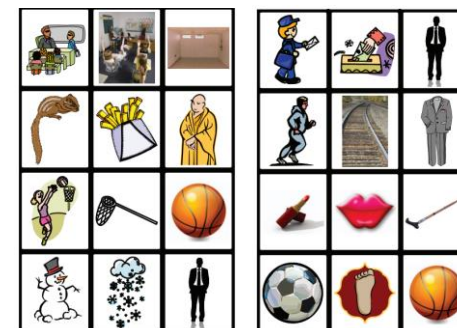


Compound word blending (page 66-69)

Lay the compound word cards out on the table. Ask the child to name all of the pictures. Talk about how some words can be put together to make a longer word. Model this to the child. The symbols for 'plus' and 'equals' can be used if the child is familiar with these. Show the child a compound word and ask them if they can find the two word pictures that make the one longer word. E.g. lipstick is lip + stick.

Picture vocabulary included:

Classroom/class/room
Chipmunk/chip/monk
Netball/net/ball
Snowman/snow/man
Postman/post/man
Tracksuit/track/suit
Lipstick/lips/stick
Football/foot /ball



=	=	=
=	=	=
+	+	+
+	+	+

Phonological Awareness activities

Stage 2 - Syllable Awareness

2:3-syllable detection

Range 4- 24 months- 36 months Range 5- 36-48 months

B

Has some favourite stories, rhymes, stories, poems or jingles.

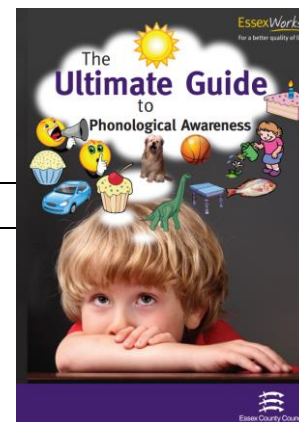
Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs clapping along with the beat and joining in with words of familiar songs and nursery rhymes.

Fill in the missing word or phrase in a known story, rhyme or game.

Listens to and joins in with stories and poems when reading 1:1 and in small groups.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Begins to develop phonological and phonemic awareness- shows awareness of rhyme and alliteration. - recognises rhythm in words, songs, poems and rhymes

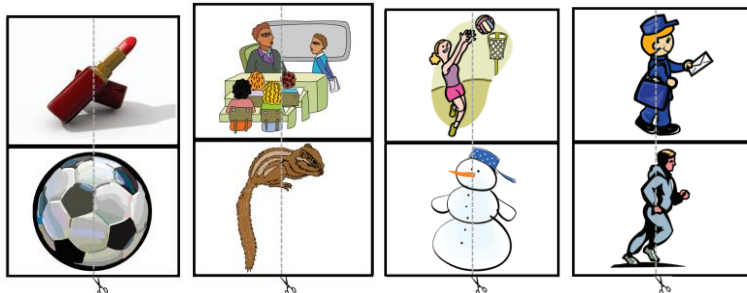


Compound word deletion
(Page71-75)

Show the child the selection of compound word pictures (included), cut into two pieces. Ask the child to name the picture. Remove one part of the picture and ask the child to identify what word is left. This is an early support for syllable deletion as the syllable the child is left with is still a word.

Picture vocabulary included:

Lipstick, football, classroom, chipmunk, netball, snowman, postman, tracksuit



Compound word deletion - verbal
(Page76)

Provide the child with a compound word, verbally (a list is included). Ask him/her what the word would be without one part of it e.g. 'what is jellyfish without the fish?' This is a stage before general syllable deletion as, when a syllable in the compound word is removed, the child is still left with a real word.

Compound word list
(Page77)

A compound word is a word that is made up of smaller words. The following are examples of compound words.

Classroom	Somewhere	Anybody
Earthquake	Tabletop	Popcorn
Netball	Rattlesnake	Sometimes
Upstairs	Superhero	Seashore
Chipmunk	Eyeballs	Something
Footprint	Cartwheel	Whatever
Tracksuit	Housekeeper	Inside
Airport	Bookworm	Honeycomb
Carpet	Underground	Sunflower
Skateboard	Grandmother	Lifeboat
Snowman	Bookcase	Football
Everything	Lifetime	Superstar
Snowflake	Forget	
Backward	Moonlight	
Butterfly	Thunderstorm	

Syllable deletion (Page78)

Give the child a two or three syllable word, verbally (list included). Ask the child to remove one syllable from the word. A list of example questions is included.

Sample questions
(Page79)

1. What is zebra without the 'ra'?
2. What is computer without the 'com'?
3. What is helicopter without the 'ter'?
4. What is ambulance without the 'am'?
5. What is elephant without the 'el'?

Stage 3 – Onset and Rime

3:1– recognise that words can be broken down into onset and rime

Range 4– 24 months– 36 months **Range 5– 36–48 months**

R

Has some favourite stories, rhymes, stories, poems or jingles.

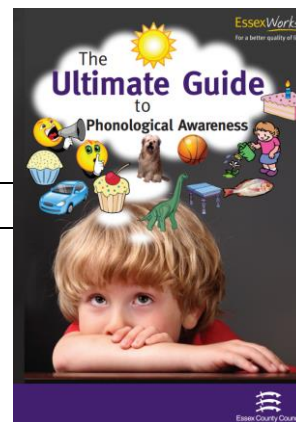
Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs clapping along with the beat and joining in with words of familiar songs and nursery rhymes.

Fill in the missing word or phrase in a known story, rhyme or game,

Listens to and joins in with stories and poems when reading 1:1 and in small groups.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Begins to develop phonological and phonemic awareness- shows awareness of rhyme and alliteration. – recognises rhythm in words, songs, poems and rhymes

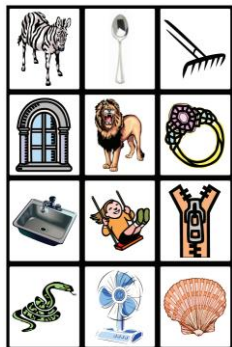


Onset posting (Page 83)

This activity comes before initial sound identification as the adult will be giving the child the word already broken into onset and rime. Lay the selection of cards on the table. Tell the child they are going to try to find all the words with a given sound (these are words with a long initial sound to allow emphasis) and post them in the box. The adult then says a selection of the words, shown on the cards, in an onset and rime format e.g. mmmmmmm-ap. The child then posts the word if they think it has target sound at the beginning.

Picture vocabulary included:

Zebra, spoon, rake, window, lion, ring, sink, swing, zip, snake, fan, shell, van, lipstick, moon, microphone, rain, fox, vase, snowman, shoe, ladder, rabbit, ship.



Onset and rime detection/ blending (Page 86)

Lay a selection of single syllable pictures on the table. Explain to the child that you are going to tell them a word and you want them to find the picture, but you are going to say it in a funny way. Model the way you will say the words using onset and rime e.g. d-og and ask the child to find the correct picture. This could be posted into a box or collected in a pile.

Picture vocabulary included:

Cat, fish, cup, house, chain, shell, chair, dog, bed, plate, pan, car, snail, bear, key, spoon, star, fan, snake, pig, book, rain, sun, kick.



Onset and rime ladders (Page 89)

Use jolly phonic pictures (or other visual) to collect a set of different onset and rimes e.g. f, m, s, v and or, at, ar, ill. Make ladders with the children. A selection of rime pictures can be stuck in a ladder format and a selection of onsets moved down the ladder to try to blend together words e.g. f - ar = far. This can also be done with an onset ladder and the rime moved down to make a variety of words.

The following shows an example. However, when made letters should not be used as this is not the target skill

F	ar
	ill
	or

Stage 4 – Rhyme Detection

4:1- recognise that words can rhyme

Range 4- 24 months- 36 months **Range 5- 36-48 months**

R

Has some favourite stories, rhymes, stories, poems or jingles.

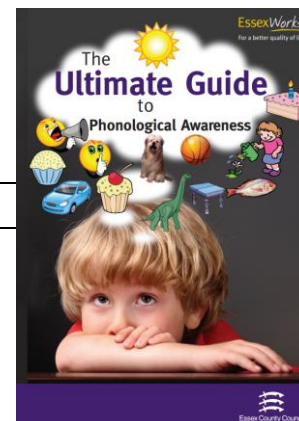
Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs clapping along with the beat and joining in with words of familiar songs and nursery rhymes.

Fill in the missing word or phrase in a known story, rhyme or game,

Listens to and joins in with stories and poems when reading 1:1 and in small groups.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Begins to develop phonological and phonemic awareness- shows awareness of rhyme and alliteration. - recognises rhythm in words, songs, poems and rhymes

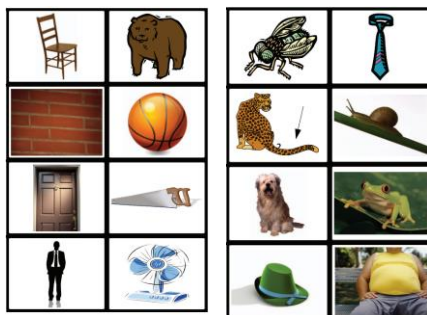


Rhyming pairs (Page 94)

Set out the cards face down on the table. Take turns to pick two cards each and turn them over. Say the words aloud and decide whether they rhyme. If the words are a rhyming pair, the player keeps the cards. If not, they are turned back over and play passes to the next player.

Picture vocabulary included:

bear/chair
wall/ball
door/saw
man/fan
fly/tie
tail/snail
dog/frog
hat/fat

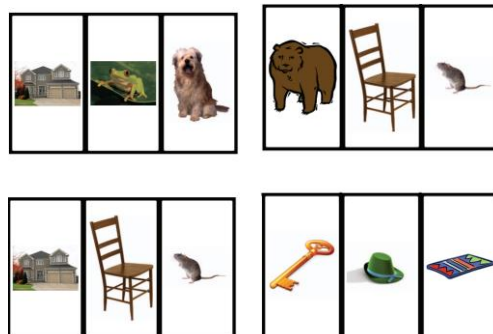


Match the rhyme (Page 95-97)

Identify a picture. Talk to the child about the picture and provide two other pictures, one which rhymes with the original. Ask the child to try and match the picture with another that rhymes with it. This can be done silently if the child is moving towards internalisation of the skill. Variation: This game can also be played so that children have to identify the odd one out of the three pictures.

Picture vocabulary included:

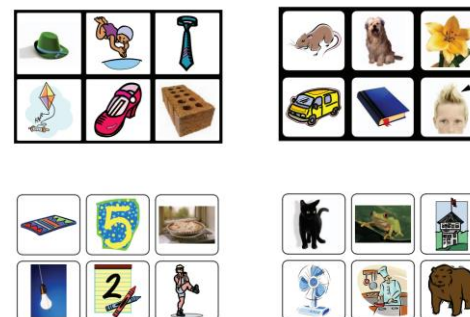
House/frog/dog, house/chair/mouse, bear/chair/mouse, key/hat/mat, tree/fly/key, sock/fly/eye, sock/clock/cake, snake/pan/cake, pan/shoe/fan, shoe/two/book.



Rhyming Lotto (Page 98-103)

Each player takes a turn to select a lotto card; the children then look at the lotto boards to decide if they have a picture that rhymes with the card selected and it is placed on the board. The game ends either when one child has filled their board or when all the boards are full. At first, the words should be articulated but the aim is that the children are able to match the rhyming words without having to articulate them.

Picture vocabulary included: hat/mat, dive/five, tie/pie, kite/light, two/shoe, brick/kick, rat/cat, dog/frog, flower/tower, fan/van, cook/book, hair/bear, snake/rake, spoon/moon, clock/sock, bell/shell, box/fox, map/tap, star/car, mouse/house, pear/chair, bee/tree, fall/ball.

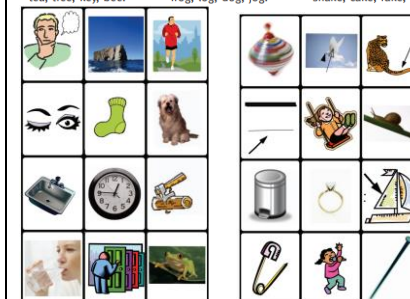


Happy Families (Page 104)

Organise four rhyming pictures from a rhyming string. There needs to be one string for each person playing. Shuffle the cards and share between the players. The object of the game is to collect a set of words that rhyme. The first player identifies a set they want to make and asks another player 'Do you have a card that rhymes with...?' If the player has the card, they pass it to the person that asked. Play continues round the circle until one player has the full set

Picture vocabulary included:

rain, chain, plane, train, eye, fly, cry, tie, shoe, two, glue, blue, book, cook, look, hook, chair, hair, bear, pear, tea, tree, key, bee, cat, hat, fat, mat, pan, fan, man, van, sun, bun, run, one, drink, sink, think, wink, knock, sock, clock, rock, frog, log, dog, jog, pin, bin, thin, spin, sing, ring, swing, wing, nail, snail, sail, tail, stick, brick, lick, kick, ball, tall, fall, wall, snake, cake, rake, lake.



Other activities...and what page the activity links to				Stage 4 – Rhyme Detection	
Read a rhyming book-Brown bear, brown bear what do you see? Read books with plenty of intonation and expression so that the children tune into the rhythm of the language and the rhyming words. (Page 94)	Read a rhyming book Pass the Jam Jim Encourage the children to join in with repetitive phrases such as 'Pass the Jam Jim, Jam, Jim, Jam.' (Page 94)	Read a rhyming book-Room on the broom Encourage the children to join in with repetitive phrases such as "Down" cried the witch. (Page 94)	Read a rhyming book-The gingerbread man Encourage the children to join in with repetitive phrases such as 'Run, run as fast as fast as you can, You can't catch me, I'm the Gingerbread man.' (Page 94)	Read a rhyming book-Shark in the Park Encourage the children to join in with repetitive phrases such as ' He looks left, he looks right' 'There's a shark in the park.' (Page 94)	Read a rhyming book-The Three Little pigs Encourage the children to join in with repetitive phrases such as 'I'll huff and I will puff and bow your house down.' (Page 94)
Sing songs with rhyming words - It's raining, it's <u>pouring</u> the old man is <u>snoring</u> - Humpty Dumpty sat on a <u>wall</u>, humpty dumpty had a great <u>fall</u> - Hickory Dickory <u>dock</u>, the mouse ran up the <u>clock</u> Emphasise the words which rhyme. Can the children notice they sound the same? (Page 94)	Sing songs with rhyming words - Jack and <u>Jill</u> went up the <u>hill</u> to fetch a pale of water - Miss <u>Polly</u> had a <u>dolly</u> who was sick sick <u>sick</u>, so she called for the doctor to come quick quick <u>quick</u> Emphasise the words which rhyme. Can the children notice they sound the same? (Page 94)	Play 'I spy with my little eye. Something that rhymes with...' - hat....cat - chair...stair - jar...car - spoon...moon - bed...ted (Page 95)	Make up some funny rhymes to go with a task For example: - Rub-a-dub-dub Give the dolly a scrub - We're off to the shop with a hop hop hop (Page 94)	Sing or chant nursery rhymes and encourage the children to move in an appropriate way. - rock gently to the beat of 'See Saw Marjorie Daw,' - march to the beat of 'Tom, Tom the Piper's Son' and the 'The Grand Old Duke of York - skip to the beat of 'Here we go round the Mulberry Bush'	
Have a box of objects which refer to Nursery rhymes. Encourage children to pick an object- name the song and then enjoy singing them together. Objects to have in box: - dolly - spider - sheep - clock - boat - star - bus - spoon - bucket - kettle Or use picture cards to see if child can pick one and name the song. (Page 94)	Rhyming bingo Give each child in a small group a set of three pictures of objects with rhyming names - Hide in a bag a set of pictures or objects matching the pictures you have given to the children. - The children take turns to draw out of the bag one object or picture at a time. - Invite the children to call out when they see an object or picture that rhymes with theirs and to collect it from the child who has drawn it out of the bag - After each rhyming set is completed chant together and list the rhyming names. As you name objects give emphasis to the rhyming pattern (Page 98)	Play the game 'Rhyming soup' Children to sit in a circle so they can see a selection of rhyming objects placed on the floor. - Use a bowl and spoon as props to act out the song - Invite the children, in turn to choose an object to put in the soup and place in the bowl - After each turn, stir the soup and sing the following song to the tune of 'Pop, goes the Weasel' to recite the growing list of things that end up in the soup. <i>I'm making lots of silly soup, I'm making soup that's silly, I'm going to cook it in the fridge, To make it nice and chilly. In goes...a fox...a box...some socks...</i>	Play game 'Rhyming pairs' - In pairs / small groups, use pictures of objects with names that rhyme - The children take it in turns to turn two cards over and keep them if the pictures are a rhyming pair If they are not a rhyming pair the cards are turned face down again and the next person has a turn.		

Other activities...and what page the activity links to**Stage 4 - Rhyme Detection**

Play the game 'Funny family members'

Make up funny sentences about members of the family with rhyming words.

- Mummy has a poorly ... tummy
- Dad is feeling...mad
- Ted wants to go to ...bed
- Molly wants to find her...dolly

Play the game 'Odd one out '

- Ask the child to identify the 'odd one out': the name that does not rhyme.
- Start with a small set of words that can be extended
- The children need to be familiar with the rhyming word families before they can use them in a game - spend time looking at the pictures and talking about the pairs

For example:

- cat sun hat
- dog log web
- sock rock tin

Play rhyming game when on a journey in the car. Say the sentence and see if the children can think of a rhyming word.

- A little girl with curly hair, is sitting nicely on a _____ (chair)
- Jolly Molly likes to ride in a _____ (trolley)
- Jake Brown likes to run around the _____ (town)

Stage 5 - Initial sounds

5:1- recognise that words can begin with the same sound

Range 6- 48-60 Months

R

Begins to develop phonological and phonemic awareness- shows awareness of rhyme and alliteration. - recognises rhythm in words, songs, poems and rhymes

Begins to develop phonological and phonemic awareness

Continues a rhyming string and identifies alliteration

Hears and says the initial sound in words

Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them

Starts to link sounds to letters, naming and sounding the letters of the alphabet

Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee

Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences

Initial bubbles game

(Page 120-121)

1. The child or the adult turns over a picture from the pile. The child and adult together segment the sounds - e.g. c-a-t.
2. Next, the adult segments the sounds and for each one a counter is placed on the bubbles.
3. Then the child segments the sounds pointing at each counter.
4. Next the adult takes away the first counter and asks the child what sound is missing

Silent sorting (C-V-C Words)

(Page 122-123)

1. The child or the adult turns over a picture from the pile.
2. Next, the child places the card in the box that matches the initial sound of the picture.
3. The activity continues until all the pictures are in the boxes

Picture vocabulary included: Sun, spoon, saw, fish, foot, five, man, mat, map, shell, ship, shoe, leg, log, lips

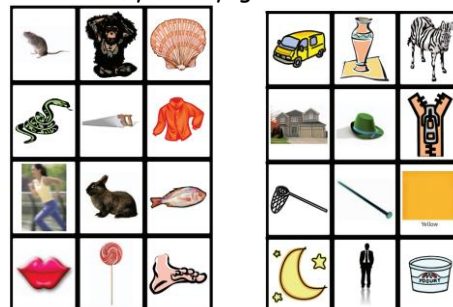


Initial sound pairs

(Page 124-126)

The cards are placed face down and the children take it in turns to turn over two cards. (The rules are the same as for pelmanism). The adult and/or the child says the word and decides if the initial sound is the same. If they match, the pair is kept. The game continues until all the pairs have been collected. The goal is that the child can match initial sound pairs without having to articulate the words.

Picture vocabulary included: Mouse/monkey, shell/shirt, snake/saw, run/rabbit, fish/foot, lips/lolly, van/vase, zebra/zip, house/hat, nail/net, moon/man, yellow/yoghurt.

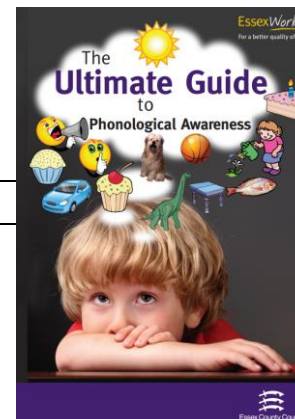
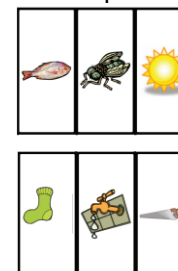


Initial sound - odd one out

(Page 127-135)

The child and/or the adult says the three words that the pictures represent and the child decides which one does not 'go' and says why. E.g. the cake does not go because the other two begin with /f/ and the cake begins with /c/. If the child is not quite able to do this, it may help to start off finding 2 pictures that go 'together'. The goal is that the child can identify the odd one out without having to articulate the words.

Picture vocabulary included: Fish/fly/sun, sock/tap/saw, lion/frog/four, house/cake/cup, shoe/ship/bin, sand/saw/duck, flower/cake/fox, window/lion/leg, fat/frog/mouse, bed/book/rabbit, mouse/monkey/star, pear/dog/pig, table/dinosaur/door, vase/van/wing, shell/ship/sock, chips/snail/sad.



Range 6- 48-60 Months

R

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Begins to develop phonological and phonemic awareness

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Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee

Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences

Pass the bean bag

(Page 137)

In a small group, the children stand or sit in a circle and a bean bag or other object is passed around. The adult says a word and passes the object to the next child who must say another word that begins with the same sound. When the object has gone all the way round the circle the adult then says another word and the round begins again

I went to the shop

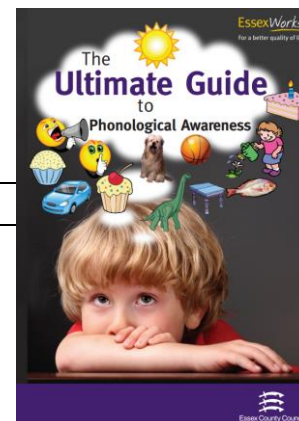
(Page 138)

In a small group, the children stand or sit in a circle and a player or supporting adult starts off with 'I went to the shop and bought a cake'. The next child then has to say 'I went to the shop and bought a cake and a candle' for example. The play continues until no more words can be added and then a new initial sound is used.

Track game

(Page 139)

Using a blank track the children take turns to turn over a picture and generate words that start with the same sound moving the counter along the track for each word.



Range 6- 48-60 Months

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Begins to develop phonological and phonemic awareness

Continues a rhyming string and identifies alliteration

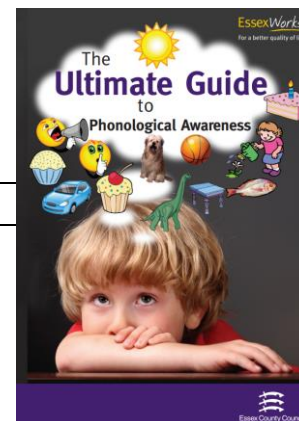
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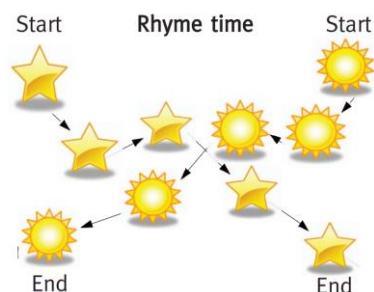


Name rhymes (Page 143)

Encourage the children to make up silly names for each other by playing with words and creating a rhyme e.g. 'Megan, Fegan'. Non-words are quite acceptable. Ensure that this is a fun activity

Rhyming time (Page 144-145)

Each player has five counters, the first of which is placed on the first star or circle. They then each pick a card from a pile laid face down on the table. The player must try to move their counter to the end of the track by giving a variety of words that rhyme with the original picture. For each rhyming word, the counter moves one space. The object of the game is to get all five counters to the end of the track.



Rhyming sentence (Page 146-147)

The adult gives the children a sentence. These can be serious sentences or 'silly' ones e.g. I went to the park with my friend Mike, the great big boys had stolen his _____. The children can try to guess what word is missing from the sentence. It is important that the sentence provided has a familiar and appropriate rhythm in order to make the rhyme stand out from the rest of the words.

The handsome king had a shiny _____ (ring).
You can't eat that jelly, it's much too _____ (smelly).
The tired old cat fell asleep on the _____ (mat).
It's much too cool to swim in the _____ (pool).
He was stung by a bee on the back of his _____ (knee).
Your little pink pig is now very _____ (big).
You must run very fast so you do not come _____ (last).
The terrified mouse ran out of the _____ (house).
I'll tell you once more, please close the _____ (door).
Six fat fishes on six shiny _____ (dishes).
The little brown dog jumped over the _____ (log).

Rhyming songs (Page 148)

Sing 'we can rhyme' to the tune of three blind mice.
 We can rhyme.
 We can rhyme.
 Listen to the words.
 Listen to the words.

_____ rhymes with _____ and _____
 _____ rhymes with _____ and _____
 _____ rhymes with _____ and _____

We can rhyme.
 We can rhyme.

The adult can begin by adding words to the rhyme. Children can provide pictures of rhyming words or provide their own ideas.