A Booklet of Ideas for Parents to help to Develop Children's Phonological Awareness Skills

EAST RIDING OF YORKSHIRE COUNCIL

Therapy Services Partnership NHS

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1 What can you hear?

At different times of the day, stop and listen with your children. Close your eyes. Who can hear something? How many things can you hear? Try it at breakfast time, in the car, in the garden or walking along the street. You might have to point out some of the sounds if they don't notice them e.g a dog barking, someone closing a gate. Different routes will give the children a variety of listening experiences. You could even make sounds yourself such as running a stick along a fence and jumping in puddles. This game can also be played in the car.

2 Sounds while we play

Choose an activity such as baking where you and your child will make a variety of sounds. For example, in the baking activity you will hear the spoon scraping the bowl, the water being poured from the jug, the mixture being stirred or mixed, the oven door opening and closing etc. Encourage your child to listen, identify and comment about the sounds. e.g. I can hear the water going into the bowl. It's making a splashing noise.

3 Chinese whisper sounds

Sit with your child/children in a small circle – no more than three or four altogether. Make a sound (don't use letter sounds yet) and ask the child next to you to make the same sound again. See if you can move the sound around the circle. As the children become more confident and able, you can make the sound quieter. You could use sounds like humming, clicking your tongue, blowing a raspberry etc.

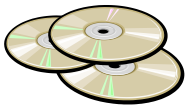
4 Sound Lotto games

Collect a variety of games with tapes and CDs to play daily to build up your child's listening skills. You can buy games from:

Early Learning Centre, toy shops and supermarkets from time to time.
Orchard Toys www.orchardtoys.com

When you are choosing a game, look out for a tape or CD included (some don't have sounds). Also look out for pictures rather than letter shapes, as we don't want to include letters just yet.

Good examples are:
Cock a doodle Moo by Orchard Toys
Crash Bang Wallop by Orchard Toys
Tell me a Story Nursery Rhyme Puzzle Orchard Toys
Sounds Fun LDA
Soundtracks LDA



5 Silly Sentences

You say a set of words to the children so they are mixed up/in the wrong order. Show them that we use a thumbs down sign if it is silly.
e.g. boy in sleep, dog the walk, the feed cat, etc

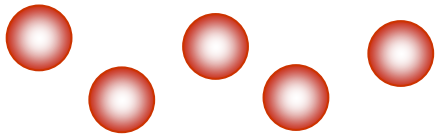
Now say a sensible sentence e.g. go to bed, walk the dog, feed the cat. Does it make sense? If it does, then put thumbs up.

This helps your child to hear the separate words in a sentence.

6 Spotty words

You need small things that you can count e.g. sweets, biscuits, bricks, counters from a game etc.
Say one of the sentences below. Ask the child to repeat it back. They then place 'counters' on the table – one for each word as they say the sentence again.

List of sentences to read:
Go home
Be quick
Slow down
Sit up



Drink your milk
Wash your hands
Catch the fish
Say my name
Look at me

7 More spotty words

As in game 6 use your sweets/counters and read the phrase or sentence to your child. Ask them to repeat it back before putting out one counter for one word. The child can do one, then you can do one to make it fun for the child.

Sentences to start with:

The	boy	is	swimming
0	0	0	0

The carpet is dirty
Everybody is singing
Somebody is not working
Open your parcel carefully

Then move on to:

My dog is eating his dinner
My sister is taller than me

8 Count the beats

You could make a paper plate puppet for your hand so that you can see how many times the puppet's mouth opens as you say one of these nonsense words. (We always start with nonsense words before using real words).
You can also show your child that they can put their hand under their chin and feel the number of beats in a word.

Being able to count the beats or syllables in a word helps them to spell words.
Say each of the following 'words' and ask your child to repeat it and 'feel' the number of beats by holding under their chin.

Doh	Shapper	Deshapper
Goo	Deefing	Undeffing
Hup	Waddy	Waddifer
Das	Ferreg	Sooladish
Fop	Hiffy	
Wex		
Shap		

You can make some up together. Ask your child to think about the number of beats in each word. You can quiz each other and involve other members of the family.

9 Tapping names on the drum

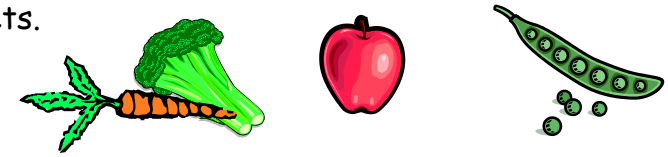
Ask your child to say their name. You then clap, use a toy drum and put out your 'counters' for each syllable/beat.
You can then do the same for everyone's name in the family. Include friends etc. so that you have a collection of names.
Put hands under jaw. Feel the syllables/ beats as you say names.

10 Post box

Make two post boxes, one marked with two spots and the other with three spots.
Put out sets of cards showing such things as animals. Your child chooses a card, names it and posts it through the correct box. Mark the back of the cards with two or three spots so that your child can look on the back if they are not sure.

11 What did you eat today?

You can play this game after a meal. Take it in turns to say something that you had to eat. As you say it, put out sweets/counters to count the beats/syllables. E.g. potatoes would be three sweets. Peas would be one sweet. Gravy would be two sweets.



12 Syllable lotto

Make simple lotto cards with spots to show the number of beats/syllables.

● ●	●	● ● ●
● ● ●	● ●	●

Collect pictures that show objects that have 1, 2, or 3 beats/syllables in the centre of the table. You then take it in turns to turn over a picture, say the word and count the number of beats/syllables for that word. You then place it on your lotto card if you have a space with the correct number of spots. If not you put it back to the bottom of the pile.

13 Snap

You will need a set of cards with words containing 1, 2 or 3 syllables. You need a second set of cards with dots so each picture card has a matching card with dots on.
Go through the pictures first and match to the dots. Check that you are using the same words for each picture e.g. is it a truck or a lorry?
Make two piles, one of picture cards and one with cards showing 1, 2 or 3 dots. You take it in turns to turn over a picture card and a dot card. If they match, you keep the pair. If not, they go to the bottom of the pile.
Encourage your child to say the words aloud clearly. If you do it, they will copy you. When all the cards have been tried, shuffle them again.
You can then mix up the cards and play traditional snap with them. You can shout 'snap' if you put down two cards, one after the other, that have the same number of syllables shown.

14 Matching pairs game

Spread out the cards from the snap game face down. Take it in turns to turn over two of the cards. If they match, i.e. a picture and a set of dots, you keep that pair. The winner has the most pairs.

15 Build a tower

You need a set of building bricks such as lego for you and your child. You also need a set of picture cards in the centre of the table. You take it in turns to turn over the top picture. You count the number of syllables in the picture shown. You then add that number of syllables in the form of bricks to your tower. The person with the highest tower after each one has had 3 turns is the winner.

16 What's my word?

We want the children to know that some two-syllable words are made by joining together two smaller, real words. We call these compound words but your child does not need to know this term.

You need a set of pictures that show 2 parts of a compound word plus a picture of the word itself. Here are some suggestions:

Snow man
Cow boy
Ear ring
Hand bag
Book shop
Pig tail
Sea gull
Sauce pan
Snow drop

Example: You put out the pictures of snow, man and snowman. You pick up the picture of 'snow' and say 'snow'. Your child is given a picture of a 'man' and says 'man'. Your child has to guess what the complete word is and find it from a set of pictures on the table. They then say the complete word.

Variations
You can shout out 'snowman' and your child has to find the two pictures that make the word i.e. snow and man.

17 What's left?

You hold up a picture of a compound word and say the word. Your child finds the picture of the first part of the word, says it and then says 'take this away'. You have to say what is left.
When your child has practised this game a few times, they can then start by holding up the picture of the compound word.

Eg. You hold up a picture of a cowboy. Your child finds a picture of a cow and says 'take this away'. You then say 'boy' is left.

You can use the same pictures as in game 16

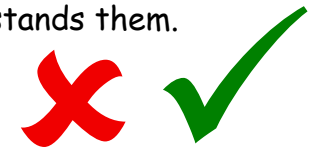
18 Are they the same?

To understand the words 'same' and 'not the same'.

You need two sets of pictures – exactly the same. One in a pile, one spread out on the table. You take the top card from the pile. Your child has to find the same picture from the table and shout 'same'.
A very easy version would be to place cards face up. You could then make it more difficult by having the cards face down and the child has to remember where the card is.

19 Are they the same? (2)

Say pairs of words that have one syllable but are very different e.g. man and dog.
You and your child have a card with a tick and a cross on it.
If words are the same, you hold up the tick, if they are not the same, you hold up the cross. You need to reinforce the words same and not the same as much as possible so that your child understands them.



20 First or last?

When getting in the car, queuing in the shop, getting ready for bed, ask your child who is first, who is last.
Use toy animals or vehicles. Put them in a line. Ask which is first, which is last. Ask your child:

- to put the red car first in the line
- to put the elephant last in the line.

Your child can take a turn as the adult and practise *using* the vocabulary by telling you where to put the car or the elephant.

21 Making families

This game might arise naturally after you have been reciting a nursery rhyme together – e.g. Little Miss Muffet could lead to tuffet, luffet, wuffet etc.
Tell your child we are going to make a family of words that all belong together. E.g. the 'iddle' family. Say some nonsense words in the 'family' then encourage them to join in. Once they are confident, they can make up their own and take it in turns to add a word.

Iddle	Diddle	Liddle	Tiddle
Siddle	Fiddle	Middle	Viddle
Biddle	Giddle	Niddle	Widdle
Kiddle	Hiddle	Piddle	Yiddle
Giddle	Jiddle	Riddle	Ziddle

Other examples of families:
Amp, ump, ory, ance, ip etc.

When your child is good at this you can introduce the word 'rhyme' and explain that these words all rhyme.

22 The longest rhyming string.

You can have fun trying to make the longest rhyming string possible. You can do this in the car, while you are waiting in a queue, or anywhere!

e.g. You start with cat. Your child says mat. You then say hat ….. and so on.

23 What does it start with?

Remind your child of the words first and last.
"We are now going to listen to the first sound in a word." You slowly say a rhyming string. As each word is spoken your child then says the sound at the beginning of the word.
Example:

Pat – child says p
Rat – child says r
Sat – child says s

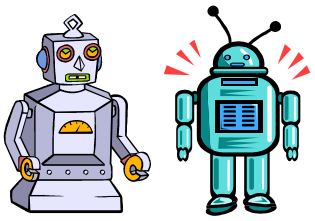
pink – child says p
wink - child says w
sink – child says s

24 Robot words

Use a toy robot or puppet. Explain to your child that this is the way the robot speaks – can you tell what he is trying to say and find the picture?

You then say the sound before the vowel followed by the rest of the word with a gap between them using robotic speech e.g. s….ock, l…..amp, m….onkey, s…..and, sh…..oot.

You could begin with those sounds that blend more easily – long sounds - such as 's' and 'm'.



Then the short sounds e.g p

p……eg The child then says peg and finds the picture of a peg.

25 Odd one out

You are going to ask your child to spot the odd one out in the sounds you will say.

Your child listens while you pronounce a string of sounds. They shout STOP when they hear the odd one out. E.g.

P..p..p..p..p..t..p..p..p

26 Listen for the hidden sound

Pronounce a string of different sounds. Ask your child to say STOP when they hear the hidden sound. E.g. hidden sound 'l'
You say: p t c l m e . Your child says STOP when you say 'l'.

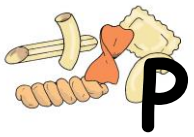
27 Turn your back

As above, but using sounds which are harder to discriminate e.g. 'f' and 'v', 's' and 'z'. Start off where your child can see your lips and hear the sound.

When your child is good at this, you can play the game with your back to your child. This is much harder. Your child can be the 'teacher' and you can take a turn at being the 'child'.

28 Post the sound

Make three posting boxes. Put a picture on each box of an object that begins with a sound – three different sounds in all. Your child then picks up a picture card from a pile and posts it through the box that has the correct picture on the front – that is a picture beginning with the same sound.



29 Sounds in the corners

You need four pictures of things that begin with four different sounds. E.g. man, peg, log, tin. You also need a set of small pictures of things that begin with your four sounds. They are placed in the centre of the table. Each person playing the game takes it in turn to choose a small picture and put it on the large picture that begins with the same sound.

30 Packing the suitcase

Your child is going to 'pack the suitcase'. Talk about the sound at the beginning of his/her name – eg. M at the beginning of Megan. Provide a set of articles to pack, objects or pictures. The child picks up an article, says the name and decides if it should be packed or not. They can only pack things that begin with the same letter as their name.

You can then pack a suitcase for someone else that they know.

You have to prepare this game in advance according to names in your family.
E.g. For Simon, you could gather together objects and pictures such as socks, sandwiches, sunglasses, sandals, scissors, sausages with a few things that do not begin with 's'.

31 Bean bag words

You say the special sound e.g. 'r'. Throw the soft toy to your child who has to say a word beginning with that sound. They then throw the toy back to you and you add another word beginning with 'r' and so on until you cannot think of any more. If you are playing with other members of the family, you can make a circle and throw to anyone who indicates they have thought of a word beginning with 'r'. In this way the toy is thrown around with everyone adding a word to the string beginning with 'r'.

32 Postbag

You will need a set of objects or pictures and a small bag. Put the objects/pictures on the table.
Choose a sound. Play the shopping game 'I went to the shop and I bought…' Your child chooses an object that starts with the sound and puts it in the bag. They then pass the bag back to you and you add another thing that begins with the same sound. You carry on adding things until none is left.

33 Wrong one!

Collect items/pictures that begin with the same sound plus some with different sounds at the beginning of the word. You will need a bag. Put the objects in the bag. Can your child find the odd one out that is in the bag? Your child and you take it in turns to take an object out of the bag and say what it is. The person who chooses the odd one out says 'wrong one' and the game starts again with a new set.

34 What shall I buy?

We are now using sentences where many words begin with the same sound.
e.g. *Peter Piper picked a peck of pickled peppers.*

Have a set of toys ready and give them names such as Peter Piper, Lenny Lion, Big Billy, Dashing David, Good Gordon etc. It would be fun to think of them with the children and draw pictures first.

Now make up a sentence using the special sound and add a list of objects, only one of which begins with that sound:

Lenny Lion likes licking *chocolate, honey, jam, lollies.*

Bossy Billy buys big boxes of *sweets, chocolate, buns, cakes.*

You say the list slowly and your child says STOP when they hear the object that begins with the special sound.

35 The secret spot

This game needs more than two people.
You need a set of cards or papers, one with a red spot on the back. Give out the cards so that no one knows who has the red spot. Tell the children that the person with the red spot is going to make a mistake. If they hear it, they must shout stop.

Start a rhyming string that moves around your group. The person with the red spot says a word that doesn't belong to that family. The other children shout stop when they hear this.

It would be a good idea if you demonstrate the game first and you have the red spot.
e.g. Mum says 'bat', child 1 says 'cat' child 2 says 'sat' and child 3 who has the red spot says 'pig'. Everyone shouts 'stop'.

36 In and out

You need a triangle and a circle cut out of paper (one for you and one for your child). You also need two sets of rhyming words with three words in each set

e.g. Set 1 – pig, wig, dig. Set 2 – cat, mat, rat. Tell your child the rhymes that you are collecting. E.g. I am collecting the ..at words and you are collecting the ..ig words.
Turn all the cards over so they are spread out face down. Make some of the cards pictures of things that do not rhyme i.e. odd ones that will stay outside the shapes.
You take it in turns to pick up a card and put it in your set shape. The one who collects three first is the winner.

37 Hats and Bats

You need the triangle and circle again. Collect a few sets of three pictures. Two pictures will be of words that rhyme and one will not. Put the first set on the table. If your child can spot the two words that rhyme, they can put them in their shape. (The third odd picture is discarded). Then you put out three more pictures and you have a turn to spot the two that rhyme and you put them in your shape.

38 What am I thinking of?

You say 'Can you guess my word?' It means…. and it rhymes with…. e.g. you sit in it on the water and it rhymes with "oat". Your child says "boat"

Harder level:
You choose an object in the car or in the room. You say' I hear with my little ear a word that rhymes with four' Answer – door.

39 Foods I like

You need to make a lotto card for you and one for your child. Put pictures of animals on the lotto cards and make a selection of small cards that show pictures of food. You need one item of food that rhymes with each animal. Your child and you take it in turns to pick up a card and find the animal with which it rhymes.
E.g. Lamb, jam.
Mice, rice.
Parrot, carrot.

40 Rhyming Names

Think of a word that rhymes with your child's name. Say your child's name then a list of words one of which is the rhyme. They say stop when they hear the word that rhymes with their name. You can also make up a little rhyme using your child's name e.g.
This is *Molly*
She has a *dolly.*
e.g. Linda, Cinder, Kinder, Tinder
Cath, bath, path.

41 Molly's game

Play a game where you pretend that you are going on a picnic. Use your own child's name Example: Here is Molly. She is going on a picnic. We are going to play a game with words and things to take on a picnic. Can you help me to find the words?

You say…. Here is Molly…. Polly, Golly, Holly, Folly…. shall we take an ice… (your child says) lolly?
You could also use other people's names in the family.

You say…here is Sam…Bam, Lamb, Ram, Sham…in the sandwich let's put. (Your child could say jam or ham).

42 Funny rhymes

See if you can make a long list of nonsense words. Start off the rhyming string with one word and see if your child can add to it. This is a good game for the car.
e.g. incy, wincy, pincy, mincy.
Bouncy, mouncy, founcy, rouncy
Ony, mony, fony, cony.

43 Find the rhyme

You will need a giant die with two, three, four, five, six, eight dots on it. Your child rolls the die, says the number and then thinks of a word that rhymes with that number. You add another rhyme and so on until you or your child can't think of any more. The last person to say a rhyme then throws the die and starts it off again. If your child gets stuck then give them a clue by saying 'Think of something that you wear on your feet'. If they say 'sock' then you should say ' could it be sock or shoe? Does shoe rhyme with two?'

Eventually your child should be able to play this game without saying the number out loud.

44 What does it begin with?

You will need a set of picture cards. You choose a picture and say the word followed by the first sound – e.g. dog, 'd'.

Your child then takes a turn, chooses a card, says the word and the first sound.

45 Count the sounds

You need a pile of pictures in the middle of the table and counters for each child.

You model the activity first. Your child takes a picture, says the word, then splits it into the sounds – e.g. cat – c…. a…t. They place one counter in front of them as they say each sound.