



Phonological Awareness Resource Pack

School Aged Speech and Language Therapy

Service provided by



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What is Phonological Awareness?

“Phonological awareness is the understanding that spoken words are made up of sounds and recognising how they come together to form words” (BBC Tiny Happy People - <https://www.bbc.co.uk/tiny-happy-people/articles/znrk8hv>).

Phonological awareness is the ability to hear and distinguish sounds.

Some of the skills associated with phonological awareness are:

- Identifying words that rhyme.
- Clapping out the number of syllables in a word.
- Recognising words with the same starting letter sounds.
- Saying the first or last sound in a word.
- Combining the separate sounds in a word to say the word. For example, d-o-g makes dog.

Why is it important for children to develop their Phonological Awareness Skills?

Phonological awareness skills are important skills for learning to read and write.

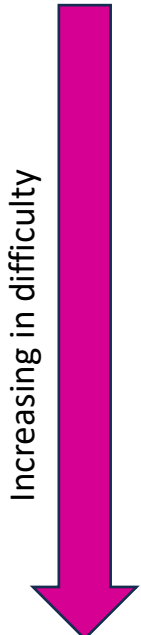
For children with speech sound difficulties, phonological awareness skills need to be in place before we can expect them to use new sounds in words.

Resources

The picture resources created for this pack have been created using Widgit Online: <https://widgitonline.com/en/home>.

Development of Phonological Awareness skills:

This table shows the developmental progression of phonological awareness skills, with the easiest/earliest skills at the top, gradually becoming more difficult.



<u>Syllable recognition</u> e.g. breaking down the word 'teacher' into two syllables e.g. 'tea-cher'
<u>Rhyme recognition - identifying if two words rhyme</u> e.g. 'do <u>cat</u> and <u>mat</u> rhyme? Yes or no?'
<u>Rhyme generation</u> e.g. 'tell me a word that rhymes with dog'
<u>Identification of beginning and end sounds</u> e.g. first sound in 'dog' is 'd'. The last sound in 'book' is 'k'.
<u>Phoneme blending</u> e.g. 'c-a-t' makes 'cat'
<u>Phoneme segmentation</u> e.g. the word 'cat' is made up of three sounds 'c-a-t'

Bowen, C. (2011, November). Literacy and Children with Speech Sound Disorders. Retrieved 28.08.24 from <http://speech-language-therapy.com/>

Phonological Awareness Screener:

This screener is designed to support staff to identify if a child is having difficulties with their phonological awareness skills.

All sections of this assessment should be attempted. Provide encouragement and short movement breaks if needed.



1. Make sure the pupil is seated in a quiet area without distractions.
2. The assessment will take approx. 15 – 20 mins to administer.
3. Instructions are provided along with example practice picture cards.
4. Always write down what the pupil says and any observations/comments.
5. Transfer the results on to the Summary Sheet. This will help to identify potential targets/activities.



Phonological Awareness Screening Assessment

Pupil Name: _____ Year Group: _____ Date: _____

Instructions	Observations/responses
<p>1. Syllable Detection</p> <ul style="list-style-type: none"> Demonstrate what a syllable is using the pupil's name by clapping or tapping on the desk e.g. 'Bo/bby' 'Sa/man/tha' etc. Practise with the child – pi/na/pple, ta/ble, mouse Show each picture card (resources S1-8 : Page 9), naming the pictures for the pupil and say, 'Now look at each picture and say how many syllables are in each word.' Encourage them to clap or tap the syllables. 	<p>Record Answers: (/8)</p> <p>S1. Tiger (2) _____</p> <p>S2. Butterfly (3) _____</p> <p>S3. Biscuit (2) _____</p> <p>S4. Dog (1) _____</p> <p>S5. Dinosaur (3) _____</p> <p>S6. Caterpillar (4) _____</p> <p>S7. Car (1) _____</p> <p>S8. Helicopter (4) _____</p>
<p>2. Rhyme Recognition</p> <ul style="list-style-type: none"> Explain to the child that 'if words rhyme it means they end in the same sounds, for example, dish and fish, or fun and run'. Show the child the first example pair of pictures 'key, bee' and name the items for them. Ask the child 'do these words rhyme – yes or no?'. You could encourage the child to put their thumb up if they do rhyme, or thumb down if they don't rhyme. Help them if they are unsure. Show the child the second example pair of pictures 'tooth, clock' and name the items for them. Ask the child 'do these words rhyme – yes or no?'. Help them if they are unsure. Continue to assess with pairs R1-R5 : Page 9 	<p>Record response – Y/N (/5)</p> <p>R1 bin – win (Y) : _____,</p> <p>R2 bag – duck (N) : : _____,</p> <p>R3 gate – bread (N) : : _____,</p> <p>R4 door – saw (Y) : : _____,</p> <p>R5 house – mouse (Y) : : _____,</p>
<p>3. Rhyme Detection</p> <ul style="list-style-type: none"> Reiterate that 'if words rhyme it means they end in the same sounds, for example, dish and fish, or fun and run'. Show example picture strip of 'fox, box, light' and name the items for the pupil. Say, 'Look at these 3 pictures, can you tell me which 2 words rhyme?' Help the pupil if they are unsure. Continue to assess with strips R6-R10 : Page 10 	<p>Circle answers given: (/5)</p> <p>R6 cat, tree, mat</p> <p>R7 sock, lock, cup</p> <p>R8 toy, frog, log</p> <p>R9 man, van, bed</p> <p>R10 sun, pig, dig</p>
<p>4. Rhyme Generation</p> <ul style="list-style-type: none"> 'I'm going to say 2 words that rhyme eg book, look. Can you give me 2 more words that rhyme with them e.g. cook, took.' Continue to assess with words opposite, saying, 'Now listen to some more words. Can you give me 2 more words that rhyme?' 	<p>Record answers given (accept non-words) (/8)</p> <p>1. slug, jug: _____, _____</p> <p>2. king, ring: _____, _____</p> <p>3. cake, lake: _____, _____</p> <p>4. pen, ten: _____, _____</p> <p>Circle: Quick or Slow to generate response</p>

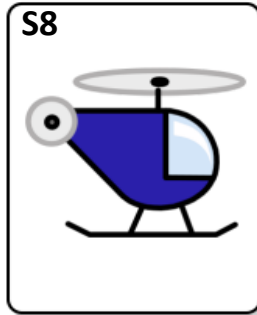
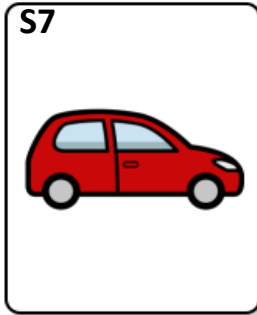
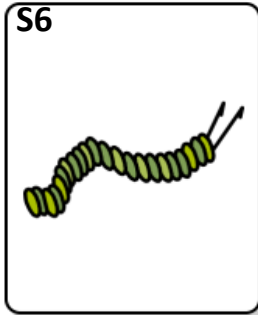
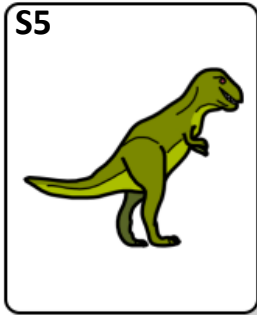
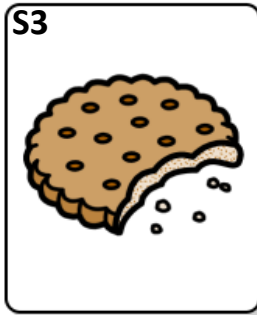
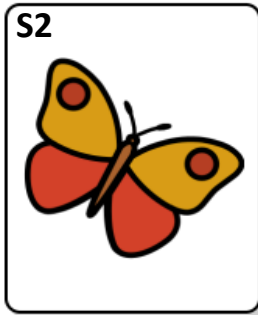
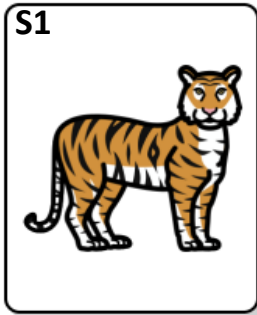
<p>5. Alliteration Detection</p> <ul style="list-style-type: none"> Show the child the example picture strip, ‘duck, dog, cow’. Adult points to each picture and says each word. ‘<i>Can you tell me which 2 words start with the same sound?</i>’ Help the pupil if they are unsure. Continue to assess with picture strips A1-A5 : Page 11 	<p>Circle answers given: (/5)</p> <p>A1: net – car – nap</p> <p>A2: can – carrot – spoon</p> <p>A3: shoe – wolf – watch</p> <p>A4: fish – four – ball</p> <p>A5: hat – yellow – yoghurt</p>
<p>6. Alliteration Generation</p> <ul style="list-style-type: none"> Tell the child ‘<i>I’m going to say 2 words that start with the same sound and then I want you to give me 2 more words that start with the same sound e.g. dinosaur, dog:door, dig.</i>’ Emphasise the initial sound in the practice items. Continue to assess using the words listed: ‘<i>Listen to some more words. Can you give me 2 more words that start with the same sound?</i>’ 	<p>Record answers given (/8)</p> <ol style="list-style-type: none"> rabbit, rhino: _____, _____ fun, five: _____, _____ happy, hippo: _____, _____ girl, game: _____, _____ <p>Circle: Quick or Slow to generate response</p>
<p>7. Phoneme Blending</p> <ul style="list-style-type: none"> Tell the child ‘<i>I am going to say some sounds and I’d like you to tell me what word I am trying to sound out.</i>’ Give one example: c-a-t = cat Continue with words listed opposite. <p><u><i>If the child you are working with has significant speech sound difficulties / a speech sound disorder and it is therefore difficult to know if they are blending the sounds together correctly (as their speech errors make it difficult to know if they are able to blend the sounds but just cannot produce the sounds accurately) you could use Appendix 1 (pages 66-68) to support. For each test item, show them the corresponding 3 pictures and ask them to blend the word and also point to the picture that represents that word.</i></u></p>	<p>Phonemes – read out and record answers given (/10)</p> <ol style="list-style-type: none"> b-oo-k _____ k-i-te _____ p-a-n _____ sh-ee-p _____ h-o-p _____ s-i-t _____ f-ee-t _____ s-u-n _____ ch-ee-se _____ br-ea-d _____
<p>8. Phoneme Segmentation</p> <ul style="list-style-type: none"> Tell the child ‘<i>I am going to say a word and I’d like you to tell me all of the sounds you can hear in the word.</i>’ Give some examples e.g. ‘bin’ = ‘b-i-n’, man = m-a-n Continue with words listed opposite. 	<p>Record answers given (/10)</p> <ol style="list-style-type: none"> bed (3) _____ in (2) _____ paw (2) _____ stick (4) _____ brown (4) _____ slide (4) _____ pig (3) _____ bus (3) _____ drink (5) _____ crab (4) _____

Phonological Awareness Screening Assessment – Summary Sheet

Pupil Name: _____ Year Group: _____ Date: _____

Skill	Initial date:	Review date:	Review date:
1. Syllable Detection <i>Can the child hear the syllables/beats in the word</i>	/8	/8	/8
2. Rhyme Recognition <i>Can the child hear rhyme?</i>	/5	/5	/5
3. Rhyme Detection <i>Can the child identify rhyming words?</i>	/5	/5	/5
4. Rhyme Generation <i>Can the child produce rhyming words?</i>	/8	/8	/8
5. Alliteration Detection <i>Can the child match words with the same initial sound?</i>	/5	/5	/5
6. Alliteration Generation <i>Can the child generate words that start with the same sound?</i>	/8	/8	/8
7. Phoneme Blending <i>Can the child blend sounds together?</i>	/10	/10	/10
8. Phoneme Segmenting <i>Can the child break a word into its individual sounds?</i>	/10	/10	/10
Phonological Skills Total Score: /59	/59	/59	/59

1. Syllable Detection

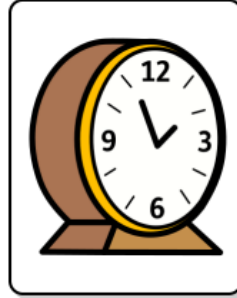


2. Rhyme Recognition

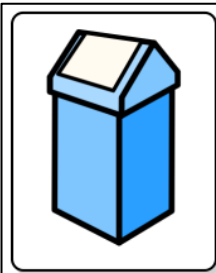
Example 1



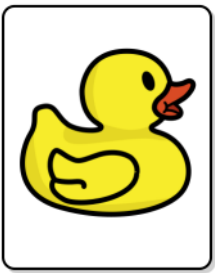
Example 2



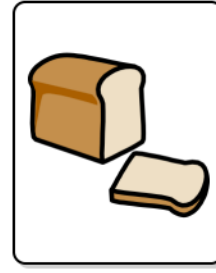
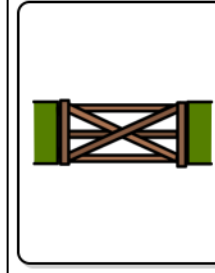
R1



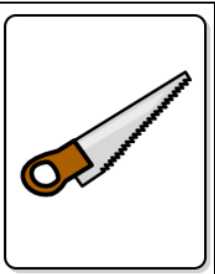
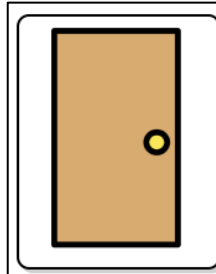
R2



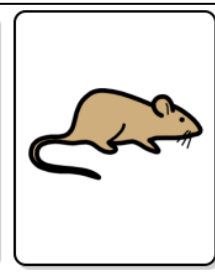
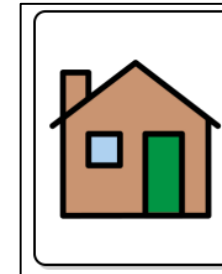
R3



R4

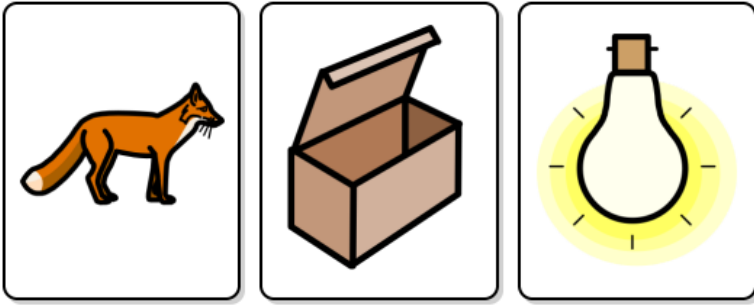


R5

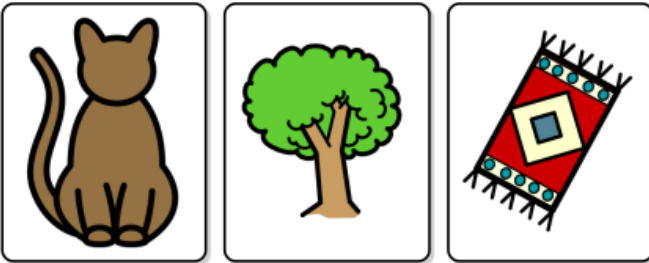


3. Rhyme Detection

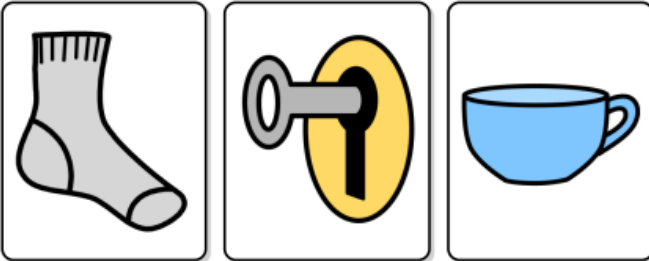
Example



R6



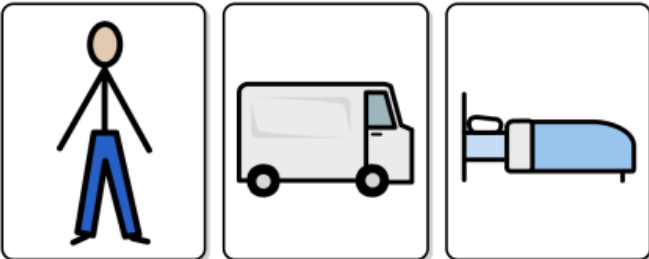
R7



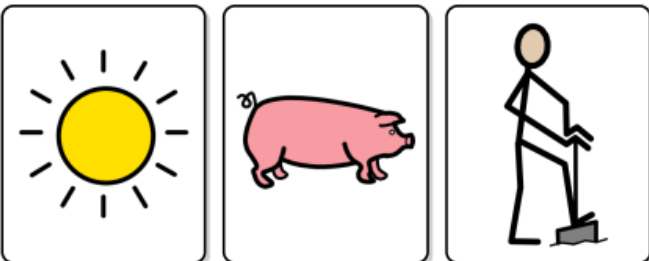
R8



R9



R10

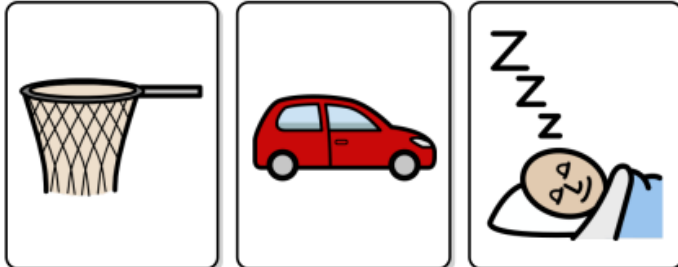


5. Alliteration Detection

Example



A1



A2



A3



A4



A5



Syllable Recognition

Syllables are the parts of words that we can clap out when we say them. For example, 'car' has one syllable, 'te-ddy' has two syllables.

It is easier to clap out/count syllables in words containing 1 syllable, then 2 syllables, then 3 syllables etc.

Activity ideas: ways to count syllables:

- Clapping
- Stomping
- Jumping toys (one jump for each syllable)
- Counters (on a syllable counting card)
- Beating a drum
- Chin-bobs (put your hand under your chin so you can feel each syllable as you say it)
- Finger tapping
- Throwing a beanbag (e.g. into hoops representing 1, 2, 3, 4 syllables)



Syllable Recognition: Activities and games:

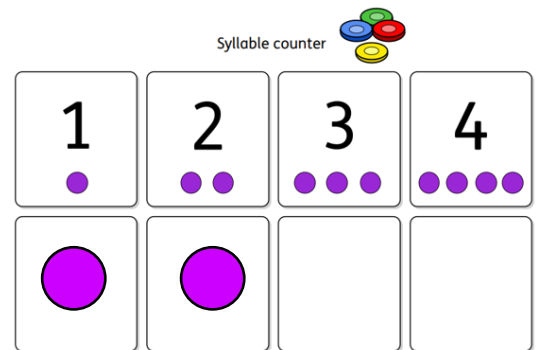
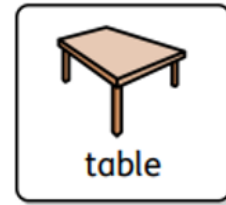
Clap it out:

You will need:

- Syllable counting card (page 19)
- 4 counters / bricks
- Syllable picture cards / small toys (pages 15-18)

How to play:

- Explain to the child that we can clap out the beats in a word to tell us how many parts the word has
- Model this to the child by clapping out some words in the environment e.g. 'apple' 'mummy' etc.
- Ask the child if they can clap the beats in their name
- Model using the syllable counting card, putting a counter in each square when you hear a beat
- Continue to take it in turns to choose a picture/toy containing 1-2 syllables and use the syllable counting card to count the number of beats.
- Once secure with 1-2 syllables, move on to 3-4 syllable words.



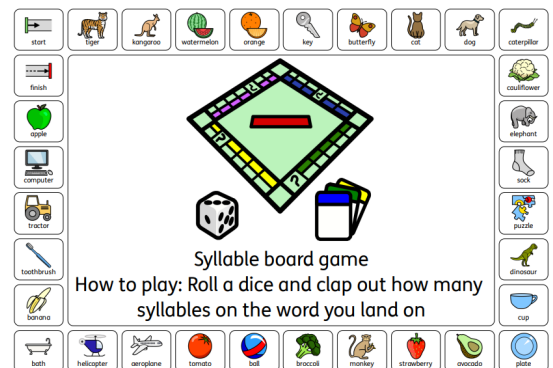
Syllable Board Game:

You will need:

- Board game (page 20)
- Dice
- Counters

How to play:

- Take it in turns to roll the dice and count the number of syllables in the word you land on e.g. 'bu-tter-fly' – 3 syllables/beats.
- Encourage the child to use a strategy from the previous page e.g. clapping, stomping, chin-bobs etc.



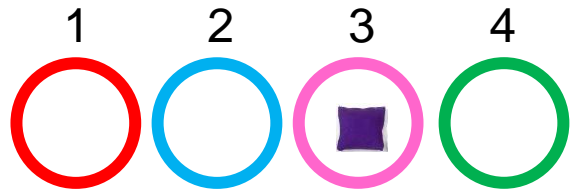
Syllable Hoops:

You will need:

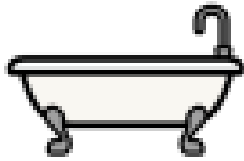
- Syllable picture cards (pages 15-18)
- A beanbag
- 4 hoops / mats
- Numbers 1-4 written on pieces of paper/post-it notes

How to play:

- Write the numbers 1, 2, 3, 4 on separate pieces of paper, place them inside each of the hoops / next to or on the mats.
- Take it in turns to choose a picture card and count the syllables/beats in the word.
- Give the child the beanbag and encourage them to throw it in to the correct hoop / on to the correct mat e.g. 'mon-key' has 2 syllables, so the child will throw the beanbag into the hoop with the number 2.
- Adults can keep a tally score, see if you can beat your high score each time.
- If you do not have a bean-bag you could encourage the child to jump along the hoops/mats, making 1 jump for each syllable and saying the syllable as they jump.



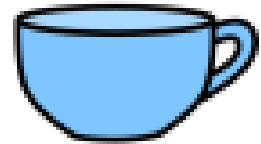
1 syllable words



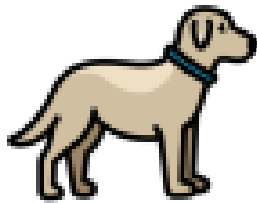
bath



ball



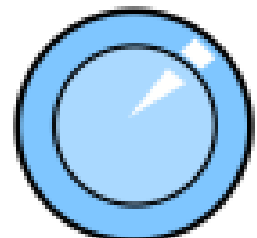
cup



dog



key



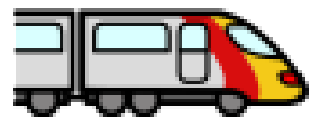
plate



car



cat



train



sock

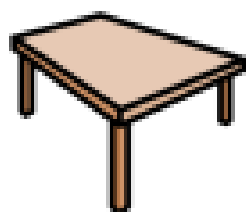


sheep



hat

2 syllable words



table



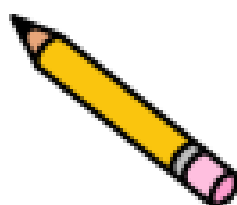
tiger



apple



baby



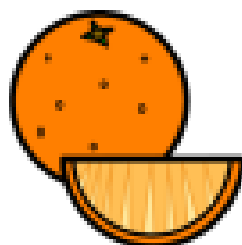
pencil



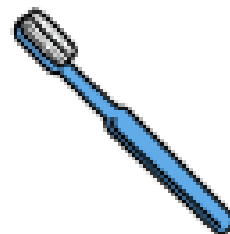
toilet



monkey



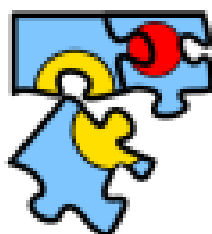
orange



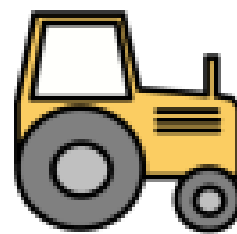
toothbrush



carrot

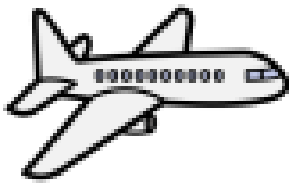


puzzle



tractor

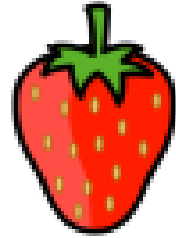
3 syllable words



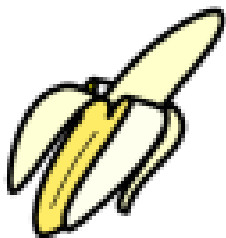
aeroplane



elephant



strawberry



banana



tomato



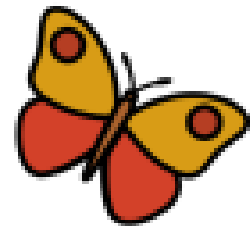
dinosaur



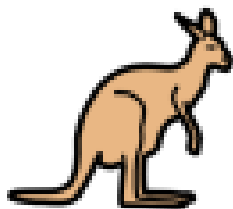
computer



broccoli



butterfly



kangaroo



umbrella

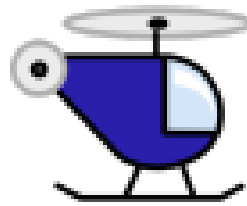


pyjamas

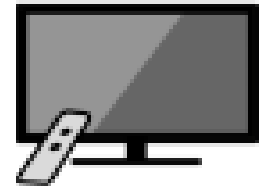
4 syllable words



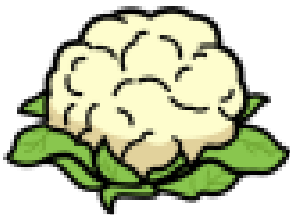
caterpillar



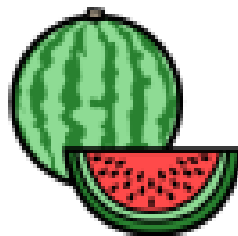
helicopter



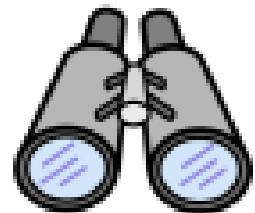
television



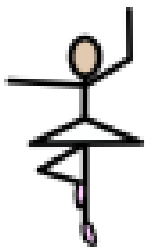
cauliflower



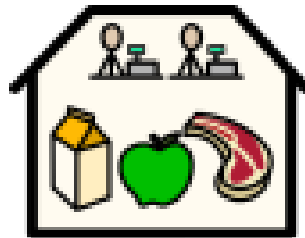
watermelon



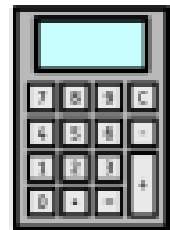
binoculars



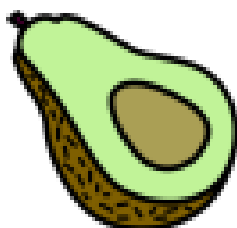
ballerina



supermarket



calculator



avocado



thermometer



certificate

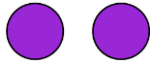
Syllable counter



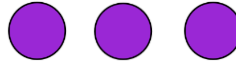
1



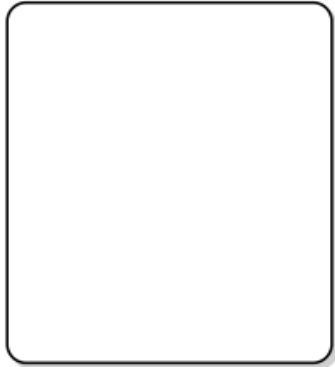
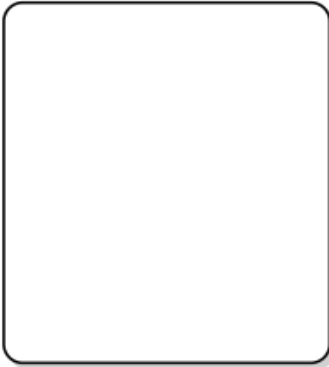
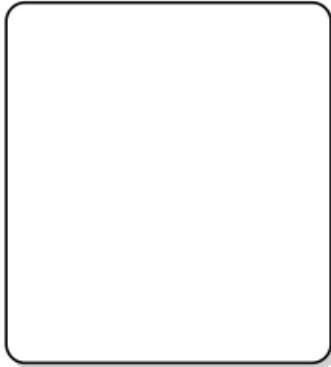
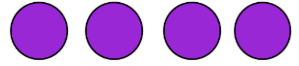
2

























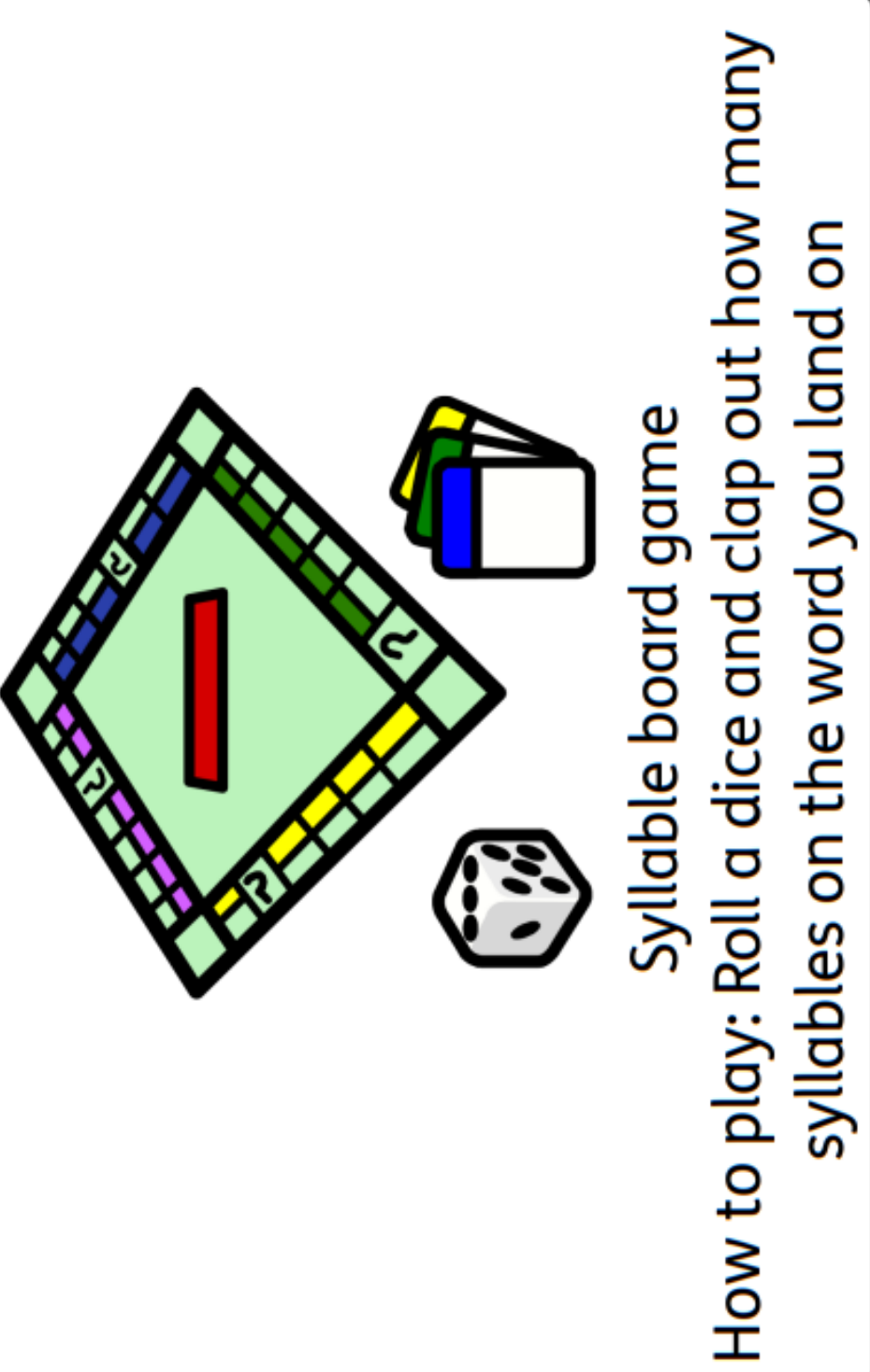










3



4



 caterpillar	 cauliflower	 elephant	 sock	 puzzle	 dinosaur	 cup	 plate
 dog	 cat	 butterfly	 key	 orange	 watermelon	 kangaroo	 tiger
 start	 finish	 apple	 computer	 tractor	 toothbrush	 banana	 bath
 <p>Syllable board game</p> <p>How to play: Roll a dice and clap out how many syllables on the word you land on</p>							
 avocado	 strawberry	 monkey	 broccoli	 ball	 tomato	 aeroplane	 helicopter

Rhyme

A rhyme is where two words sound the same at the end of the word e.g. 'book' and 'cook'.

Words may rhyme but may not be spelt the same e.g. 'toe' and 'go'.

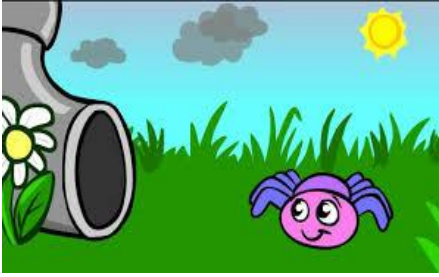
- Rhyme helps children to hear and identify the units of sound within words.
- It is easier for children to recognise rhyming words e.g. "do 'cat' and 'ball rhyme, yes or no?" than to generate rhymes e.g. "tell me a word that rhymes with car"



Activity ideas: Introducing rhymes:

- Sing nursery rhymes with the child/children. For resources relating to nursery rhymes see 'Tiny Happy People' website: <https://www.bbc.co.uk/tiny-happy-people/nursery-rhymes-and-songs-collection> and Mr Tumble's Rhyme Time: <https://www.bbc.co.uk/cbeebies/games/mr-tumbles-rhyme-time>. When the child is familiar with the nursery rhyme, leave out a rhyming word to see if the child can remember it, for example, "twinkle twinkle, little...."
- Use books to introduce rhyme e.g. Julia Donaldson's 'Fox's socks', 'Room on the broom', 'The snail and the whale' and 'Oi Frog' by Kes Gray. These stories can also be found on BBC iPlayer - <https://www.bbc.co.uk/iplayer/group/p06vkmht>
- Play games that focus on rhyming words e.g. Orchard Toys games such as 'Slimy rhymes', 'Slug in a jug'.

Nursery Rhymes



Incy Wincy Spider

Incy Wincy spider climbed up the water spout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
Incy Wincy spider climbed up the spout again.



Humpty Dumpty

Humpty dumpty sat on a wall,
Humpty dumpty had a great fall,
All the king's horses and all the king's men,
Couldn't put Humpty together again.



1, 2, 3, 4, 5

1, 2, 3, 4, 5
Once I caught a fish alive,
6, 7, 8, 9, 10
Then I let it go again

Row, row, row your boat

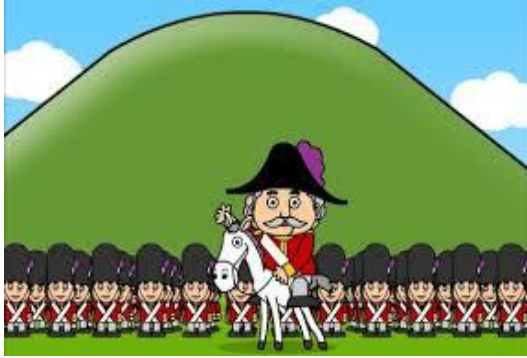
Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily,
Life is but a dream.
Row, row, row your boat,
Gently down the stream,
If you see a crocodile,
Don't forget to scream.



Hickory Dickory Dock

Hickory dickory dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory dickory dock.

The Grand Old Duke of York



Oh, the grand old Duke of York,
He had ten thousand men,
He marched them up to the top to the hill,
And he marched them back again.
And when they were up they were up,
And when they were down they were down,
And when they were only half way up,
They were neither up nor down.

Five Little Ducks



Five little ducks went out one day,
Over the hills and far away,
Mother duck said “Quack, quack, quack,
Quack”,
And only four little ducks came back.
Four little ducks ...
Three little ducks...
Two little ducks...
One little duck went out one day,
Over the hills and far away,
Mother duck said “Quack, quack, quack,
Quack”,
But none of the five little ducks came back.
Sad mother duck went out one day,
Over the hills and far away,
Mother duck said “Quack, quack, quack,
Quack”,
And all five ducks came back again.



Ring a Ring a roses

Ring a ring a roses,
A pocket full of posies,
Atishoo, atishoo, we all fall down.

Rhyme Recognition

Activities and games:

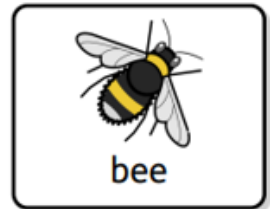
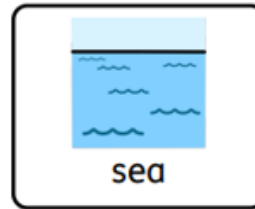
What's in the bag:

You will need:

- yes/no rhyming pair pictures (pages 25-28)
- Small bag or pillowcase

How to play:

- Put a pair of rhyming pair pictures into the bag. The child takes out the pictures and the adult asks if the two words rhyme e.g. do sea and bee rhyme? If they do they get to collect the pair. Continue to take it in turns with the remaining pictures and the winner is the person with the most pairs.



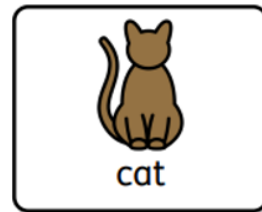
Rhyming snap:

You will need: (pages 25-28)

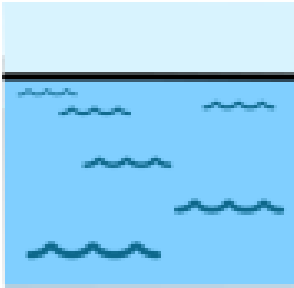
- yes/no rhyming pair pictures

How to play:

- Deal out the rhyming pair pictures between the players. Players turn over their cards and if the pairs rhyme they shout "SNAP" and win the pair.



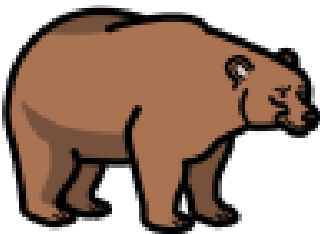
Yes/No Rhyming Pairs



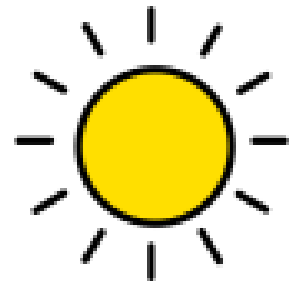
sea



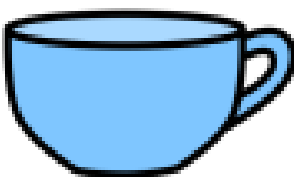
bee



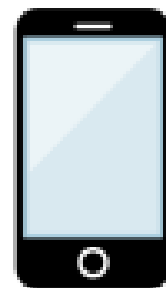
bear



sun



cup



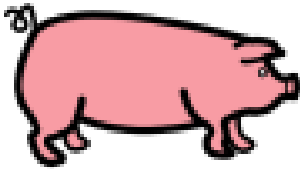
phone



cat



hat



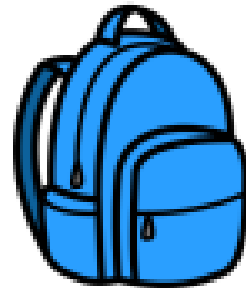
pig



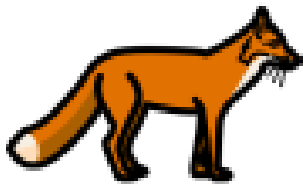
dig



eye



bag



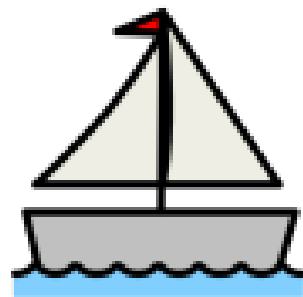
fox



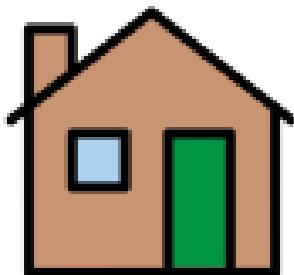
socks



coat



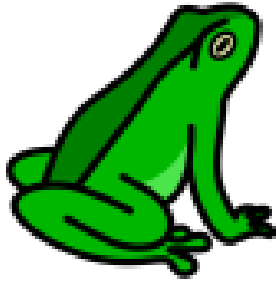
boat



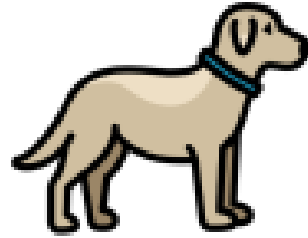
house



mouse



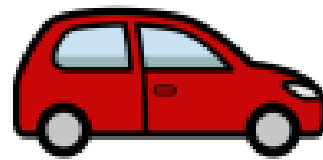
frog



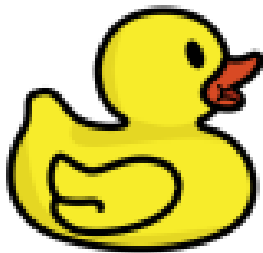
dog



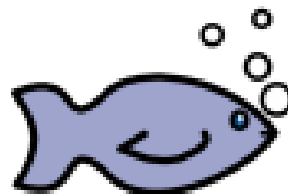
star



car



duck



fish

Rhyme Detection

Activities and games:

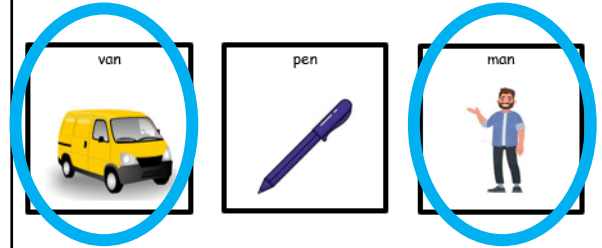
Spot the rhyming pair:

You will need:

- Rhyme detection pictures (pages 30-31)

How to play:

- Put out 3 pictures or objects (e.g. two that rhyme and one that doesn't van, pen, man). Can the child pick out the two words that rhyme e.g. van and man. Build into a reward game e.g. counters for Connect 4, putting a marble down the marble run.



Rhyme Detection

van



pen



man



tree



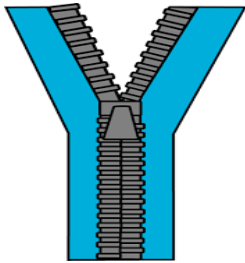
knee



plant



zip



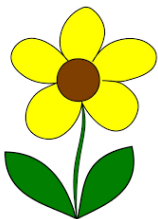
car



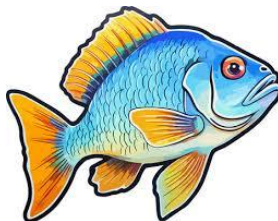
ship



flower



fish



dish



Rhyme Detection

cat



cow



hat



deer



dog



log



sheep



jeep



boat



house



mouse

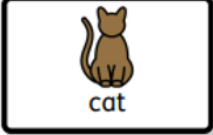






swing



Rhyme Generation

Activities and games:

<p><u>How many rhyming words can you name?:</u></p> <p>You will need: - Rhyme generation cards (pages 34-35)</p> <p>How to play:</p> <p>Take a card and try to think of as many rhyming words as you can e.g. cat - bat, rat - hat etc. Build into a reward game e.g. pop-up pirate, building a tower, collecting tokens/toys for each rhyming word they can think of, putting a monkey on the tree.</p>	 
<p><u>Rhyming treasure hunt:</u></p> <p>How to play:</p> <p>Tell the child they are going on a rhyming treasure hunt and they are going to find something in the room that rhymes with a given word e.g. clock (sock), bear (chair), four (door), gate (plate) etc.</p>	
<p><u>Rhyming dice game:</u></p> <p>You will need: - dice -rhyming pictures (pages 31- 32)</p> <p>How to play: - The child picks a card and rolls the dice to generate that number of rhyming words. Adult to keep a tally.</p>	 

Rhyming I spy:

How to play:

- Play an alternative game of I Spy where you give a rhyming clue instead of a sound clue e.g. “I spy with my little I something that rhymes with bee (tree)”. This is a good game to play in the car as you don’t need any resources.



Rhyme Generation



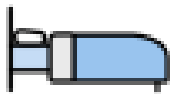
cat

- 1.
- 2.



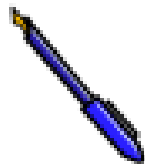
dog

- 1.
- 2.



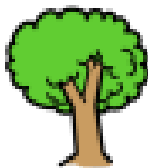
bed

- 1.
- 2.



pen

- 1.
- 2.



tree

- 1.
- 2.



star

- 1.
- 2.



run

- 1.
- 2.



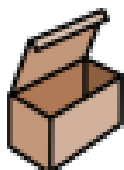
cake

- 1.
- 2.



bear

- 1.
- 2.



box

- 1.
- 2.

Alliteration



Alliteration is when words begin with the same sound, for example: ‘the children ran a really rapid race’.

It is the sound that is important, not the letter e.g. ‘the **cat** kicked the **carrot**’ is still alliteration.

At this stage the children are developing an awareness of individual sound units and are separating the initial sound from the rest of the word. This is an important skill for reading and spelling.

It is easier for a child to decide if words start with the same sound (e.g. “‘pig’ and ‘panda’ do they start with the same sound?”) before they can generate words that begin with the same initial sounds (e.g. “what other words can you think of that start with ‘p’?”)

Activity ideas:

- See the next page for some game/activity ideas.
- At first, when saying the words for the child, draw the sounds out in each word slowly as you say it and emphasise the initial sound.
- Once the child can consistently identify if the initial sounds in words are the same (alliteration detection), you could move onto alliteration generation activities (where the child names words that start with the same sounds).

Initial Sound Sorting / Alliteration Detection

Activity Ideas:

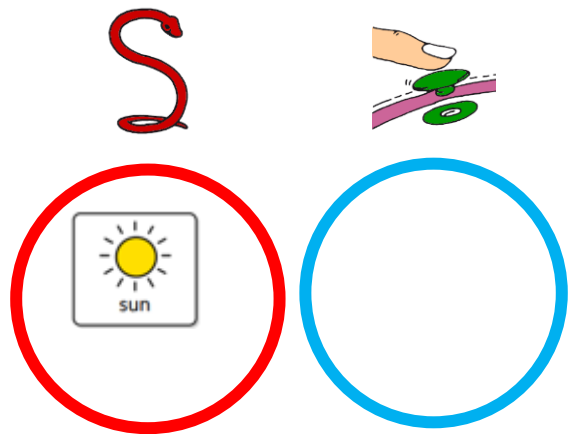
Initial Sound Sorting:

You will need:

- Picture cards with 2 different target initial sounds e.g. /s/ and /p/ (pages 41-46)
- Two larger picture cards (e.g. Jolly Phonics pictures, Nuffield Pictures etc.) to represent the target sounds (or the target sound written on separate pieces of paper)
- Two sorting hoops

How to play:

- Put the large picture cards (e.g. jolly phonics) representing the sounds (or the sounds written on separate pieces of paper) in each of the hoops.
- Take it in turns to turn a picture card over and say the word.
- Encourage the child to put the picture in the correct hoop depending on its initial sound
- Repeat this until all of the pictures have been sorted.



Odd One Out:

You will need:

- Initial sound pictures (pages 41 - 46)

How to play:

- Put three pictures out in front of the child, two with the same initial sound and one with a different initial sound.
- Ask the child to say the three words and find (or point to) the 'odd one out' / to identify which word does not start with the same sound.
- Repeat this with another set of pictures



Initial Sound Pairs:

You will need:

- Initial sound picture cards (pages 41-46) or a feely bag of real objects. Make sure you have pairs of pictures that start with the same sounds.

How to play:

- Place the cards face down.
- Take it in turns to turn two cards over.
- Say the words and decide if the initial sound is the same. If they match, the child/adult keeps the pair.
- Continue until all the pairs have been collected.



Once the child can consistently sort by initial sound, you could repeat the sorting activity focusing on final sounds.

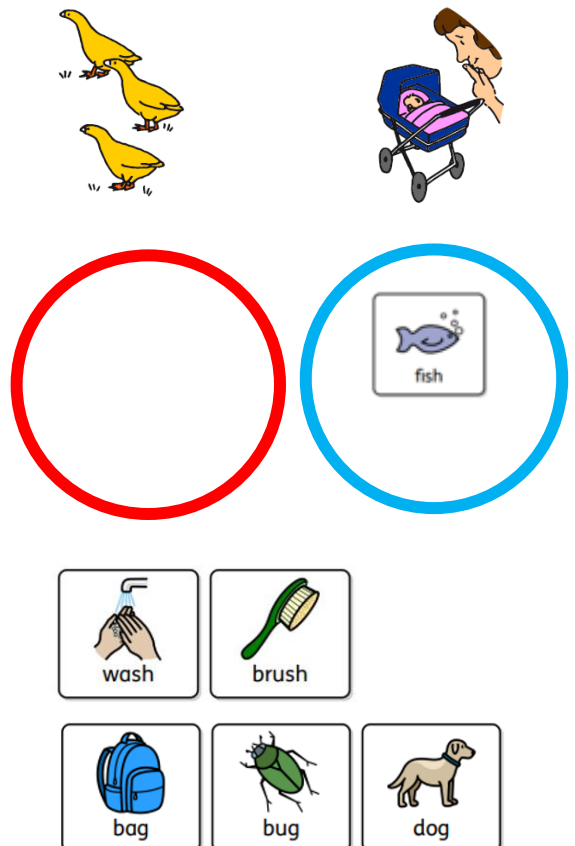
Final Sound Sorting:

You will need:

- Picture cards with 2 different target final sounds e.g. /g/ and /sh/ (pages 47 -52)
- Two larger picture cards (e.g. Jolly Phonics pictures, Nuffield Pictures etc.) to represent the target sounds (or the target sound written on separate pieces of paper)
- Two sorting hoops

How to play:

- Put the large picture cards (e.g. jolly phonics) representing the sounds (or the sounds written on separate pieces of paper) in each of the hoops.
- Take it in turns to turn a picture card over and say the word.
- Encourage the child to put the picture in the correct hoop depending on its final sound
- Repeat this until all of the pictures have been sorted.



Alliteration Generation

Activity Ideas:

Sound Bag Treasure Hunt:

You will need:

- A feely bag/basket
- A variety of objects around the classroom / school /home

How to play:

- Choose an initial sound for the activity e.g. /b/
- You could show the child the corresponding picture/visual for the sound (e.g. jolly phonics, Nuffield picture etc.)
- Tell the child you're going on a treasure hunt to find items that start with that sound. Ask them to think of words that start with the sound and see if they can find the object in the environment.
- Add them to your bag as you go.
- Once you have finished, take the items out one at a time, encourage the child to say the word. Repeat it back to them and emphasise the first sound.
- Repeat this with other initial sounds so they are generating words with a variety of initial sounds.



/b/



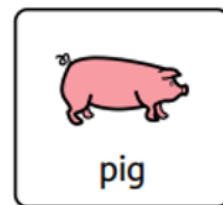
Name 3 More:

You will need:

- Initial sound pictures (pages 41-46)

How to play:

- Mix the initial sound pictures up and put them face down in a pile.
- Take it in turns to choose a picture.
- Say the word aloud, and then name 3 more words that start with the same initial sound e.g. the picture is a 'pig'...pea, pen, paw.
- Continue to take it in turns.



“I went to the shop”:

You will need:

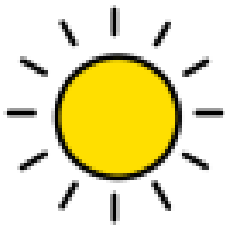
- Bean bag or an object to pass between you/round the circle

How to play:

- If playing with only one child, sit opposite them, if you're playing as a small group or whole class, sit in a circle.
- The adult/child with the bean-bag/object starts using the phrase “I went to the shop and bought a...banana”
- They then pass the bean-bag to the next person who repeats what the first person said and then adds another item that starts with the same initial sound e.g. “I went to the shop and bough a banana and a biscuit”
- Play continues until no more words can be added and then a new initial sound is used.
- If the child/children find it difficult to think of words you could use pictures or objects to prompt them initially.



Initial Sound Sorting



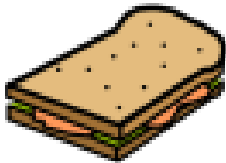
sun



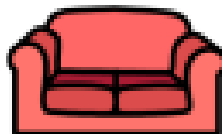
sock



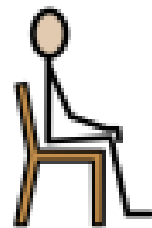
saw



sandwich



sofa



sit



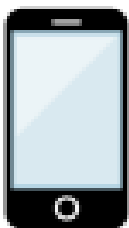
fish

4

four



fork



phone

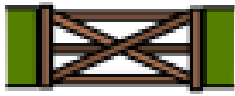


feet

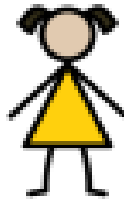


face

Initial Sound Sorting



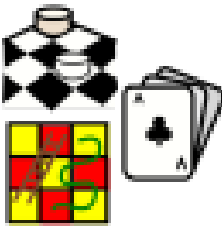
gate



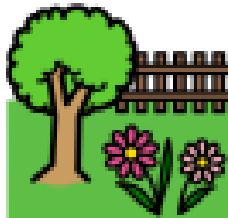
girl



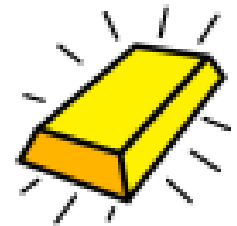
go



game



garden



gold



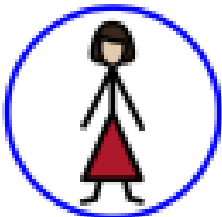
moon



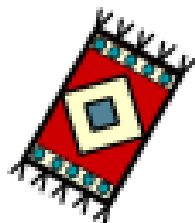
man



mouse



mummy



mat



milk

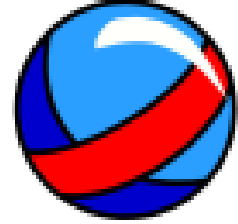
Initial Sound Sorting



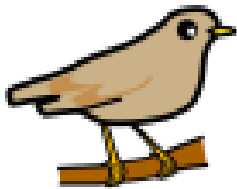
bus



boy



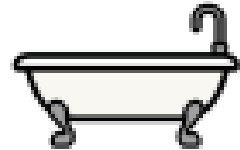
ball



bird



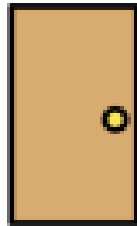
bag



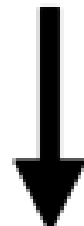
bath



dog



door



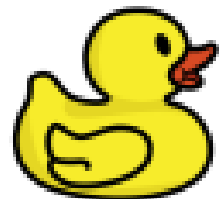
down



dig



doll



duck

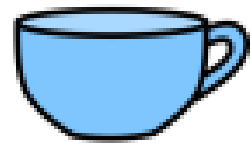
Initial Sound Sorting



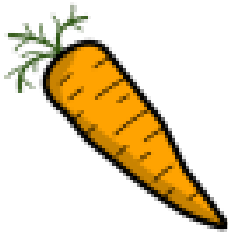
cat



cow



cup



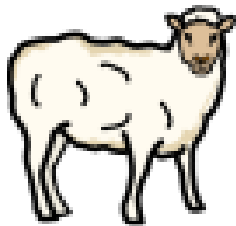
carrot



car



coat



sheep



shark



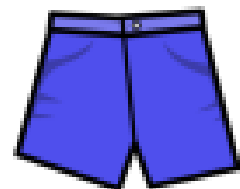
shampoo



shower

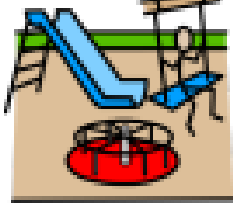


shoes

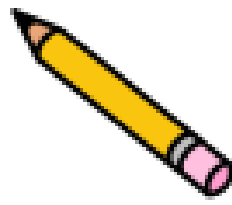


shorts

Initial Sound Sorting



park



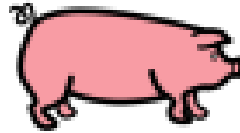
pencil



pan



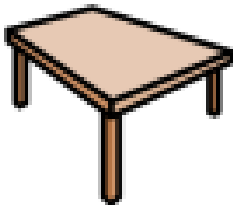
pear



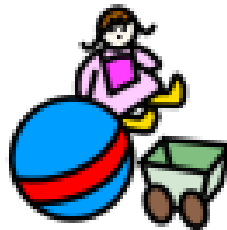
pig



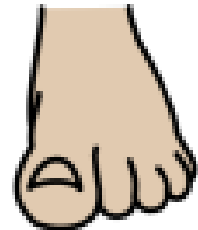
paint



table



toys



toe



tiger



toothpaste

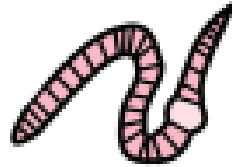


turtle

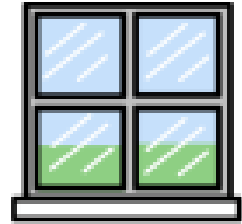
Initial Sound Sorting



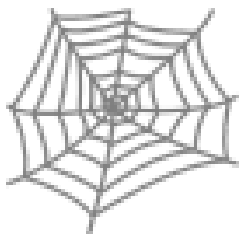
watch



worm



window



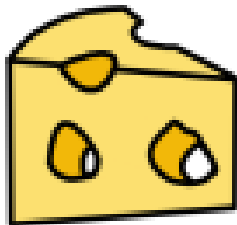
web



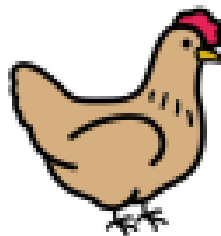
whale



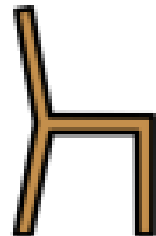
wash



cheese



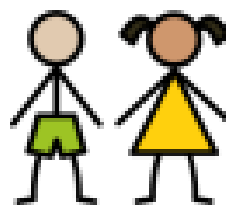
chicken



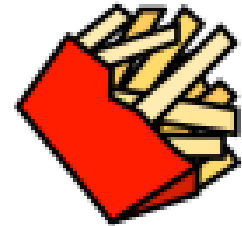
chair



chocolate



children



chips

Final Sound Sorting



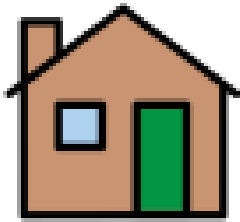
horse



bus



mouse



house



dice



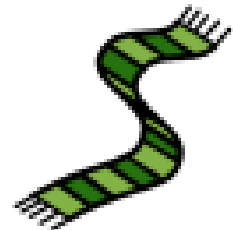
face



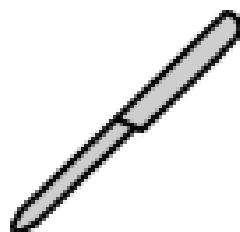
leaf



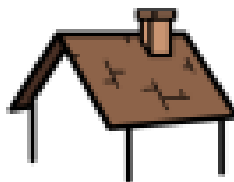
giraffe



scarf



knife



roof

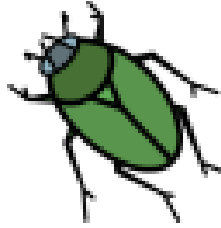


wolf

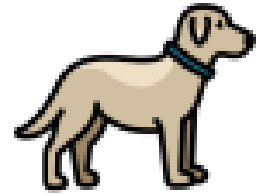
Final Sound Sorting



bag



bug



dog



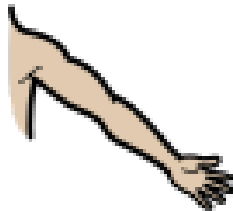
egg



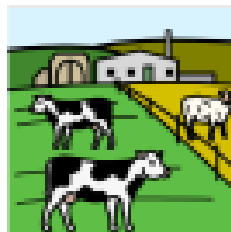
leg



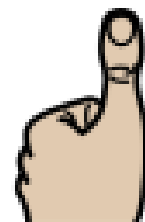
frog



arm



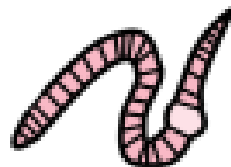
farm



thumb



jam

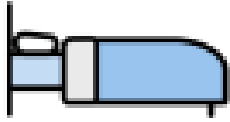


worm

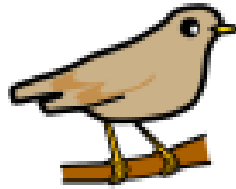


drum

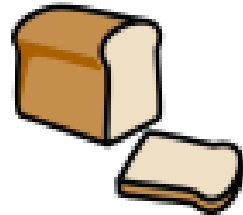
Final Sound Sorting



bed



bird



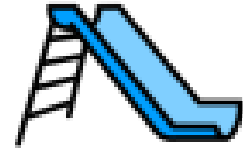
bread



food



red



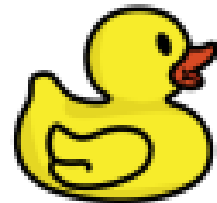
slide



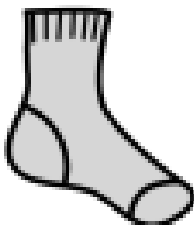
snake



bike



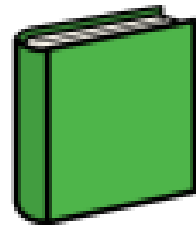
duck



sock



fork

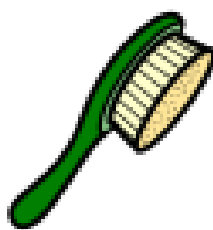


book

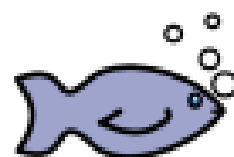
Final Sound Sorting



wash



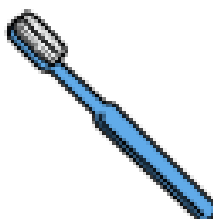
brush



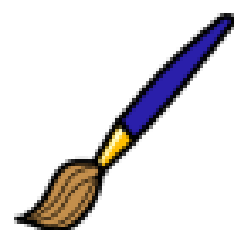
fish



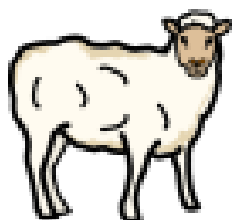
splash



toothbrush



paintbrush



sheep



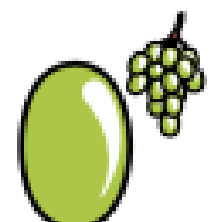
stop



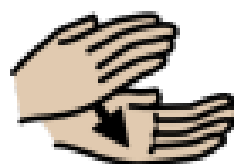
up



cup



grape



clap

Final Sound Sorting



hat



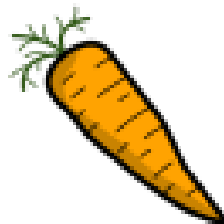
cat



coat



rabbit



carrot



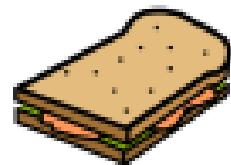
bucket



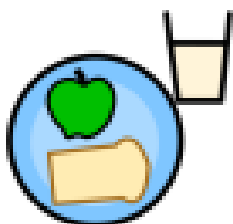
watch



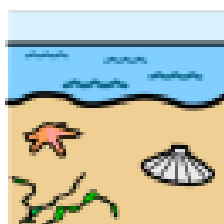
witch



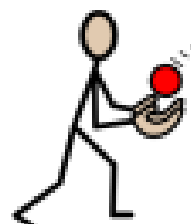
sandwich



lunch

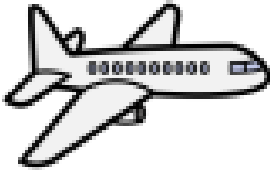


beach



catch

Final Sound Sorting



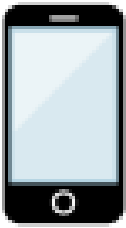
plane



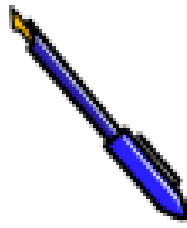
spoon



train



phone



pen



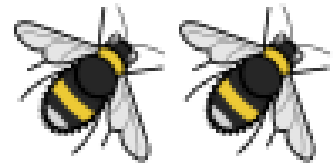
bin



nose



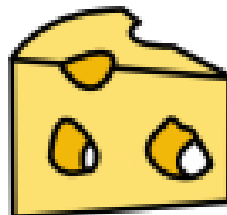
keys



bees



shoes



cheese



eyes

Phoneme Segmenting and Blending

Phoneme segmenting is breaking words down into the smallest units of speech.

Phoneme blending is joining the sounds together to be able to say the whole word.

Oral phoneme blending and segmenting are important skills for reading and spelling.



Phoneme Segmenting and Blending

Activity Ideas:

I'm Thinking of an Object – Phoneme Blending:

You will need:

- Objects to represent CVC words or CVC pictures (e.g. pages 61 and 62)

How to play:

- Place approximately 5 items or pictures on the table in front of you, or around the room.
- The adult should sound talk the name of one of the items/pictures e.g. 'b-u-s'.
- The child then blends the sounds, says the word and picks up/finds the corresponding item.
- Repeat this with different items. If you are completing this as a group, the children should take turns.



b/u/s



p/ar/k



s/o/ck



t/a/p



b/a/g

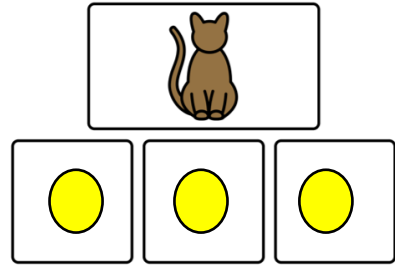
Phoneme Counting – Elkonin Cards:

You will need:

- Elkonin cards (pages 56 - 60)
- 3 counters

How to play:

- Model the activity to the child first.
- Choose a picture and say the word.
- Place a counter below each square on the card/grid.
- Sound talk the word e.g. 'c-a-t' and push a counter up into the grid while saying each sound.
- The child then has a turn at choosing a picture and completing the activity.
- Continue to take it in turns.



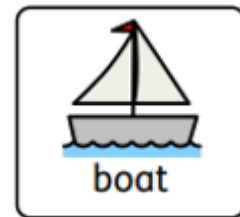
Phoneme Segmenting Race:

You will need:

- Pictures with a variety of numbers of phonemes e.g. (page 63) (or your own pictures)
- Large numbered mats, or mats/hoops and numbers 2, 3, 4 written on separate pieces of paper

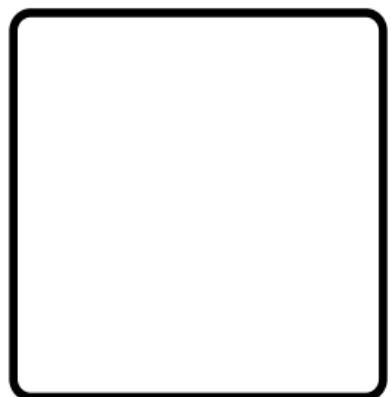
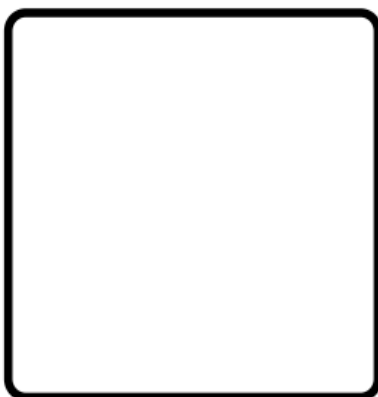
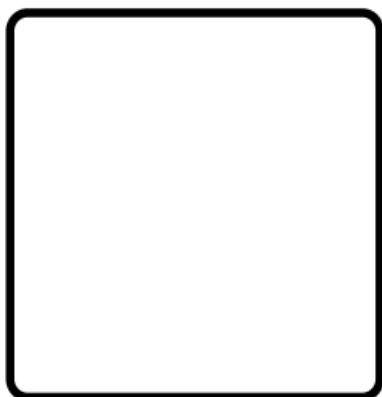
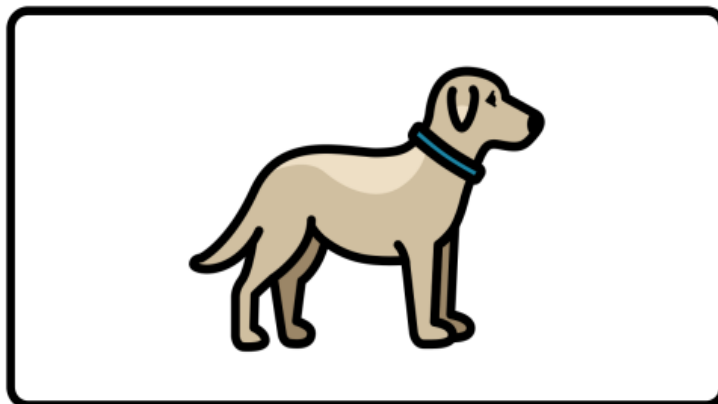
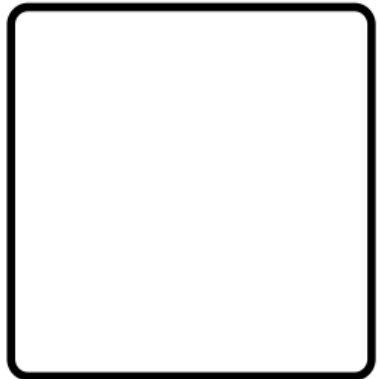
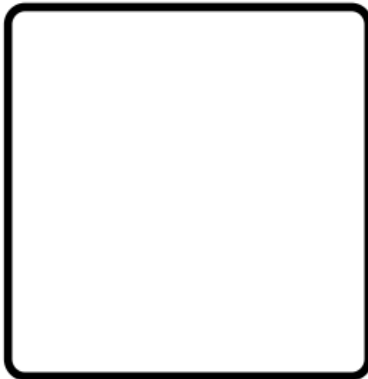
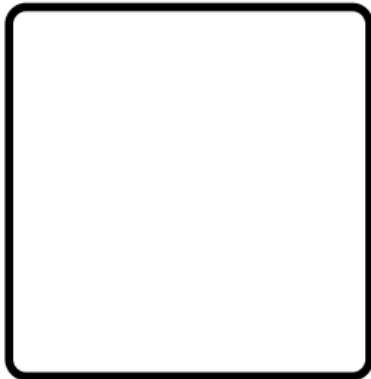
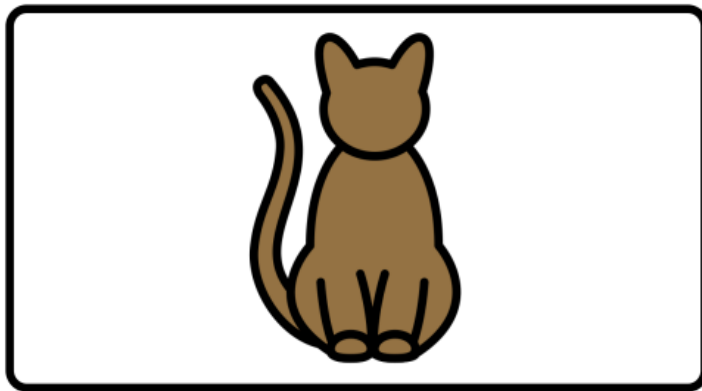
How to play:

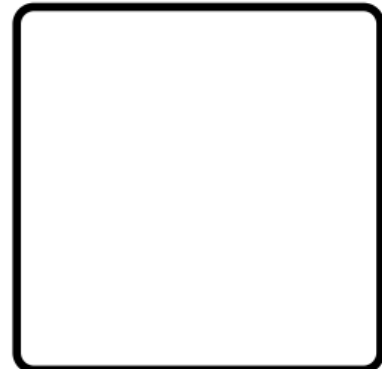
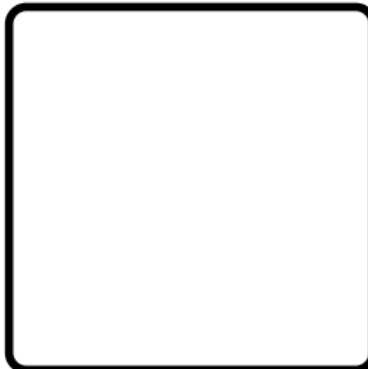
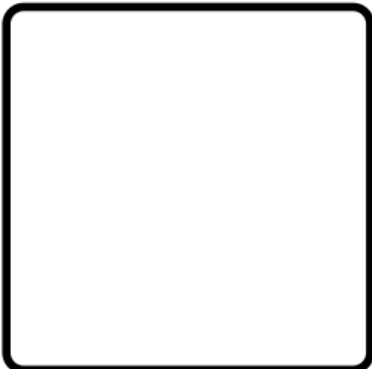
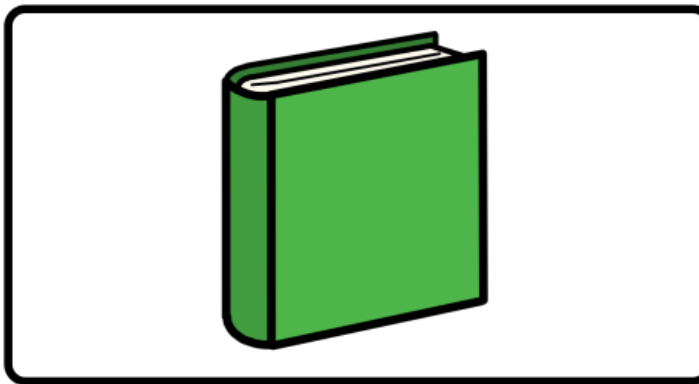
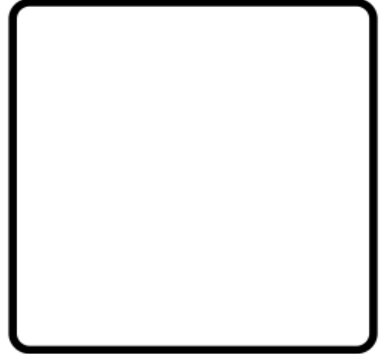
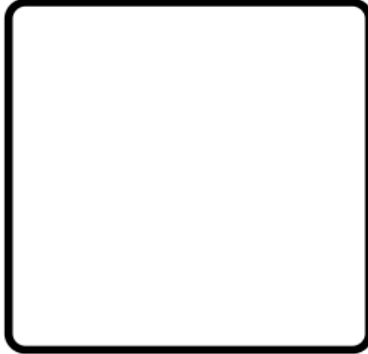
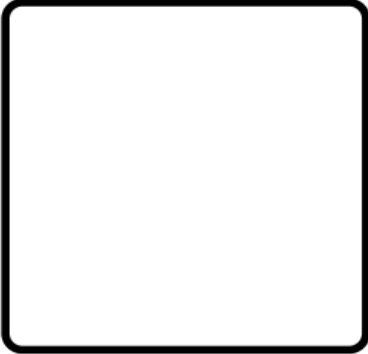
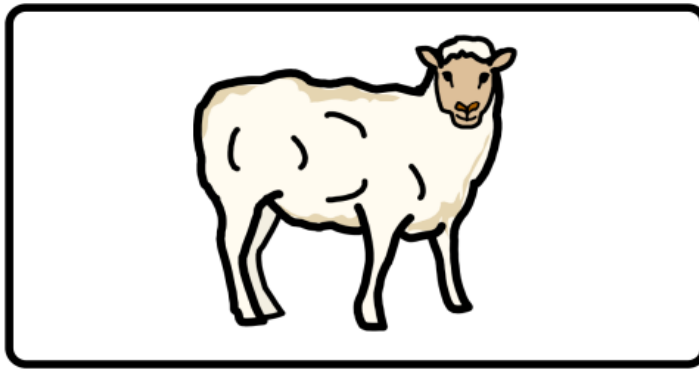
- Spread the pictures (with a mix of number of phonemes) over the floor.
- Tell the child that when you say 'go' they can race to pick up a picture.
- They then need to say the word and count the number of phonemes/sounds in the word and run to the correct numbered hoop/mat.
- They can then hold up their picture, sound talk the word (e.g. "b-oa-t") and then say the whole word smoothly (e.g. 'boat').
- This is then repeated.

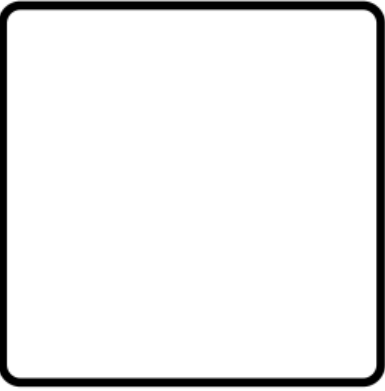
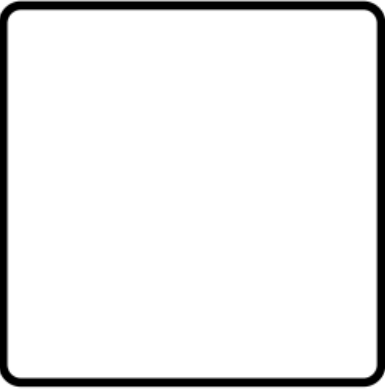
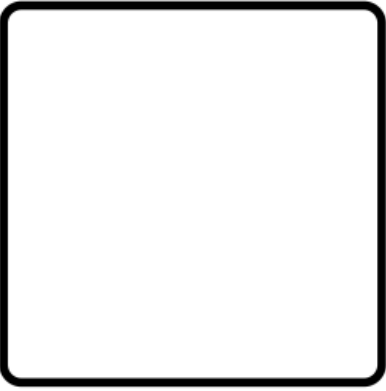
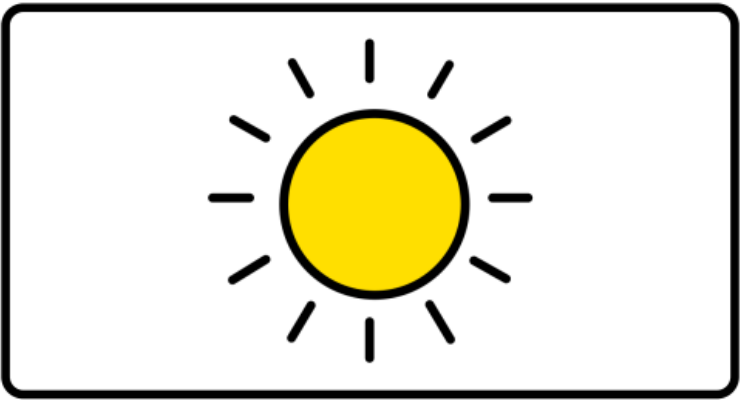
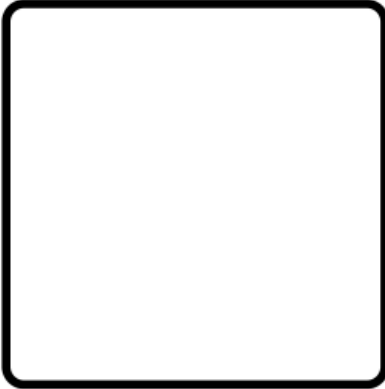
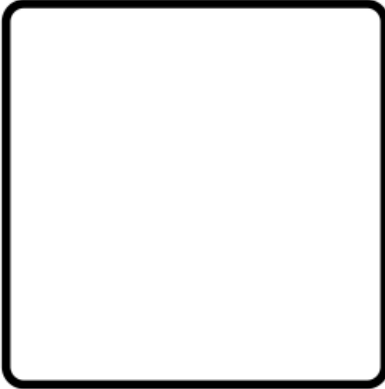
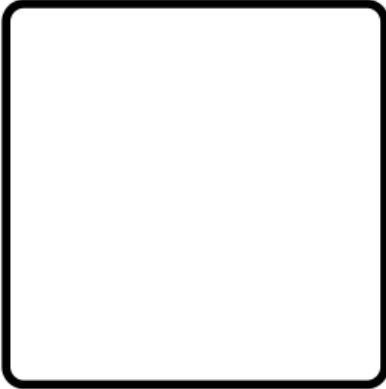
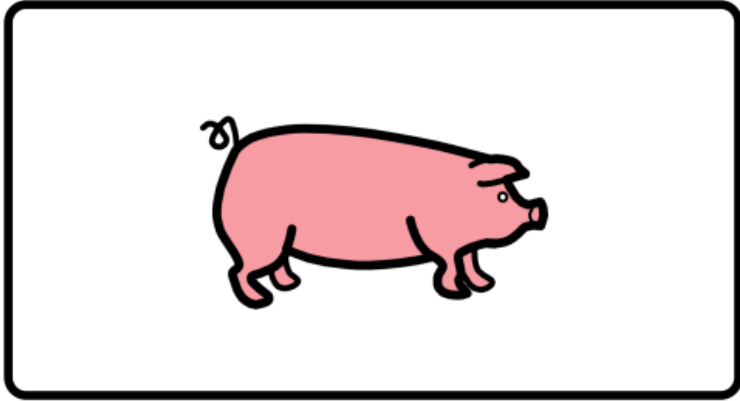


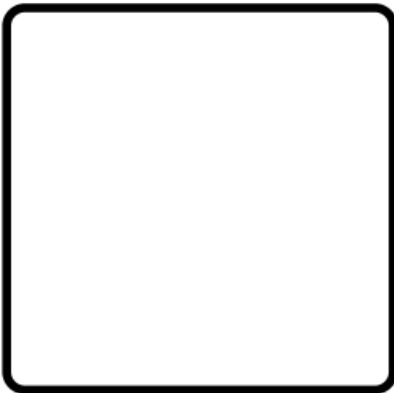
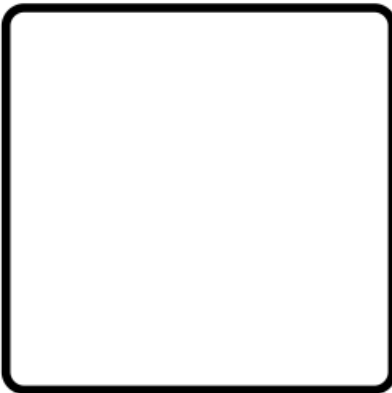
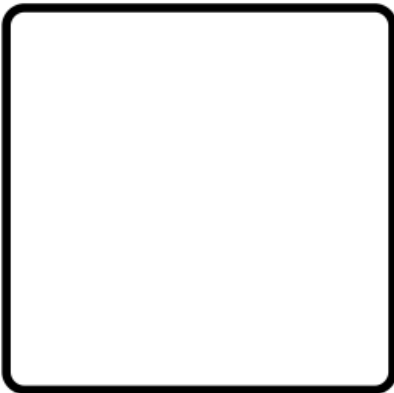
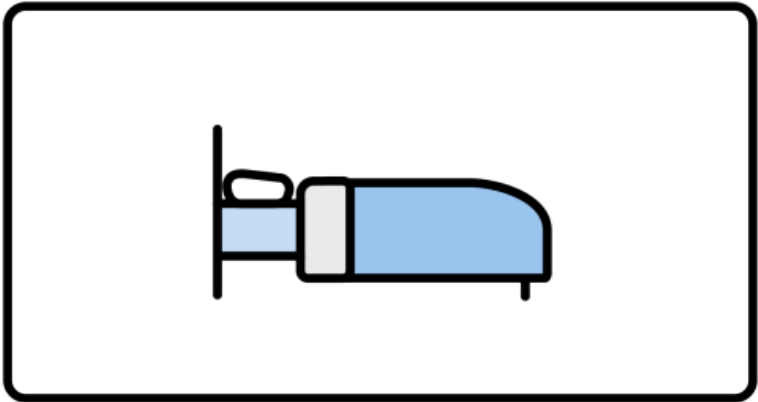
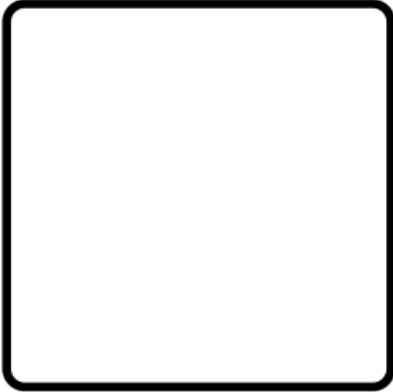
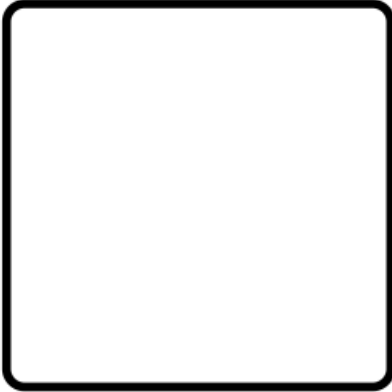
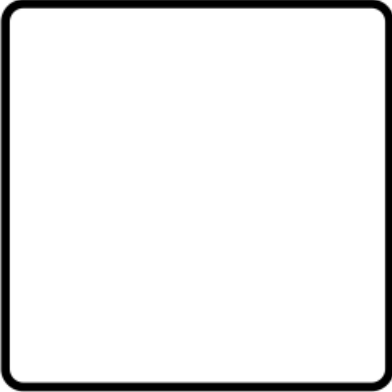
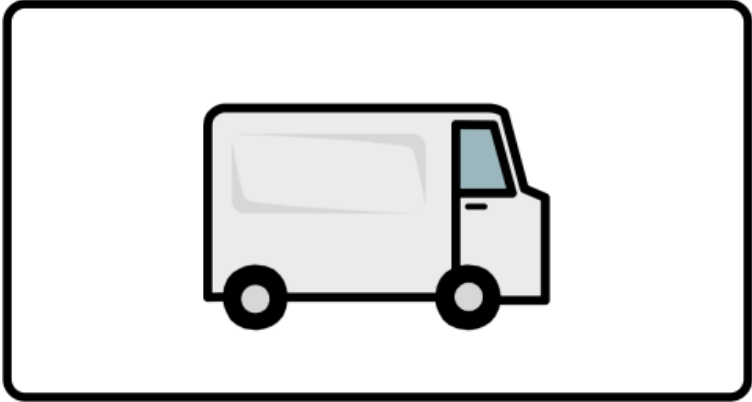
Phoneme Segmenting

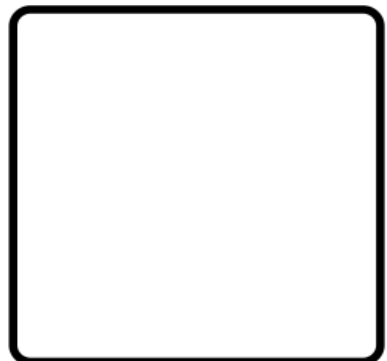
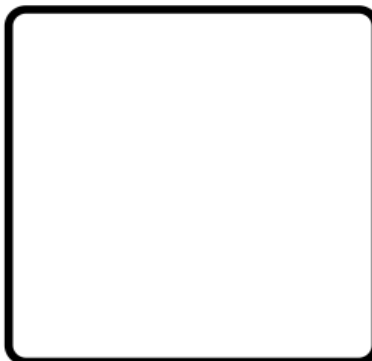
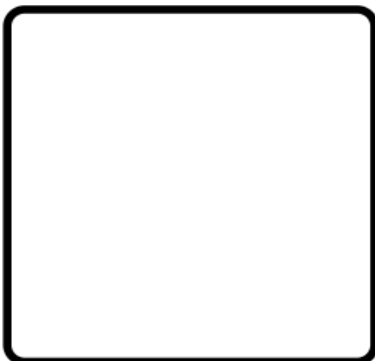
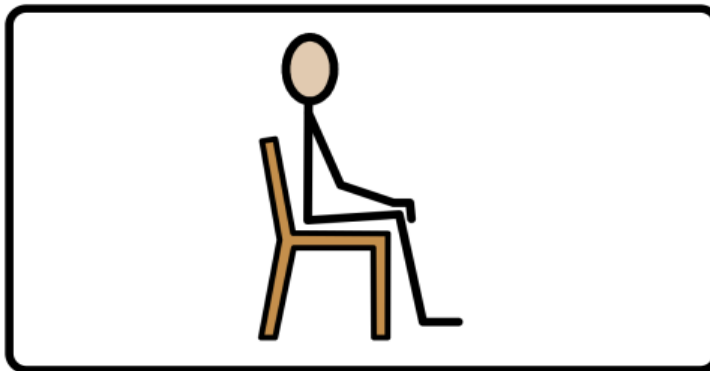
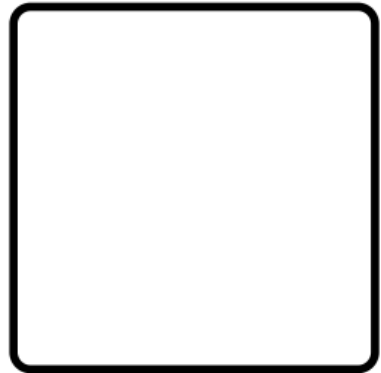
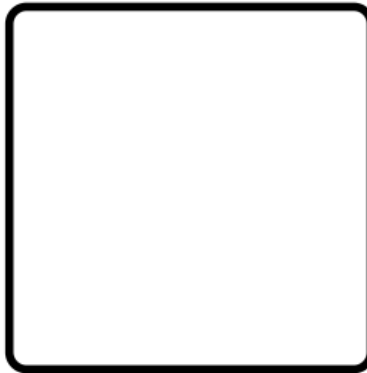
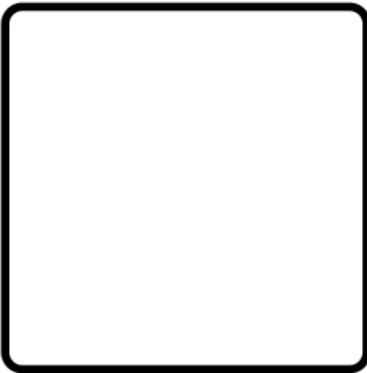
Elkonin Boxes



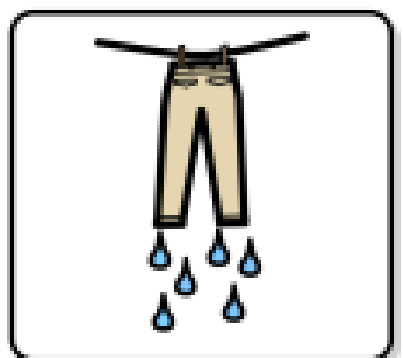
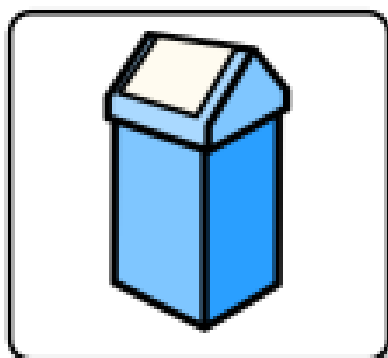
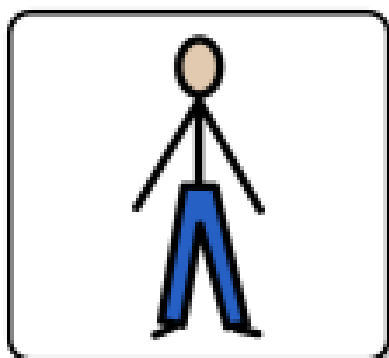
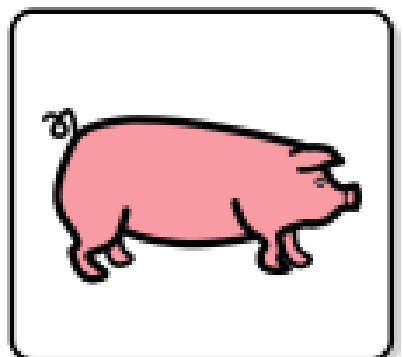
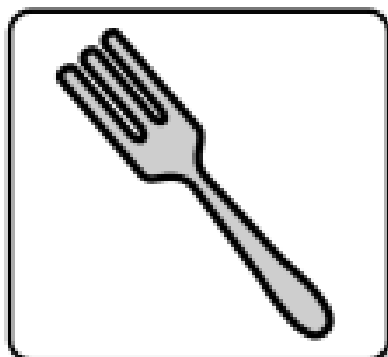
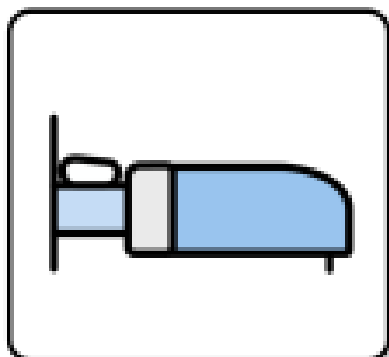
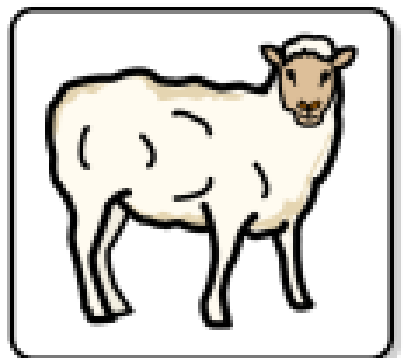
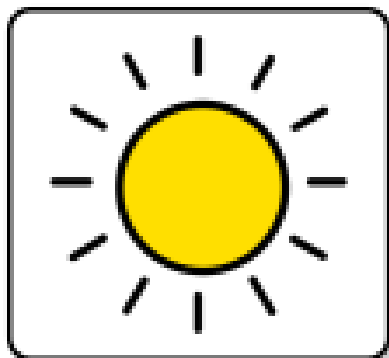
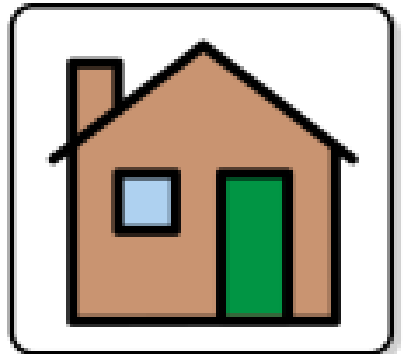
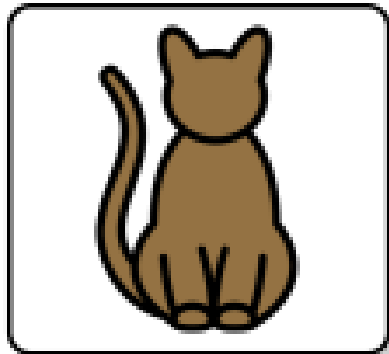


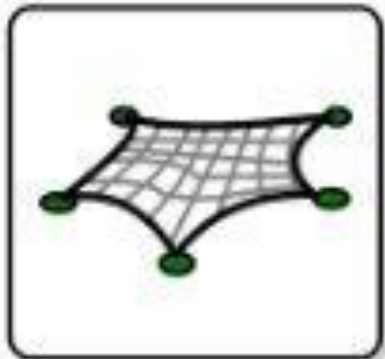






CVC Words - Phoneme Blending





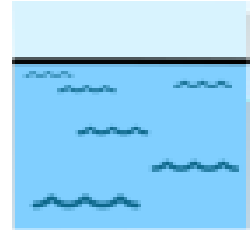
Words with 2, 3 and 4 phonemes



bee



egg



sea



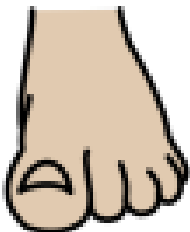
up



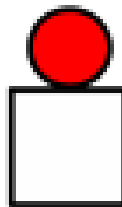
key



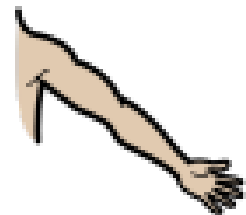
car



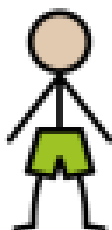
toe



on



arm



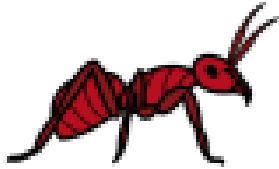
boy



tea



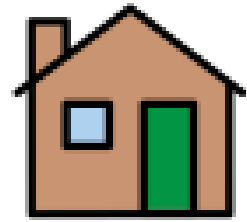
shoe



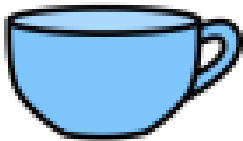
ant



bike



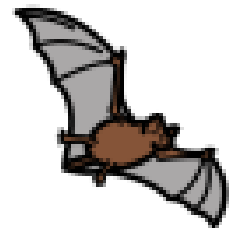
house



cup



net



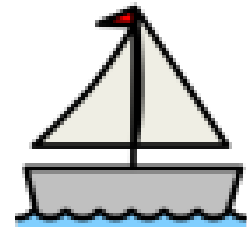
bat



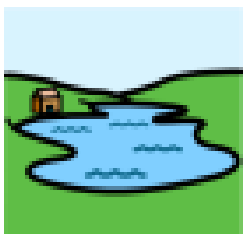
road



feet



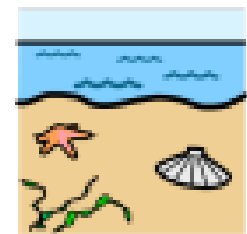
boat



lake



chick



beach



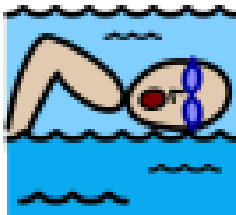
crab



snack



flag



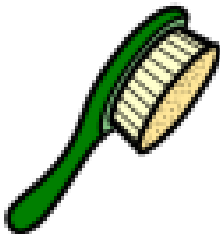
swim



frog



stop



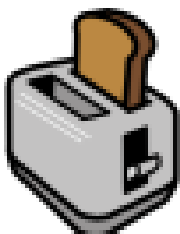
brush



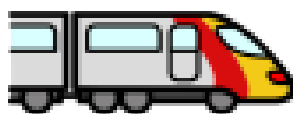
sweet



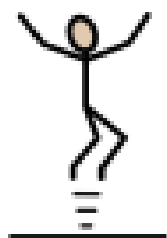
sleep



toast



train

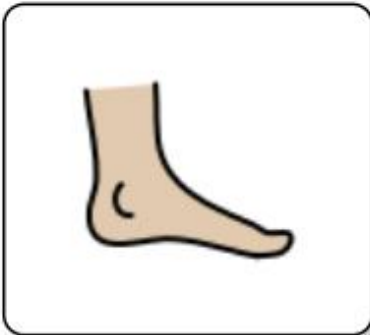


jump

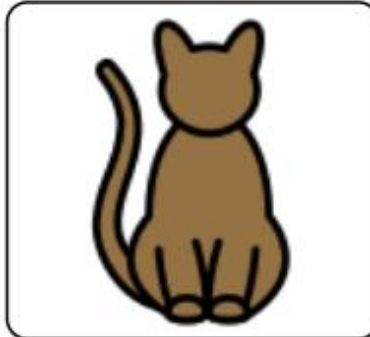
Appendix 1:

Picture resources to support phoneme blending screening assessment for children with speech sound disorders

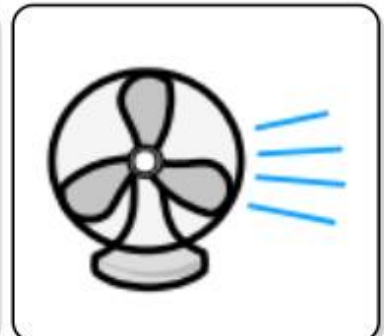
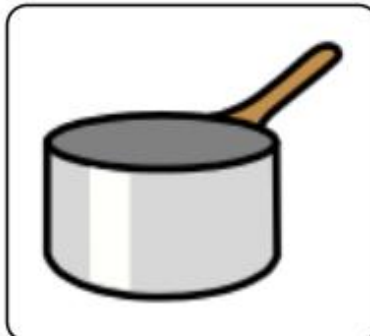
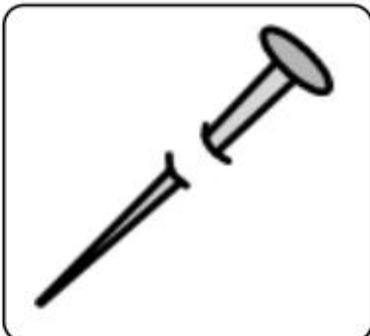
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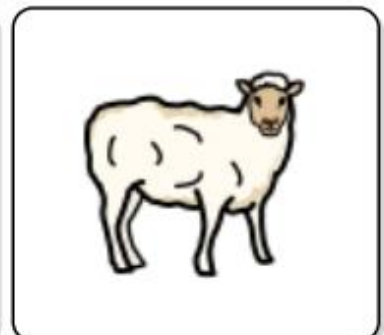
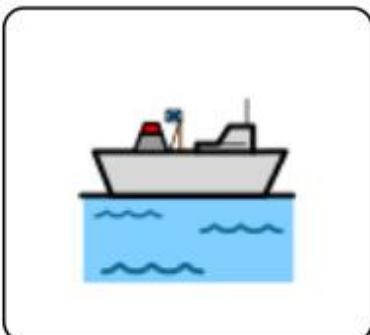
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3

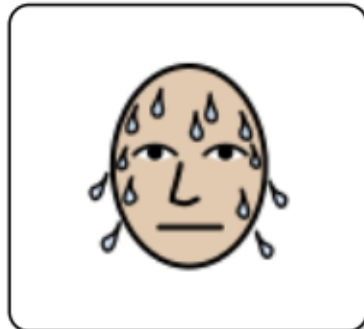
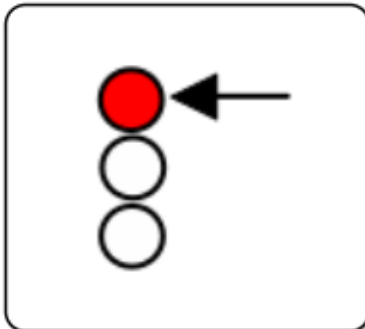


4



Appendix 1 continued:

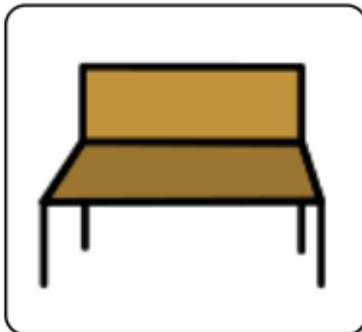
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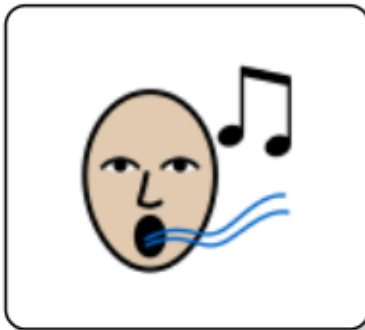
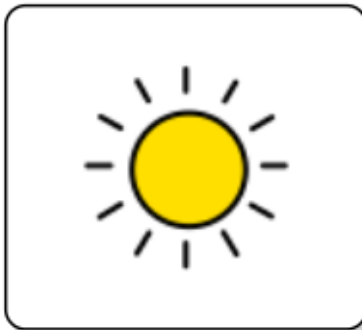
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7

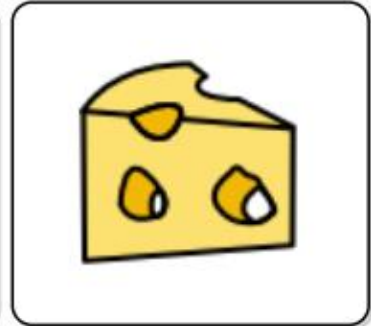
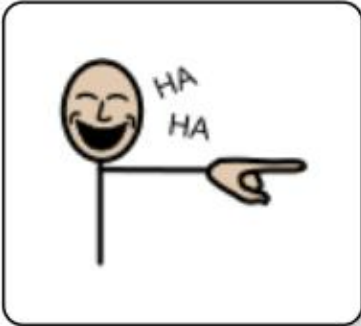


8



Appendix 1 continued:

9



10

