

Northumbria Healthcare



NHS Foundation Trust

Phonological Awareness Activity Pack



Targeted Speech Intervention Plan

Name:

DOB:

NHS:

Date:

The following is a collection of tasks and resources based on the work of Dr Helen Stringer (Newcastle University)

These are designed to help you support children with developing sound awareness skills. These skills are, in developmental order:

- **Identification of environmental sounds** (e.g. animal noises) and **single sounds** (e.g. 'mmm', 'sss')
- **Syllable clapping**
- **Syllable deletion**
- **Initial sound identification**
- **Final sound identification**
- **Sound manipulation** (e.g. say 'boat' but don't say /b/)
- **Rhyme**—this can develop alongside other skills but it is often to later skills to develop

These tasks are best completed little and often (about 5-10 minutes per day) to keep the child interested in the tasks and help support the development of these skills.

Although this pack is primarily designed to support children with developing their **speech** skills, research has shown that strong phonological awareness skills support the development of **vocabulary** and **literacy** and are therefore very important skills for children to possess.

The pack is designed to represent the phonological awareness hierarchy, that is the way in which children typically develop sound awareness skills. Therefore it is important to ensure that the child is confident at the first level before moving on to the next skill and activity.



Listening for Environmental Sounds

Listening for sounds in the environment helps children to develop their listening skills and identify patterns of sounds. They begin to learn to link sounds to different things and tell the difference between them. This is an important skill that children need before being able to tune into the specific sounds used in speech.

What to do?

There are lots of different games and activities that can be done very easily at home and in school without the need for many resources. Here are a few ideas:

- **Listening walk**—go for a walk and talk about the sounds you can hear and what is making those sounds.
- **Kitchen drum kits**—grab some pots and pans and wooden spoons. Make a tune and encourage the child to copy, change the things that you are using to make the sounds and talk about the different noises they make e.g. using a brush instead of a spoon.
- **Listening guess what**—encourage the child to close their eyes whilst you make a noise with a familiar object, get the child to guess which object made the noise.

Letters and Sounds Phase 1 (DfES) has some lovely games ideas and there are also many commercially available listening lottos etc, which are useful for developing these skills (and they are fun!).



Listening for Single Sounds

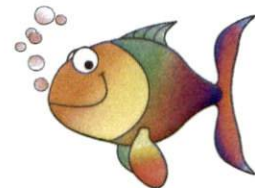
Listening for single sounds helps children to tune in to the sounds that are used in speech without them having to separate them from a word (which is a really tricky skill).

What to do:

With each of these games, begin by getting the child to listen out for one sound. When they are confident doing this, increase it to two sounds. When you add the second sound make sure that it is very different from the first one (e.g. p and s, m and k NOT f and s, or t and k as these are very similar).

Activities:

- **Marble jar**—whenever the child hears the selected sound they put a marble in the jar. When you have two or more sounds label the jars and the child has to put the marble in the correct jar.
- **Feed the cat**—when the child hears the selected sound they feed the cat with one of the fish. If you have more than one sound, use two cats and label them with the sounds.
- **Sound stations**—this is a game for when the child can listen for more than one sound. Place the Jolly Phonics pictures (of the selected sounds) in different parts of the room. Say the sound and the child has to run to the correct station.
- **Motivational games**—if you have any games that the child really likes such as Pop Up Pirate, Hanging Monkeys, Crocodile Dentist etc. say a sound and when the child hears the selected sound they get to take a turn. If you are using more than one sound you can choose certain colours of sword/monkey for example for each sound.



When children are confident at listening for sounds it is good for you to swap roles and get them to say the sounds and you complete the activities. This gives them some practice making the sounds themselves.

The Jolly Phonics cards included in this pack are useful for these activities.

Counting Beats/Clapping Syllables

Phonological awareness skills help children to hear how a word is put together. Before a child can change the way they say a word, they need to be able to listen and recognize the smaller parts in the word. A good way of doing this is by listening for beats in words (syllables) e.g. Fin-ger = 2 beats; But-ter-fly = 3 beats.

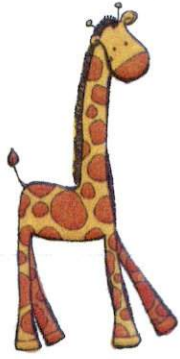
What to do:

- Encourage the child to say the word with a rhythm so that they can hear the 'beats'. Do this together to begin with.
- Say each word slowly, clapping each syllable or beat as you go. Encourage the child to have a go too. If they don't like clapping you could try pointing to a brick for each beat, stamping your feet or counting the fingers on their hand as you go.
- Start with words with 2 or 3 syllables (beats), as these are the easiest. We have included some examples below for you to try, however you could use any words you like. Perhaps you could use words from a topic/hobby that interests the child e.g. cars or football.
- If the child finds it difficult model it for them or put your hands over theirs and clap together.
- As the child improves you will be able to do it without the demonstration and you can gradually reduce your help.

Activities:

- **Feely bag**—fill with toys/objects/pictures. Pull them out one at a time and clap the syllables.
- **Shopping**—give the child your shopping list. You and the child can clap the syllables of all of the things on there as you find them.
- **Syllable walk**—go for a walk (this could be anywhere; your house, the garden, the park etc.). Find interesting things and clap their syllables.

There are some useful pictures of 2 and 3 syllable words in this pack that you may wish to use.



giraffe



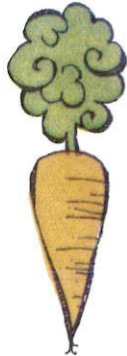
chicken



farmer



tiger



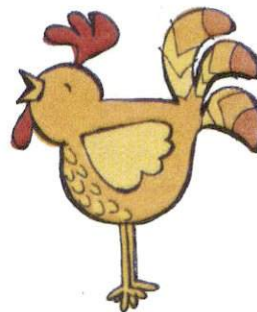
carrot



zebra



flower

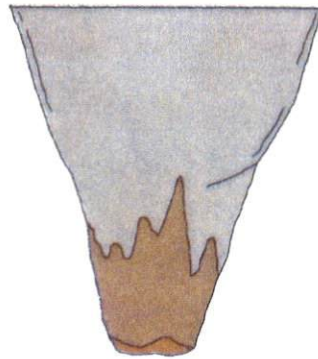


rooster

kangaroo



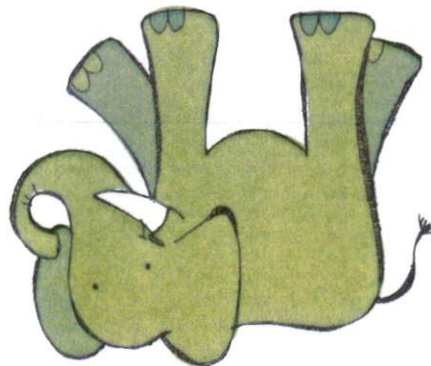
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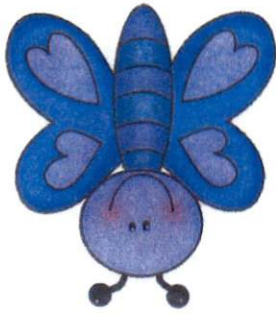
octopus



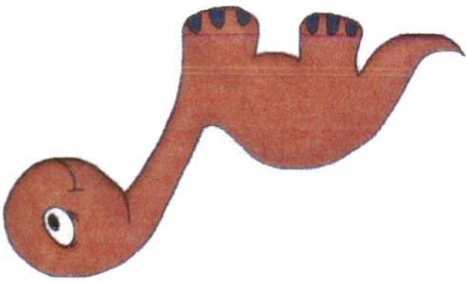
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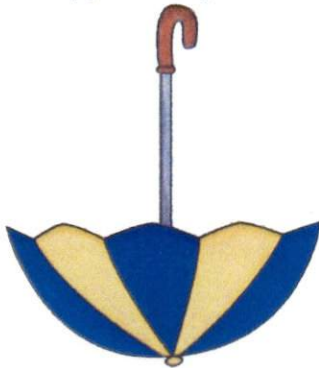
butterfly



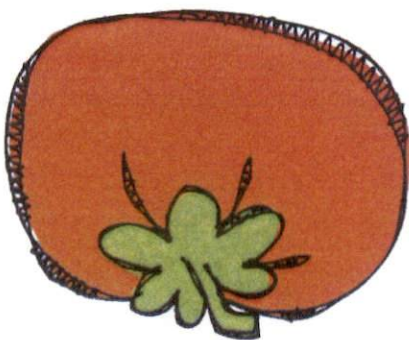
dinosaur



umbrella



tomato



Splitting Words/Syllable Deletion

Being able to split a word into separate bits is a helpful skill as you have to be able to hold a word in your head, split it into pieces, and then change or add to it. These are all skills children need to change any speech errors they may have. It is also useful when children are learning to spell words.

What to do:

- Start with **compound words** first until the child is confident in this. Compound words are words that are made up of two other words, e.g. cow + boy = cowboy; snow + man = snowman.
- Start by asking the child to remove the last syllable—say the full word, then ask them to say it without the last part. E.g. say to the child ‘can you say (target word)?’, when they repeat the word reinforce them and say ‘great, now can you say snowman but don't say ‘man’’
- It is useful to use a **hand modelling method** for this task where the child’s left hand represents the first part of the word (e.g. snow) and the right hand represents the second part of the word (e.g. man). When asking them to remove the last part, get them to move their right hand behind their back and think about what is left.
- When the child is confident removing the last syllable, get them to remove the first one. They may find this switch tricky to begin with and need some modelling.
- When the child is confident removing syllables from compound words you can move on to **non-compound words (e.g. ba-by, ti-ger, mon-key)**. **Again**, first asking the child to remove the **last syllable** then move on to removing the **first syllable** as this is a harder skill. Remember the hand trick.



There are some pictures of compound words in the pack to help support these activities. There are also some non-compound word pictures for the previous syllable clapping tasks that can be used here as well.

Compound Words

ice, cream - ice cream
rain, bow - rainbow
snow, man - snow man

sheet 1



Compound Word
cow, boy - cowboy
black, bird- blackbird
scare. crow - scarecrow

sheet 2



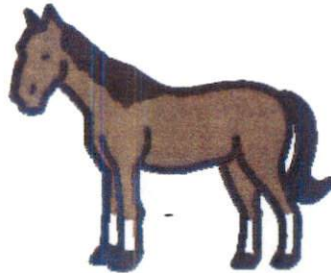
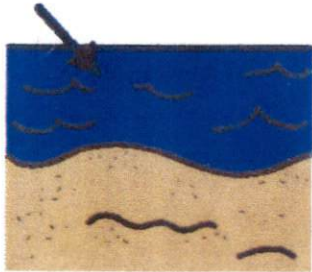
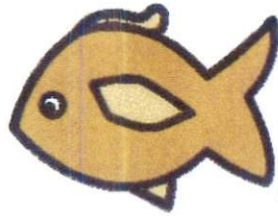
Compound Word

star, fish - starfish

sea, horse - sea horse

tooth, brush - toothbrush

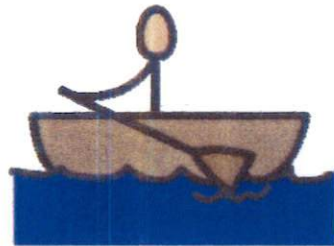
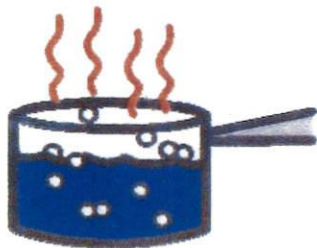
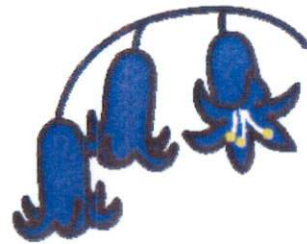
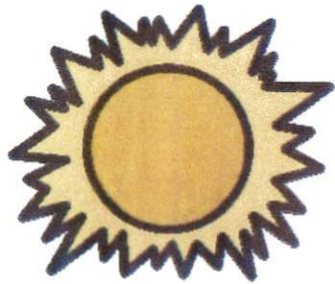
Sheet 3



Compound Word

sun, flower - sunflower
steam, boat - steamboat
dog, house - doghouse

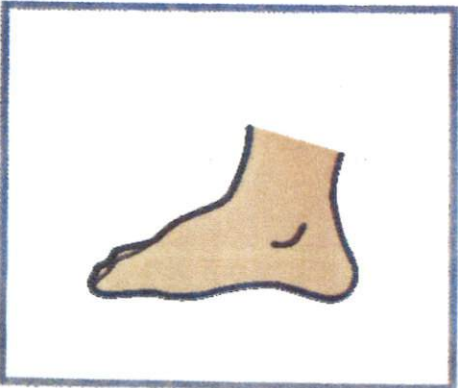
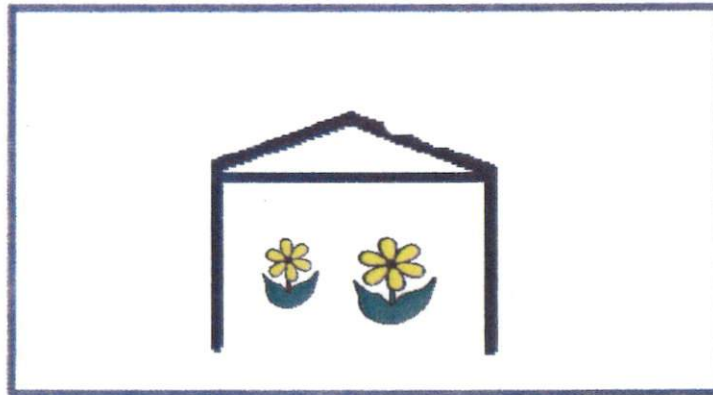
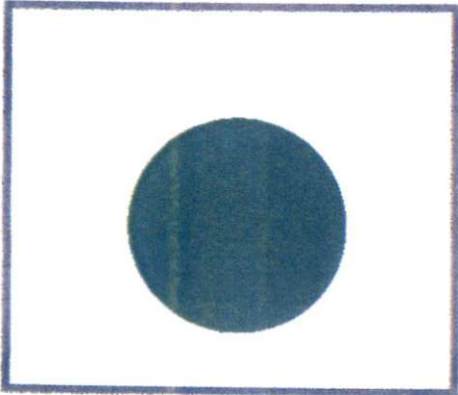
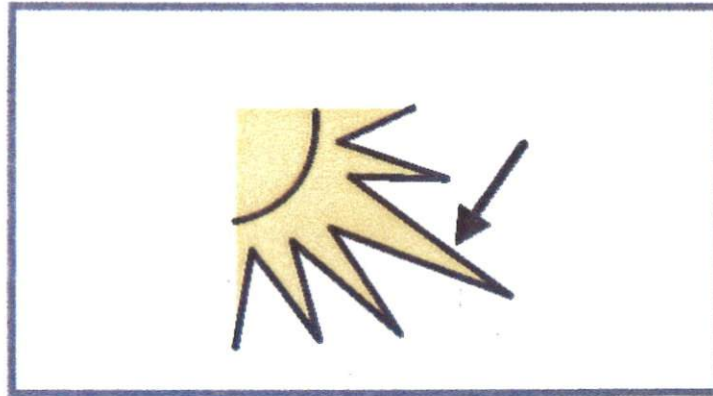
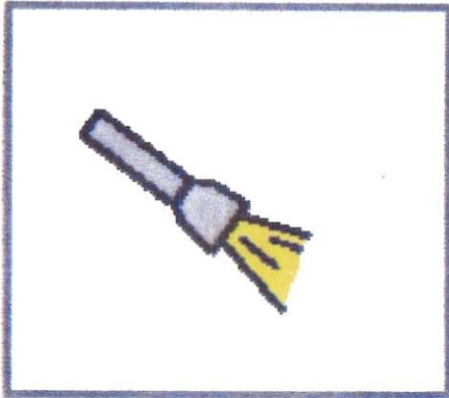
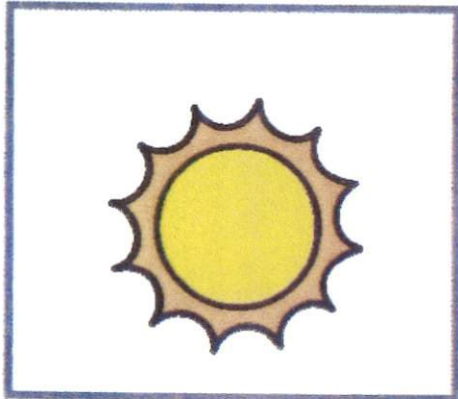
sheet 4



Compound Word

sun, shine, - sunshine
green, house, - greenhouse
foot, ball - football

sheet 5



What's the first sound?/Initial Sound Identification

Children need to be able to recognise the first sound in words. For this task the child **does not** have to be able to say the words correctly but to be able to identify the correct first sound in the words. The child needs to be able to hear the first sound in a word, in order to know what he is aiming for and recognise the way they say a word is different from the way an adult says the word.

With identification tasks, always work from adult production first, when the child is confident and successful in this task move on to identification from the child's own production.

What to do:

- Use the picture sheets and Jolly Phonics symbols provided in the back of the pack.

Identification from adult production—Show the child a picture and tell them what it is then ask them to think carefully about the first sound.

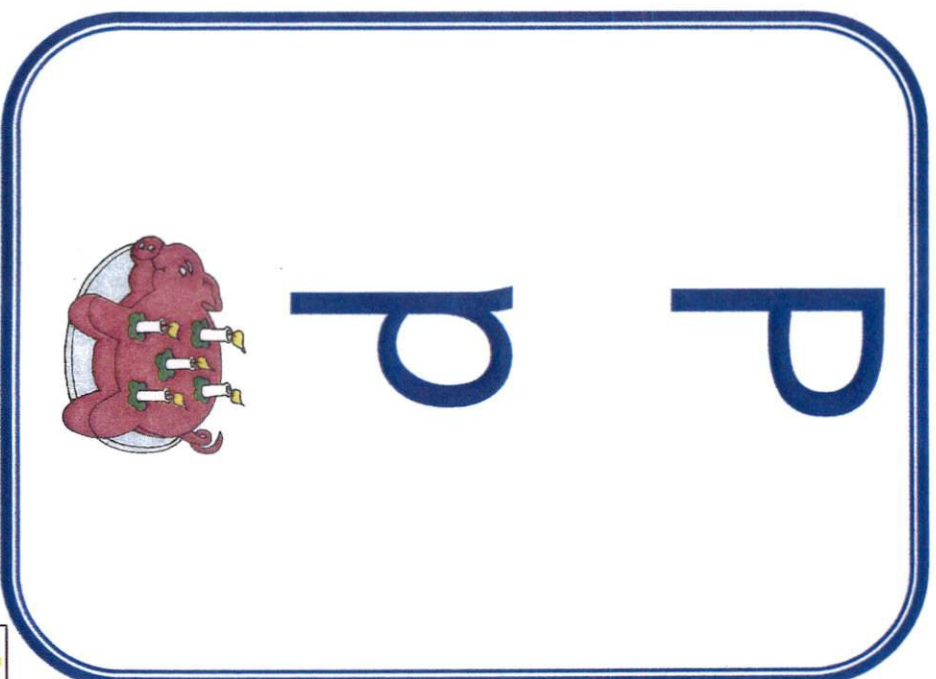
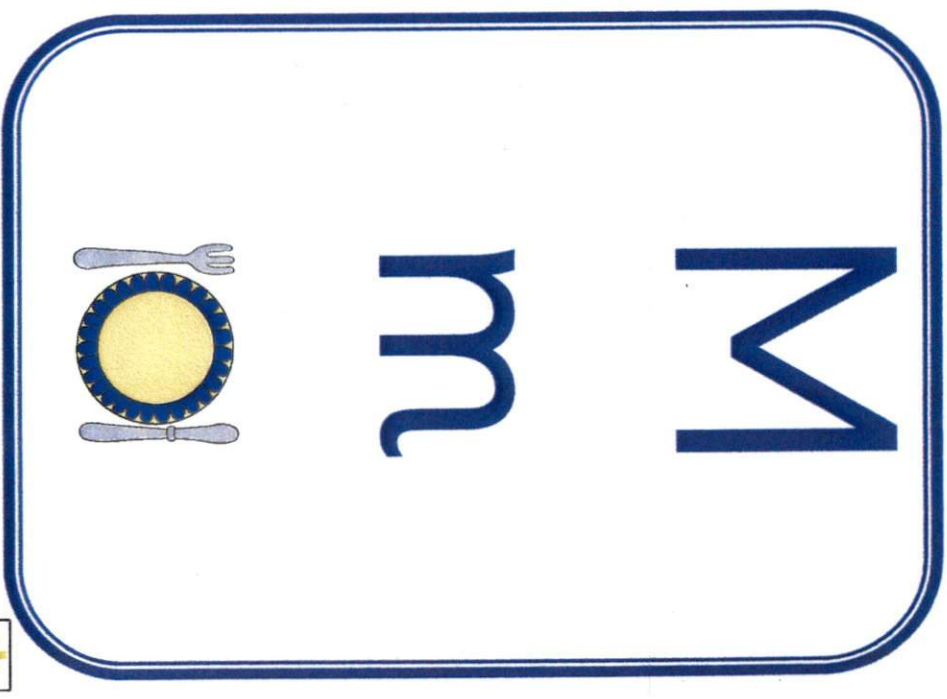
- If the child is unable to identify the first sound you can use two of the **Jolly Phonics** pictures to give them some choices e.g. if the word begins with a /s/ sound give them the Jolly phonics cards representing /s/ and /m/ to begin with these sounds are quite distinct so it makes it easier to hear the difference, as the child becomes more confident they can choose from more sounds or sounds that are similar e.g. /f/ or /s/.
- If the child is struggling to identify the sound use an exaggerated adult model e.g. 'what's the first sound in ssss-ock' and encourage them to look at your mouth to get visual clues for the sound.



Identification from the child's own production—Show the child a picture and ask them what it is. When they respond with the correct word (not necessarily said in the right way), ask them to think carefully about the first sound.

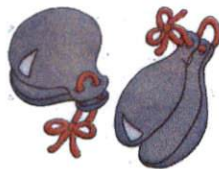
- If the child says the word incorrectly e.g. says 'tat' instead of 'cat' and identifies the initial sound as /t/ you can ask them to not say the word and just to **think carefully** about it in their head. Sometimes children may have a different representation of the word in their head to the way they say the word.

See activity sheet following 'What's the Last Sound?' for some fun games ideas.



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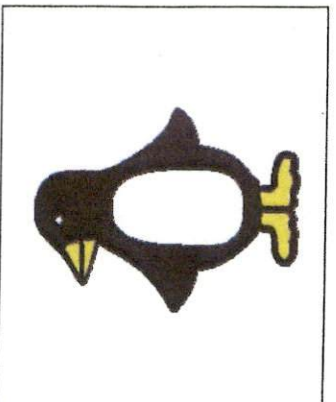
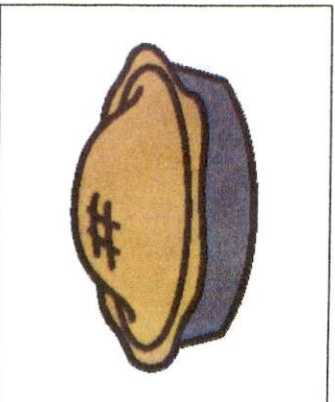
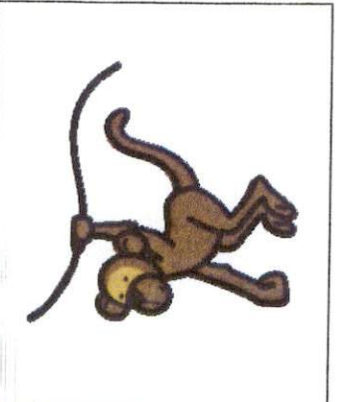
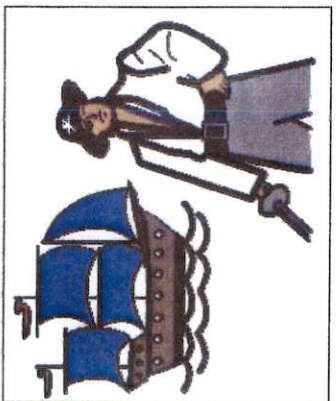
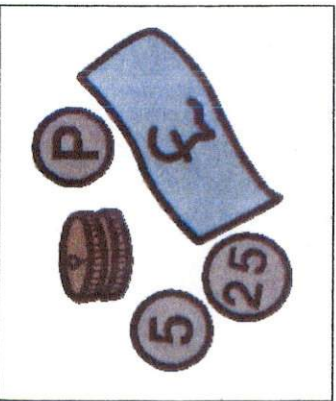
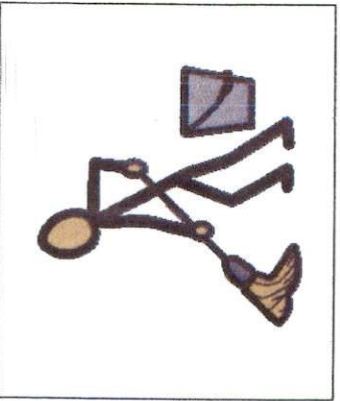
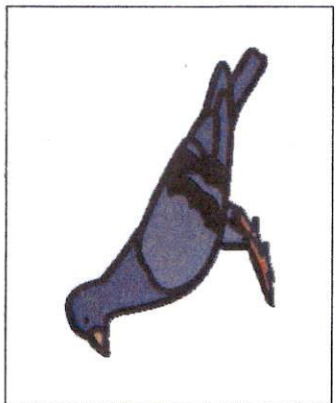
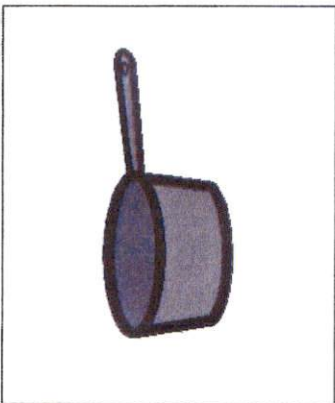
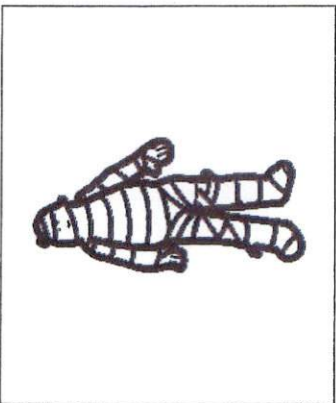
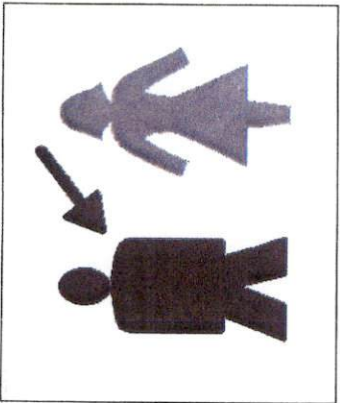
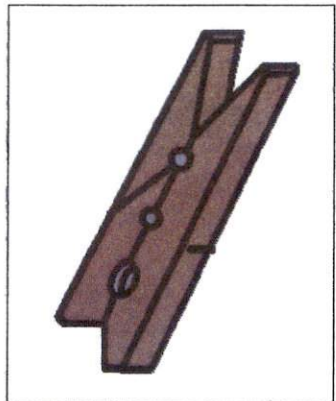
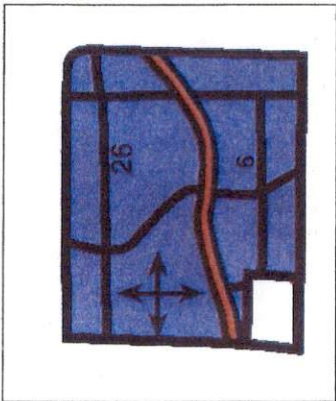
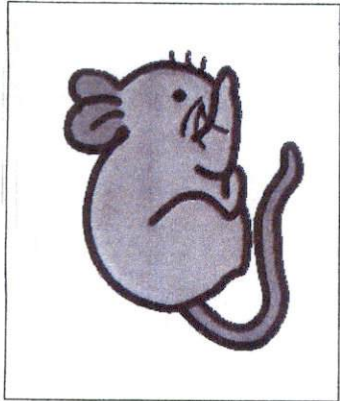
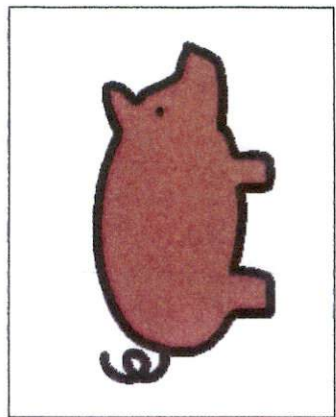
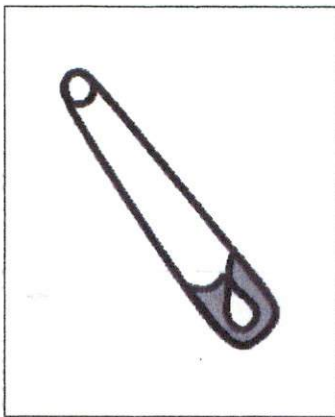
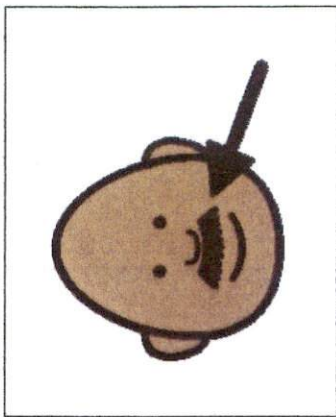
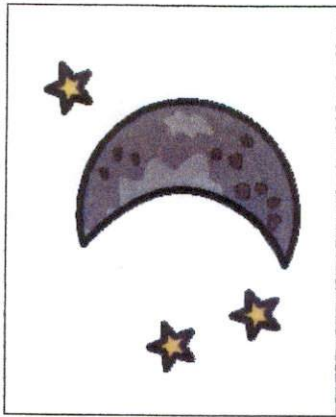
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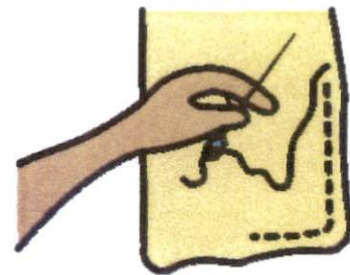
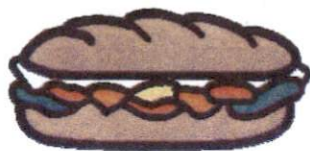
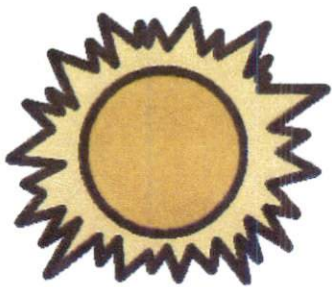
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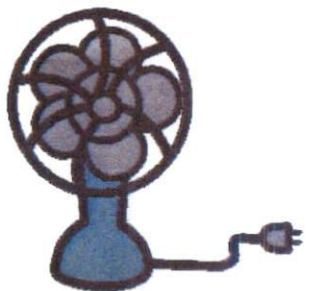
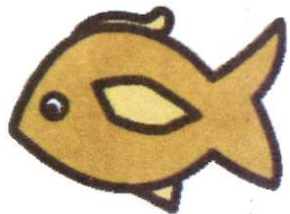
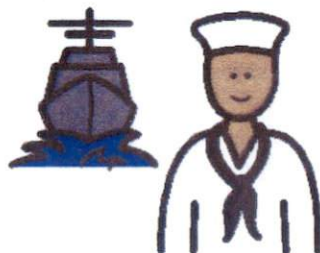
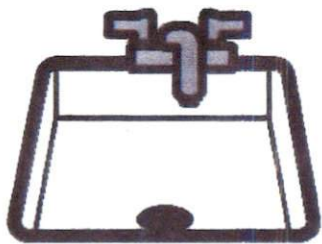
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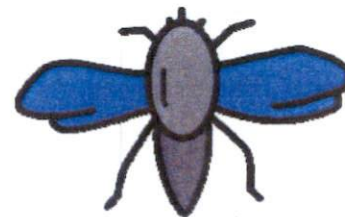
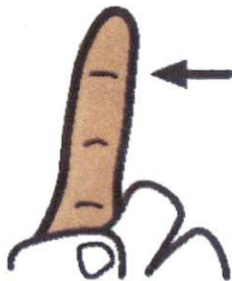




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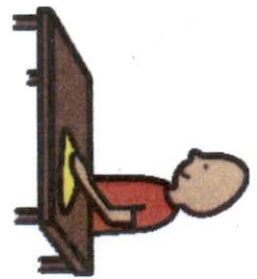
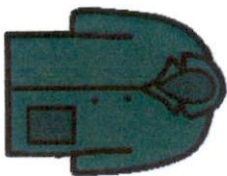
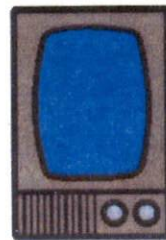
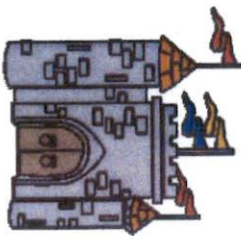
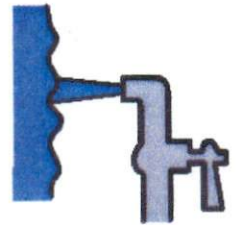
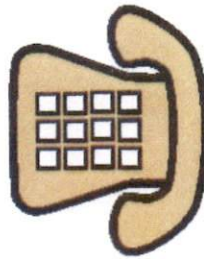
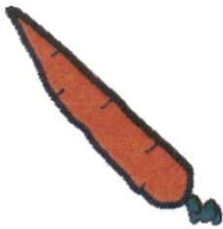
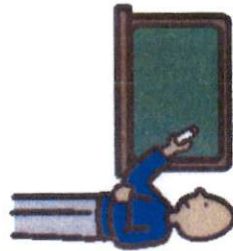
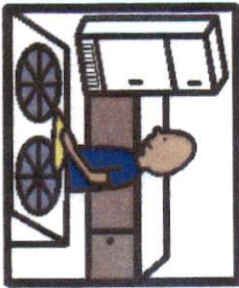


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What's the last sound?/Final Sound Identification

Children also need to be able to recognise the last sound in words. To be able to do this task the child **does not** have to say the word correctly. Some children find it difficult to focus on the last sound when they have been working on the first. It can be useful to have some visual support to help focus their attention on the final sound. E.g. a long snake or a dinosaur with a long tail—you can talk about the head as the first sound and the tail as the last sound, telling the children that they are now listening for the tail sound. With identification tasks always work from adult production first, when the child is confident and successful in this task move on to identification from the child's own production.

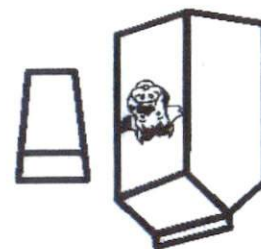
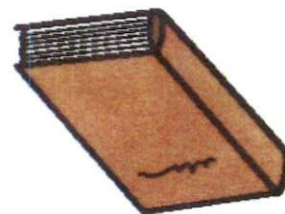
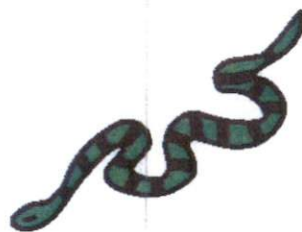
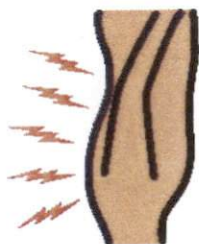
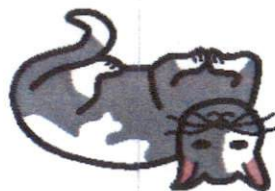
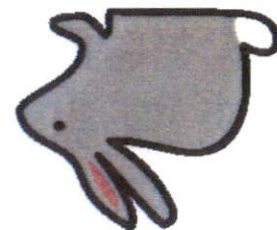
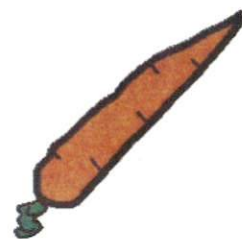
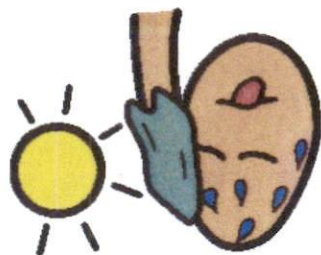
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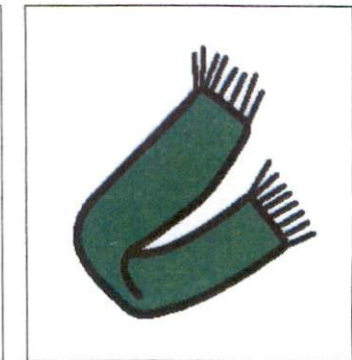
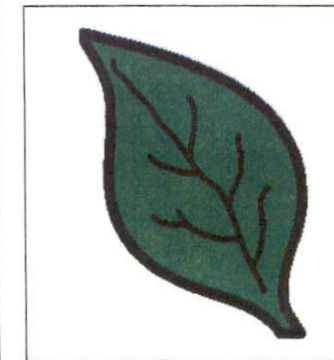
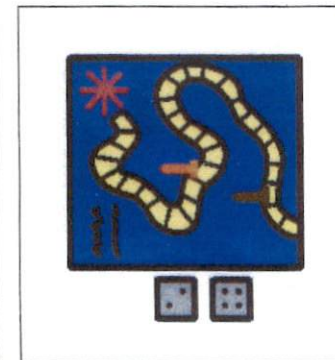
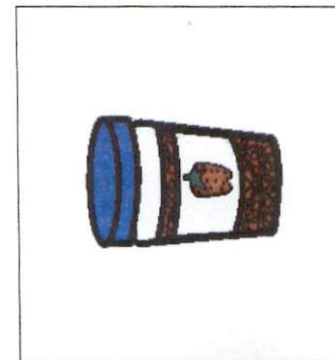
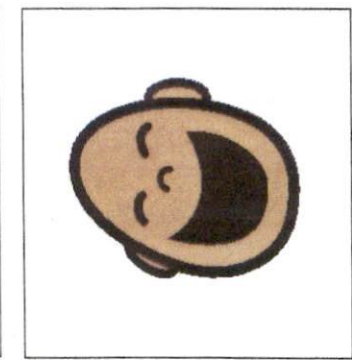
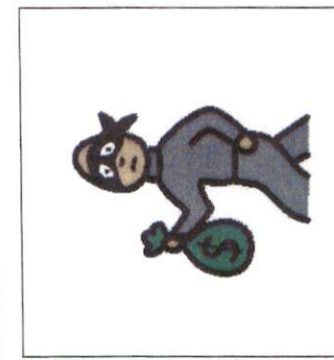
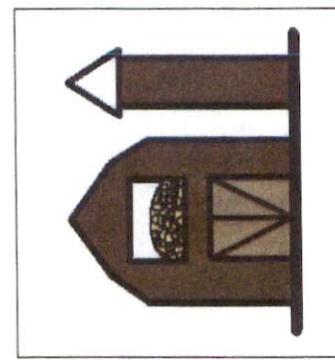
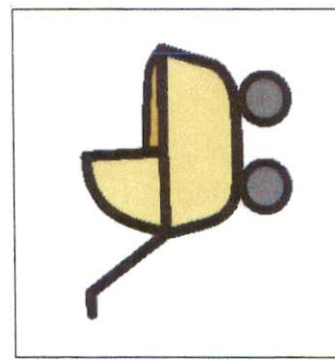
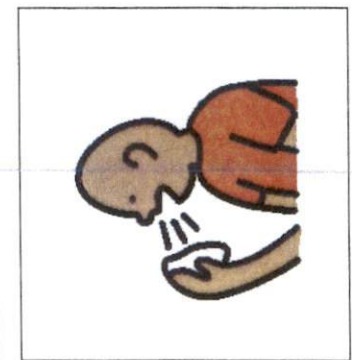
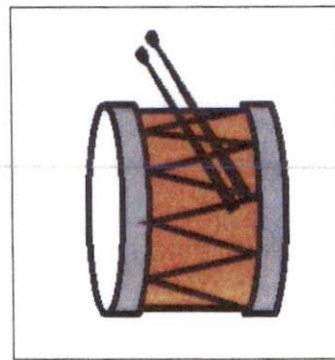
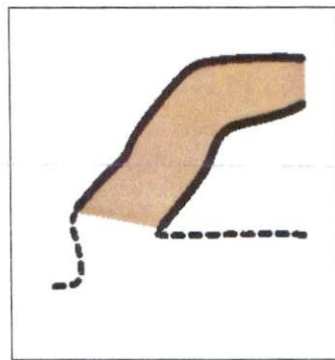
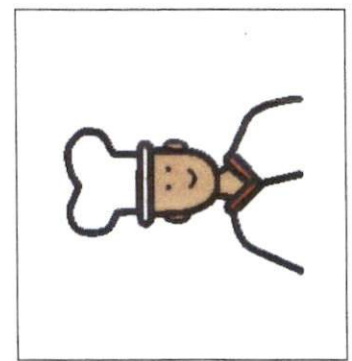
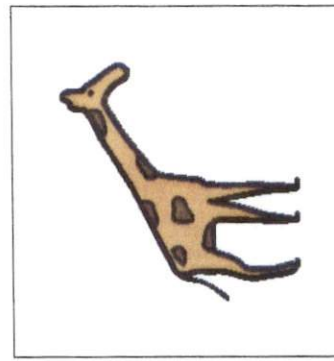
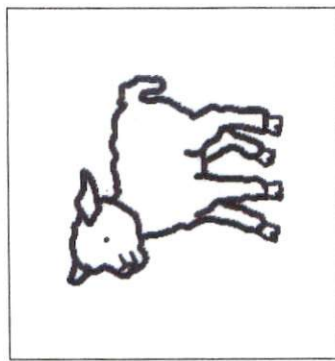
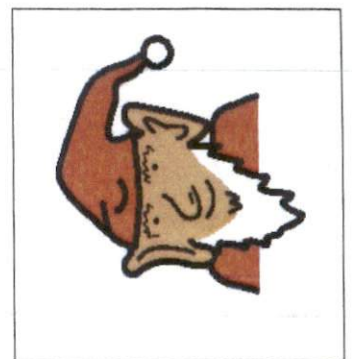
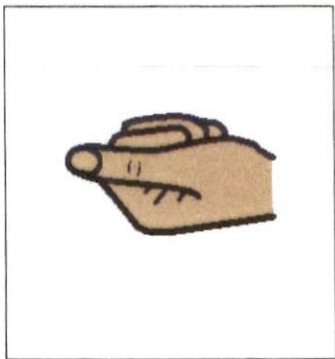
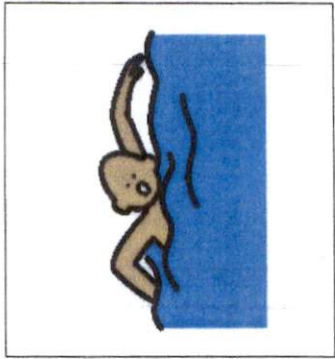
Identification from adult production - Show the child a picture and tell them what it is, then ask them to think about the last sound in that word.

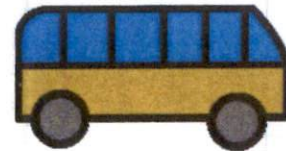
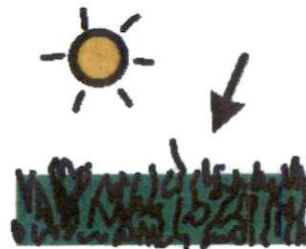
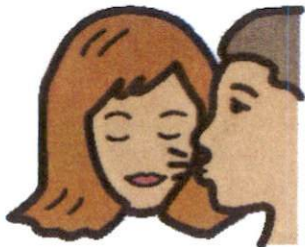
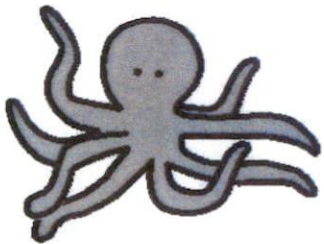
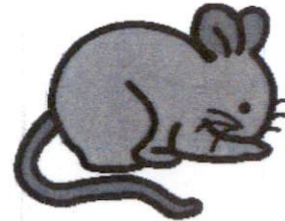
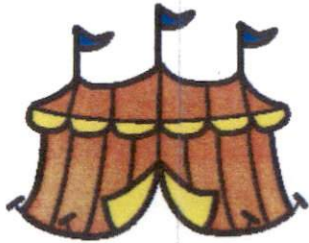
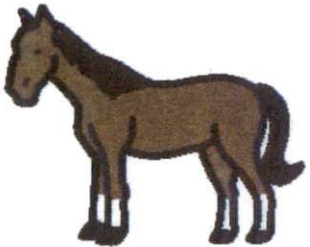
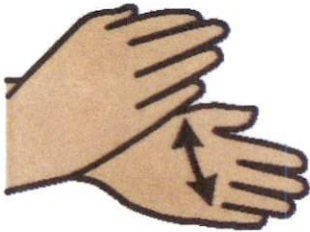
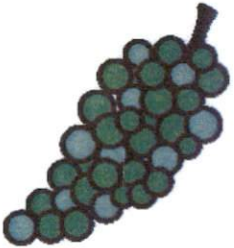
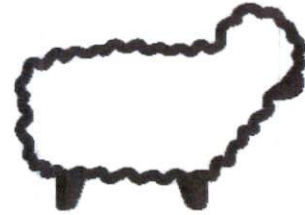
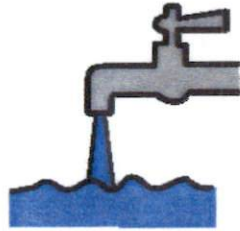
- If the child is unable to identify the last sound you can use two of the **Jolly Phonics** pictures to give them choices e.g. if the word ends with a /s/ sound give them the Jolly phonics cards representing /s/ and /m/ to begin with as these sounds are quite distinct so it makes it easier to hear the difference. As the child becomes more confident the child can choose from more sounds or sounds that are similar e.g. /f/ or /s/.
- If the child is struggling to identify the sound use an exaggerated adult model e.g. 'what's the last sound in 'bu-ssssss' and encourage them to look at your mouth to get visual clues for the sound.

Identification from the child's own production—Show the child a picture and ask them what the picture is. When they respond with the correct word (not necessarily said in the right way), then ask them to think carefully about the last sound of that word.

- If the child says the word incorrectly e.g. says 'dut' instead of 'duck' and identifies the final sound as /t/, you can ask them to not say the word and just to **think carefully** about it in their head. Sometimes children may have a different representation of the word in their head to the way they say the word.







Initial and Final Sound Games

When you begin start with two sounds that are very different (e.g. /s/ and /p/ or /m/ and /k/). As the child gets better at this add more sounds and/or make the sounds more similar (e.g. /s/ and /f/ or /t/ and /k/).

- **Sound sorting**—use two sounds and have a box/bag/bowl etc. for each (label with Jolly Phonics pictures). Place the sound pictures face down and take it in turns to choose one. Say the word and decide which box it belongs in. When the decision has been made say the word with the chosen sound so the child can check they have made the right decision (e.g. the child puts 'sock' in the /s/ box so you would say 'is it a sock?', or the child puts 'sock' in the /t/ box so you would say 'is it a tock?').
- **Sound books**— find pictures in magazines or make copies of the pictures in this pack. Cut and stick them to make a book of all things beginning with your chosen sounds (one book for each sound so the child has to decide which book the picture goes in).
- **Picture hunt**—hide two (or more if the child is getting more confident) sets of pictures. You could hide them around the room, in a tray of sand, in a bowl of jelly, a bucket of soil (might need to laminate for this!) etc. As the child finds a picture they have to decide what the first/last sound is.
- **Motivational games**—use any motivating game you may have at home/school (e.g. Pop-Up Pirate). Take it in turns to identify the initial/final sound in a word and take a turn at the game.
- **Feed the puppet**—the child chooses a picture, identifies the initial or final sound and feeds it to the puppet. Simple but fun.
- **Making sound soups**—This is a harder task for when the child is more confident identifying a number of sounds in words. Have a mixing bowl and a spoon to make your soup in. Place picture cards (two sounds) face up and ask the child to find all of the ones beginning with a certain sound to make the soup. E.g. if you were making a /s/ soup—'what do we need to make a /s/ soup?'. Get the child to choose a picture, you/or they say the word and they decide if it belongs in the soup or not.

Useful Resources

Here are some resources that you may find useful to support the work in this pack:

Games/Activities:

- Pop-up pirate
- Hanging Monkeys
- Crocodile Dentist
- Books
- Jigsaws

Resource Packs:

- Letters and Sounds—particularly Phase 1
- The Ultimate Guide to Phonological Awareness—https://schools-secure.essex.gov.uk/pupils/sen/Documents/The_Ultimate_Guide_.pdf

If the child finds any of these activities too difficult, or you would like further support, resources or advice, please get in touch with your designated Speech and Language Therapist.

