

Phonological Awareness Activities

Especially good for pre-readers

Promoting awareness of sounds in words:

- Clapping in time to syllables within words and producing rhythm patterns for familiar names e.g. Samantha---Darren----Sean---
- Using pictures of common objects whose names have two syllables; provide initial syllable and child says the rest of the word
- I-Spy and associated games using alliteration
e.g. think of a word that begins with a “m” sound
I-spy something that begins with the same sound as book
- Look at pictures in a storybook together and think of rhyming words for pictures
- Recite/invent simple rhyming lines that incorporate children's names eg.
“My friend Bencan count to ten.”
- Odd-one-out activities (begin with sequences of three words):
by alliteration e.g. lion, table, letter
by rhyme e.g. bin, pen, hen
- Closed questions – “Does 'cat' begin with 'm'?”
“Does 'fish' rhyme with 'dish'?”
Forced alternatives – “Does 'cat' begin with 'd' or 'c'?”
Open questions - “What does 'cat' begin with?”
Comparisons - “Does 'cat' begin with the same sound as 'can' or 'man'?”
- Give a word (e.g. “mice”) - child responds by leaving out initial letter (“ice”)
- Split words into the first sound in the word (onset) from the remainder of the word
The remainder of the word is known as the rime (not rhyme)
- Play at blending onsets and rimes (e.g. adult says “p” and “ink' separately for child to put together into “pink”)
- Riddle rhymes. Give a clue (e.g. word ends in “at’)
“I have ears and a tail. I drink milk. I say meow. I am a ---”
- “Guess what” problems e.g. “It rhymes with a dish and swims”
- Blending phonemes to make familiar words e.g. “m” - “a”- “t”
- Manipulating phonemes e.g.

Take “b” off “bit” and add an “s”

Can you say “nest” without “s” in it?

Can you take the “i” from “pin” and put in “e”