Phonological awareness skills

UNIT 1

Auditory discrimination

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AGES 4–8

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ABOUT THE GAMES/ACTIVITY PAGES

- Each skill has a number of different components. Games and activities for each component are provided together. An objective down the side of each game/activity states which component is covered by the game/activity.

  For example, rhyming has three main components: discriminate rhymes between words (i.e. tell whether or not two spoken words rhyme); discriminate rhymes in context, including listening to songs, poems, or nursery rhymes, and find the rhymes; and produce rhymes.

- All games/activities are titled and reference is made to the pages on which any relevant resources required are found.
- Full instructions describe the game and the number of children involved. Where spoken words are required, a list of words is provided.
- Answers are provided where relevant.
- Images on the game/activity reflect the resources required.

HOW TO USE THE GAMES AND ACTIVITIES

- All games and activities can be printed off onto cardboard, laminated, cut into A5 cards and stored in a box for easy access. Alternatively, the pages may be printed off and placed in a plastic sleeve and stored in an A4 folder. Any full-colour resources can be photocopied, laminated and stored with them.
- All activities are directed by a teacher or adult helper, so full instructions are given, including a script (where applicable) and a list of words to use. The children are not expected to read the words, although some may be included to clarify a picture so the correct word is generated, or to extend more capable children.
- All resources should be prepared, collected and ready before commencing a game or activity. Some games require sports equipment like beanbags, buckets, hoops or a hopscotch frame. Others require cards or game boards to be made.
- Teachers or adult helpers should read all instructions and understand what the child is expected to do before starting an activity.
- Some activities have resource worksheets to consolidate the concept and to engage children who like written work like 'big kids'.

PHONOLOGICAL AWARENESS SKILL DEFINITIONS

1. Auditory discrimination

Auditory discrimination is the ability to differentiate between different sounds including sounds in the environment and nature, in songs and rhymes, and in music.

2. Rhyming

Rhyme is 'agreement in the terminal sounds of lines of verse, or of words'. In simple terms, rhyme means that the final sounds of two or more words or lines of verse sound the same or are very similar in sound.

3. Alliteration

Alliteration occurs when:

- two or more stressed syllables of a word group commence with the same consonant sound or sound group; for example, stem and stern OR
- two or more words of a word group commence with the same letter; for example, alligators annoy ants.

4. Segmentation and syllabification

- Segmentation is the process of taking a word and breaking it down into separate speech sounds (phonemes).
- Syllabification is a component of segmentation. It involves breaking or segmenting words into smaller parts–syllables.

5. Blending

Blending is the process of combining individual spoken sounds/phonemes in correct order to make a word.

6. Phoneme matching

Phoneme matching is the ability to identify words with the same sound.

7. Phoneme isolation

Phoneme isolation is the ability to isolate and identify a single sound within a word, identifying the position of a sound in a word, or identifying what sound appears in a given position in a word.

8. Phoneme completion

Phoneme completion involves finishing a word with a sound missing.

9. Phoneme addition and deletion

- Phoneme addition is the addition of a new (additional) sound to a word and identifying the new word.
- Phoneme deletion is the removal of a sound (phoneme) from a word and identifying the new word created.

10. Phoneme segmentation

Phoneme segmentation is the process of identifying and breaking a word into each separate sound in the correct sequence.

11. Phoneme substitution

Phoneme substitution is the process of substituting or switching one phoneme for another to create a new word.

12. Phoneme reversal

Phoneme reversal is the process of reversing the order of the phonemes in a word.

SUGGESTED MASTERY OF SKILLS TABLE

Age	Skill	Skill typically mastered
4	Auditory discrimination	
4–5	Rhyming	
4–5	Alliteration	
4–5	Segmentation and syllabification	• Sentence segmentation • Syllable segmentation
5–6	Blending	• Syllable blending • Phoneme blending (onset/rime) • Phoneme blending (all phonemes)
5–6	Phoneme matching	
5–6	Phoneme isolation	
5–6	Phoneme completion	
6–7	Phoneme addition and deletion	• Syllable deletion • Initial and final sound deletion
6–7	Phoneme segmentation	
7–8	Phoneme substitution	
7–8	Phoneme reversal	

ACTIVITY 1: Listening

Listen to environmental sounds on a CD, then ask the children to:

(a) point to a picture of the object making the sound and name it

(b) point to a real object that makes the sound and then make the sound.

Extend this activity to play Sound Bingo—listening to sounds on a tape or laptop and covering the correct picture on a bingo board.

Examples of environmental sound bingo cards can be found on pages 18–25.

Alternatively, teachers can make up their own sound bingo boards and make the sounds vocally themselves.

• Discriminate between environmental sounds and speech sounds

ACTIVITY 2: Sound walk

This activity can take place indoors or outdoors.

The aim of this activity is for the children to listen very carefully to the sounds they hear around them. Discuss the different sounds heard, identifying how the sound is made or who/what makes the sound. Record as many as possible for later listening.

After the walk make a display of pictures, or a list of words for extension, of all the sounds they heard. This can be reviewed by replaying sounds recorded.

The children can draw pictures or write down the names of the sounds they hear on the walk.

• Discriminate between environmental sounds and speech sounds

• Discriminate between environmental sounds and speech sounds

ACTIVITY 3: Listen for a moment

This activity can take place indoors or outdoors.

Ask the children to listen to, and remember, all the sounds they hear over a minute or two.

Ask what made each sound and encourage the children to try to make the sound themselves.

• Discriminate between environmental sounds and speech sounds

ACTIVITY 4: Environmental sound or speech

Play recordings of pairs of sounds including words, phrases, songs, poems and sentences.

Ask the children to say which is an environmental sound and which is speech.

(This is an important step in helping the children understand what spoken language is.)

For example:

(say the word) 'breakfast' and play the sound

ACTIVITY 5: Drum up sounds

Provide each child an implement such as a drumstick, clapping stick or short piece of dowelling. Encourage them to explore a selected area in the playground and discover the many different sounds that can be made by tapping or sliding different objects with their implements. Objects may include a door, fence, playground equipment, pipes or walls etc.

Select a child to demonstrate how to make their favourite sound. Then the whole group can copy the child.

Make up an orchestra of sounds. Ask each child to make their favourite sound. An adult or a child acts as conductor and raises a drumstick in the air to signal the children to play loudly and lowers it to signal playing softly. Other signals may be invented for fast and slow.

• Identify similarities and differences in sounds

ACTIVITY 6: Grouping sounds

The children listen to a number of different recorded (or produced) sounds and group them into categories such as animals, musical instruments, vehicles and so on.

• Identify similarities and differences in sounds

ACTIVITY 7: Lost

Select one child to be the 'rescuer'. The rescuer covers his/her eyes while a soft toy such as a teddy bear is hidden in the room.

The other children have the task of guiding the rescuer to the soft toy. They sing louder as the rescuer gets closer to, or softer as the rescuer moves further away from, the soft toy.

A familiar song, rhyme or jingle can be used and it will speed up or slow down to guide the rescuer.

• Identify similarities and differences in sounds

ACTIVITY 8: Odd one out

The children listen to a group of different sounds and identify the sound that is not part of the group.

An example may be a cat meowing, a horse neighing, a cow mooing and a musical instrument playing.

NOTE: If actual sounds are unavailable, the sounds can be produced vocally by the teacher (although these won't be as effective).

• Identify similarities and differences in sounds

Sound bingo boards—1

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Printable stickers

Print stickers on A4 sticker paper and cut out.

Door hangers: Print, stick onto card and cut out. Laminate if required.