

# Awareness Of Sounds In Words

When developing their speech sounds, and before they develop literacy, children learn to recognise and play with how sounds fit together into words.

## WHY IT HELPS

The technical term is "**phonological awareness**". Being able to think about the **structure of a word** and the **sound in it** helps their self-awareness of speech sound mistakes and makes it easier for them to understand what they need to do or change. It can also be an important skill when learning phonics and literacy.

## FOR EXAMPLE

If a child often produces "t" as "k" but can hear the difference between them, it is easier to model how to produce it correctly and help them correct their speech system.

If a child often misses the first sound in words but can't break words into syllables and sounds, it will be difficult for them to understand "you missed the first sound out!" or answer "what's the first sound"

Supporting them to be able to sound out words will make it easier to work on their sounds.

## ACTIVITY IDEAS

### Syllables

- Clap out syllables together
- You clap out a word and they tell you how many claps it was
- Practice chunking words into syllables by saying them slowly without clapping
- You can make these easier by emphasising the syllables when you give them a word



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## ACTIVITY IDEAS

### Rhyming

- Identify if two words rhyme or not. For example, "do dog and log sound nearly the same or different?" or "does red rhyme with bed?"
- Give them one or two words and ask them to think of a word that rhymes with it. For example, "bed and head sound like..."
- Sing nursery rhymes and pause at a rhyme so they can fill in the word.

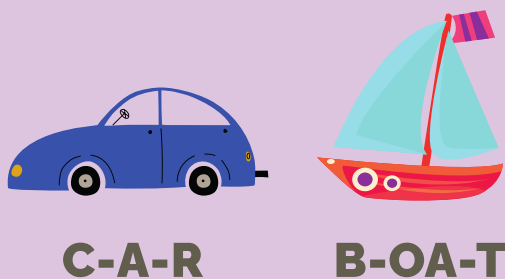


### "Five Little Ducks Went Swimming One Day, Over The Hills And Far..."



### SEGMENTING AND BLENDING

"splitting words up and putting them back together"



- Sound out a simple word and they point to the corresponding picture. For example, "which one is c-a-t?" Always use the 'sound' not the alphabet, such as, "kuh" for C, not "see"
- Give them a picture to sound out., Keep this to words with 2 or 3 sounds in like "C-AR", "B-E-D"

*(Use the visual attached to show them that there are 3 sounds in the word).*

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## ACTIVITY IDEAS

### IDENTIFYING FIRST AND LAST SOUNDS

- Make sure your child knows what “first” and “last” or “start” and “end” mean for these activities.
- Ask what the first sound in a word is. For example, “is DOG a D word or a T word”, or “what is the first sound in LOG?”
- Ask where in a word a letter comes “is “d” the first or last sound in dog?”
- Use the visual attached and point to the position you're talking about, e.g., the first or last square



**CAT**

**Is Cat A C  
Word Or A  
T Word?**



It may help to use the visual on the next page with pictures to help break down simple words and identify sounds. Don't worry about writing in the sounds, it's to help them think about the structure.

