

Activity Sheet

Some ideas to help with sound development



- Set up play scenes for conversations e.g. at the shops, on the train, in the classroom. If you know the situation, it will give you clues to what your child is trying to say. You can use this time to model good speech.
- Play general games where your child has to listen e.g. ‘simon says’ or ‘robots’ (where you make a robot head from a box and, when you have the box on, you have to follow a command).
- Play memory games like ‘I went to the shops and I bought....’ Or ‘I packed my case to go on holiday and I took....’
- Make noises as part of everyday play e.g. mmm – a motorbike, sss – a snake, ppp – blowing out a candle, ga ga ga – a baby etc.
- Phonological awareness skills (rhyming, syllable segmentation and identifying initial sounds) are skills which underlie speech sound development and also literacy development. They help children work out where different sounds are in words and make them more aware of how to change their talking by themselves. Remember when playing the games to use sounds not letters – so sheep begins with the sound “sh”. Normally children develop an awareness of rhyming and syllables before they can identify the initial sounds in words.

Rhyming

- Encourage your child to learn and sing nursery rhymes and songs.
- Emphasise the rhyming words in books with rhyming couplets and talk about which words sound the same.
- Make mistakes in nursery rhymes on the rhyming words “ Humpty Dumpty had a great jumper” – can your child spot them? Talk about how the correct word sounds the same as the rhyming word “It’s not jumper it’s fall. Ah, wall – fall – they sound the same!”

- Play games where your child has to match rhyming words – you can make your own by cutting out pictures, look online for activities, or games such as lotto and jigsaws are available to buy. Help your child by saying the words aloud and reducing the number of pictures they have to choose between.

Syllables

- Find some pictures of 2 syllable words and clap the syllables out at the same time as your child, e.g. /ja/cket/, /ta/ble/. When they can do this then introduce 1 (/cat/) and 3 syllable words (/di/no/saur/).
- When they know how to do this you can practise in lots of different situations like the supermarket or park.

Identifying initial sounds

- Use an old catalogue or magazine to find and cut out pictures that begin with the same sound and stick them down to make a picture or book. At first you may need to give them 2 pictures to choose from – “Which one starts with ‘m’ – monster or snake?”
- Make up a box of things beginning with a certain sound e.g. a ‘c’ box with a ‘cup’, ‘key’, ‘car’ etc. Can your child find some more things to put in.
- Play ‘I-Spy’ using words that begin with a certain sound.
- Go on a ‘sound walk’ – try to spot things beginning with your sound as you go to school/nursery etc.