

GDSS



Phonological Awareness

English as an Additional Language Service
Leaders of Early Learning
Glasgow Dyslexia Support Service

Updated 2019

Rhyme Awareness

- Children can wear rabbit ears and becomes 'rhyming rabbit'. When rhyming rabbit talks to friends he needs to find a rhyming word for their name.

Syllabic Awareness

- Syllables of characters in dressing up area
- Create a shop or café, children count syllables in toy or item they buy and pay appropriate number of coins
e.g. el - e - phant = 3 coins

Listening

- Be inventive with imaginative play..
- Give children scenarios and problems to solve
- Encourage children to work together and respond to peers during play
- Use sound effects e.g. telephones, sirens, animal noises which the children have to respond to

Initial Sounds

- Playing in a shop or café – ordering something you can't quite remember the name of...mmm....it begins with?
- I went shopping and I bought things beginning with b.....bananas, ball, box....

Opportunities for developing
**Phonological
Awareness**
Imaginative Area

Phonological awareness is an **auditory** skill and is **not** about recognising letters. It is the ability to hear and play with (or manipulate) the sounds of spoken language, such as rhyming words, syllables and individual sounds (phonemes). It is an important and reliable predictor of later reading ability and requires daily repetition and explicit emphasis. Practitioners should take advantage of daily incidental opportunities to introduce phonological awareness as well as storytelling, games and music.

Rhyme Awareness

Hide rhyming objects in the water and sand – match and sort

- Hide rhyming cards or objects which appear in familiar stories.

Syllabic Awareness

Sorting items in the sand and water into 1,2,3,4 syllables.

- Hide small character toys in the sand and water such as Spiderman and Elsa. Label containers or buckets 1,2,3,4 and ask children to sort

Listening

- Hiding things in the water and sand – treasure hunts, can you find something shiny which you can use to buy things?
- Drawing in the sand.. if you hear the triangle, I want you to draw triangle in the sand, if you hear a tambourine, draw a circle
- Tidy up instructions: put all the spades in this box, all the pebbles in this box...

Initial Sounds

Hiding things in the water and sand – which sound does it begin with, matching same sounds, different sounds

- Tongue Twisters e.g. “she sells sea shells”
- Silly Soup – objects in the water or sand with ladles and spoons

Opportunities for developing
Phonological Awareness
Sand and Water

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Rhyme Awareness

- Rhyming songs and chants in the playground
- I spy with my little eye something which rhymes with....
- Rhyming treasure hunt. Using a variety of objects, find and sort which ones rhyme
- If your name rhymes with ? line up at the gate

Syllabic Awareness

- Encourage lots of active play – using labelled hoops or buckets, children can sort objects in treasure hunt into number of syllables, or listen for word and run to the hoop with the correct number of syllables
- What's for tea Mr Wolf – wolf says name of food, children tap out syllables and move appropriate number of steps.
- Lay numbers on ground, children to line up at appropriate number for syllables in their name. Extend by giving children character names or items.

Listening

- Circle games: duck duck goose, once there was a princess,
- Instruction games:
 - Traffic lights shout green = run, shout amber = hop, shout red = freeze
 - Port Starboard
- I hear with my little ear something beginning with 'sh'....
- If you are wearing blue, run to a specific place in the garden
- Being imaginative –create imaginative play areas and meaningful role play situations.

Initial Sounds

- Hiding things for children to find and talking about the initial sound
- Going to the shops (pretend or otherwise) – I am going to the shops and I am going to buy something beginning with
- I spy with my little eye
- If your name begins with ? run to a specific place in the garden
- Being imaginative – pretend that a box or basket is a magic flying carpet flying over a zoo – I can see an animal whose name begins with ?

Opportunities for developing
**Phonological
Awareness
Outdoors**

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Rhyme Awareness

- Use stories which have strong examples of rhyme.
- Stop the sentence before the second rhyme to encourage children to think of an appropriate rhyme
- Making up your own rhyming stories using a familiar story format

Syllabic Awareness

- Counting syllables in names of characters and things in story – use a drum or ask children to tap syllables on head, shoulders, knees, fingers to tell how many syllables
- Using flashcards or objects relating to stories, ask children to sort into 1,2,3,4 syllables
- Use LED push-on night lights to help children count syllables.

Listening

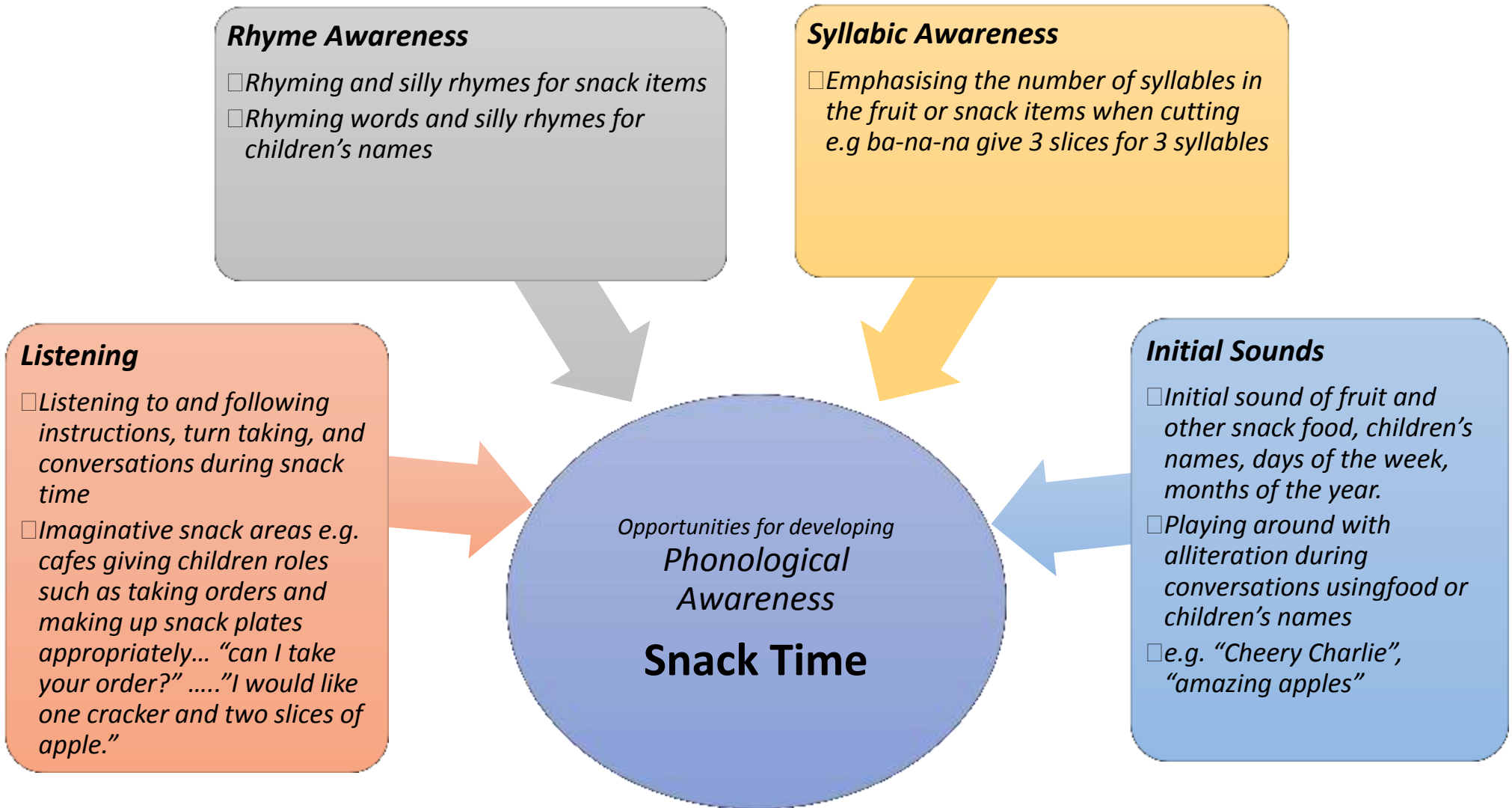
- Story times are very important in developing and encouraging good listening.
- Ensure that story times are very visual and interactive: use puppets, props, flash cards, sound effects to reinforce storyline.
- Pre teach and reinforce new vocabulary
- Ask the children to do actions for particular events or characters e.g. growl when they see the lion.

Initial Sounds

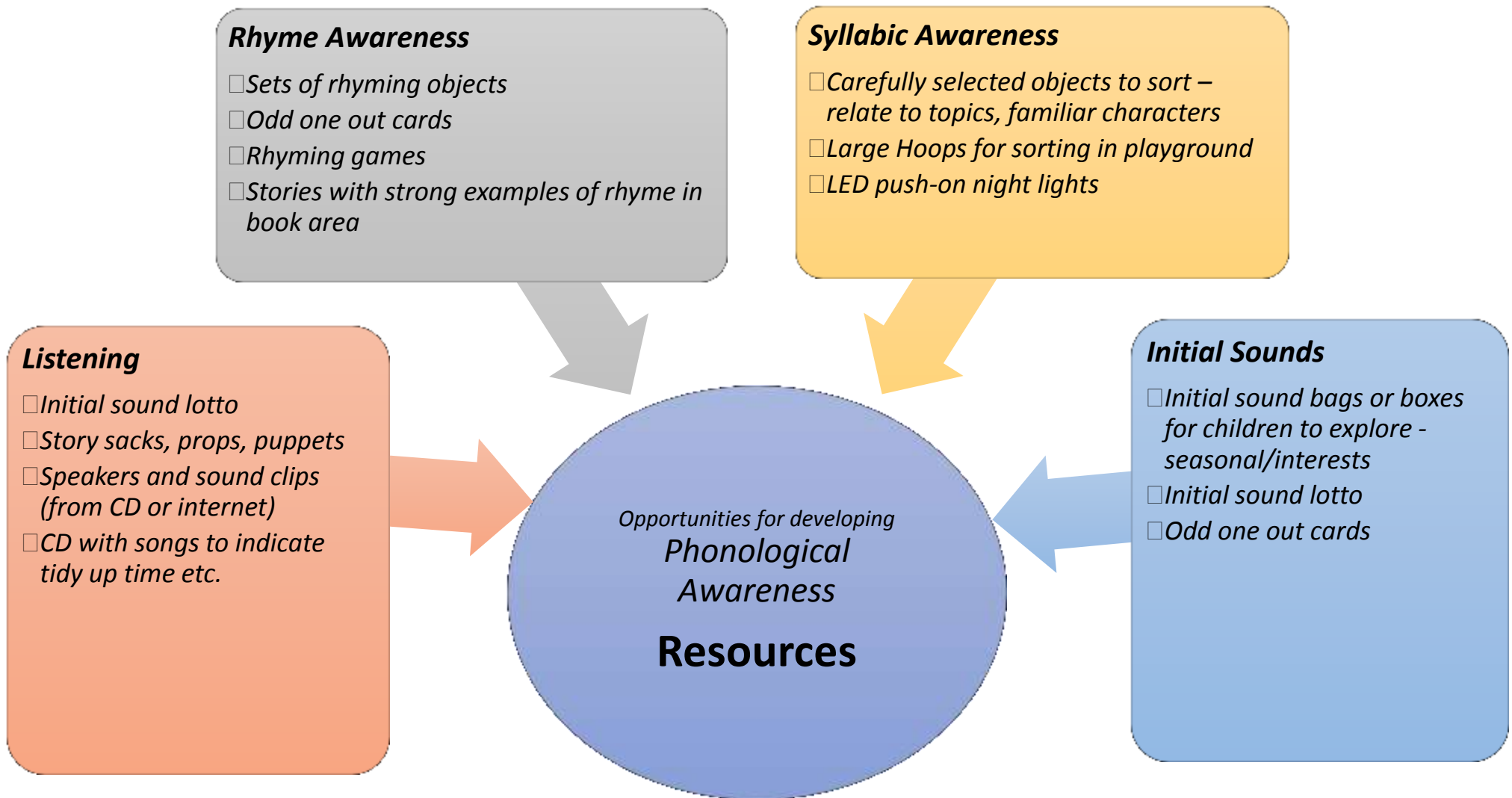
- Initial sound of book title, characters, authors name.
- Alliterative stories
- Making up your own silly rhymes

Opportunities for developing
**Phonological
Awareness**
Story Time

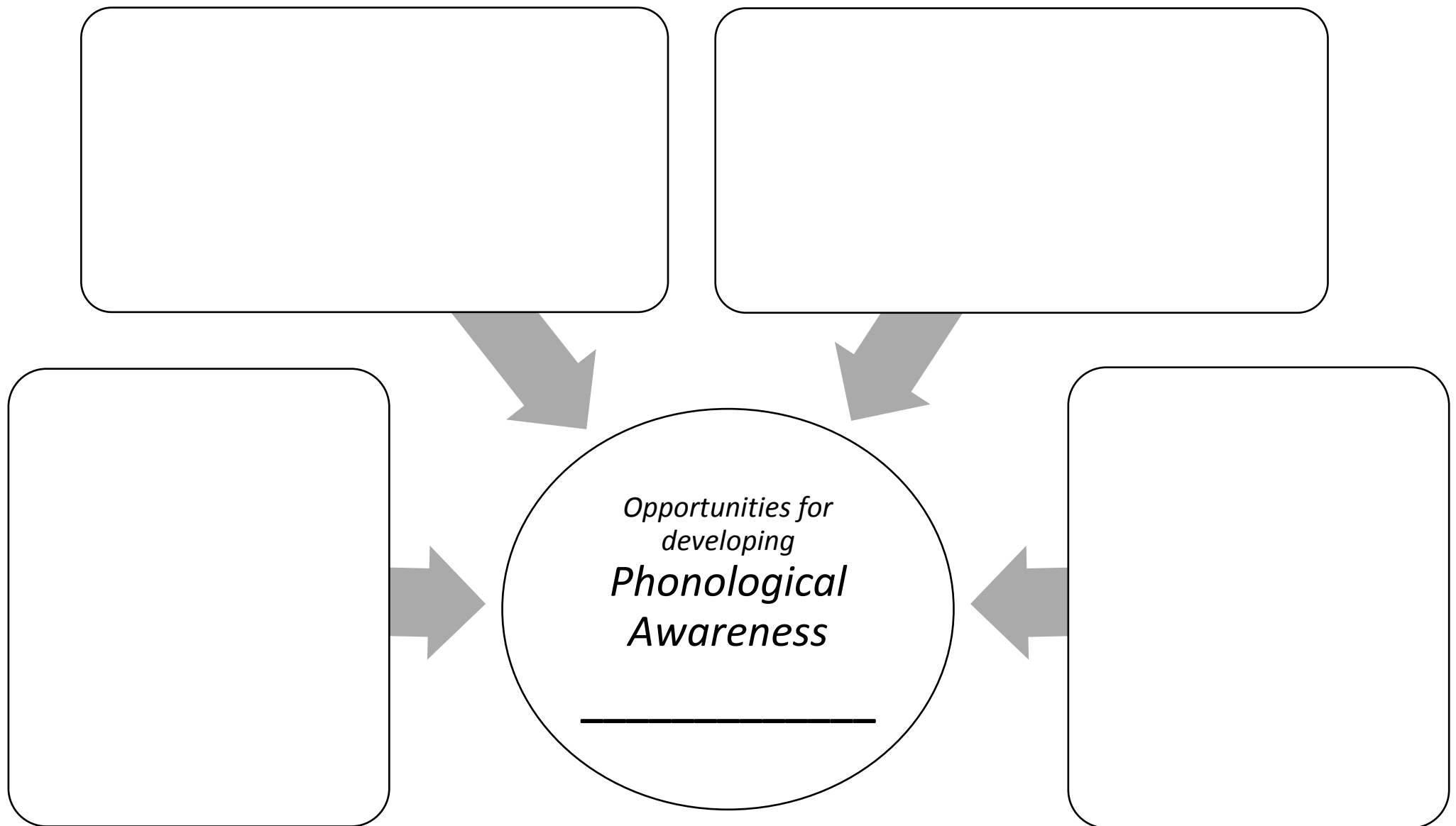
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