

GDSS



# Ideas Pack

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# Phonological Awareness

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

Updated 2019

This resource pack has been created by teachers from the English as an Additional Language Service, Leaders of Early Learning and Glasgow Dyslexia Support Service to support staff in the development of phonological awareness in nursery and Primary 1 settings.

The pack is designed to accompany the Nursery and Primary 1 Phonological Awareness Tracking Packs and includes practical ideas, resources and activities for all practitioners in Early Level, to embed phonological awareness skills into planning and address any gaps identified during the tracking process.

Activities are divided into four sections:

1. **Listening**
2. **Rhyme awareness**
3. **Syllabic Awareness**
4. **Initial Sound Awareness**

You will find that many of the activities naturally cross over and this helps to embed skills in more than one area.

It is important to always try to make the most of **daily incidental opportunities** to develop phonological awareness. For example: lining up according to the number of syllables in your name or if your name rhymes with a word. You will find further ideas to embed learning incidentally in the activity sections.

**Children should not be taught phonological awareness in isolation.** They should be introduced to these skills and concepts through **storytelling, music and games**. Reading stories aloud helps draw young children's attention to the sounds of language. There are suggestions of appropriate stories suggested within this pack.

For children in Primary 1 and beyond who are finding the phonics programme challenging, you may find it useful to return to some of these ideas and to reinforce earlier phonological awareness stages.

**Phonological awareness** is an **auditory skill**. It is all about **listening to language** and hearing and saying sounds. It is ability to hear and play with, or manipulate, the sounds of spoken language such as rhyming words, syllables and individual sounds (phonemes). Phonological awareness teaches learners to tune in to the rhythm and sounds of language.

Phonological awareness is not to be confused with phonics which is about the link between sounds and written letters. It is **not about recognising letters**.

Phonological awareness is widely recognised as being an important and reliable predictor of later reading ability.

*“Phonological Awareness is the strongest predictor of children's future reading and spelling abilities and should therefore be a major focus in every preschool classroom”*

Weitzman, E, Greenberg, J (2010) ABC and Beyond. Hanen Early Language Programme.

Phonological awareness requires repetition and explicit emphasis.

**Phonemic awareness** is more specific than phonological awareness.

Phonemic awareness relates to the ability to hear, isolate and manipulate the **individual sounds (phonemes)** in spoken words.

Phonemic awareness is important in the development of literacy skills.

**A phoneme** is the smallest single identifiable **sound** in spoken language, such as /p/ and /s/.

Some phonemes are represented by more than one letter e.g. /sh/ /ch/ /oo/ /ee/ all represent one sound.

Standard Scottish English has approximately 42 phonemes.

### **Pure sounds**

It is very important that each phoneme is pronounced in the correct way without a '**schwa**'. A schwa is an unstressed vowel or extra sound added to some phonemes - e.g. the word money begins with / **mmm**/ and not /**muh**/. The clearer the sound, the easier it is for a child to begin blending.

Pure Sound video available within Phonological Awareness presentation on Leaders of Early Learning Blog – Literacy for All in our Playrooms Year 1

<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>

## LISTENING GAMES

**Building a Tower****Materials:**

- A musical instrument
- Bricks

**Instructions:**

The children sit in a circle.

The children are given two building bricks each. The adult hides the musical instrument behind their back. The children are asked to listen. The first child listens for the sound and when they hear the sound they put a brick in the middle of the circle. This continues with each child in turn listening and adding to the tower until all the bricks are used. This activity can be extended by giving the children two different colours of brick e.g. yellow and green. The adult uses two different sounds e.g. clap means put a yellow brick on the tower and whistle means put a green brick on the tower. If a child only has a green brick left and the sound is a clap then they hit the floor (clapping) and it moves on to the next child. The game is complete when all bricks are on the tower.

Another variation of this game is using two bricks. This time, a clap means to put a brick on and a whistle means to take a brick off the tower.

**Follow the Sound****Materials:**

- An egg timer/ alarm clock/ iPod/ mp3 player

**Instructions:**

The children either close their eyes or go out of the room. The adult hides the device in the room, making sure you can only faintly hear the sound. The children then have to listen and follow the sound. The children can hide the device themselves and each child takes it in turn to hide or find it. The children have to be very quiet so the child who is seeking the sound can listen and follow.

**Sound Bag****Materials:**

- A bag filled with distinct noisy objects e.g. pasta tub, bell, cellophane, etc.

**Instructions:**

Children sit in a circle to listen to the sounds that each object makes and to discuss what it sounds like. Each child will close their eyes in turn and someone will choose an object to make a sound. The child will try to identify which object made the sound.

## LISTENING GAMES AVAILABLE ON THE INTERNET

<https://www.bbc.co.uk/programmes/b03g64q5>



## LISTENING APPS FROM THE APPLE STORE

**Sound Touch Lite - Baby Game** (4+) TV  
Best toddler animal fun games  
SoundTouch Interactive LTD  
★★★★☆ 3.3, 17 Ratings  
Free • Offers in-app Purchases

**Screenshots** iPhone iPad

The screenshot shows a grid of 12 cartoon animal icons (chicken, pig, cow, etc.), a 'real life' photo of an elephant, and a close-up of hands playing a piano keyboard.

**Sound touch lite-shows cartoon pictures with sound and 'real life' picture**

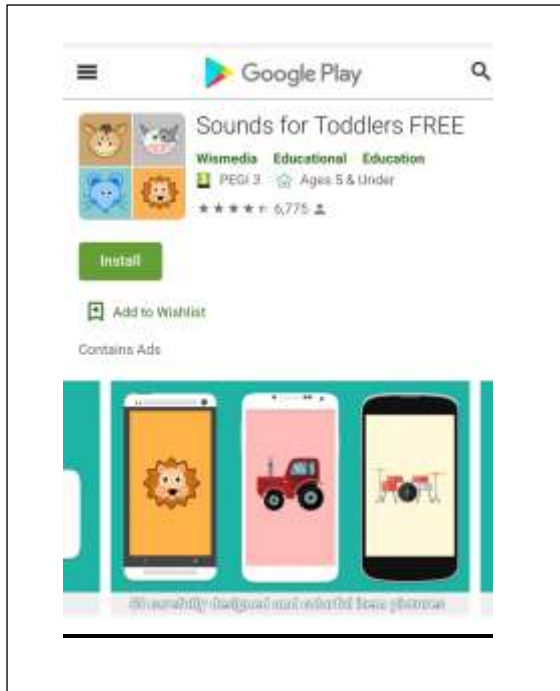
**Sound Matcher**  
Nereid's Gold  
GET

5.0 ★★★★★  
1 Rating

4+  
Age

The screenshot shows a game interface with a grid of yellow boxes, some containing musical notes, and a wolf silhouette in the background.

Offers iPad App



**Listening Bingo:**

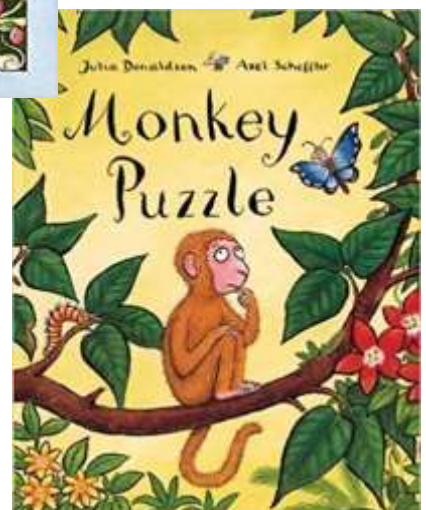
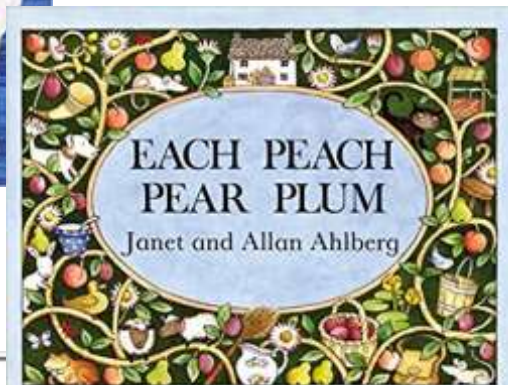
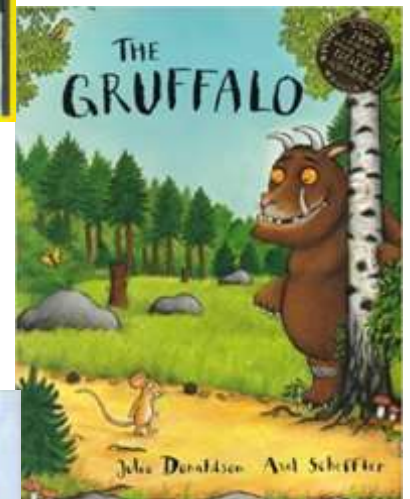
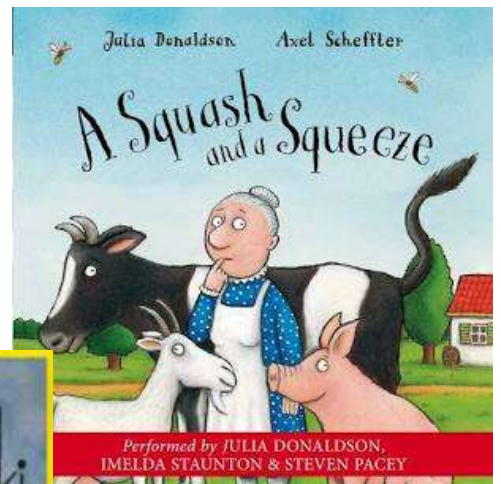
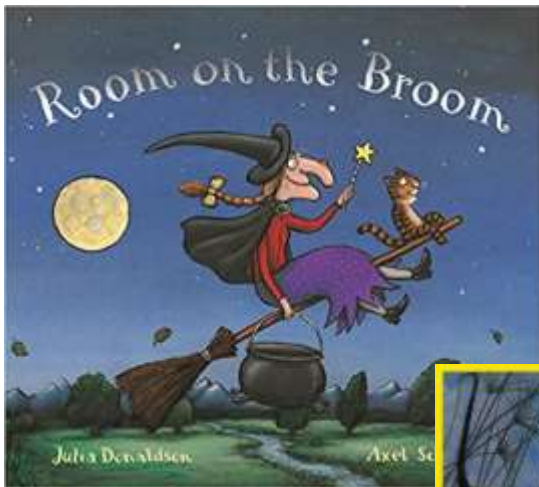
**Attach Listening Bingo PowerPoint (A4**

## ACTIVITIES AND RESOURCES TO DEVELOP RHYME AWARENESS

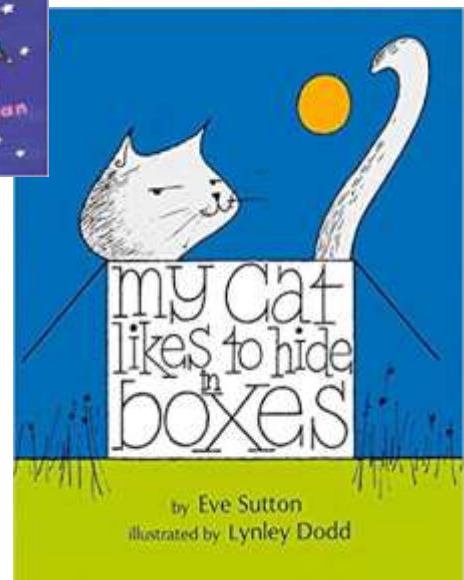
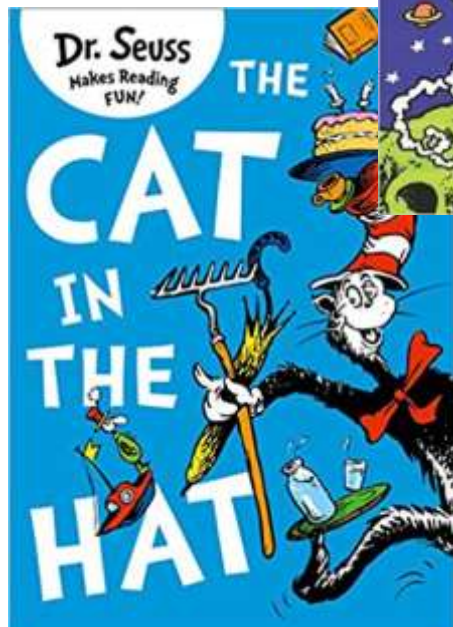
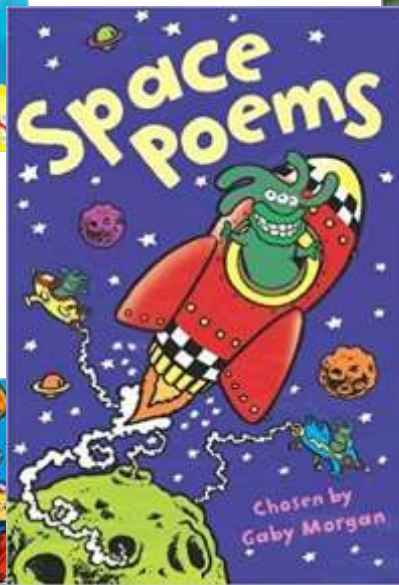
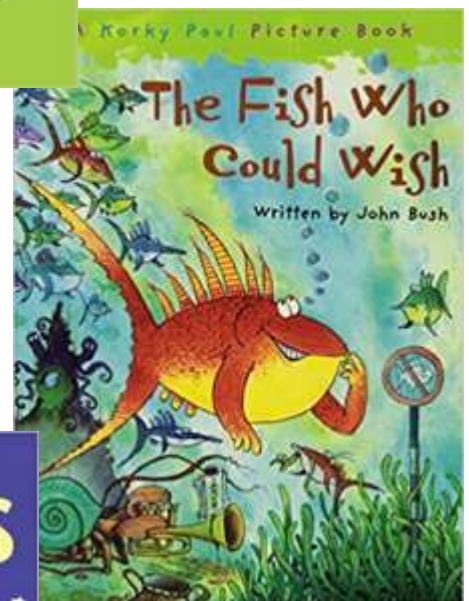
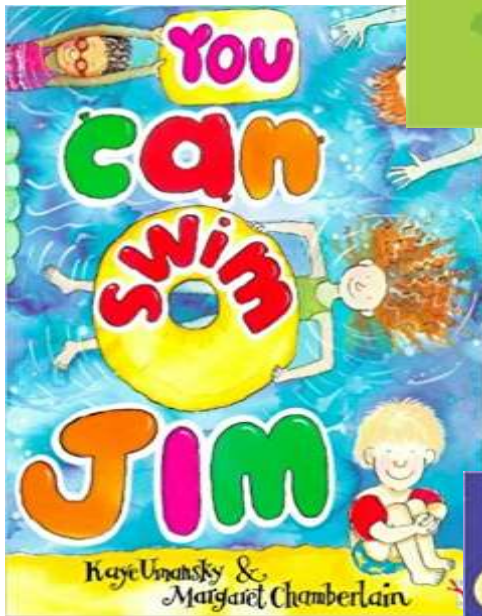
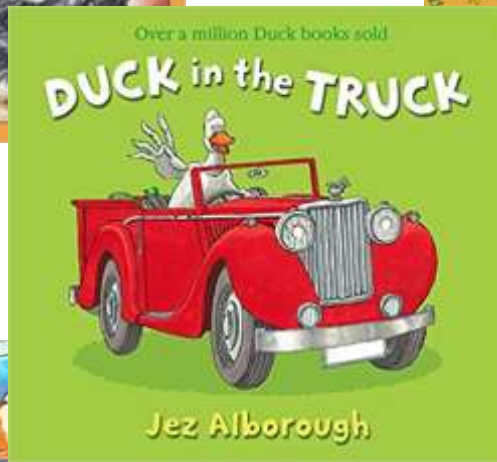
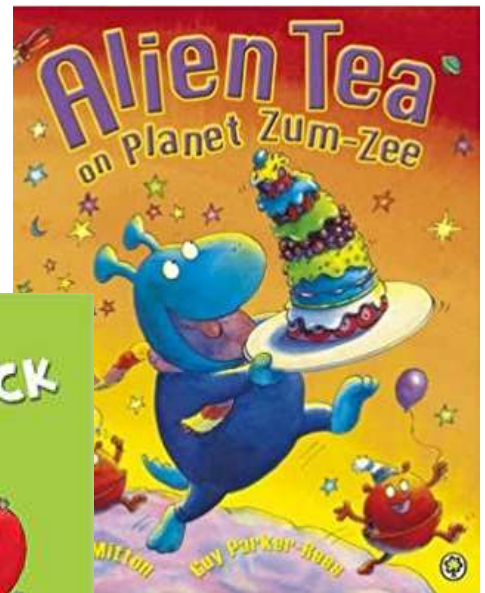
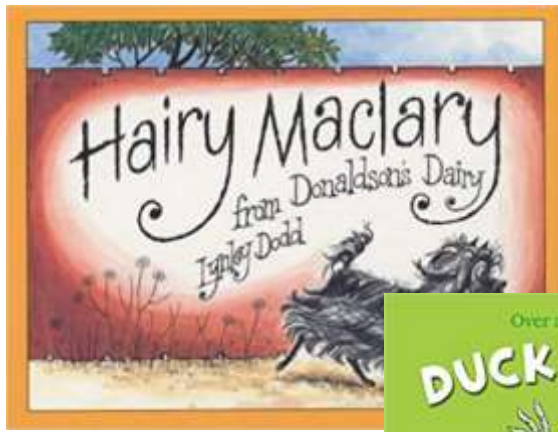
### RHYME AWARENESS: SUGGESTED STORIES LIST

A Squash and a Squeeze	Julia Donaldson
The Gruffalo	Julia Donaldson
Monkey Puzzle	Julia Donaldson
Room on the Broom	Julia Donaldson
Hairy Maclary	Lynley Dodd
A Dragon in a Wagon	Lynley Dodd
Slinky Malinky Catflaps	Lynley Dodd
My Cat likes to hide in Boxes	Eve Sutton
Each Peach Pear Plum	Janet Ahlberg
Duck in the Truck	Jez Alborough
You can swim Jim	Kaye Umansky
Polar Bear, Polar Bear, What do you hear?	Bill Martin Jnr.
Cat in the Hat	Dr Seuss
The Fish who could Wish	John Bush
Come to Tea on Planet Zum Zee	Tony Mitten
Space Poems	Gaby Morgan

RHYME AWARENESS – SUGGESTED STORIES







## Silly Billy

### **Materials:**

- Image of Silly Billy, Pictures of cut out object

### **Instructions:**

The adult tells the story

One day Silly Billy is out for a walk. He heard a noise and it sounded like a cat. He looked around and saw a cat stuck up a tree. Silly Billy said he would help the cat so he told him to jump down. Guess what? He landed on Silly Billy's hat. (Attach the cat to the hat)

Continue with the story:

Cat on his hat,  
Bee on his knee,  
Sand on his hand,  
Snake on his cake,  
Deer on his ear

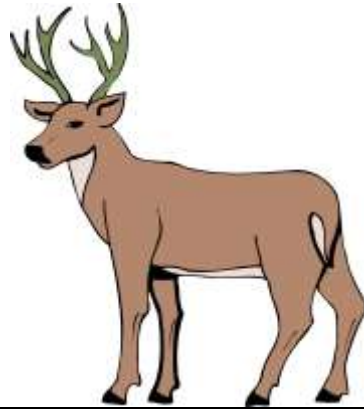
Encourage the children to repeat the sentence that rhymes.

Take off all the objects and ask the children to pick an object and place it on Silly Billy. This can be developed with other characters.

# Silly Billy



# Silly Billy



## Rhyming Tracking Game

### Materials:

- 4 players
- 4 tokens/coloured counters
- 4 collecting trays.
- Lots of small bears, frogs and cats (place in the middle of the board)

### Instructions:

Create the track with the children using A3 paper, pens and pictures of hats, logs and chairs

Put the tokens/counters on start.

Roll the dice, count how many and move your token on the same amount.

If you land on a chair you pick up a bear. This is repeated with frog/log, cat/hat.

If there is no picture in the box you do not collect anything.



Reinforce with the following rhyme:

Did you ever see a frog on a log? (To the tune of: Aye, Aye Yippee)

Did you ever see a frog on a log?

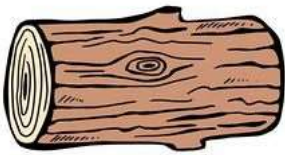
No I never , no I never,

No I never, no I never,

No I never saw a frog on a log.

Did you ever see a bear on a chair?

Did you ever see a bee in a tree?





## Bee in My Tea

(To the tune of 'A sailor went to sea..')

### Materials

- Toy bee
- Cup
- Spoon



(Name of child)... had a bee, bee, bee  
A swimming in her tea, tea, tea  
S/he took a spoon and fished it out,  
And gave the bee to me, me, me.

Say child's name and pass bee on..... (begin again)

### Additional verses

I made the bee a bed, bed, bed  
To rest his/her tired head, head, head.  
But when I went to say goodnight,  
Well this is what s/he said, said, said.

I do not want to nap, nap, nap  
I'm not a sleepy chap, chap, chap.  
I'd rather buzz all through the night  
And make my wings fly like a kite.

## Did you see the big brown bear? (To the tune of: Have you seen the Muffin Man?)

Did you see the big brown bear, the big brown bear, the big brown bear?  
Did you see the big brown bear ?  
That was sitting on the chair.  
Yes I saw the big brown bear, the big brown bear, the big brown bear,  
Yes I saw the big brown bear,  
That was sitting on the chair.

Did you see the slimy frog, the slimy frog, the slimy frog?  
Did you see the slimy frog?  
That was sitting on a log.

### Further examples:

Did you see the friendly fox?  
That was wearing spotty socks?

Did you see the hooting owl?  
That was wrapped up in a towel.

Did you see the yawning cat?  
That was sleeping in my hat.

**The rhymes from this song can also be recycled using a matching rhyme pairs game. See track game above.**



## RHYME AWARENESS WEBSITES

It is important to regularly share poetry and rhymes with children as many poems play with sounds and rhyme.

### Washing line rhyme game

Match the image to the rhyme. A voice is used – (American accent)

[http://www.literactive.com/Download/live.asp?swf=story\\_files/washing\\_line\\_rhyme\\_US.swf](http://www.literactive.com/Download/live.asp?swf=story_files/washing_line_rhyme_US.swf)

### List of nursery rhymes and songs in English with flash videos A-Z

<http://www.chinesenurseryrhymes.com/english-nursery-rhymes-lyrics.html>

### List of nursery rhymes in Chinese with flash videos

<http://www.chinesenurseryrhymes.com/chinese-nursery-rhymes-lyrics.html>

### Little Red Riding Hood in rhyme

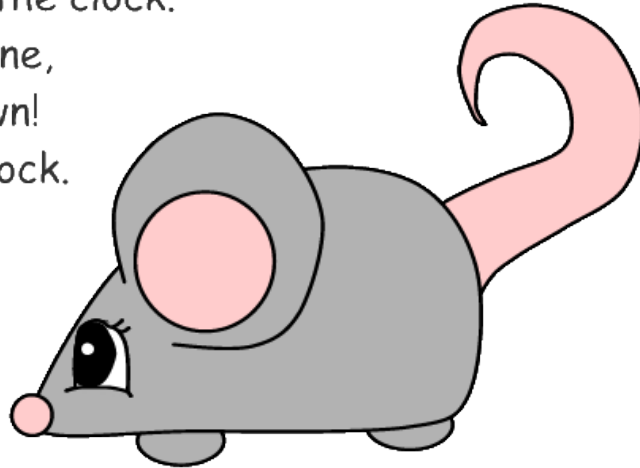
<http://mrcrammond.com/games/stories/littleredridinghood.swf>

## RHYME RESOURCES – ADDITIONAL RESOURCES

Incidental Rhyming Words			
Body Parts		Outdoors	
<b>arm</b>	farm, charm, harm	<b>run</b>	fun, one
<b>back</b>	black, jack, sack, snack	<b>jump</b>	bump, dump
<b>chest</b>	best, chest, nest, vest	<b>climb</b>	time, mime, rhyme
<b>chin</b>	bin, fin, pin, spin	<b>hop</b>	shop, top
<b>ear</b>	fear, near, spear	<b>skip</b>	hip, lip, slip
<b>eye</b>	fry, lie, spy	<b>bat</b>	cat, hat, rat
<b>face</b>	race, chase, lace	<b>ball</b>	call, tall, wall
<b>feet</b>	cheat, neat	<b>net</b>	wet, get
<b>gum</b>	drum, mum, glum	<b>sand</b>	hand, band
<b>hair</b>	chair, Claire, dare, where	<b>swing</b>	thing, ring, wing, sing
<b>hand</b>	band, stand land	<b>coat</b>	goat, boat
<b>head</b>	bed, said, fed	<b>hat</b>	bat, cat, rat
<b>hip</b>	chip, nip, slip	<b>glove</b>	love, dove
<b>knee</b>	tree, me	<b>boots</b>	roots, newts
<b>leg</b>	beg	<b>shoe</b>	true, blue, two
<b>mouth</b>	south	<b>play</b>	ray, tray
<b>neck</b>	check, fleck	<b>water</b>	otter, daughter
<b>nail</b>	pail, snail, jail	<b>ground</b>	found, round
<b>nose</b>	rose, blows	<b>stair</b>	where, there
<b>throat</b>	boat, goat	<b>rain</b>	pain, train
<b>thumb</b>	drum, mum, glum	<b>sun</b>	fun, run, one
<b>toe</b>	blow, glow, slow	<b>fog</b>	dog, log, frog

Printable Nursery Rhyme Calendar - Rhyme of the month

Hickory Dickory Dock,  
 The mouse ran up the clock.  
 The clock struck one,  
 The mouse ran down!  
 Hickory Dickory Dock.



**June 2019**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

RHYME RESOURCES – ADDITIONAL RESOURCES

兩隻老虎 ( Two Tigers ) - In Mandarin

<https://www.youtube.com/watch?v=5Mkm94V1xAs>

As

liǎng zhī lǎo hǔ , 兩 只 老 虎 ,

liǎng zhī lǎo hǔ , 兩 只 老 虎 ,

pǎo dé kuài , pǎo dé kuài ,

跑 得 快 , 跑 得 快 ,

yī zhī méi yǒu ěr duǒ ,

一 只 没 有 耳 朵 ,

yī zhī méi yǒu wěi bā ,

一 只 没 有 尾 巴 ,

zhēn qí guài ! zhēn qí guài !

真 奇 怪 ! 真 奇 怪 !

Two Tigers song in Mandarin

<https://www.youtube.com/watch?v=TXZN6C>

EXPLORING SYLLABLES USING CHILDREN'S NAMES – SONGS, CHANTS AND RHYMES

**My name is.....**

**(To the tune of Pease Pudding Hot)**

Some names are short. (fingers held close together)  
 Some names are long. (arms stretched out wide and sound elongated)  
 Tell us your name  
 After this song.

(Child holding the prop, for example a small toy, replies)

***My name is Karim.***

Children all respond: *Kar/im*. The name is repeated as the children tap their heads, shoulders, knees, clap the syllables and hum the syllables. Two fingers are held up to show that there are two syllables.

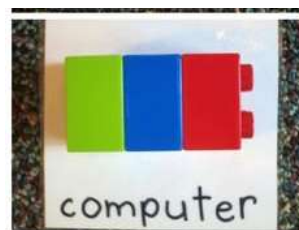
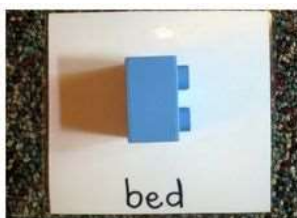
The adult models: two claps / two syllables.

**Extension:**

- Counters can be used to show the number of syllables in a name.
- Use push lights to tap each syllable.



- Primary one children could use Lego blocks to count the number of syllables in familiar words.



## Ickety Tickety Bumble Bee

### **Materials:**

small bee toy

### **Instructions:**

A small bee is passed around the circle as the song is sung. The child holding the bee sings back a response.

***Ickety Tickety Bumble  
Can you sing your name to me?***



Child responds: ***My name is Christopher.***  
Children all respond: ***Hello Christopher.***

The name is repeated as the children tap their heads, shoulders, knees, clap the syllables and hum the syllables.

How many syllables can you hear? We can hear 3.....

Pass the bee to the next child or ask the child to choose someone whose name has a specific number of syllables.

When children are familiar with singing their names extend the song to naming animals or other collections.

## Everybody Sing it

(To the tune of Mama's little baby loves shortening)

### **Materials:**

5 or 6 playground hoops  
Popular character toys or images

***Tana's name is Tan/a, Tan/a.*** (Two hoops are placed on the ground)

***Tana's name is two jumps long.***

***Everybody sing it, sing it, sing it.***

***Everybody sing it Tana's song.***

***Tan/a, Tan/a, Tan/a.***

(Child jumps in each hoop as the other children stamp the syllables in Tana's name)

### **Extension**

Sprinkle some magic dust and children then select a character name.

The song is repeated with their favourite character name, e.g

***Spiderman's name is Spi/der/man.*** (Three hoops are placed on the ground)

***Spiderman's name is three jumps long.***

***Everybody sing it, sing it, sing it,***

***Everybody sing it Spiderman's song.***

***Spi/der/man, Spi/der/man, Spi/der/man.***

## Name Jingles

### **Instructions:**

The adult segments the children's names and the children guess who it is

e.g. "It starts with Zee and ends with shan, Put it together and it says.....?"  
Children respond, "Zeeshan."

Reinforce the segmentation by using the tapping routine.

## Robot puppet

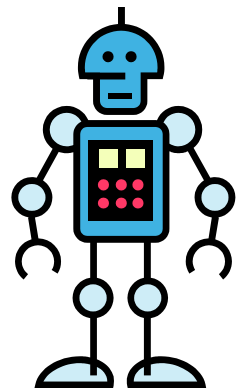
### **Materials:**

Create a robot puppet by decorating a large box.  
A range of pictures or props which can be posted into the box.

### **Instructions:**

Use a robot puppet that speaks robotically saying words, syllable by syllable.

A child secretly puts a picture/prop into the robot.



Everyone sings the song,

*(To the tune of: If you're happy and you know it.)*

**If you think you know this word shout it out.  
If you think you know this word shout it out.  
If you think you know this word  
Tell me what you've heard.  
If you think you know this word shout it out!**

Speaking robotically the adult segments the name of the object into syllables e.g. **di/ no/ saur**.  
The children respond and if correct the dinosaur is taken out of the robot.  
Children can lead the activity when they are familiar with it.

More songs and rhymes to develop syllabic awareness can be found in

**'Clapping Games', 'Singing Games' and 'More Clapping Games' Jenny Moseley**

## Creating Chants

Weather words provide a useful context for creating chants.

- **Sort weather words into syllable groups.**
  - 1 syllable - sun, rain, wind, cloud, fog, hail, frost
  - 2 syllables - sunny, rainy/raining, snow/snowing, windy, cloudy, foggy, sunshine, rainbow, snowball, stormy, thunder, lightning, icy.
- **Create a list of descriptive weather words.**
  - 1 syllable words - warm, hot, cold, clear, bright, dark, light, wet, damp, dull, grey, mild, dreicht
  - 2 syllables words - heavy, pleasant, bonnie, lovely, freezing, chilly, overcast, drizzle
- **Choose a syllable pattern and create your chant**  
e.g. 1 syllable adjective, 1 syllable noun, select a season.
  - Grey cloud, winter day.
  - Wet rain, winter day.
  - Cold wind, winter day.
  - Hot sun, summer day
  - Bright sun, summer day


## Developing Syllabification

Children greatly benefit from actively experiencing syllabification, by joining in with others in a repetitive way – chanting, moving, tapping and counting the number of syllables.

Try this action sequence to aid the children in working out 'How many syllables?'

### How many syllables are in banana?

Say banana and tap or clap different ways as you do so

<b>Tap your head</b>	<b>ba/na/na</b>	
<b>Tap your shoulders</b>	<b>ba/na/na</b>	
<b>Slap your knees</b>	<b>ba/na/na</b>	
<b>Clap your hands</b>	<b>ba/na/na</b>	
<b>Finally, count with your fingers as you say</b>	<b>ba/na/na</b>	

**How many syllables?**

Now ask the question...

This allows the children who are not getting the idea to experience syllables in an interactive and enjoyable way.

The above sequence can be played outdoors by jumping, hopping, stamping the syllables.



## What's for dinner Mr Wolf?

Children chant:

Wolf:

All children tap heads and chant  
tap shoulders and chant  
slap knees and chant  
stamp feet and chant  
count fingers and chant

Adult:

Children:

Adult:

**What's for dinner Mr Wolf?**

**spaghetti**

*spa/ ghe/ ti*  
*spa/ ghe/ ti*  
*spa/ ghe/ ti*  
*spa/ ghe/ ti*  
*spa/ ghe/ ti*

'How many syllables?'

3

'Everybody move 3 steps forward?'



Repeat using other food

## Favourite Stories

When there is an interest in a favourite story, create scenarios that include different categories of items and the children can say the words in a list type game and then count all the syllables.

(This is like 'Grannies Basket' )

Always let the children suggest their own ideas of items, even if they are a bit silly.

### The Gingerbread Man

Have a list of characters that chase the Gingerbread Man.

Count the syllables of each one.

Make it more interactive by using small world play animals to create a scene of the story.



### Jack and the Beanstalk

What kind of things did the giant have hidden in his castle as well as gold coins?

E.g. necklace, treasure box, golden ring, crown, magic wand.

### The Three Bears

Goldilocks exploring the house.

What toys did baby bear have in his room?

What food did Mrs Bear have in her cupboard?

What clothes did Daddy Bear have in his wardrobe?



Suggested books:

Brown Bear, Brown Bear, What do you see?

The very Busy Spider

The Very Hungry Caterpillar.

Rumble in the Jungle.

Eric Carle

Eric Carle

Eric Carle

Giles Andreae



**SYLLABLE CHART FOR CHILDREN'S POPULAR CHARACTERS**

	Number of Syllables				
Name of Book/Film/Programme	1	2	3	4	5
<b>Ben 10</b>	Ben Blox Gwen	Grandpa Fourarms Heatblast Swampfire	Cannonbolt Nanomech Terraspin	Amfibian Armodrilo Humungosaur Spidermonkey Waterhazard	
<b>Disney Princesses</b>	Belle	Anna Elsa Jasmine	Ariel Aurora Rapunzel Tiana	Cinderella	
<b>Frozen</b>	Hans king Prince Queen ice snow Sven	Anna Christoffe Elsa kingdom Olaf mountain palace princess snowman reindeer sister	Arendelle magical Marshmallow icicle	isolation	
<b>Harry and his Bucketful of Dinosaurs</b>	Sid Trike	bucket Harry Patsy Taury Pterence Steggy	adventure dinosaur	Pterodactyl (Pterence) Stegosaurus (Steggy) Tricerotops (Trike)	Apatosaurus (Patsy) Scelidosaurus (Sid)
<b>In the Night Garden</b>	bed night sleep	garden Hahoos	Ninkynonk Pinkyponk Pontypines Tombliboos	Igglepiggle Makapaka Upsydaisy	
<b>Peppa Pig</b>	George Gran	Daddy Danny Grandpa Mummy Richard Suzy Zoe	dinosaur Rebecca		
<b>Superheroes</b>	Hulk	Batman	Catwoman Ironman Spiderman Superman	Elastigirl Wonderwoman	
<b>Teenage Mutant Hero Turtles</b>		pizza Sensai	Raphael	Cowabunga Donatello Leonardo	Michaelangelo
<b>Thomas the Tank Engine</b>	guard James steam	diesel driver engine Gordon Henry Mavis Percy platform railway Sodor Thomas	Controller electric Emily passenger	locomotive mechanical	electricity

## Guess Who?

The focus of this game is to listen for a specific sound at the beginning of a word and guess which child has a matching phoneme at the beginning of their name.

### **Instructions:**

Seat the group of children in a circle and say:

**Guess whose name this is.....?**

Choose one of the children's names and clearly say the initial sound

**eg. Lucy will be /l/ Ali will be /a/**

When the children are confident at this activity, they each get a turn at choosing a child's name and saying the initial sound to the rest of the group.

Note: If a child's name is Shaun then the initial phoneme will be /sh/ – not /s/

## I spy games

I spy is an oral activity that develops phonemic awareness and increases an awareness of sounds in words. Evidence shows that children are aware of initial sounds in words first, then final sounds in words and lastly medial sounds.

### **Instructions:**

Start with initial phonemes in words (**use actual objects to begin with rather than pictures**)

**"I spy with my little eye, something beginning with..... /b/" (boy)**

If children are confident at initial phonemes, then proceed to final phonemes in words.

**"I spy with my little eye, something that ends with..... /t/" (cat)**

Finally, try medial vowels.

**"I spy with my little eye something with /a/ in the middle" (hat)**

### **I spy variations:**

- Select pictures from books you have read to the children and ask the children to find something that begins with the same initial sound in the room.
- Point to a picture in the story and ask the children to tell you which initial sound the object starts with.

## Sort the sounds game

This game involves recognition of whether words start with the same initial sounds  
E.g. Do apple and arm begin with the same sound?

### **Materials:**

Sets of props (or illustrations in books) beginning with the same phoneme but no writing, as the focus is to develop listening skills.  
Give each child in the group, an object to represent the initial sounds you want to focus on; such as /s/, /a/, /t/, and /p/  
Ask the children to stand or sit beside the other children who have an object that starts with the same phoneme as them. E.g.

**Sun, sand, sock and scissors  
Panda, pot, piano and pear etc.**

When all the children are in the correct group, ask each child to say what their picture is and the initial sound that their picture begins with.

## There was a farmer had a dog

(To the tune of Bobby Bingo)

### **Instructions:**

Change the name of the dog to match the child's name. Good for hearing initial letter sounds.  
Child skips around as the song is sung.

**There was a man who had a dog  
Her name was Julia Jingo  
J -I-N-G-O, J-I-N-G-O, J-I-N-G-O  
Her name was Julia Jingo.**

Other examples of names: Skye Skingo, Guan Yi Yingo

### **Variation:**

Stand still, then spin round (eyes closed) pointing his/her finger as the letter names are recited.  
Whoever the child points to is the next participant.

(Letter names are there to provide rhythm and are not the teaching point)

## ACTIVITIES AND RESOURCES TO DEVELOP INITIAL SOUNDS

Many children's songs and rhymes include sound play.

### Willaby, Wallaby Woo

The tune can be made up or the words can be said as a chant. Use an elephant prop to maintain interest.

**Willaby Wallaby Woo, an elephant sat on you.  
Willaby Wallaby Wee, an elephant sat on me.  
Willaby Wallaby Waura, an elephant sat on Laura.  
Willaby Wallaby Waz, an elephant sat on Naz.  
Willaby Wallaby Wuart, an elephant sat on Stuart .  
Willaby Wallaby Wrajan, an elephant sat on Brajan.**

#### **Variation:**

Willaby, Wallaby, Woo, prompts children to sing their own names, substituting /w/ for the initial sound (the onset) in the first syllable. This can be used for other rhymes and songs.

Head, Shoulders, Knees and Toes could be: **Nead, Noulders, Nees and noes etc.**

*Ideas adapted from "Sing a song, tell a tale." Anni McTavish The British Association for Early Childhood Education.*

## STORIES TO DEVELOP INITIAL SOUNDS

Suggested stories to develop phonemic awareness and syllable awareness	
Princess Penelope's Parrot	Helen Lester
Eating the Alphabet: Fruits and Vegetables from A – Z	L Ehlert
Meg the Pig	C Hawkins, J Hawkins
Tog the Dog	C Hawkins, J Hawkins
Jen the Hen	C Hawkins, J Hawkins
Four Fur Feet	M W Brown
Six Sleepy Feet	J Gordon
There's a Wocket in my Pocket	Dr. Seuss
Sheep on a Ship	N Shaw
Alison's Zinnias	Anita Lobel
Walter was Worried	Laura Vaccaro Seeger

This resource was created and updated by the teachers from the Leaders of Early Learning, Glasgow's English as an Additional Language Service and Glasgow Dyslexia Support Service.

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