

## Speech Sounds and Phonological Awareness

Activities	How To Play	
	... for sound discrimination	... for sound production
<b>Sound makers</b>	<ul style="list-style-type: none"> <li>• Can the child match a sound to the instrument used to make it, if you make the sound behind a barrier?</li> <li>• Can the child copy a sequence of sounds you make behind a barrier? (Start with two sounds, and increase the number of sounds as the child improves).</li> <li>• Can your child identify which sound was first / last / in the middle of a sequence you play?</li> </ul>	
<b>Fishing game (either commercial or you can make one using paper clipped pictures and a stick with a magnet on a string)</b>	<ul style="list-style-type: none"> <li>• Commercial version: Divide the fish between the sound pictures you are using (e.g. Jolly Phonics, Lindamood, Nuffield). You say the target sound or word, and the child has to identify the corresponding sound picture and take a fish from the picture to place in the pond. Once all the fish have been placed in the pond, the child can fish them out as a reward.</li> <li>• Self-made version: Child catches a picture, you name it for them, and the child has to sort it to match the correct target sound picture. (Make sure you say the word, so the child hears a correct model, rather than sorting on the basis of their own incorrect production.)</li> </ul>	<ul style="list-style-type: none"> <li>• Commercial version: Child can catch a fish as a reward for a correct production of sound/syllable/word/sentence</li> <li>• Self-made version: Child catches a picture and has to produce the initial sound, the word, or put the word into a sentence, depending on the level you are working at</li> </ul>

## Posting

Make two post boxes, and attach one sound picture to each box.  
At the sound level, use small pictures for the target sounds. Don't show the child the picture initially, but make the sound, and ask the child to show you which sound you are using by pointing to the corresponding postbox. Show the child the picture, so he/she can check whether it was the right answer, and then let the child post the picture in the correct box. (If children make lots of errors, encourage them to listen again and repeat the sound for them to have a second attempt, before showing the picture.)  
At the word level, use small pictures e.g Talking pictures, shuffled randomly. Ask the child to pick picture, you say the word, and the child has to identify the correct postbox.

Only one postbox is required.  
Once the child has correctly produced the sound / word / sentence, he/she can post the picture into the box.

## Pairs

Turn all pictures face-down. Players take turns to turn over two pictures. If the pictures are the same, the player can keep them and have another turn. Otherwise the next player has a turn. Make sure you label the words to provide correct models, and do not ask the child to name pictures themselves at this stage. To work on sound-discrimination, sort the pairs at the end of the game into piles according to initial sound, matching to the relevant sound picture. Another variation for more able children would be to look for matching pairs based on minimal pairs/rhyme judgements e.g. car/tar, key/tea, cap/tap, rather than looking for a picture which is the same. Children can then be asked to describe the difference between the two pictures in a pair e.g. "key starts with a back tapper sound, and tea starts with a front tapper sound" (or however you have described the sounds when introducing them to the child initially), and can sort into two separate piles accordingly.

At this stage, encourage children to name each picture, or to make up a sentence with the target word in when they get a pair.

<b>Snap</b>		Children asked to name each picture as it is turned over, as well as remembering to call “Snap”.
<b>Treasure hunt</b>	Hide pictures around the room, for the children to search for. When children bring them back to you, you label the picture, and ask the child which “treasure chest “ it needs to go into (make two “treasure chests” labelled with the sound pictures for the target sounds).	As for sound discrimination, but this time, ask the children to label the sound or picture themselves or put the word into a sentence when they bring it to you. (The sorting into two treasure chests is not necessary at this stage).
<b>Jumping and other physical games</b>	Put target sound pictures into two hoops. The child has to jump into the hoop corresponding to the sound or word you say. Alternatively put the two sound pictures up on opposite walls, and the children have to run to the matching picture for the sound or word you say. (Can be varied by changing the action e.g. jump/skip/walk/hop).	<ul style="list-style-type: none"> <li>• Swap roles so the child is giving you directions regarding which hoop/picture to go to.</li> <li>• Make stepping stones across the room with the target sounds/words on – to “cross the river avoiding the crocodiles”, the child has to say the sounds/words correctly.</li> <li>• Play music, and when the music stops the child has to quickly find a picture to stand on and say the sound/word correctly. In a group you can gradually reduce the number of pictures available, until there is a final winner. (You could also put pictures on chairs, as for musical chairs).</li> </ul>

<b>Insey Winsey Spider</b>		
<b>Pop-up Pirate (commercial game widely available from toy shops)</b>	Divide the swords between the sound pictures you are using. You say the words or sounds in a random order, and the children have to choose a sword from the corresponding sound picture to put into the barrel.	The child can choose a sword to put into the barrel for each correct production of the target sound at sound/word/sentence level. For children with short attention spans, the adult can keep all the swords, simply putting one into a pot for each correct answer, until all the swords have been “earned” and the child can then play the reward game.
<b>Crocodile Dentist (commercial game widely available from toy shops)</b>	Each time the child has correctly sorted a picture into the pile for the corresponding sound he/she can push down one of the crocodile’s teeth.	Each time the child has correctly produced the target sound, he/she can push down one of the teeth.
<b>Kerplunk (commercial game widely available from toy shops)</b>	Put the marbles into two pots labelled with the target sound pictures and set up the Kerplunk tower with the sticks through the middle. You say the sounds/words in a random order, and the child has to choose marbles from the corresponding pots and place them in the tower. Once all the marbles are in, the game can then be played.	Each time the child has correctly produced the target sound, he/she can pull out a straw. The winner is the person with the fewest marbles at the end.
<b>Other commercial games:</b>	Buckaroo, Marble run, Connect 4 (widely available from toy shops) Springy Spiders, Leap Frogs, Puff, the Pop-up Dragon, Honey Bee Tree – Early Learning Centre	

Formal resources	Description	Catalogue reference(s)
<b>Sound lotto</b>	Tapes or CDs with a range of sounds, to be matched to pictures or photos	e.g. LDA MT00527/MT0048
<b>Nuffield Dyspraxia Programme</b>	Systematic programme with photocopiable resources for working on articulation and sequencing of speech sounds	www.ndp2004.org
<b>Visual Phonics</b>	An approach to early literacy skills which draws on cued articulation and finger spelling to teach awareness of letter sounds and names. Suitable from Foundation stage upwards. Ask your local SLT for details.	
<b>BigMouth Sound Pack – Sarah Hughes et al.</b>	Games, stories, and stickers focussing on sound articulation	Winslow
<b>A Sound Way</b>		
<b>Rime Time – A Photocopiable Resource for the Rescuing of Literacy Skills – Hugh Bellamy et al.</b>		LDA MT01224
<b>Phonological Awareness Procedure – Barbar Gottie et al.</b>		Amazon ISBN 1874564071

<b>Mr Tongue – Sadie Lewis</b>	A story about Mr Tongue aimed at increasing oral awareness and oral movement	Winslow S550854
<b>Freddie the Frog</b>	A photocopiable story about a frog chasing a fly, aimed at improving oral movement. Ask your local SLT for details.	
<b>Talking Pictures</b>	Photocopiable pictures for a range of speech sounds. Ask your local SLT for details.	
<b>Easy Peasy Pictures</b>	Photocopiable pictures for a range of speech sounds. Ask your local SLT for details.	
<b>Black Sheep Press</b>	A series of booklets for working on different sounds, with activities graded from single sound to sentence level. Can be printed off from CD as required. Contains drawing/colouring activities, and some literacy-based activities e.g. fill-in-the blanks, (so better for KS1 and 2 children).	<a href="http://www.blacksheep-epress.co.uk">www.blacksheep-epress.co.uk</a>
<b>Early Literacy Skills – Katharine Bodle</b>	Photocopiable activities to develop early literacy skills, including rhyming activities; alphabet activities; phonological awareness; writing and handwriting; and reading.	Amazon ISBN 0863885381

<p><b>The Phonics Handbook: A Handbook for Teaching Reading, Writing and Spelling (Jolly Phonics) – Sue Lloyd</b></p>	<p>Commonly-used classroom approach to phonics. Contains photocopiable pictures representing different sounds.</p>	<p>Amazon ISBN 1870946073</p>
<p><b>Cued Articulation – Jane Passy</b></p>	<p>Small book explaining system of visual prompts used to give children cues regarding how sounds are articulated</p>	<p>Amazon ISBN 1874534039</p>
<p><b>Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LiPS) – Patricia Lindamood et al.</b></p>	<p>Programme containing manual and related resources for developing phonological awareness and literacy skills.</p>	<p>Taskmaster C8620</p>
<p><b>Sound Linkage: Integrated Programme for Overcoming Reading Difficulties – Peter Hatcher</b></p>	<p>Book outlining structured activities for developing phonological awareness skills. Contains a screening assessment to identify children with delayed phonological awareness. Key Stage 1 and 2</p>	<p>Amazon ISBN 1861561814</p>



<p><b>Orchard Toys</b></p>	<p>Games, jigsaw puzzles and activities for using as reward activities or for working on phonological awareness e.g. rhyme or language concepts</p>	<p><a href="http://www.orchardtoys.com">www.orchardtoys.com</a></p>
<p><b>Puppets</b></p>	<ul style="list-style-type: none"> <li>• Can be used to model non-words for syllable level activities e.g. "Teddy uses some funny words. Do you think you can copy him?"</li> <li>• Can be used for deliberate errors for children to detect and correct e.g. "Listen carefully to check teddy gets it right . . . Can you help him say it better?"</li> <li>• Puppets with moveable mouth and tongue can be used to model front/back articulation.</li> <li>• Can be used to encourage reluctant children to attempt production tasks</li> </ul>	<p>e.g. Winslow S516907, 8, 9, 10, 30</p>

**Other resources to gather:**

Feely bag

White board

Sound makers

Barrier for sound maker listening activities

Real or toy objects for the target sounds

Portable mirror

[www.amazon.co.uk](http://www.amazon.co.uk)

BSP = Black Sheep Press [www.blacksheep-epress.com](http://www.blacksheep-epress.com)

[www.ldalearning.com](http://www.ldalearning.com)

[www.taskmasteronline.co.uk](http://www.taskmasteronline.co.uk)

[www.winslow-cat.com](http://www.winslow-cat.com)

**For more information on the Speech and Language Therapy Service (including how to request support from us) please see:**

**<http://www.nhsborders.scot.nhs.uk/slt>**

**[Check out our Wee Talk Borders Facebook page or you can call us on 01896 826710](#)**