

Phoneme Discrimination

The ability to hear, distinguish, recognise and manipulate sounds within words is critical to reading success. Developing a strong phonemic awareness has a significant positive affect on reading and spelling.

Same or Different *(This is a whole class game where everyone participates)*

1. Adult to say (or play from a sound file/ Talking Tin etc.) two sounds.
2. The children should use an agreed hand signal to show whether the two sounds they hear were the same or different.

The child puts their pointing fingers together to signal that the same sound was heard or they point their fingers away from each other to signal different sounds.

e.g. The adult says 'm...m...was that the same or different?' 's....t...was that the same or different?' This game can be varied by asking the children to stand up for different sounds or sit for the same sound.

Sound Reflection

1. Provide children with a mirror or place mirrors within an area of the classroom.
2. Adult can say a sound for the children to copy, or provide children with pictures of objects and have them make a sound from the picture.
3. Children to look in the mirror and the adult should describe/ encourage the children to describe what they see when making that sound.

Phonic Phone

1. Children to be given a piece of plastic pipe to act as a 'Phonic Phone' – when the children speaks through it, their sound magnified.
2. Children to practise saying sounds through the pipe to listen to their own pronunciation of the sound.
3. Adult to say a word and child to say the beginning sound.
4. Adult to say a word and child to say the end sound.

Sound S-p-y

1. Provide children with a number of pictures of familiar objects e.g. ball, snake, sun, dinosaur.
2. Adult to choose one of the objects and say: *“The thing I have spied with my little eye, is _____”* – sounding out each sound in the word.
e.g. ch-ai-r – ‘The thing I have spied with my little eye, is ch-ai-r.’
3. Children should be given the opportunity to identify which image the adult has identified.

Sound Spy

1. Provide children with a number of pictures of familiar objects e.g. ball, snake, sun, dinosaur.
2. Adult to choose one of the objects and say: *“The thing I have spied with my little eye, begins with the sound _____”* – saying the sound not the letter.
e.g. snake – ‘The thing I have spied with my little eye, begins with the sound sss’.
3. Children should be given the opportunity to identify which image the adult has identified.

Odd One Out

1. Adult to say three sounds – e.g. ‘sss’, ‘sss’, ‘mmm’.
2. Children to repeat the three sounds; adult can repeat if necessary (further development of auditory memory).
3. Children to identify which sound is the ‘odd one out’, i.e. the different sound.

To extend:

1. Adult to say three words (two with the same initial sound and one with a different initial sound) – e.g. sun, see, toy.
2. Children to repeat the three words, emphasising the first sound – e.g. sun, see, toy.
3. Children to identify which word started with a different sound – in this case it was toy.

Sound Corners

1. Adult to place a familiar image of an object in each corner of the room, each beginning with a different sound.
2. Adult to share what is in each picture, emphasising the initial sound.
3. The adult to provide instruction, e.g. *‘Find the corner that has a picture beginning with the sound sssss’.*

*This could also be developed as an alternative to Odd One Out (above). The adult could place three pictures with the **same** initial sound and one picture with a **different** initial sound. Children to identify the **odd one out** and go to that corner.*