



Central West Specialists

Ear, Nose & Throat Specialist

PHONOLOGICAL AWARENESS AT HOME

Word Play

Discuss what words are.
Count words in books.
Clap out words in spoken sentences.

Rhyme Play

Say and sing lots of nursery rhymes, songs and poems.
Discuss the rhyming words
Play “I spy something rhyming with”.
Play “Odd One Out”, i.e. “Which word doesn’t rhyme (pot-bag-lot)”.
Try and make up as many rhyming words as possible for a particular word.
Make up different endings to popular rhymes.

Syllable Play

Count (clap) the “beats” or syllables in words, e.g. el-e-phant = 3, start with children’s names.
Decide whether words are “long” or “short” depending on the number of syllables.
Try blending syllables together, i.e. say “birth-day” – “What word is that?”.

Sound Play

Listen and identify everyday sounds, e.g. dripping taps, birds singing, cars etc.

Ask your child to repeat a sequence of sounds or noises, e.g. on musical instruments, silly spoken noises etc. Start with one and build to four noises in a row.

Decide whether sounds are the “same” or “different”, e.g. “t-f”, “s-s” etc.

Ask the child to listen and clap when they hear a particular sound, e.g. “f”, then say “t-g-sh-f-p-b-f” etc.

Talk about the first sound in words, e.g. “snake” starts with an “s” sound.

Try and think of other things that start with a particular sound.

Play “I spy something starting with”

Try and spot as many things in the room starting with a particular sound.

Sort pictures according to the sound that they start with.

Letter Play

N.B. Always talk about the sound that a letter makes and discuss the difference between this and the letter name, e.g.

the letter “ef” makes a “fff” sound.

Have sets of plastic letters for children to play with magnetic type are excellent. Display the alphabet in a prominent place. Feel and discuss the features of letters, e.g. long sticks, hole in the middle. Give letters special character names that appeal to the child, e.g. “f” = “our furry friend”. Try writing letters on each other’s backs and guess what they are. Copy letters on a plastic sheet covered with shaving cream or in finger-painting. Have writing tools (crayons, textas, chalk, pencils, paint) and paper always available.

Books

Select books appropriate to the child’s age and interests (ask a teacher or librarian for help if you need it). Children enjoy books about animals. Try to find books with pictures that tell the story. Read to your child or with your child every day. Discuss the book, i.e. cover, title, author, beginning, end. Discuss the story, i.e. how it started, who it was

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about, where it was, what happened, how did it end? Elaborate on the story, e.g. make things, act out character roles (puppets are very useful), make up a different ending, explain unfamiliar words. Repeat favourite books.

PTO.

PHONOLOGICAL AWARENESS AT HOME cont.

Use the “scaffolding” technique to discover words, e.g. name something in the picture and point out the word for it in the text. Children will want to read if they enjoy books – *so have fun!*

Older Children

Make up your own rhymes and limericks. Talk about the sound in the middle and at the end of the word as well, using activities above, e.g. “I spy something ending with....” Try counting the sounds (not letters) that you hear in a word, e.g. “rough” = “r-u-f” = 3 sounds. Try blending sounds together, i.e. say the sounds for a word and see if the child can guess the word. Make up tongue twisters where every word starts with the same sound, e.g. “five

ferocious fish fighting.” Play “Word Chains” where each player has to think of a word which starts with the end sound of the previous word, e.g. dog-gate-tail-light-track-coat etc. Try deleting sounds or syllables from words, e.g. “say cowboy with out ‘boy’ = ‘cow’” or “say lick with out the ‘l’ = ‘ick’.” Find hidden words inside other words. Play Scrabble, Upwords, Scattergories and other word games. Play “Hangman” where one player puts down the number of dashes for each letter in a word and the other player has to guess the letters.

Demonstrate Purposes of Reading and Writing in Real-Life

Let your child see you reading for enjoyment. Look up information, e.g. encyclopaedias, TV Guide, telephone book, dictionary. Discuss current affairs from newspapers and magazines. Discuss the written messages in advertising. Explain everyday signs and symbols in the community, e.g. road signs, pricetags. Let your child see the purpose of written instructions, e.g. recipes. Write lists, e.g. shopping list, things to do. Write letters and cards to friends

and family. Leave notes for family members. Let your child observe the reading and writing involved in your work. Encourage keeping a diary.