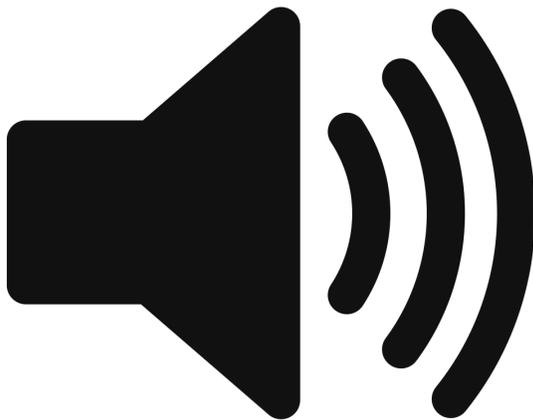




# SEND Support Services:

## Sound Awareness



**Age Range:** 3-5 years

**Who can use this:** Parents/Teachers/TAs

**When to seek extra support:** If you feel your child is not making progress

### Who needs this?

- Children with delayed speech
- Children making slower than usual progress with reading/spelling

### What is sound awareness and what can you do?

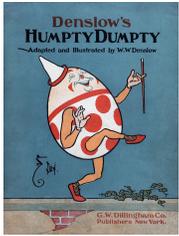
- Sound awareness helps a child hear how a word should be produced and how it is put together. A child has to be aware of how they make sounds and words for them to know they are doing it differently to others. It is only when they have this awareness that they can begin to change and monitor their speech.
- Difficulties with sound awareness can also impact on the development of reading and spelling.
- Practise little and often. Pick a time of day when your child is feeling relaxed and you have time available. 10 minutes each day is better than one long session once a week.
- Most children react well to positive reinforcement and praise when they get an item right - if they get something wrong, model the correct answer for them before moving on to the next item.
- Try to make the activities part of a game. The more enjoyable they are the more likely your child is to want to do them and learn from them and the more fun you will have.

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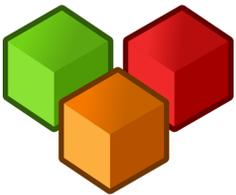
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## Activities to try:



**Early listening, Rhythm and Rhyme** For the following activities you can use objects in your home setting or during any of your daily routines at home and school; in car/bus, walking to school, tidy up time, bedtime. Early listening, rhythm and rhyme - Read familiar books, let your child supply sounds or sound effects. Read and act out nursery rhymes let your child join in, by finishing off the lines of sentences where a rhyme has been supplied in the previous one e.g. 'Humpty Dumpty sat on a wall, Humpty Dumpty had a great -----' and so on. Encourage your child to recognise objects/toys by their sound. Play marching games whilst singing songs and rhymes.



**Counting out beats in words-** Encourage your child to say words rhythmically so that they can hear the 'beats' (syllables) in words. Show your child how to slow a word down and stress each beat. Count out beats on bricks, counters, on your fingers, use a musical instrument, clap or jump as you say the word out loud. Try this for words with two beats (finger, pencil, rabbit) and three beats (telephone, butterfly, Newcastle)

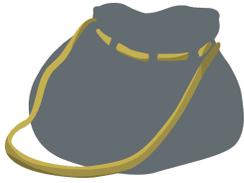


**Splitting up words and taking parts away-** Ask your child to say a word with 2 beats (eg lipstick) and touch one hand as they say 'lip' and the other as they say 'stick'. Next say 'if we take lip away what is left?' (stick). To help your child provide the answer and demonstrate how you split the word up and took a part away. Once they have achieved this step with their hands, then take away this visual support and just try saying the words.

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**What's the first sound in a word?, taking sounds away-**Your child needs to recognise the first sound in a word, in order to know what they are aiming for and to recognise how they say a word



is different from the way an adult says the word. If your child's sound awareness is at this stage and they have achieved the above stages, you can begin to encourage them to target hearing the sounds they find difficult to use in their speech. Use pictures, make a scrapbook, using a page for each sound. Play 'I spy', use everyday objects or feely bags that begin with a sound that's difficult and a sound that's easy for them to use and ask them to listen carefully and tell you the sound at the beginning. If

they find it difficult to say the sound they can point to the written sound or picture linked to their phonics scheme. If this is difficult say the word again and emphasise the first sound by stretching it out or by repeating eg ssssssea or p.p.p.ppie. Once your child can do this, practice taking the first sound away. 'Say pie now say it again but don't say p' (ie). Provide visual support as suggested above and take this away once achieved.

**What's the last sound in a word?, taking sounds away.** Try the above with your child using last sounds in words.



### **Useful suggestions for more ideas and information**

Dr Zeuss rhyming books, 'The cat in the hat', 'Green eggs and ham', Julia Donaldson books; 'The Gruffalo', 'Room on the broom', 'Snail and the Whale' etc

Phonological awareness apps;

Smartyears-Syllables Splash, Phonological Awareness lab

What's Changed? Skill Builder. ...

Word Sounds/Phonemes by Teach Speech Apps.

Rhyming Words by Teach Speech Apps.

GAAP App.

Partners in Rhyme – Rhyming for Phonemic Awareness.

**The possibilities available are as broad as your imagination and limited only to what you can find in your home/setting.**

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