



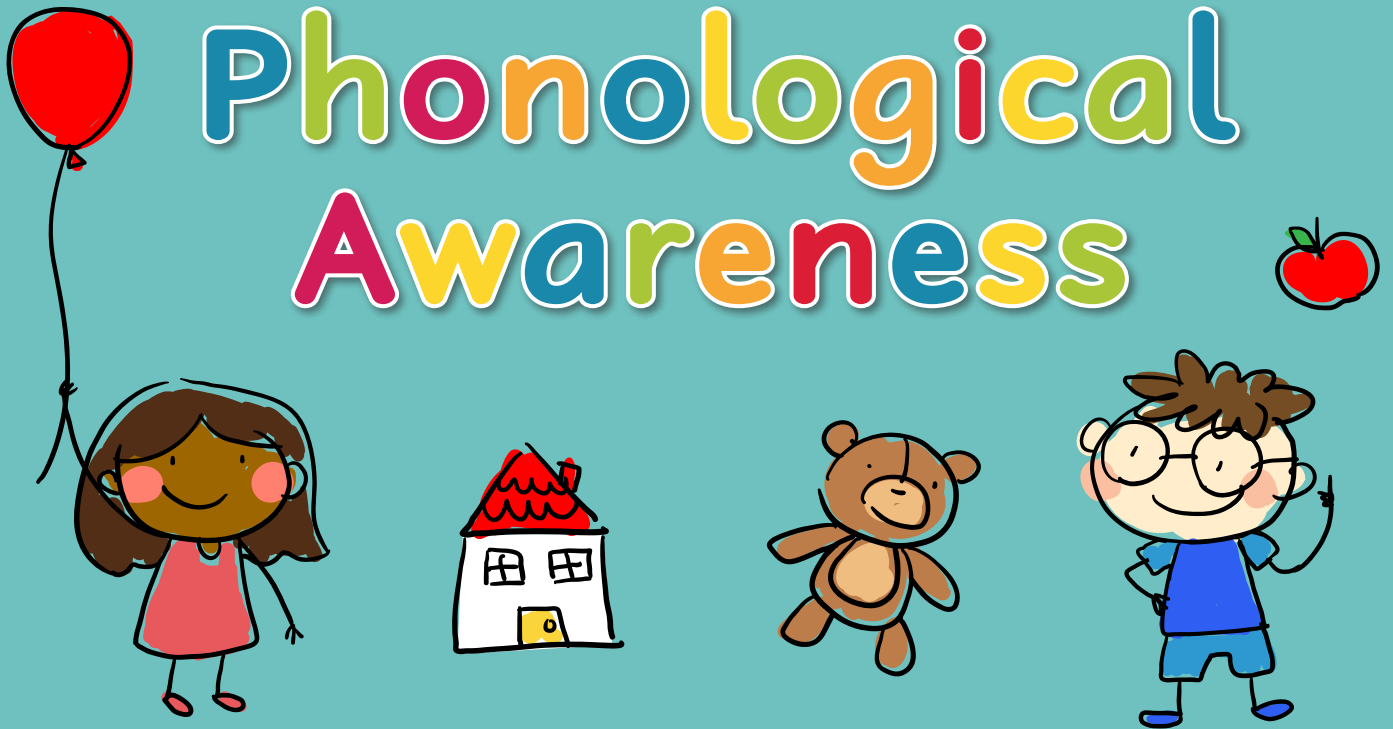
# words first

Speech. Language. Literacy. Communication.



Parents  
@ Home Guide to

# Phonological Awareness



A guide for you to practice phonological awareness skills with your child  
from the comfort of your own home.

# Introduction

This programme was designed by Words First speech and language therapists during the Covid-19 crisis to support your child's phonological skills at home. Phonological awareness is the awareness of sounds in our language (for example, an awareness that the word 'chair' is made up of two sounds, ch and air). It is the foundation of phonics and research has shown that it is vital that children can identify and play with the sounds in words in order to be good at reading and spelling. Therefore, this programme focuses only on sounds and does not introduce any letters. This is the next stage in our language and literacy intervention approach and if you require support, please contact your SENCO or you are welcome to email Words First Ltd for next steps.

## How to use this programme

There are only two rules to use this programme:

1. Follow the hierarchy of skills (see **Phonological Awareness Pyramid** on the next page), ensuring that the foundation levels are firm (achieved) before moving on.
2. Have fun! Reduce any anxiety or pressure on your child (and you!). You are welcome to follow the programme as it is written but you can also go 'off piste' and just have fun with sounds! In our house, we love creating silly rhymes and making up crazy words ... Why not!? Confidence is key in developing a happy relationship with print.

## Where to get support

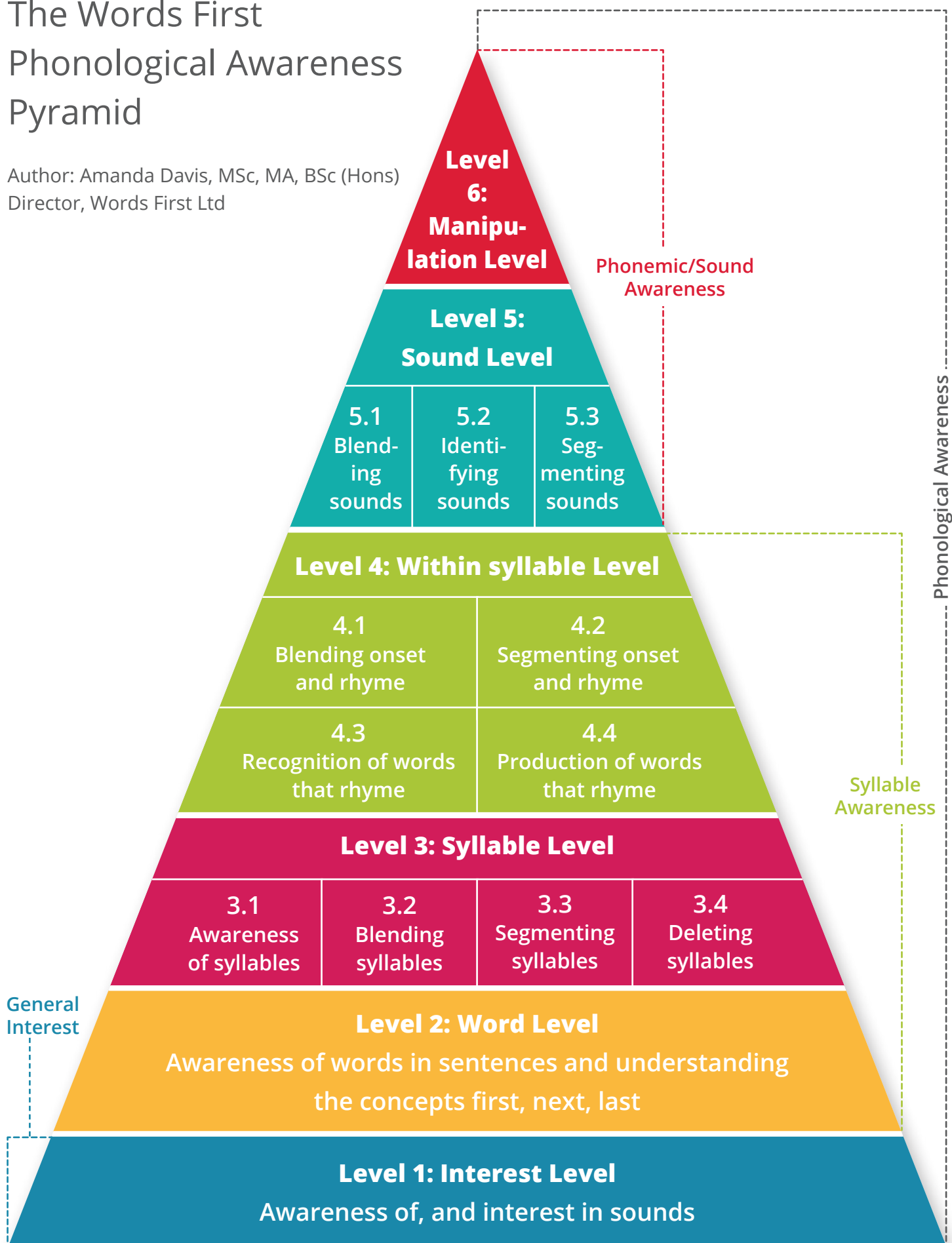
I have created a few Youtube videos for each level in this programme – please follow the links. You are welcome to email me for advice – **Amanda@wordsfirst.co.uk** any time.

## About Words First

Words First Ltd is an independent Speech and Language Therapy service offering integrated language, literacy and communication services to mainstream and special schools throughout the UK. Our team of 35 qualified and registered SaLTs support 90 schools to meet the needs of children with and without EHCPs. Please visit **www.wordsfirst.uk** for more information or email **Amanda@wordsfirst.co.uk** for an information pack.

# The Words First Phonological Awareness Pyramid

Author: Amanda Davis, MSc, MA, BSc (Hons)  
Director, Words First Ltd



# Level 1: Interest Level



– awareness of and interest in sounds

Activities	Comments/Progress
<b>Make shakers</b> using plastic bottles and different fillers (such as rice, beans, sand, bottle tops etc). Have fun playing with them, listening to the different sounds - comment on how they are soft, loud, gentle etc. Make sure to close the lid tightly!	
<b>Localisation of sounds:</b> your child must close his/her eyes and you choose one of the shakers. Stand in a different place in the room and shake the bottle. Your child needs to point to where you are standing (with eyes closed) and try to identify which shaker you used.	
<b>Nature walk:</b> Spend 5-10 minutes outside with your child and talk about the different things you can hear and see. (e.g. a car hooting, leaves blowing, you can also try and make different noises by crunching some leaves with your feet).	
<b>Reading or singing</b> of common nursery rhymes as well as children's books are a fantastic way to increase your child's awareness of rhyme. During this time you can identify the rhyming words for your child and help them become more familiar with the term 'rhyme' i.e. "the cat in the hat"- Listen, 'cat' and 'hat' rhyme.	
<b>Discuss LOUD versus QUIET sounds</b> that you hear around the house. Stop regularly throughout your day and make comments such as "wow, that was a loud sound". Use your shakers to make loud and quiet / soft sounds.	
<b>Animal noises</b> are a great way to highlight sounds in our environment. Look at pictures and make crazy animal noises or play 'guess the animal' by making the sound and you child has to guess which animal you are (don't give any clues with your body).	
<b>Make up your own rhymes or use familiar rhymes</b> frequently within your child's daily routine. Some ideas include: Humpty Dumpty; Twinkle Twinkle Little Star. Once your child becomes more familiar with these you can get them to complete the rhyme i.e. "pat-a- cake, pat-a-cake baker's man, bake me a..."	



# Level 2: Word Level



– awareness of words in sentences and understanding the concepts first, next and last

Activities	Comments/Progress												
<p>Use 3 toy animals / people / dolls / teddies and line them up. Point to <b>first, middle and last</b> and name them. If there are three or more people who live in the house, get everyone to stand in a line and state who is first, in the middle and last. You can call out a name and ask that person to stand in a certain place. E.g. 'Jack, stand in the first position. Joe, stand in the last position'.</p>													
<p>During <b>shared book reading</b> with your child, you can try the following: identify the first, middle and last pages of the book; count the number of words in the title; identify the first and last word in the sentence; ask your child to show you where the pictures are on the page as well as where the words are.</p>													
<p>Give your child a simple sentence such as 'I am running' (3 claps), together <b>clap out each word in the sentence</b> and count how many there are. See sentences provided below. Use these to start and then feel free to come up with your own sentences.</p>													
<p>You can repeat the same activity as above, but use balls of play-dough, your child will have to squish each ball as they hear a new word in the sentence. At the end count how many balls were squished to see what the total number of words was. Speak about how some sentences are long with lots of words and other sentences are short with only a few words.</p>													
<p>Using the <b>numbered placemats provided</b> (Appendix 1), these can be laid out in a hopscotch format. Say a sentence and your child can hop on each one as they hear a word, the final number will be the total number of words in the sentence. See if your child can remember what the first and last words of the sentence were.</p> <table><tr><td data-bbox="97 1715 399 1753">I am happy</td><td data-bbox="544 1715 874 1753">The dog has a red collar</td></tr><tr><td data-bbox="97 1765 319 1803">I see a pumpkin</td><td data-bbox="544 1765 927 1839">Sarah and Mary went to the show</td></tr><tr><td data-bbox="97 1816 314 1854">Run to the park</td><td data-bbox="544 1854 919 1928">The beach has lots of crabs and shells</td></tr><tr><td data-bbox="97 1868 277 1906">The cat is big</td><td data-bbox="544 1944 941 2018">It is fun to jump out words in sentences today</td></tr><tr><td data-bbox="97 1919 363 1957">She is on the swing</td><td></td></tr><tr><td data-bbox="97 1971 395 2009">The boy has shoes on</td><td></td></tr></table>	I am happy	The dog has a red collar	I see a pumpkin	Sarah and Mary went to the show	Run to the park	The beach has lots of crabs and shells	The cat is big	It is fun to jump out words in sentences today	She is on the swing		The boy has shoes on		
I am happy	The dog has a red collar												
I see a pumpkin	Sarah and Mary went to the show												
Run to the park	The beach has lots of crabs and shells												
The cat is big	It is fun to jump out words in sentences today												
She is on the swing													
The boy has shoes on													



# Level 3: Syllable Level



## 3.1 Awareness of syllables

Activities	Comments/Progress												
<p><b>Introduction to syllables:</b> together with your child, clap out the syllables in their name. E.g. ‘Will-i-am’ (3 claps). You can do the same with other family members' names or friends from school. This helps create an awareness that words are made up of syllables. To help further encourage this you can ask questions such as: “Who has more syllables in their name, John or Matthew?”</p>													
<p><b>Use the 1 syllable and 2 syllable picture cards</b> provided (Appendices 2 &amp; 3) as well as the numbered placemats used previously in level 2. Place all the cards face down, as your child reveals each card clap out the syllables with them and have them place the card on the correct corresponding placemat. Remember to allow your child to use their fingers to count initially as they are still developing this skill.</p>													
<p><b>What’s in my bag?</b> Fill a bag with pictures or objects from around the house, as the child takes one out, the two of you can clap out the syllables together. Here is a list of household objects to use:</p> <table><tr><td>Fork</td><td>Pencil</td><td>Sock</td></tr><tr><td>Cup</td><td>Blanket</td><td>Doll</td></tr><tr><td>Teddy</td><td>T-shirt</td><td>Ball</td></tr><tr><td>Remote</td><td>Plug</td><td>Soap</td></tr></table> <p><i>*This activity can be adapted and used whilst unpacking a shopping bag or even using your child’s stationery bag from school.</i></p>	Fork	Pencil	Sock	Cup	Blanket	Doll	Teddy	T-shirt	Ball	Remote	Plug	Soap	
Fork	Pencil	Sock											
Cup	Blanket	Doll											
Teddy	T-shirt	Ball											
Remote	Plug	Soap											
<p><b>What’s in the garden?</b> Hide some of the monosyllabic and bisyllabic pictures provided in your garden, your child can pretend to be a detective and look for them. Once he/she has found them, clap out the syllables together.</p>													

## 3.2 Blending of syllables

*\* Please keep in mind that all of these activities are parent led, the parent is the only one breaking up the words into syllables, your child is only required to respond by blending them or correctly identifying the word i.e. Parent: "kan-ga-roo", Child: "kangaroo".*

Activities	Comments/Progress										
<p>Using the list of <b>compound words</b> provided below, ask your child "if i say rain-bow, what does that make?", "rainbow". When saying the words ensure that you have a 1 second pause in between words and even use two fists as a visual reinforcer i.e. one hand says "cow" and the other hand says "boy". See if you and your child can come up with any of your own.</p> <table> <tr> <td>Cow-boy</td><td>Foot-ball</td></tr> <tr> <td>Sun-shine</td><td>Fire-works</td></tr> <tr> <td>Rain-bow</td><td>Space-man</td></tr> <tr> <td>Hot-dog</td><td>Foot-print</td></tr> <tr> <td>Dough-nut</td><td>Pan-cake</td></tr> </table>	Cow-boy	Foot-ball	Sun-shine	Fire-works	Rain-bow	Space-man	Hot-dog	Foot-print	Dough-nut	Pan-cake	
Cow-boy	Foot-ball										
Sun-shine	Fire-works										
Rain-bow	Space-man										
Hot-dog	Foot-print										
Dough-nut	Pan-cake										
<p><b>Hide and seek:</b> Hide the 1, 2, 3 and 4 syllable cards provided (Appendices 2, 3, 4 &amp; 5) around the house, instruct your child to find you a specific card using words in their segmented form i.e. "Find me an e-le-phant." Don't forget a 1 second pause between syllables.</p>											
<p><b>Guess what?</b> Play a word game. Don't let your child see and stick a syllable card on his forehead. Use the word in its segmented form once again and see if your child can guess what's stuck on their head, e.g. "you have a kan-ga-roo on your head" to which your child should respond with the blended syllables "kangaroo".</p>											
<p><b>Follow the beat:</b> Play a game of "I-spy" with your child in the house by tapping out the syllables of the object on a table or flat surface i.e. "I spy a 'te-le-vi-sion'", your child will have to blend the syllables to guess correctly.</p>											

### 3.3 Segmenting of syllables

Activities	Comments/Progress
Using the <b>syllable cards</b> provided as used in level 3.2, say the word to your child and have them practice clapping out syllables. If needed, start by clapping them out together and then allow them to do it independently.	
<b>What's on TV?</b> Cover your TV with the cards (picture facing down). Your child must reveal each card and break up the syllables for you before moving onto the next one.	
<b>What's on the washing line?</b> Peg the syllable cards up on the washing line. Have your child take them down, breaking up the syllables as they do so. Have your child clap them out or hop out each syllable, counting how many claps/hops/syllables are in each word.	
<b>I went shopping:</b> Have your child unpack the shopping bag, breaking up the syllables of each item they take out. Have your child identify how many syllables are in each word after they have broken them up (in the initial stages it's okay if they use their fingers to count or take some time to say how many).	
<b>2 minute rule:</b> Set a timer for 2 minutes and instruct your child to grab as many toys, items and objects around the house/room they can find. Once time is up, using the numbered placemats provided have them sort the objects out according to the number of syllables i.e. "teddy bear will be placed on the number 3, cup will be placed on the number 1 and remote will be placed on the number 2." To encourage your child to pack the objects away, ask them to take the objects back one by one and clap out the syllables as they place them in their position	

### 3.4 Deleting of syllables

Activities	Comments/Progress
<p>Recap the <b>compound 2 syllable words</b> used in level 3.2.            Represent each word with a block, plastic cup or even 2 closed fists i.e one hand says "cow" and the other hand says "boy", remember to have a 1 second pause between words. Ask your child the following questions:</p> <p>Cowboy – if you take away "boy", what's left?</p> <p>Sunshine – if you take away "sun", what's left?</p> <p>Rainbow – if you take away "rain", what's left?</p> <p>Hotdog – if you take away "dog", what's left?</p> <p>Doughnut – if you take away "dough", what's left?</p> <p>Football – if you take away "ball", what's left?</p> <p>Fireworks – if you take away "fire", what's left?</p> <p>Spaceman – if you take away "manr", what's left?</p> <p>Footprint – if you take away "print", what's left?</p> <p>Pancake – if you take away "pan", what's left?</p>	
<p><b>The same activity can be repeated with the use of 3 syllables.</b>            Recap first, middle and last with the toys or items used in level 2.            Name each syllable in the word, pointing to first, middle and last toys as you say them. Then ask your child the following:</p> <p>"Com-pu-ter" – if you take away the first syllable "com", what's left?</p> <p>"Straw-ber-ry" – if you take away the first syllable "straw", what's left?</p> <p>"Ham-bur-ger" – if you take away the last syllable "ger", what's left?</p> <p>"E-le-phant" – if you take away the last syllable "phant", what's left?</p> <p>"Ba-na-na" – if you take away the first syllable "ba", what's left?</p> <p>"Bi-cy-cle" – if you take away the last syllable "cle", what's left?</p> <p>"Po-ta-to" – if you take away the first syllable "po", what's left?</p> <p>"Pine-ap-ple" – if you take away the last syllable "ple", what's left?</p> <p>"Co-co-nut" – if you take away the first syllable "co", what's left?</p> <p>"Ho-spi-tal" – if you take away the last syllable "tal", what's left?</p>	

# Level 4: Within syllable level



## 4.1 Blending onset and rhyme

*\* Please keep in mind that all of these activities are parent led, the parent is the only one breaking up the onset (first sound) and rhyme (rest of the word), your child is only required to respond by blending them or correctly identifying the word i.e. Parent: "b-all", Child: "ball".*

Activities	Comments/Progress
<p><b>Hide and seek:</b> Place the black and white onset and rhyme images provided (Appendix 6) around the house. Give your child the following instruction (make sure you have a 1 second pause between the onset (first sound) and rhyme (rest of the word). So, in the word BALL, 'B' is the onset and 'ALL' is the rhyme):</p> <p>"Can you find the b-all?"                      "Can you find the l-amb?"</p> <p>"Can you find the sh-oe?"                      "Can you find the c-ar?"</p> <p>"Can you find the f-ish?"                      "Can you find the c-ap?"</p> <p>"Can you find the m-an?"                      "Can you find the d-uck?"</p> <p>"Can you find the c-omb?"                      "Can you find the f-an?"</p> <p>"Can you find the b-ear?"</p> <p>When your child correctly identifies the picture you are requesting, they can colour it in.</p>	
<p>Use the <b>coloured onset and rhyme images</b> provided (using images from Appendix 2), hold them in your hand and don't allow your child to see them. Say to your child, "I have a d-uck... what do I have?" to which your child should respond with the blended word "duck", continue to do this for all the images.</p>	
<p><b>What's in the bag?</b> Fill a bag or pillowcase with household objects, don't let your child see what is inside. Name the objects inside using the same technique i.e. "this is a f-ork" and see if your child can respond with the blended word i.e. "fork".</p>	

## 4.2 Segmenting onset and rhyme

Activities	Comments/Progress
<p>Start by getting your child to <b>segment</b> the onset (first sound) and rhyme (rest of the word) of their own name as well as the rest of the family member's. Start by doing this together as this is a new skill i.e. "J-ames, M-atthew, E-lla, J-enna etc."</p>	
<p><b>Go fish:</b> Duplicate the onset and rhyme cards provided and play a game of go-fish with your child. Ensure that you and your child use onset and rhyme when requesting your cards i.e. "do you have a 's-ock'?"</p>	
<p><b>I-Spy:</b> Play a game of I-spy around the house only using onset and rhyme to express what you see i.e. "I spy a t-able", "I spy a ch-air".</p>	
<p><b>Laundry day:</b> Have your child help you fold the washing, naming each item of clothing using onset and rhyme i.e. "t-op", "p-ants", "s-ock", "j-ersey" etc.</p>	
<p><b>Kitchen day:</b> Give your child a bowl of fruit and vegetables, have them segment each item using onset and rhyme, once they have done so they get to wash the fruit or vegetable i.e. "o-range, "a-pple", "l-ime", "o-nion", "p-epper" etc.</p>	

## 4.3 Recognition of words that rhyme

Activities	Comments/Progress														
<p>Explain to your child that words rhyme when they have the same middle and last sound. The following <b>rhyming pairs</b> can be given as examples:</p> <table border="0"> <tr> <td>Cat - hat</td><td>Pig - dig</td></tr> <tr> <td>House - mouse</td><td>Hen - pen</td></tr> <tr> <td>Jump - Bump</td><td>Bed - red</td></tr> <tr> <td>Fin - pin</td><td>Love - dove</td></tr> <tr> <td>sun - fun</td><td>Pear - hair</td></tr> <tr> <td>Can - fan</td><td>Pot - yacht</td></tr> <tr> <td>Cap - tap</td><td>Blow - dough</td></tr> </table> <p><i>* remember that rhyming words are words that SOUND the same in the middle and at the end... we don't take account of letters when thinking of rhymes"</i></p>	Cat - hat	Pig - dig	House - mouse	Hen - pen	Jump - Bump	Bed - red	Fin - pin	Love - dove	sun - fun	Pear - hair	Can - fan	Pot - yacht	Cap - tap	Blow - dough	
Cat - hat	Pig - dig														
House - mouse	Hen - pen														
Jump - Bump	Bed - red														
Fin - pin	Love - dove														
sun - fun	Pear - hair														
Can - fan	Pot - yacht														
Cap - tap	Blow - dough														
<p><b>What's on my body?</b> Point to different parts of your body and generate words that rhyme for your child, these do not have to always be real words i.e. "head" rhymes with "bed", "foot" rhymes with "put", "eye" rhymes with "bye", "ear" rhymes with "fear", "arm" rhymes with "farm" etc.</p>															
<p><b>Hop it:</b> Instruct your child to stand on one side of a room while you stand on the other. Tell them that when they hear two words that rhyme they must hop towards you and if the words do not rhyme they do not move.</p>															
<p><b>Get out of the box:</b> Use objects around the house or the rhyming puzzle images provided. Place 3 items or images in the box, 2 that rhyme and one that does not. Name them for your child, ask them which item does not rhyme and have them remove this item from the box.</p>															



## 4.4 Production of words that rhyme

Activities	Comments/Progress
<p>Use the <b>rhyming puzzles</b> provided (Appendix 7) and place them around the house or room. Have your child match the rhyming pairs and even time the activity to add an element of fun.</p>	
<p><b>Guess what?</b> Play a game of guess what with your child, here are a few examples:</p> <p>I am an animal, I rhyme with a wig, what am I? (pig)</p> <p>I am a type of transport, I rhyme with star, what am I?(car)</p> <p>I am a type of food, I rhyme with sam, what am I? (ham)</p> <p>I am a colour, I rhyme with bed, what am I? (red)</p> <p>I am an animal, I rhyme with hat, what am I? (cat)</p> <p>I am a type of clothing, I rhyme with tap, what am I? (cap)</p>	
<p><b>What's in my bag?</b> Put a few items in a bag or pillowcase, here are a few examples:</p> <p>spoon, pen, sock, book, cup, phone, doll, key, shoe, pan, toy car, brush, clip and ball.</p> <p>Tell your child the following: "We're going to play a rhyming game. You're going to take something out of the bag and tell me what it is. Then you have to say a word that rhymes with it. This word can be a real word or a made up/ fake word. If you pull out a spoon, you could say moon, or you could say a fake word like goon!" If your child struggles to generate another word that rhymes, give them two choices i.e. if they pull out a pen, ask them does it rhyme with cat or hen?</p>	
<p><b>What's for dinner?</b> This is a great activity to be enjoyed by the whole family. At the dinner table each take turns to look at the food on your plate and try come up with rhyming words, these can be real or fake words i.e. "rice" rhymes with "lice", "beef rhymes with "leaf", "carrot" rhymes with "marrot" etc.</p>	

# Level 5: Sound level



## 5.1 Blending sounds

*\* Please keep in mind that all of these activities are parent led, the parent is the only one breaking up the words into sounds, your child is only required to respond by blending them or correctly identifying the word i.e. Parent: "c-a-t", Child: "cat"*

Activities	Comments/Progress												
<p>Use the CVC words provided below. Say the words to your child, ensure you have a 1 second pause between each sound and use the same toys/objects as before to represent first, middle and last, touch each one when saying the corresponding sound i.e. "I'm thinking of a c-a-t, what am I thinking of?" to which your child should respond "cat".</p> <table><tr><td>Cat</td><td>Map</td></tr><tr><td>Jug</td><td>Tin</td></tr><tr><td>Pen</td><td>Pot</td></tr><tr><td>Bin</td><td>Ten</td></tr><tr><td>Top</td><td></td></tr><tr><td>Cup</td><td></td></tr></table>	Cat	Map	Jug	Tin	Pen	Pot	Bin	Ten	Top		Cup		
Cat	Map												
Jug	Tin												
Pen	Pot												
Bin	Ten												
Top													
Cup													
<p>Use the CVC pictures provided (Appendix 8) and place them on the floor (face up). Instruct your child to "pass me a p-i-g".</p>													
<p>Washing line: Hang the CVC pictures provided on the washing line and instruct your child to "take off the b-u-n".</p>													
<p>I-Spy: Play a game of I-Spy with your child, break up the names of items into sounds i.e. "I-Spy a c-ou-ch", "I-Spy a p-i-ll-ow", "I-Spy a t-a-b-le" and "I-Spy a s-t-o-ve".</p>													

## 5.2 Identifying sounds

*(Toys representing first, middle and last should be present throughout this level)*

Activities	Comments/Progress
<b>What's in your name?</b> Help your child identify the sounds in their name and make their name out of playdough.	
Go over <b>CVC words</b> provided and emphasize the first sound of the word i.e. "cccc-at" starts with /c/, "mmmmmm-ap" starts with /m/.	
Use the <b>syllable cards</b> used within level 3: Ask your child questions such as the following, "which picture starts with a /m/?", "can you think of another word that starts with an /m/?"	
<b>What's in my bag?</b> Fill a bag of items from the house, try and find a few items that start with a /b/ and tell your child to find all the items that start with a /b/.	
Instruct your child to find as many things in the house that start with a specific target sound of your choice.	
<b>Clip Cards</b> First Sound provided (Appendix 9): Use the clip cards provided and have your child use a peg to select the correct corresponding first sound of the picture. Use a timer and see how many your child can peg in 1 minute.	
<b>Get out the box:</b> Put 3 things in a box 2 of which start with the same sound. Instruct your child to take the odd one out i.e. cup, car, pen, "take out the item that does not start with a /c/."	
<b>Sound detective:</b> Say a word to your child and have them tell you what the first sound of the word is i.e. the first sound in "cat" is /t/ and the first sound in "map" is /m/. If your child is struggling to identify the sound, you can overemphasize it when you say it, tell them to look at your mouth or ask them a question such as: "Is the first sound in 'cat' /c/ or /p/?"	
<b>Recap CVC words</b> and emphasize the final sound of each word i.e. "ca-tttttt" ends with /t/ and "ma-ppppppp" ends with /p/.	
<b>Listen and Clap:</b> Instruct your child to clap when they hear a word that ends with /p/.	

<b>Magic sound:</b> Instruct your child to hop towards you when they hear the “magic sound” (it can be any consonant of your choice) at the end of the word.	
<b>Clip Cards Last Sound</b> provided (Appendix 10): Use the clip cards provided and have your child use a peg to select the correct corresponding last sound of the picture. Use a timer and see how many your child can peg in 1 minute.	
<b>Get out the box:</b> Put 3 things in a box 2 of which end with the same sound. Instruct your child to take the odd one out i.e. cup, tape, pen, “take out the item that does not end with a /p/.”	
<b>Sound detective:</b> Say a word to your child and have them tell you what the last sound of the word is i.e. The last sound in “cat” is /t/ and the last sound in “map” is /p/. If your child is struggling to identify the sound, you can overemphasize it when you say it, tell them to look at your mouth or ask them a question such as: “Is the last sound in ‘cat’ /t/ or /p/?”	
<b>Recap vowel sounds</b> with your child and create them out of blocks, playdough or write them in sand. Give your child examples of CVC words and emphasize the middle sound i.e. “c-aaaaa-t” has the middle sound ‘a’.	
<b>Listen and Clap:</b> Give your child a vowel sound to listen out for and instruct them to clap every time they hear it.	
Write the <b>vowels</b> on different boxes, have your child sort out the CVC pictures provided according to their middle sound i.e. “pen” will go in the box with an ‘e’ on it.	
<b>Clip Cards Middle Sound</b> provided (Appendix 11): Use the clip cards provided and have your child use a peg to select the correct corresponding middle sound of the picture. Use a timer and see how many your child can peg in 1 minute.	
<b>What's on TV?</b> Cover the TV in the CVC pictures provided (face down), as your child reveals the card, instruct them to tell you what the middle sound of the word is.	
<b>Sound detective:</b> Say a word to your child and have them tell you what the middle sound of the word is i.e. “cat” has the middle sound ‘a’ and “pen” has the middle sound ‘e’. If your child is struggling to identify the sound, you can overemphasize it when you say it, tell them to look at your mouth or ask them a question such as: “Is the middle sound in ‘cat’ , ‘a’ or ‘o’ ?”	

## 5.3 Segmenting sounds

Activities	Comments/Progress										
<p><b>Hop Hop:</b> A game to identify all sounds in a CVC word. Give your child a CVC word such as 'pot' and have them hop out each sound. You can use the CVC pictures provided and explained in Level 5.1. You may need to exaggerate the sounds for your child to hear all of them. E.g. ppppp-ooooo-ttttt. If they are having difficulty, get them to watch your mouth as you say the word.</p>											
<p>Layout pictures of the <b>CVC words</b> provided above in level 5.1. (these can be written on scrap paper) in a hopscotch format or around the house. As they hop on a card they have to sound out the word.</p>											
<p>Get them to <b>pick a picture at random</b> from the CVC pictures provided. Use 3 balls of playdough which they can squish as they say each sound.</p>											
<p><b>Play a barrier game</b> whereby you each get 5 cards and you have to sound them out then the other person has to guess what your card is. E.g. 'I have a c---a---p.'</p>											
<p>You could <b>play a game using connecting blocks</b> such as Duplo or Lego. Clip three together. Get your child to break apart the blocks as they say each sound. e.g. jet: first block off is 'j'; second block off is 'e' and third block remaining is 't'.</p>											
<p>The above activities can be repeated for CCVC and CVCC words such as:</p> <table> <tr> <td>Clap</td><td>Tent</td></tr> <tr> <td>Plot</td><td>Jump</td></tr> <tr> <td>Drum</td><td>Ramp</td></tr> <tr> <td>Clip</td><td>Sing</td></tr> <tr> <td>Stop</td><td>Nest</td></tr> </table>	Clap	Tent	Plot	Jump	Drum	Ramp	Clip	Sing	Stop	Nest	
Clap	Tent										
Plot	Jump										
Drum	Ramp										
Clip	Sing										
Stop	Nest										

# Level 6: Manipulation Level



Activities	Comments/Progress
<p><b>Consonant soup:</b> Use the CVC pictures provided and used in Level 5 and get your child to pick one at random. In the meantime, write down different letters of the alphabet onto pieces of paper, each letter having its own piece of paper (excluding vowels). Put the pieces of paper into a box/pillow case, shake it around and get your child to pull out a letter/sound. Use this sound and swop it with the first sound in the CVC picture they picked. E.g. 'pig' if a 'b' was pulled out of the box, you could change the word to 'big'. "Pig starts with a 'p'. We need to swop the 'p' with the 'b' we just pulled out. Do you know what word it would make if we swapped the 'p' with a 'b'?" If you were changing the last sound, it could become 'pib'.</p> <p><i>*If your child is old enough, they can write the letters themselves, if not, you can do it for them and teach them about letter names/sounds while you do this. Please note that some words may not be real words (which is fine), such as 'pib' in the example provided. The aim is to substitute sounds, whether it makes another real word or not.</i></p>	
<p><b>Deletion at a CCVC level with playdough.</b> Get your child to roll four balls of playdough and place them on the table. Each ball will represent a sound in the list below. E.g. 'c-l-a-p'. When you go through each word, try deleting a sound from the word. You can start by deleting/removing first sounds, and then move onto last sounds. If appropriate, your child can use a pencil to write the letters on each playdough ball. This can give them visual feedback on what is left of the word.</p> <p><i>*As your child progresses, you can also play this game using only auditory skills, i.e. no playdough or visuals used.</i></p> <p>Use the following CCVC words:</p> <p>Clap: 'if you take away the 'c', what is left?'.. Lap  Plot: 'if you take away the 'p', what is left?'  Drum: 'if you take away the 'd', what is left?'  Clip: 'if you take away the 'c', what is left?'  Stop: 'if you take away the 's', what is left?'  Tent: 'if you take away the last 't', what is left?'  Jump: 'if you take away the 'p', what is left?'  Ramp: 'if you take away the 'p', what is left?'  Sing: 'if you take away the 'g', what is left?'  Nest: 'if you take away the 't', what is left?'</p>	

It can become more complex if you remove sounds within words.  
If you feel your child is ready, give these a try:

Plan: 'if you take away the 'l', what do you get?'... pan

Frog: 'if you take away the, 'r', what do you get?'... fog

Trip: 'if you take away the 'r', what do you get?'... tip

Spend: 'if you take away the 'p', what do you get?'... send

Flake: 'if you take away the 'l', what do you get?'... fake

Trick: 'if you take away the 'r', what do you get?'... tick

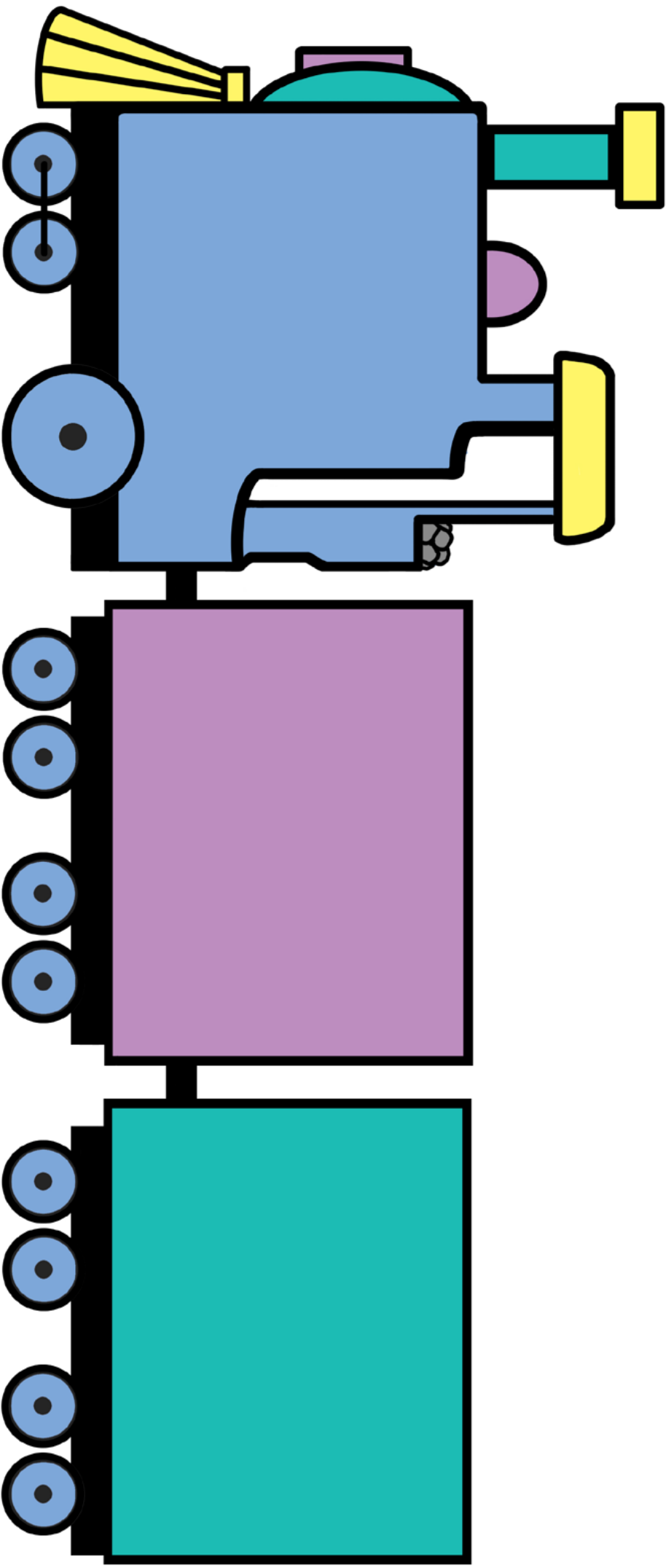
Play: 'if you take away the 'l', what do you get?'... pay

Sting: 'if you take away the 't', what do you get?'... sing

Bloat: 'if you take away the 'b' what do you get?'... boat

Drive: 'if you take away the 'r', what do you get?'... dive

## Appendix 1





## Appendix 1

---

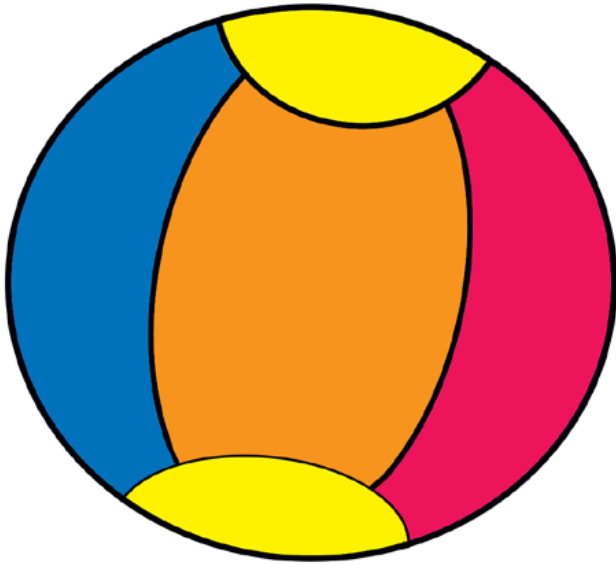
1

2

3

4

## Appendix 2: 1 syllable words



© Words First Ltd



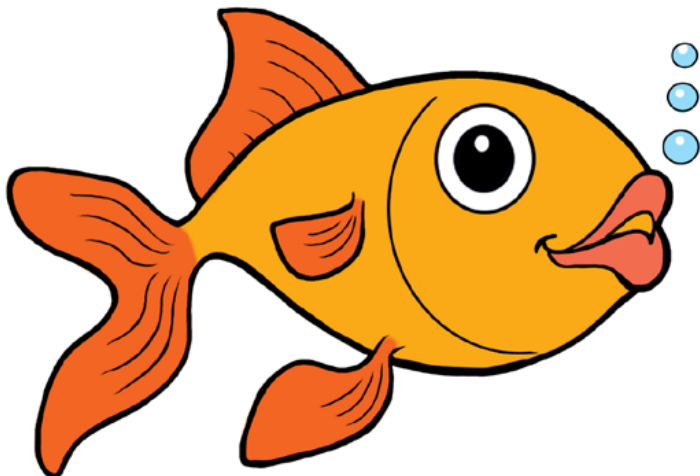
© Words First Ltd



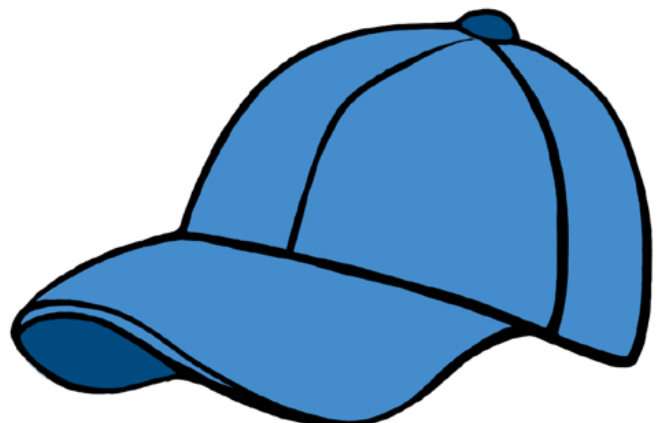
© Words First Ltd



© Words First Ltd



© Words First Ltd



© Words First Ltd

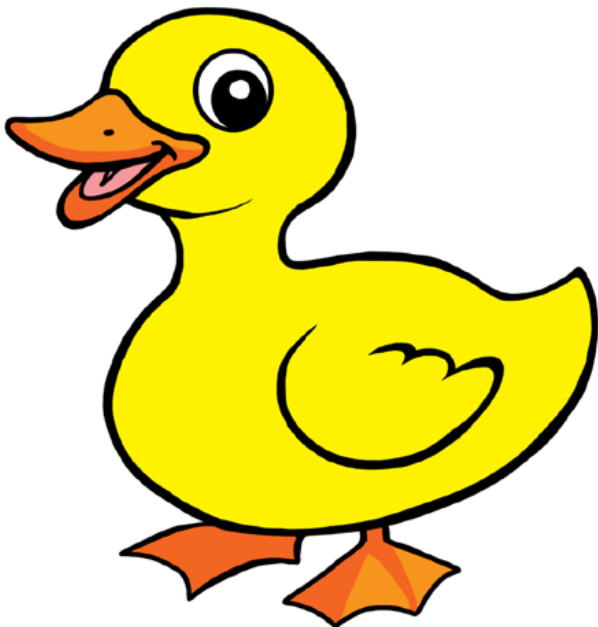
## Appendix 2: 1 syllable words



© Words First Ltd



© Words First Ltd



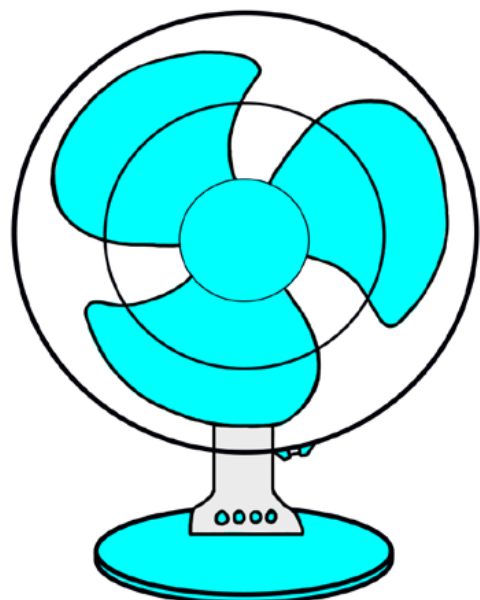
© Words First Ltd



© Words First Ltd



© Words First Ltd



© Words First Ltd

### Appendix 3: 2 syllable words



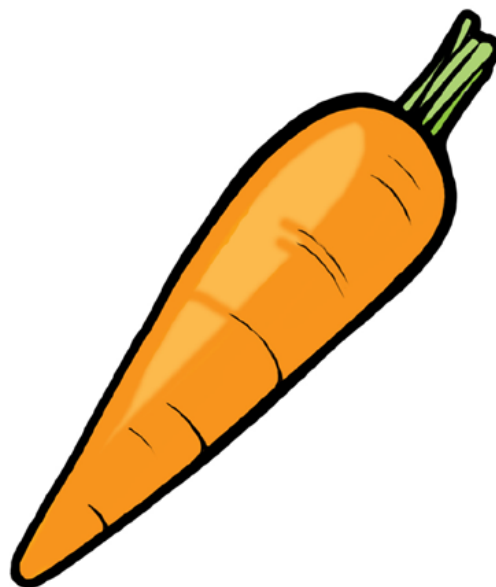
© Words First Ltd



© Words First Ltd



© Words First Ltd



© Words First Ltd



© Words First Ltd



© Words First Ltd

### Appendix 3: 2 syllable words



© Words First Ltd



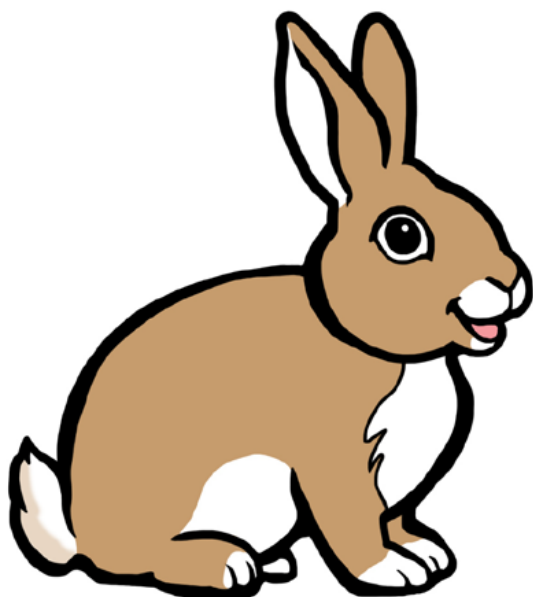
© Words First Ltd



© Words First Ltd



© Words First Ltd



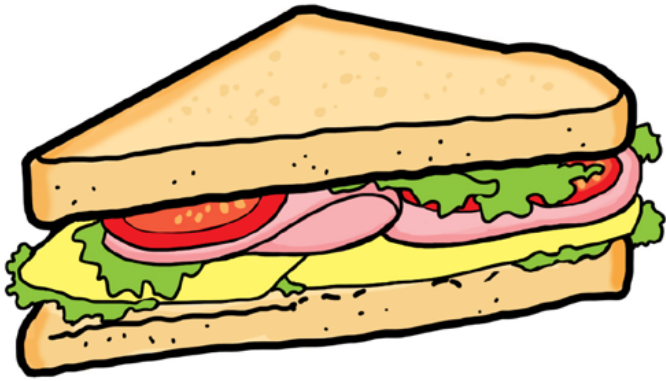
© Words First Ltd



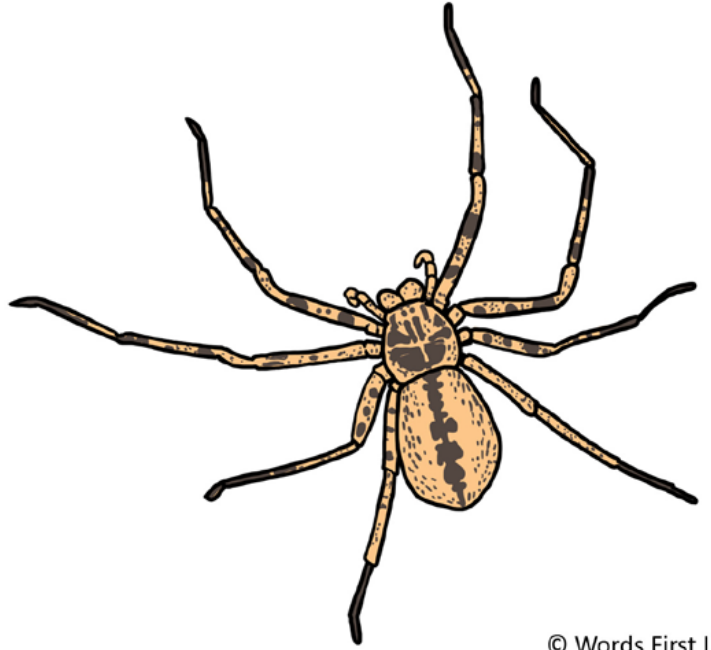
© Words First Ltd



### Appendix 3: 2 syllable words



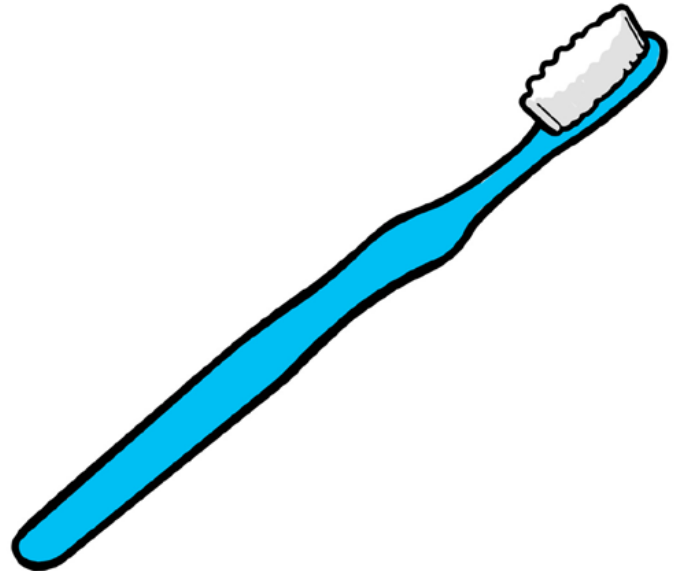
© Words First Ltd



© Words First Ltd



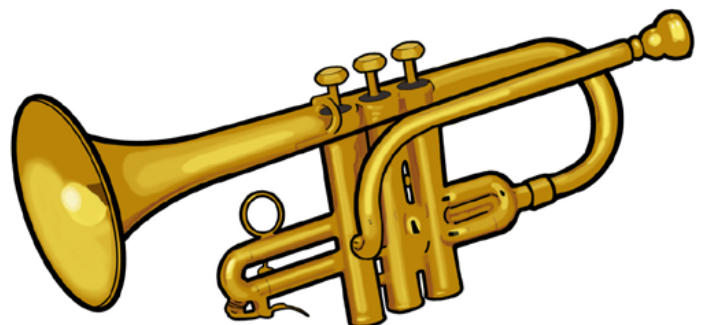
© Words First Ltd



© Words First Ltd



© Words First Ltd



© Words First Ltd

## Appendix 3: 2 syllable words



© Words First Ltd



© Words First Ltd



© Words First Ltd



© Words First Ltd

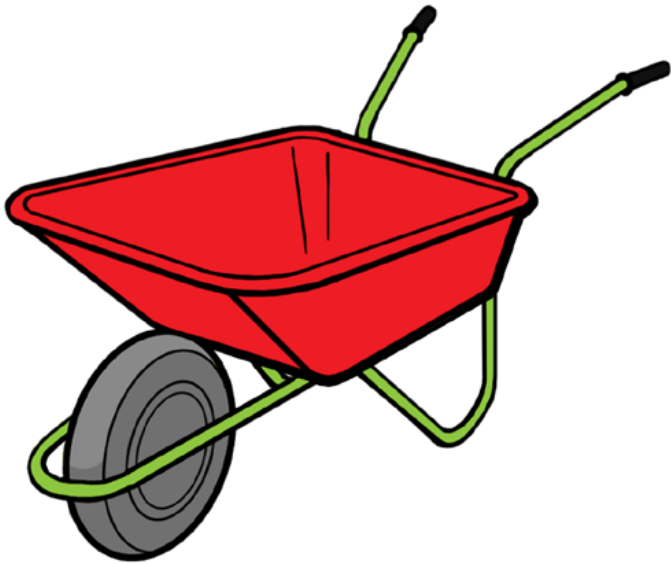


© Words First Ltd

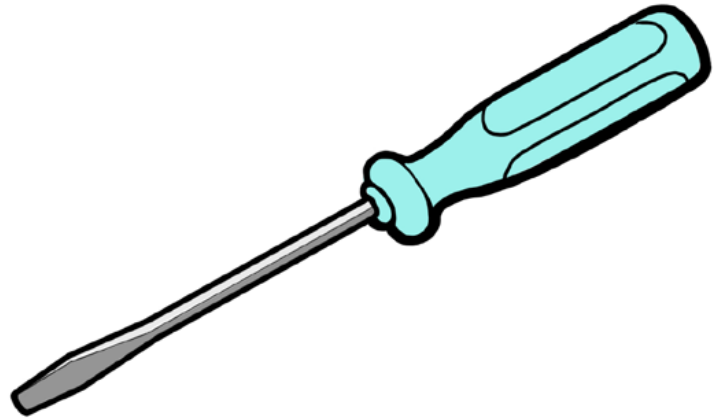


© Words First Ltd

## Appendix 4: 3 syllable words



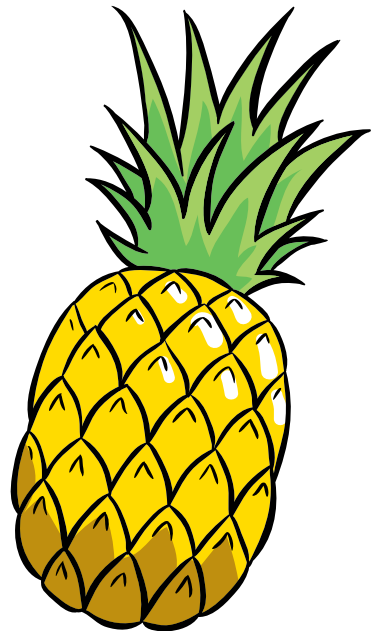
© Words First Ltd



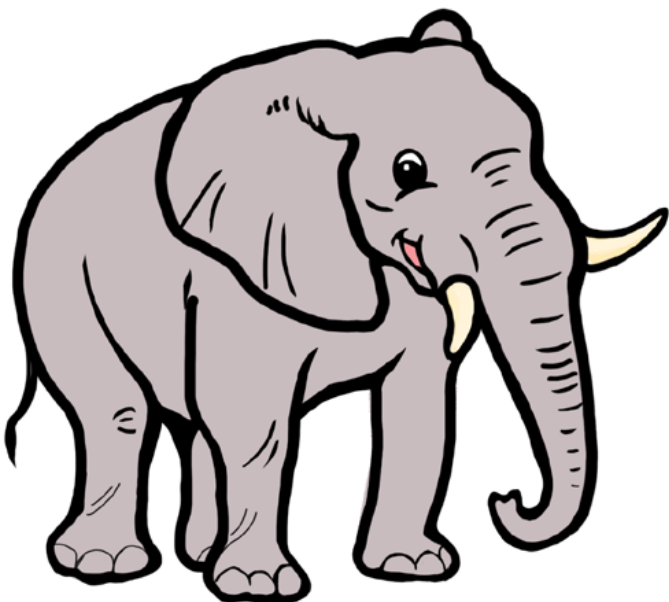
© Words First Ltd



© Words First Ltd



© Words First Ltd



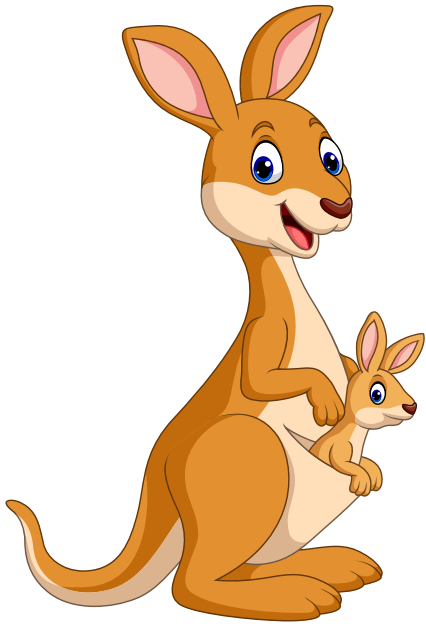
© Words First Ltd



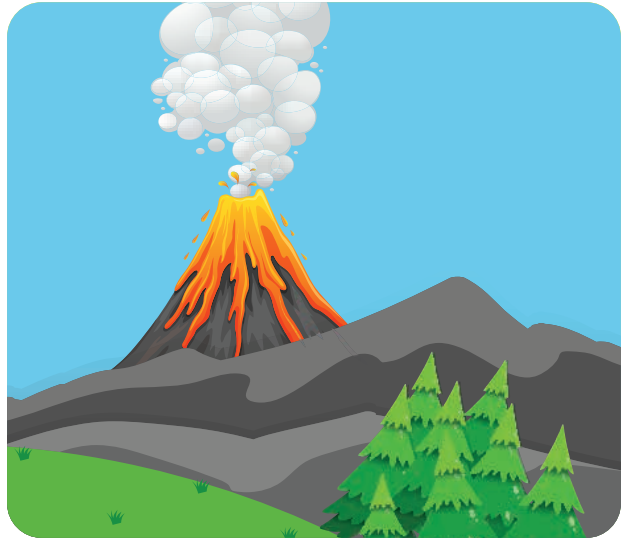
© Words First Ltd



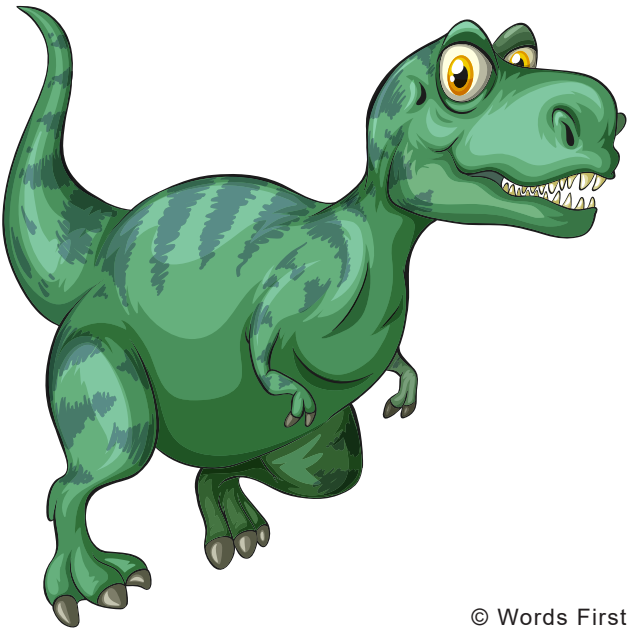
## Appendix 4: 3 syllable words



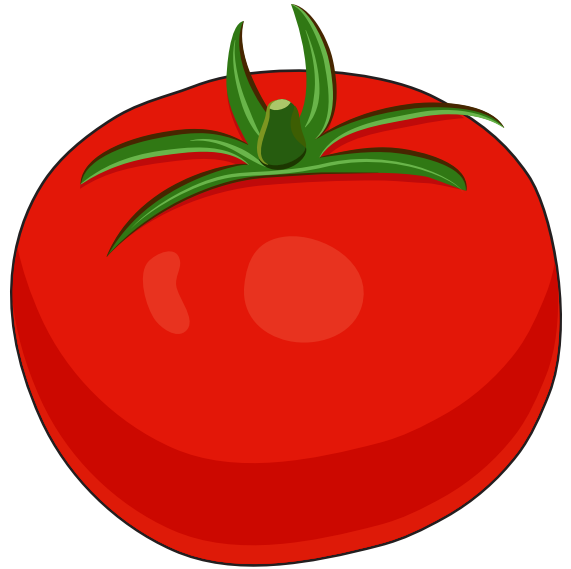
© Words First Ltd



© Words First Ltd



© Words First Ltd

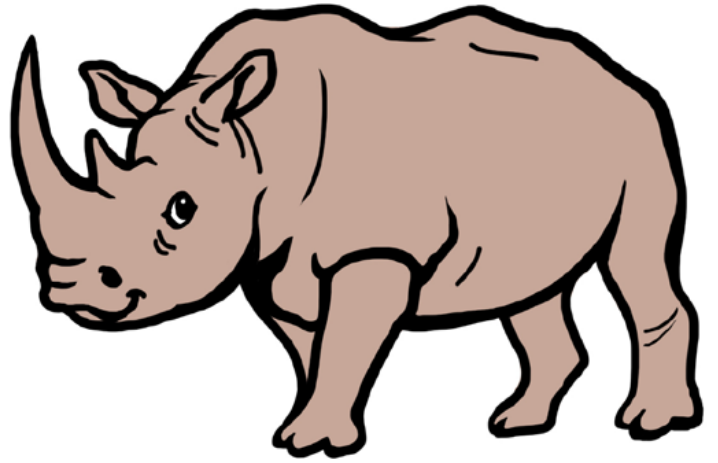


© Words First Ltd

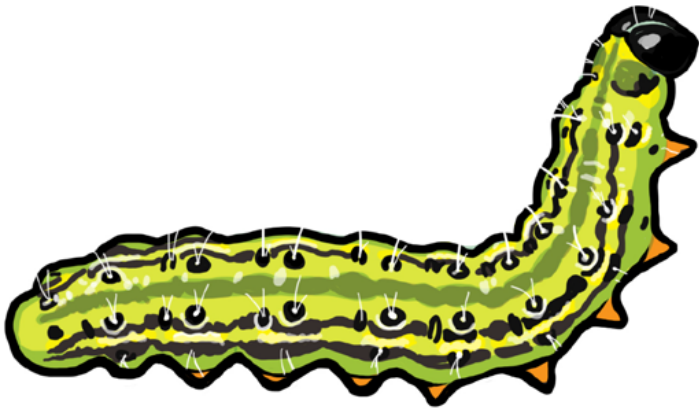
## Appendix 5: 4 syllable words



© Words First Ltd



© Words First Ltd



© Words First Ltd



© Words First Ltd

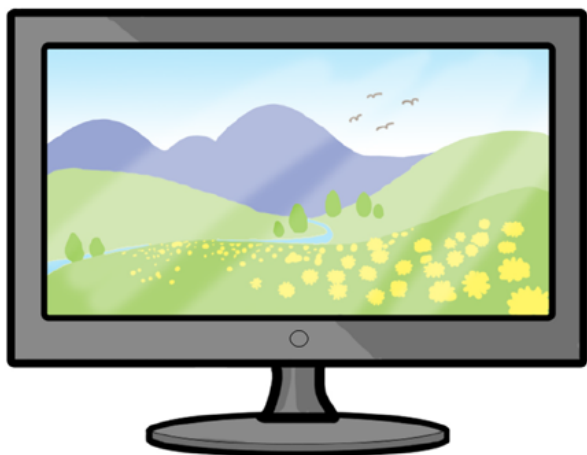


© Words First Ltd

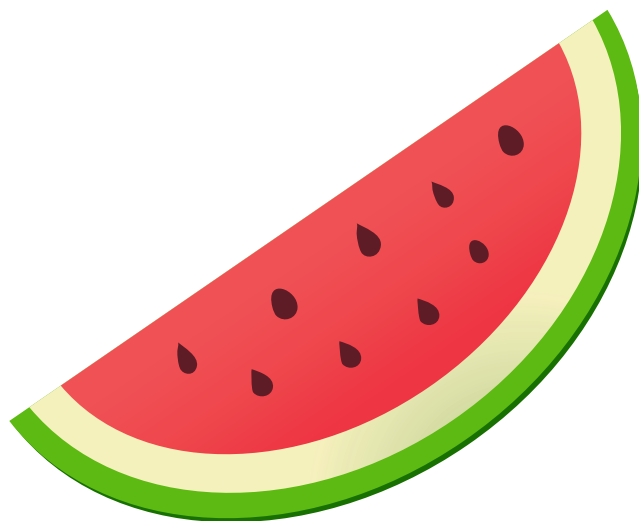


© Words First Ltd

## Appendix 5: 4 syllable words



© Words First Ltd



© Words First Ltd



© Words First Ltd

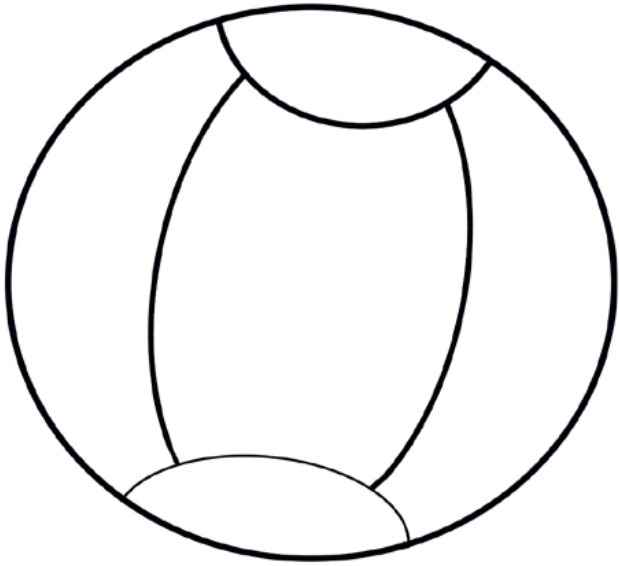


© Words First Ltd

© Words First Ltd

© Words First Ltd

## Appendix 6: Onset and rhyme



© Words First Ltd



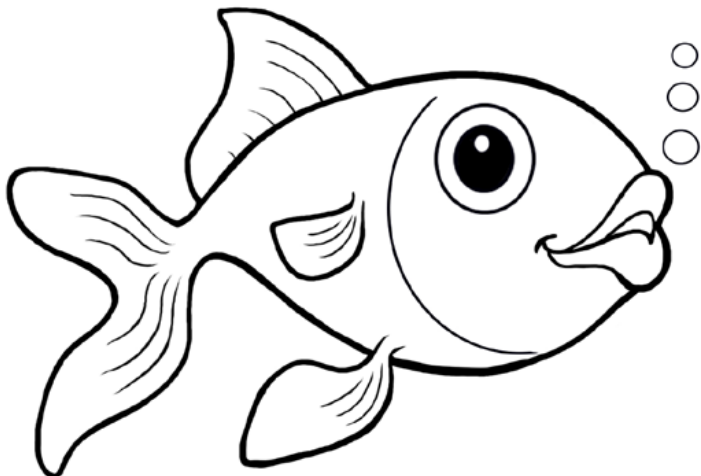
© Words First Ltd



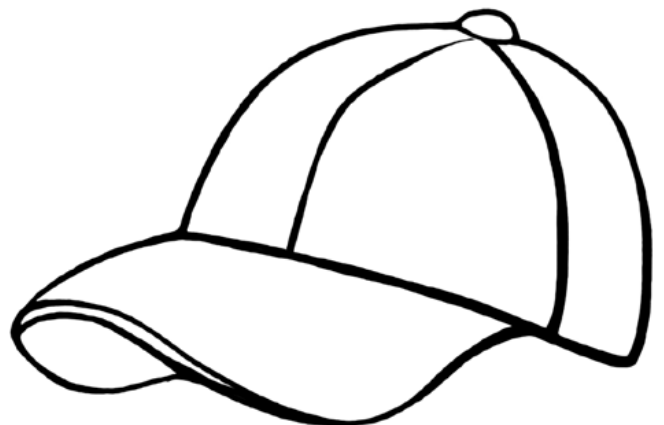
© Words First Ltd



© Words First Ltd



© Words First Ltd



© Words First Ltd

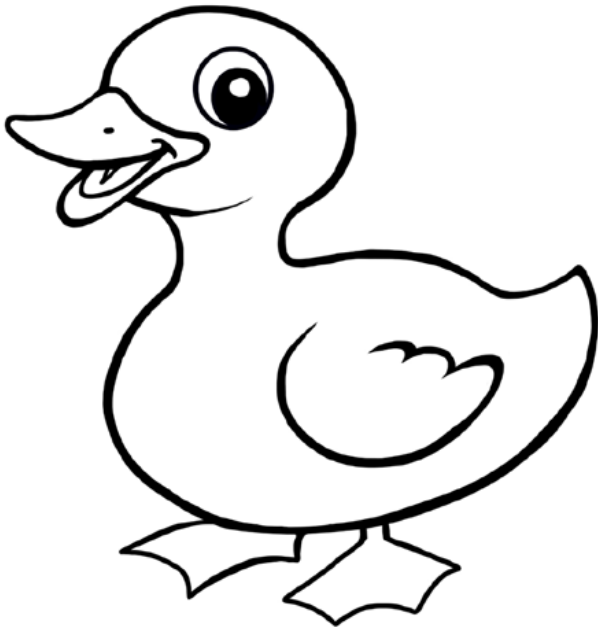
## Appendix 6: Onset and rhyme



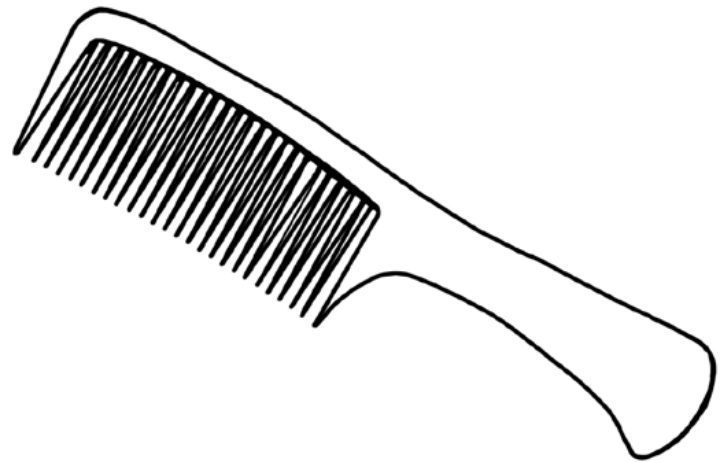
© Words First Ltd



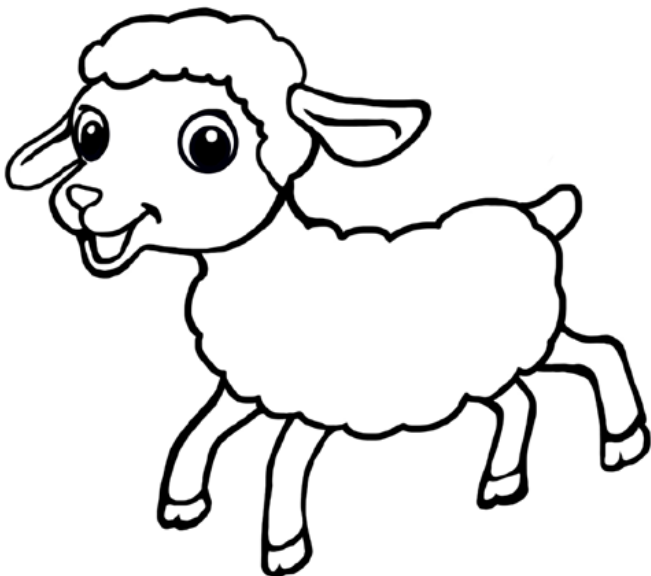
© Words First Ltd



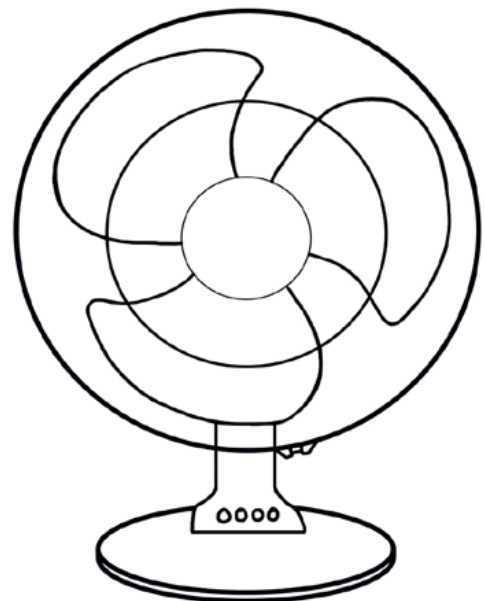
© Words First Ltd



© Words First Ltd



© Words First Ltd



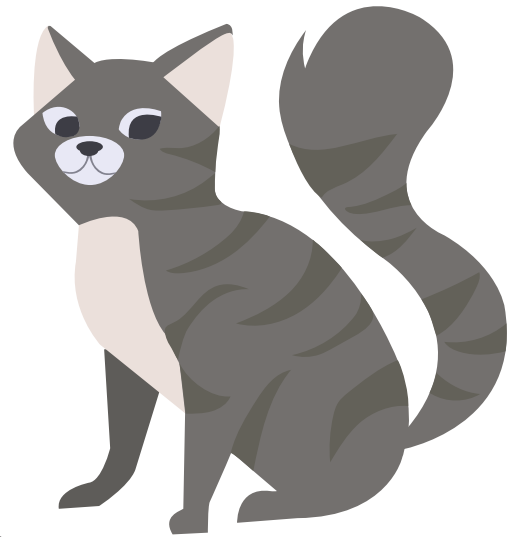
© Words First Ltd

## Appendix 7: Rhyming puzzles



bat

© Words First Ltd



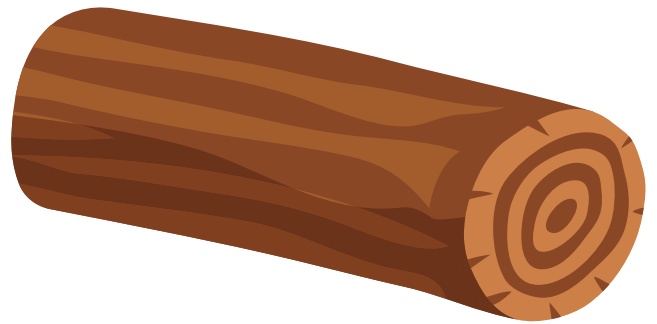
cat

© Words First Ltd



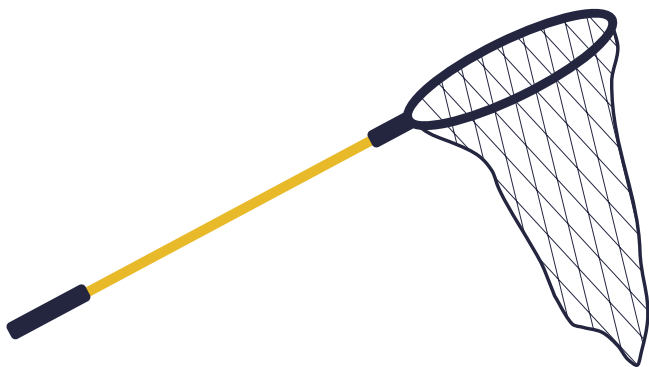
frog

© Words First Ltd



log

© Words First Ltd



net

© Words First Ltd



jet

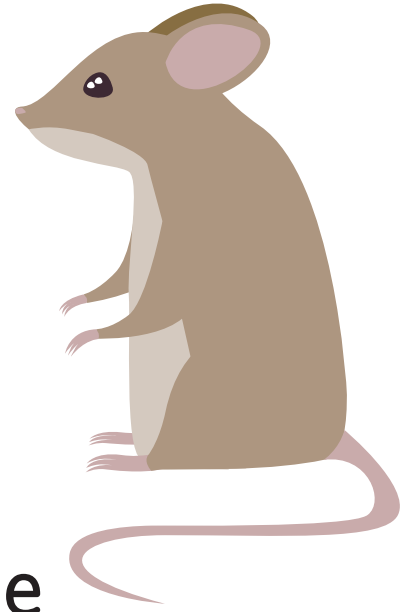
© Words First Ltd

## Appendix 7: Rhyming puzzles



house

© Words First Ltd



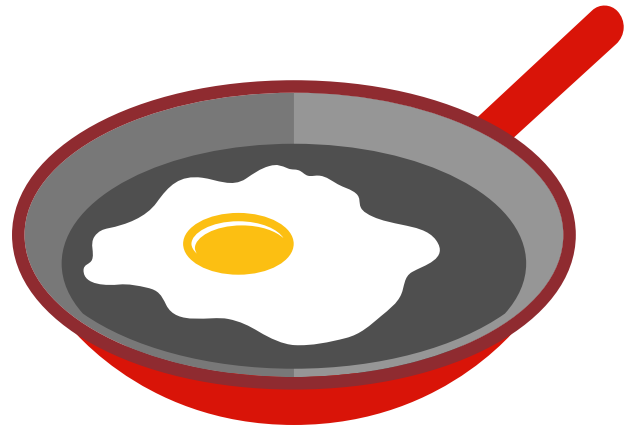
mouse

© Words First Ltd



can

© Words First Ltd



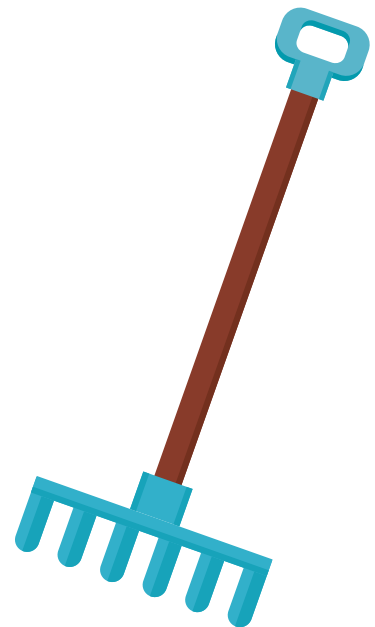
pan

© Words First Ltd



cake

© Words First Ltd



rake

© Words First Ltd



## Appendix 7: Rhyming puzzles



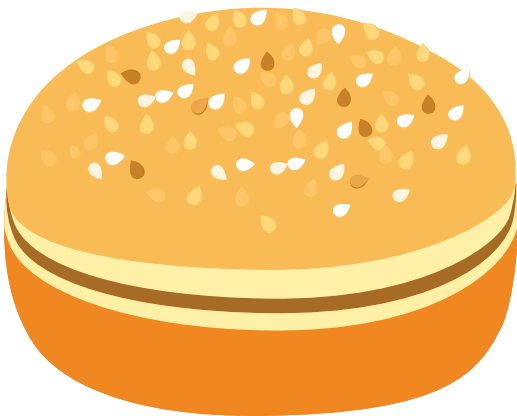
shell

© Words First Ltd



bell

© Words First Ltd



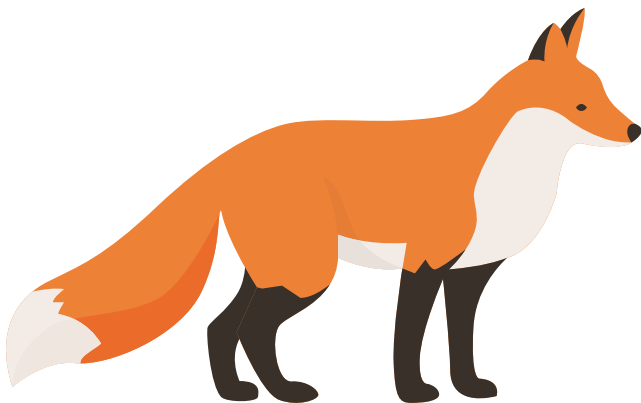
bun

© Words First Ltd



sun

© Words First Ltd



fox

© Words First Ltd

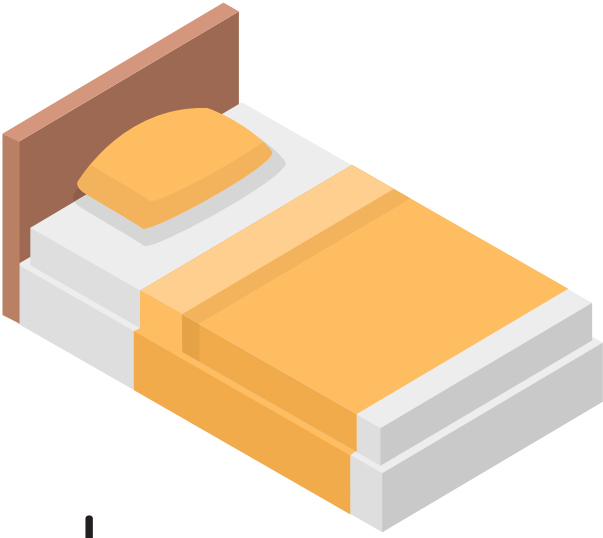


box

© Words First Ltd

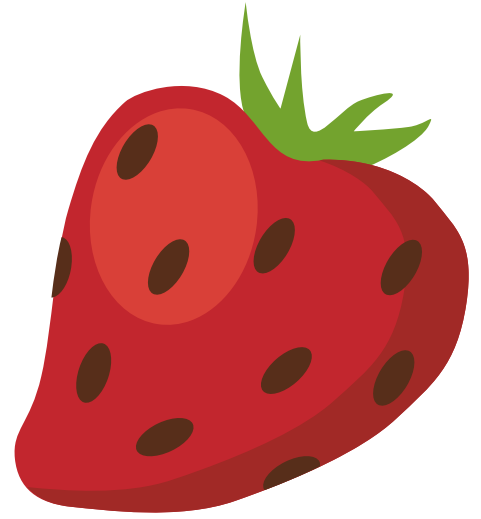


## Appendix 7: Rhyming puzzles



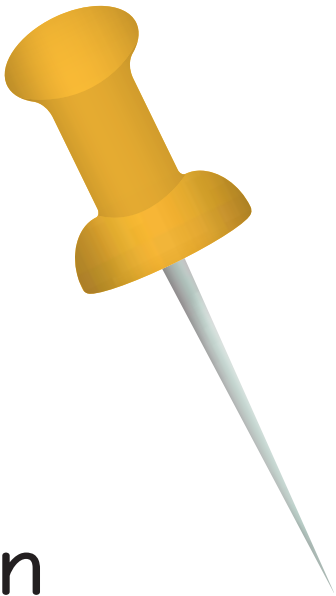
bed

© Words First Ltd



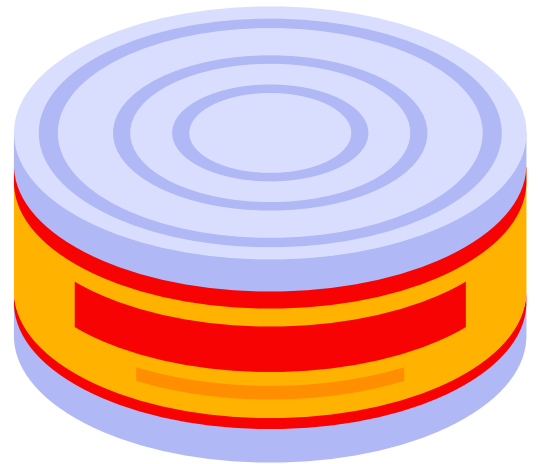
red

© Words First Ltd



pin

© Words First Ltd



tin

© Words First Ltd



bug

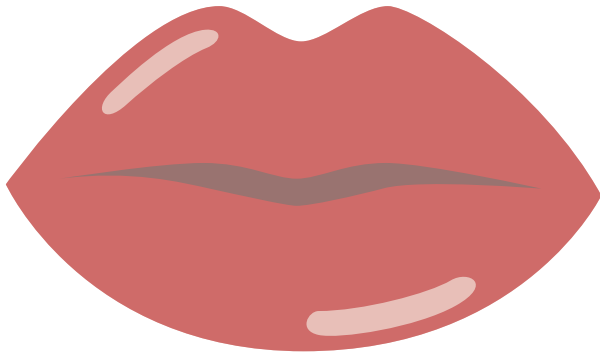
© Words First Ltd



hug

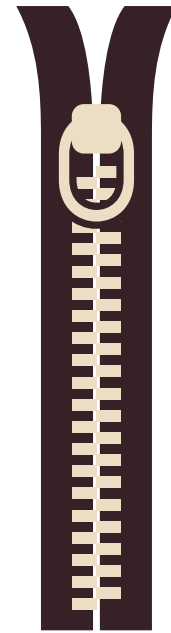
© Words First Ltd

## Appendix 7: Rhyming puzzles



lip

© Words First Ltd



zip

© Words First Ltd



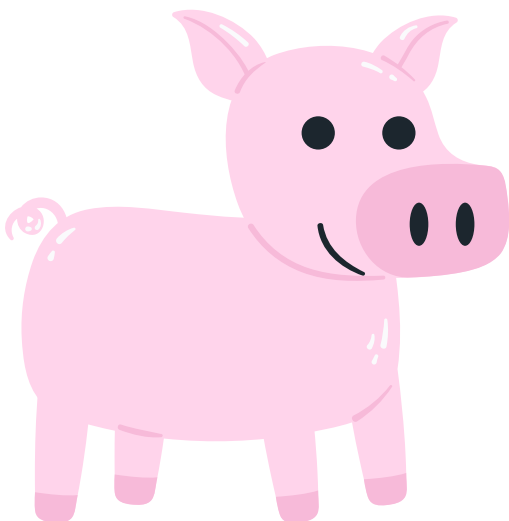
star

© Words First Ltd



car

© Words First Ltd



pig

© Words First Ltd



dig

© Words First Ltd

## Appendix 7: Rhyming puzzles



fish

© Words First Ltd



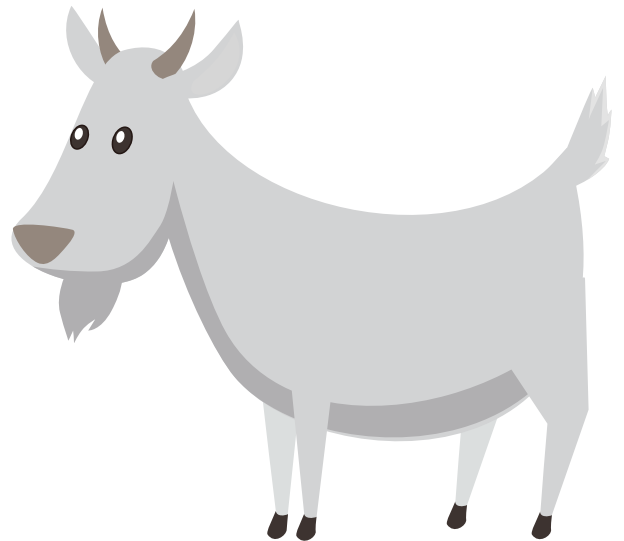
dish

© Words First Ltd



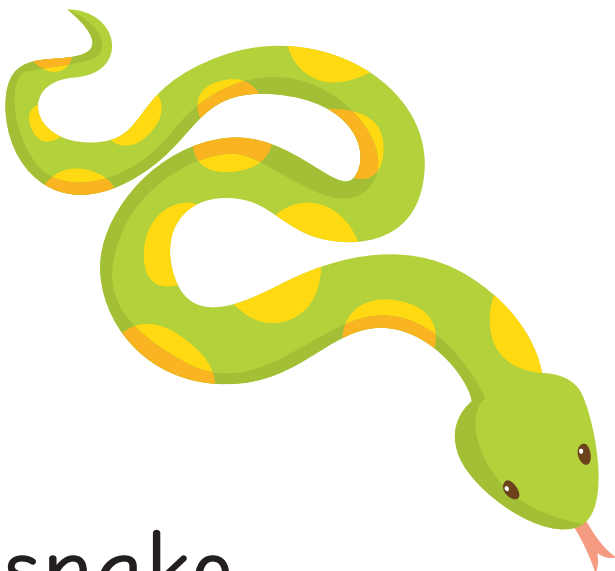
boat

© Words First Ltd



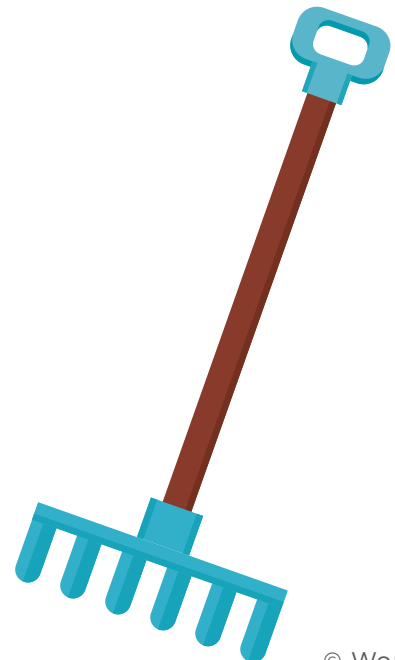
goat

© Words First Ltd



snake

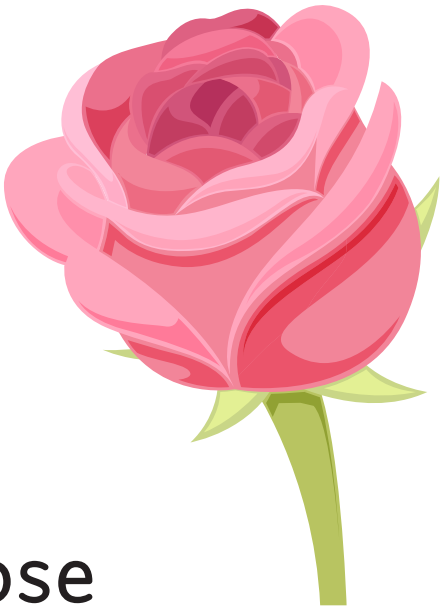
© Words First Ltd



rake

© Words First Ltd

## Appendix 7: Rhyming puzzles



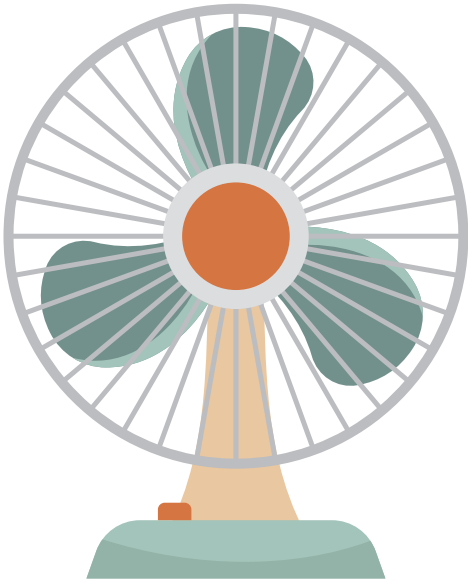
rose

© Words First Ltd



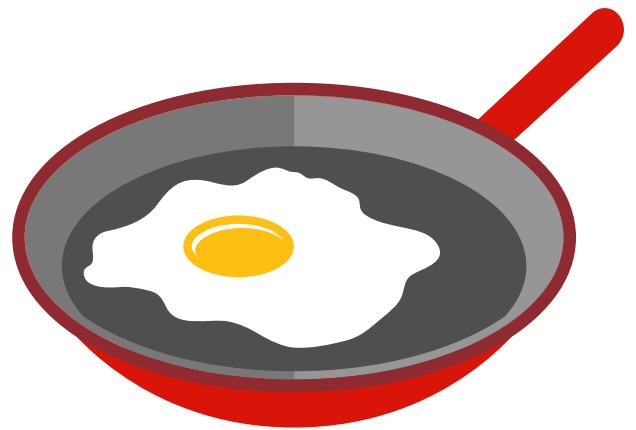
nose

© Words First Ltd



fan

© Words First Ltd



pan

© Words First Ltd



king

© Words First Ltd



ring

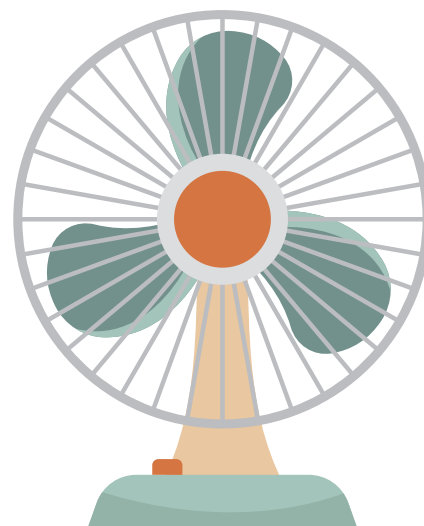
© Words First Ltd

## Appendix 8: CVC pictures



jam

© Words First Ltd



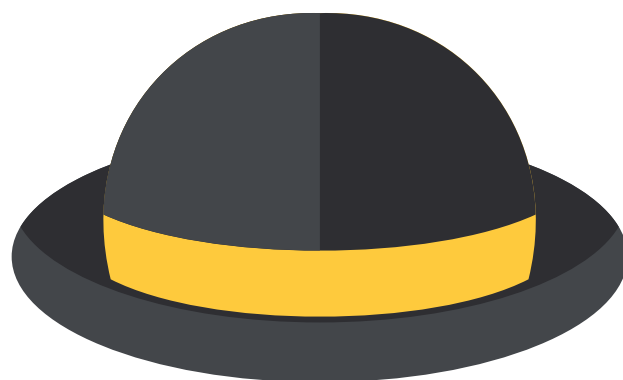
fan

© Words First Ltd



map

© Words First Ltd



hat

© Words First Ltd



rat

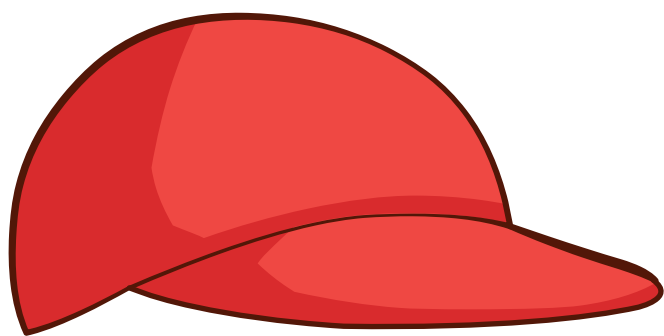
© Words First Ltd



cat

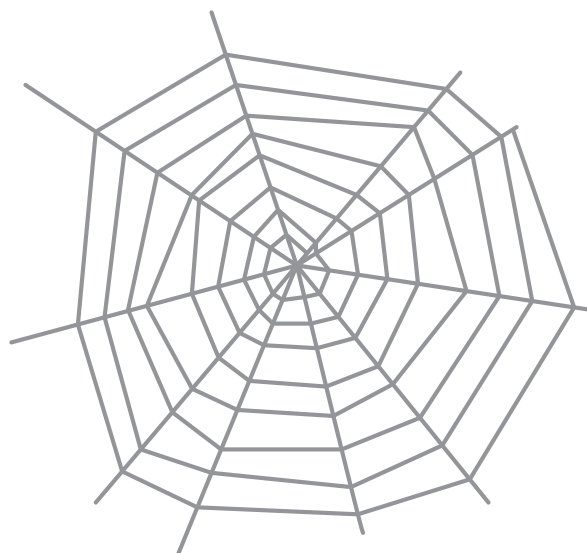
© Words First Ltd

## Appendix 8: CVC pictures



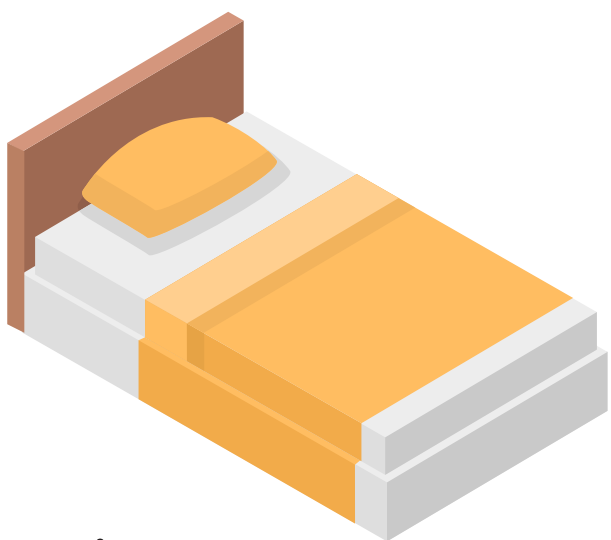
cap

© Words First Ltd



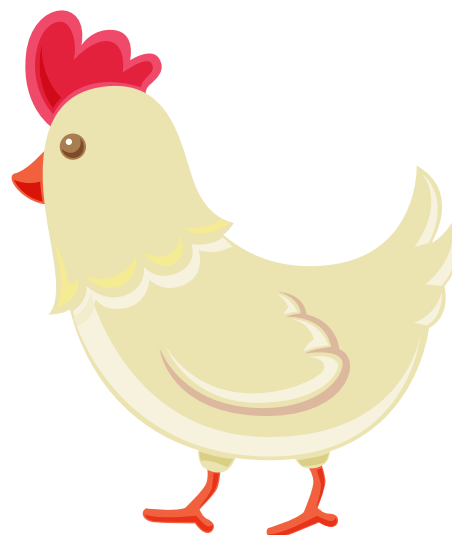
web

© Words First Ltd



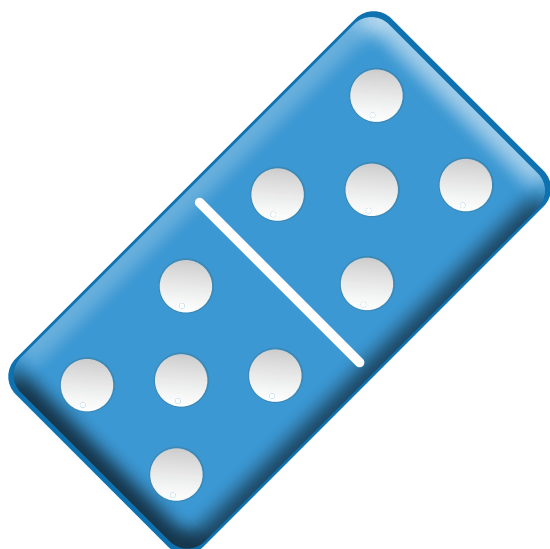
bed

© Words First Ltd



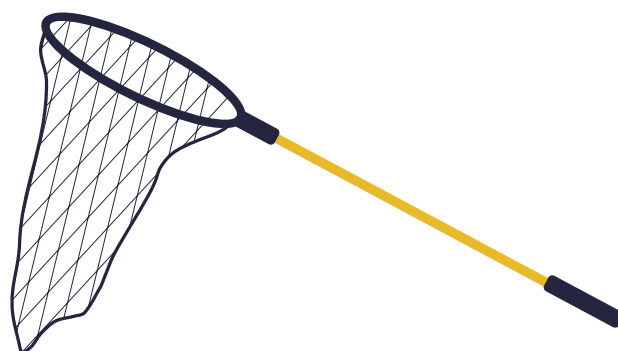
hen

© Words First Ltd



ten

© Words First Ltd



net

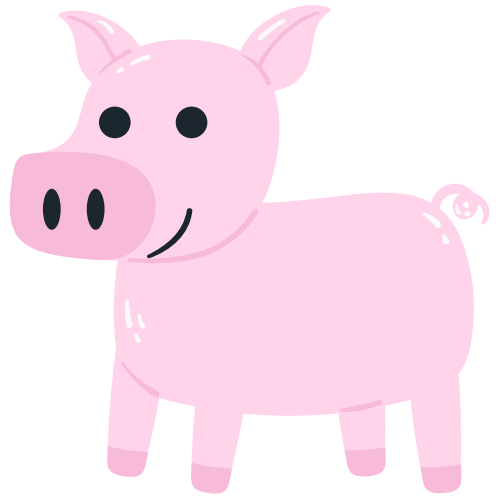
© Words First Ltd

## Appendix 8: CVC pictures



jet

© Words First Ltd



pig

© Words First Ltd



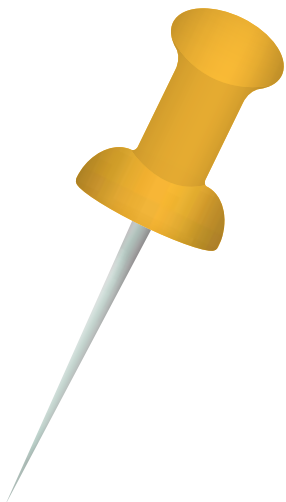
dig

© Words First Ltd



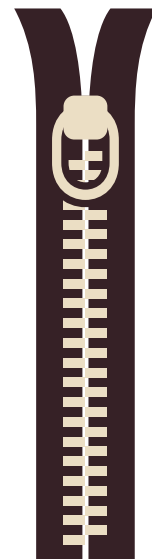
sit

© Words First Ltd



pin

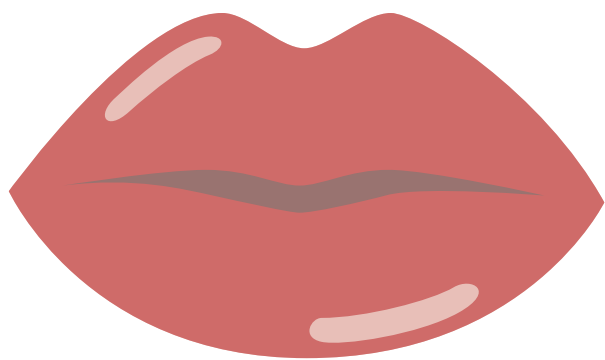
© Words First Ltd



zip

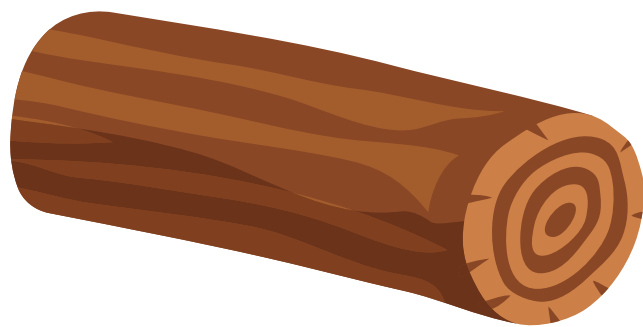
© Words First Ltd

## Appendix 8: CVC pictures



lip

© Words First Ltd



log

© Words First Ltd



pot

© Words First Ltd



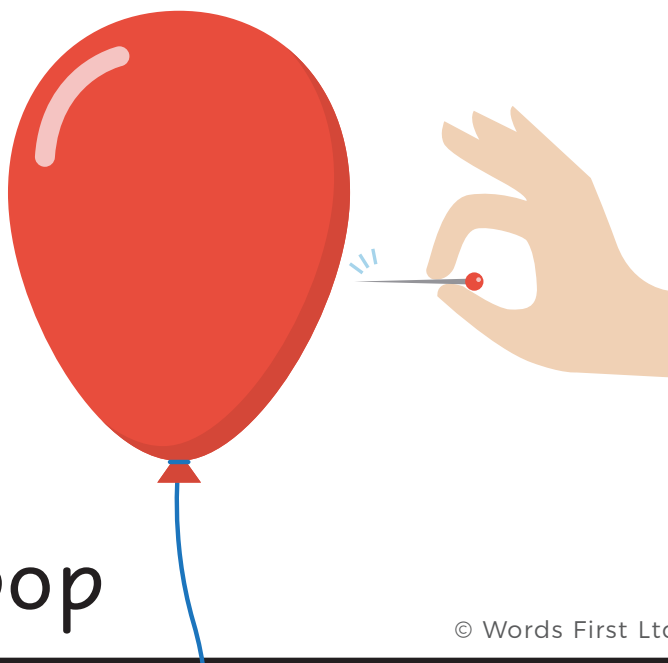
top

© Words First Ltd



pod

© Words First Ltd



pop

© Words First Ltd



## Appendix 8: CVC pictures



mop

© Words First Ltd



tub

© Words First Ltd



mud

© Words First Ltd



cup

© Words First Ltd



gum

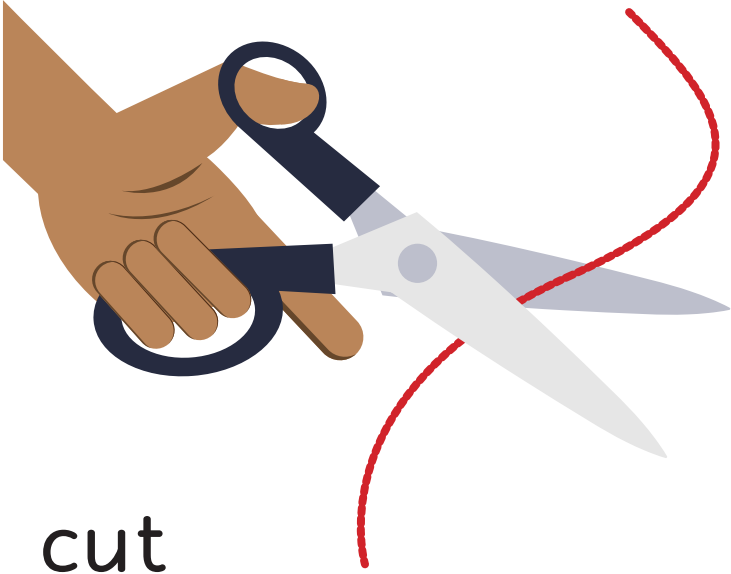
© Words First Ltd



sun

© Words First Ltd

## Appendix 8: CVC pictures



cut

© Words First Ltd



hut

© Words First Ltd



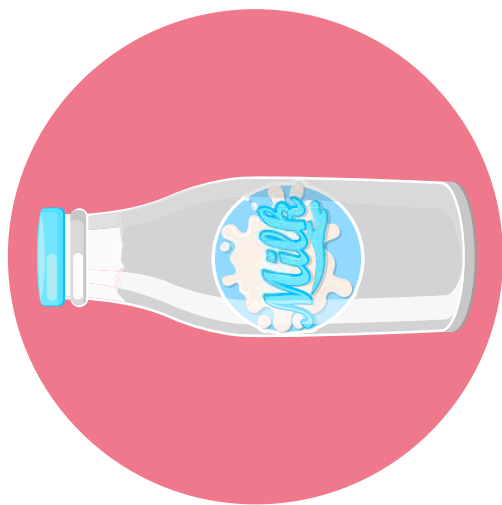
run

© Words First Ltd

© Words First Ltd

© Words First Ltd

# Appendix 9: Clip Cards First Sound



© Words First Ltd

k

m

a

b



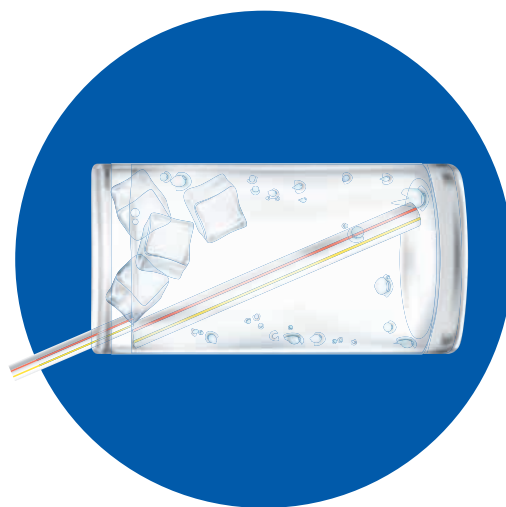
© Words First Ltd

j

b

n

c



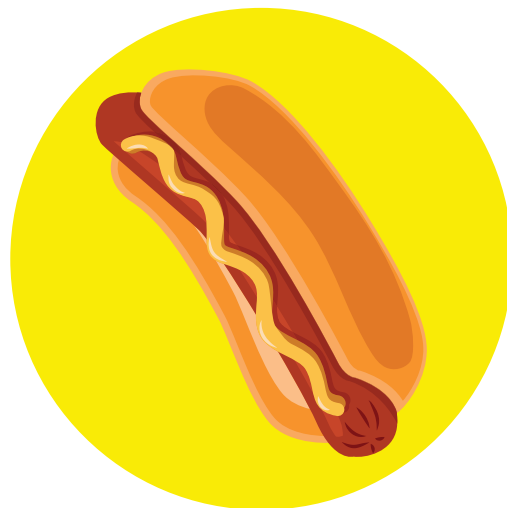
© Words First Ltd

y

t

w

d



© Words First Ltd

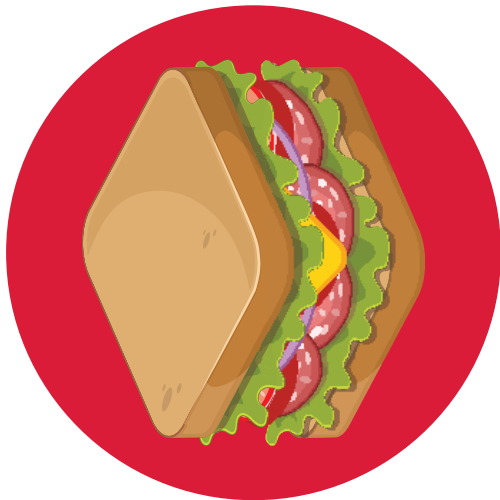
g

h

k

e

Appendix 9: Clip Cards First Sound



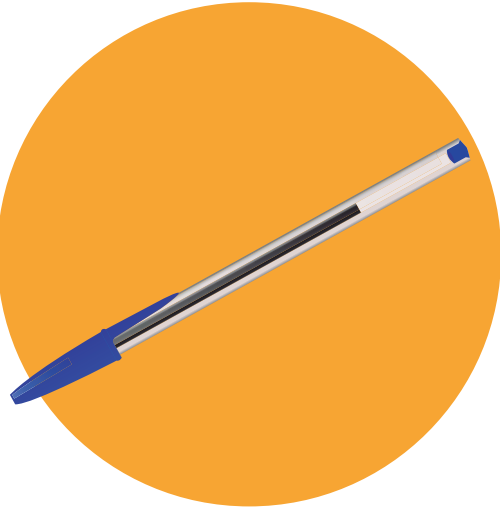
© Words First Ltd

t

d

s

f



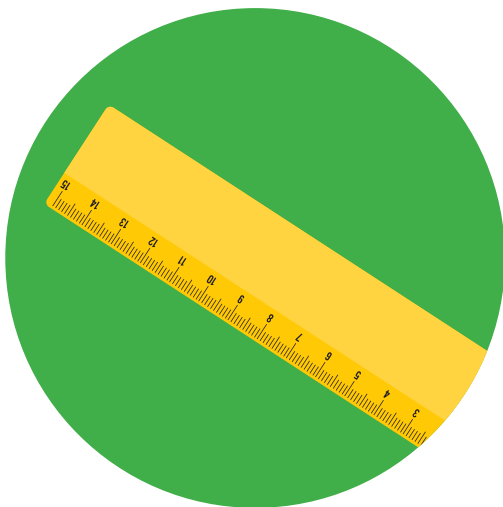
© Words First Ltd

p

m

r

g



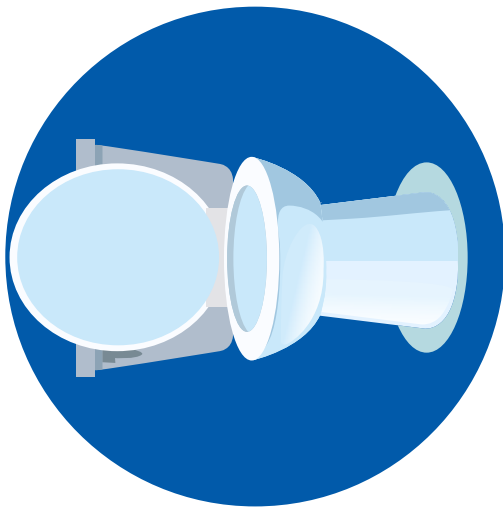
© Words First Ltd

c

h

r

i



© Words First Ltd



t

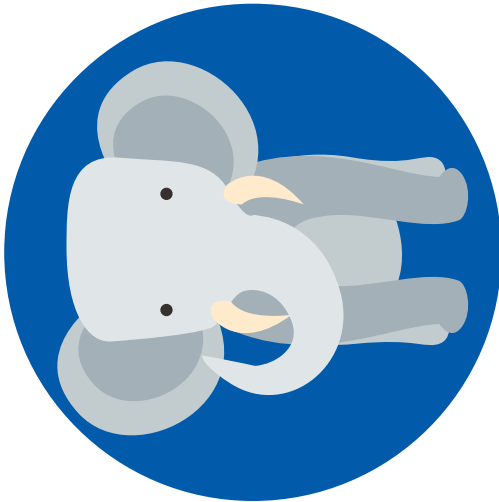
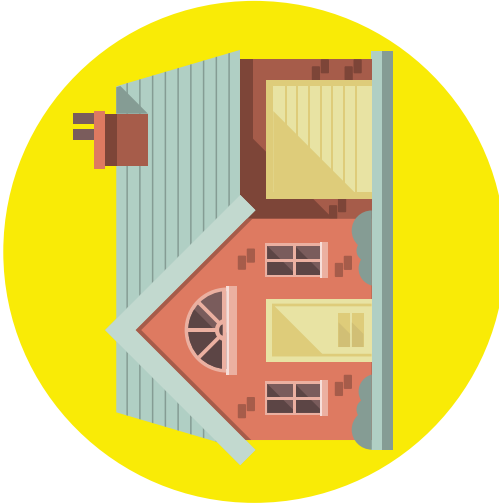
f

k

j

Appendix 9: Clip Cards First Sound

<div data-bbox="55 1464 557 1960"></div> <div data-bbox="555 1220 580 1444">© Words First Ltd</div>	<div data-bbox="679 2078 742 2134">a</div> <div data-bbox="663 1823 742 1865">t</div> <div data-bbox="679 1559 769 1615">p</div> <div data-bbox="649 1299 742 1352">k</div>
<div data-bbox="55 430 557 925"></div> <div data-bbox="555 179 580 403">© Words First Ltd</div>	<div data-bbox="649 1037 742 1090">k</div> <div data-bbox="679 763 742 848">m</div> <div data-bbox="679 519 742 575">o</div> <div data-bbox="649 266 742 300">l</div>

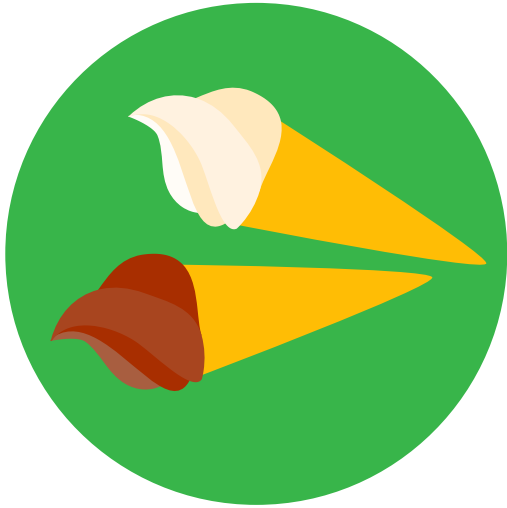
<div data-bbox="860 1471 1361 1971"></div> <div data-bbox="1353 1220 1378 1444">© Words First Ltd</div>	<div data-bbox="1477 2078 1540 2134">e</div> <div data-bbox="1477 1823 1540 1865">r</div> <div data-bbox="1447 1559 1540 1615">d</div> <div data-bbox="1477 1285 1540 1370">m</div>
<div data-bbox="860 423 1361 925"></div> <div data-bbox="1353 179 1378 403">© Words First Ltd</div>	<div data-bbox="1477 1037 1540 1090">c</div> <div data-bbox="1477 777 1540 833">a</div> <div data-bbox="1447 519 1540 575">h</div> <div data-bbox="1477 257 1540 313">n</div>

Appendix 9: Clip Cards First Sound



© Words First Ltd

b o n z



© Words First Ltd

i q j b



© Words First Ltd


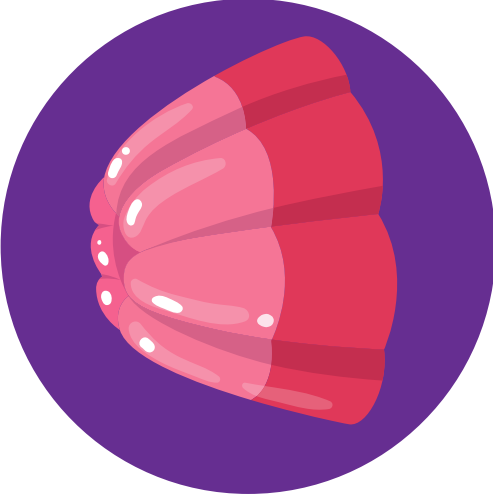
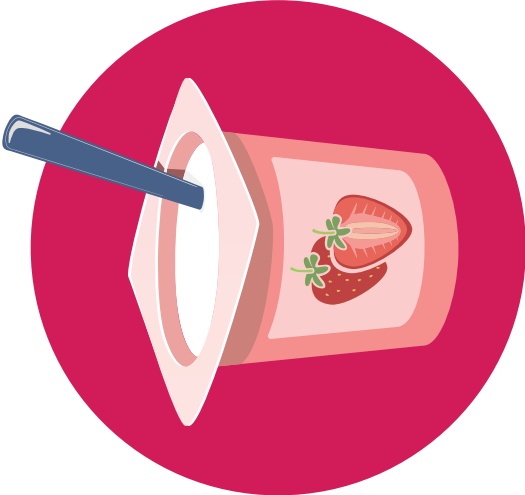
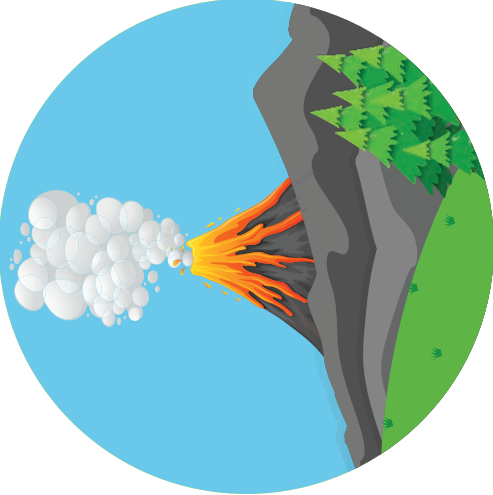
l g f j



© Words First Ltd

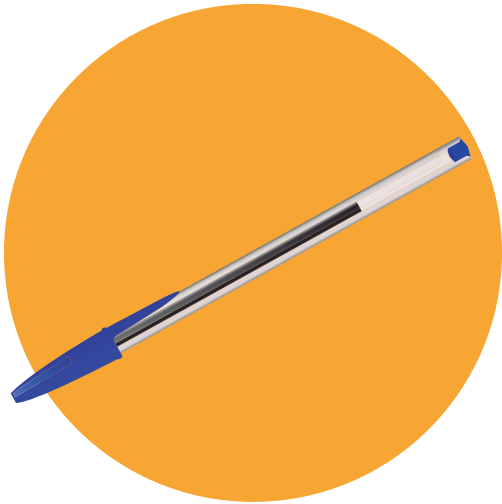
v z u x

Appendix 9: Clip Cards First Sound

 © Words First Ltd				 © Words First Ltd			
l				w			
x				f			
m				j			
k				p			
 © Words First Ltd				 © Words First Ltd			
y				d			
p				v			
u				r			
r				x			



Appendix 9: Clip Cards First Sound



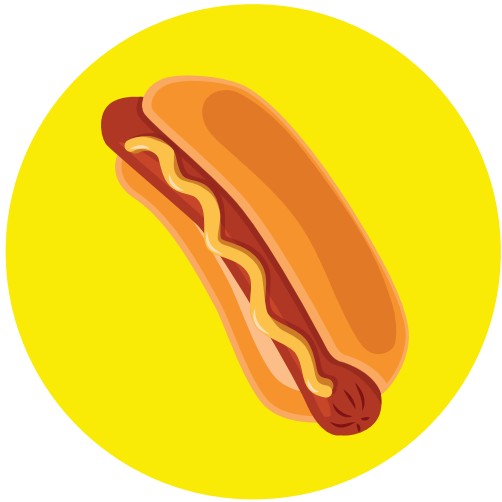
© Words First Ltd

h

g

n

l



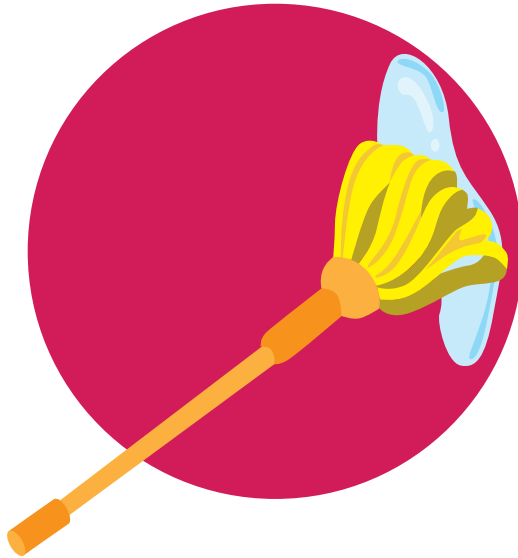
© Words First Ltd

g

m

f

k



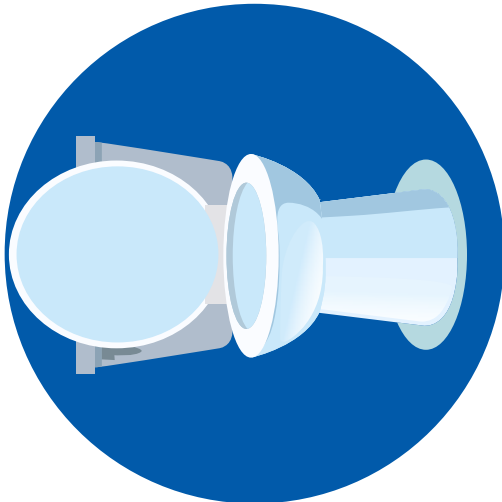
© Words First Ltd

p

m

g

h



© Words First Ltd

s

p

r

t

## Appendix 10: Clip Cards Last Sound



© Words First Ltd

d

x

r

s



© Words First Ltd

b

f

l

m



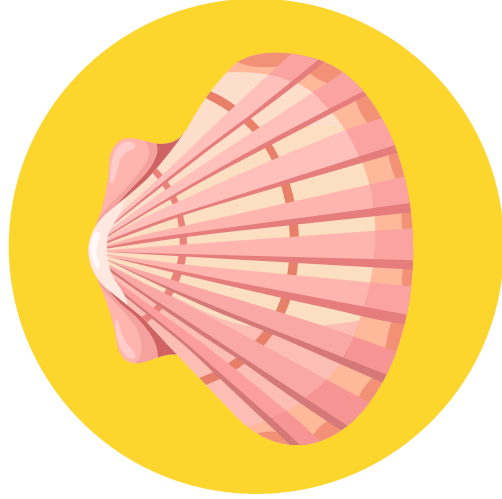
© Words First Ltd

t

n

f

r



© Words First Ltd

m

j

f

n

## Appendix 10: Clip Cards Last Sound



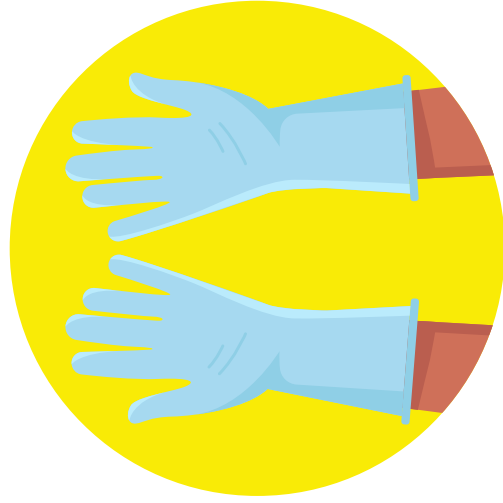
© Words First Ltd

n

m

b

s



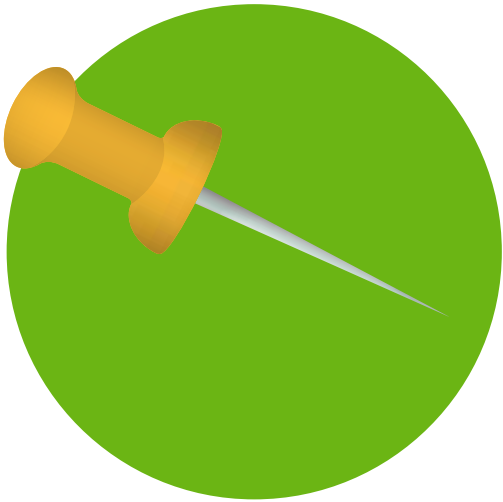
© Words First Ltd

a

v

r

x



© Words First Ltd

n

v

r

t



© Words First Ltd

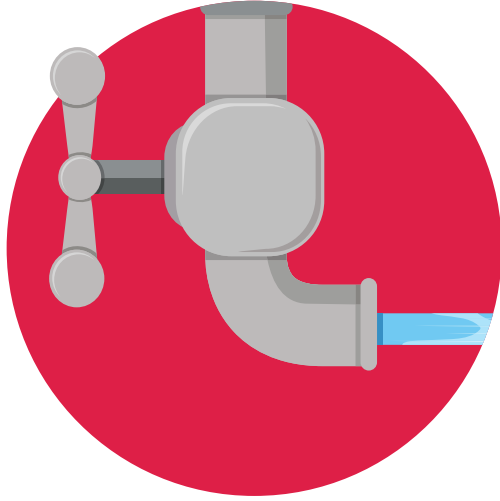
f

t

k

l

## Appendix 10: Clip Cards Last Sound



© Words First Ltd

m

k

p

j



© Words First Ltd

f

x

n

b



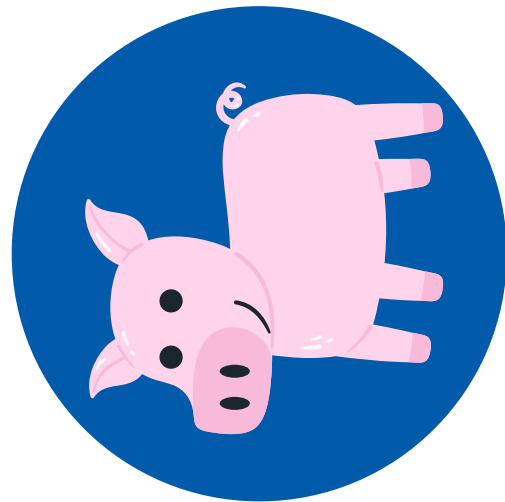
© Words First Ltd

s

n

f

g



© Words First Ltd

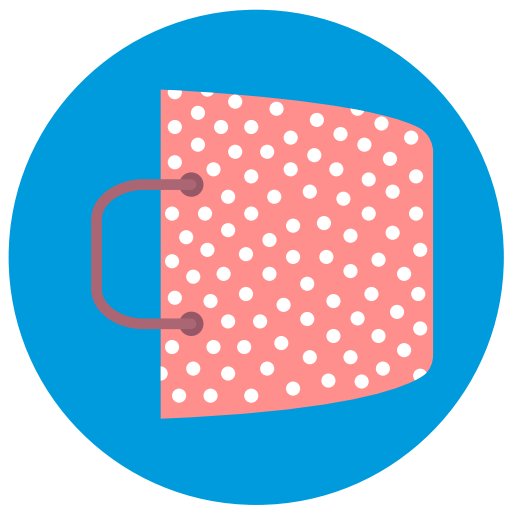
g

p

v

f

## Appendix 10: Clip Cards Last Sound



© Words First Ltd

f

t

n

g



© Words First Ltd

g

h

b

f



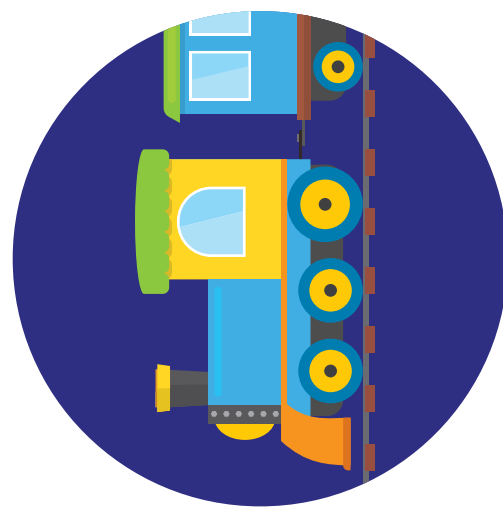
© Words First Ltd

l

m

x

z



© Words First Ltd

r

s

n

t

Appendix 11: Clip Cards Middle Sound



© Words First Ltd

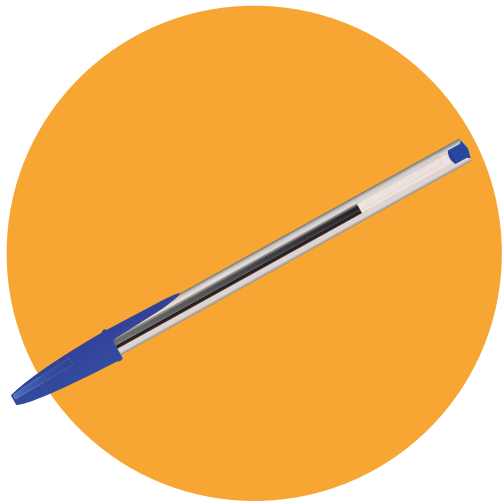
u

o

i

e

a



© Words First Ltd

u

o

i

e

a



© Words First Ltd

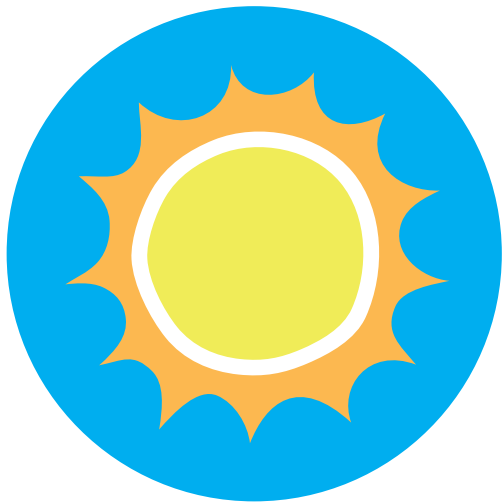
u

o

i

e

a



© Words First Ltd

u

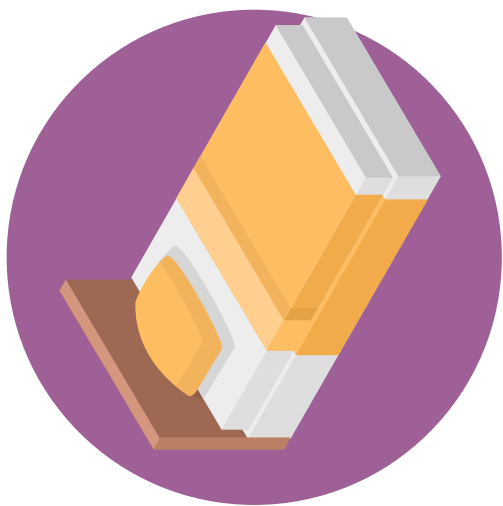
o

i

e

a

Appendix 11: Clip Cards Middle Sound



© Words First Ltd

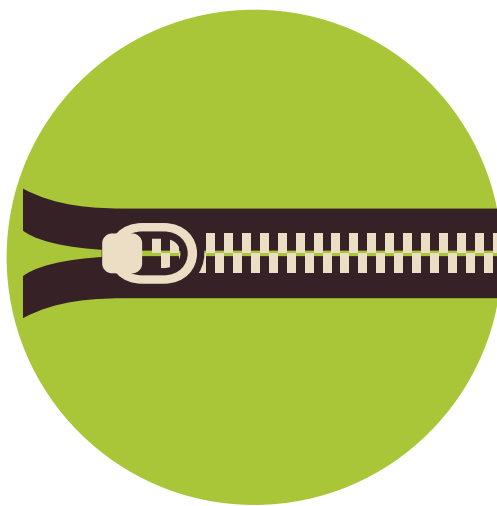
u

o

i

e

a



© Words First Ltd

u

o

i

e

a



© Words First Ltd

u

o

i

e

a



© Words First Ltd

u

o

i

e

a



Appendix 11: Clip Cards Middle Sound



© Words First Ltd

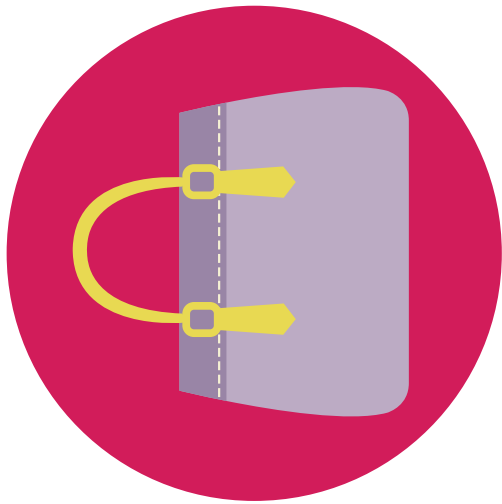
a

e

i

o

u



© Words First Ltd

a

e

i

o

u



© Words First Ltd

a

e

i

o

u



© Words First Ltd

a

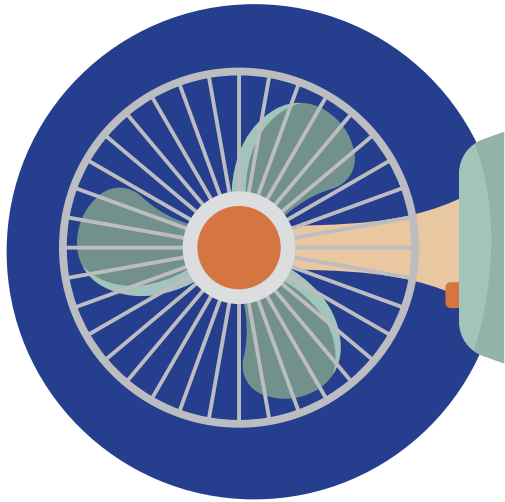
e

i

o

u

Appendix 11: Clip Cards Middle Sound



© Words First Ltd

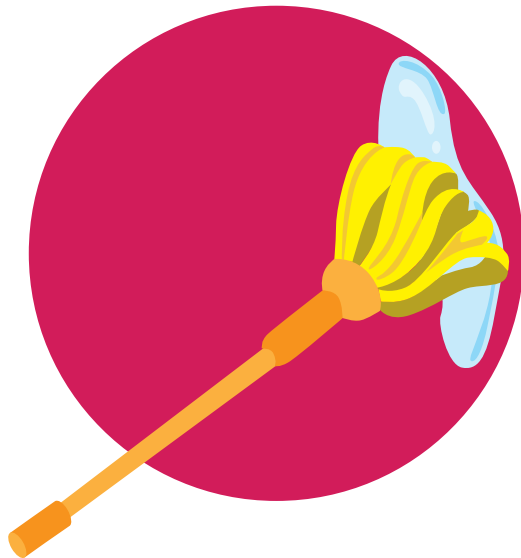
a

e

i

o

u



© Words First Ltd

a

e

i

o

u



© Words First Ltd

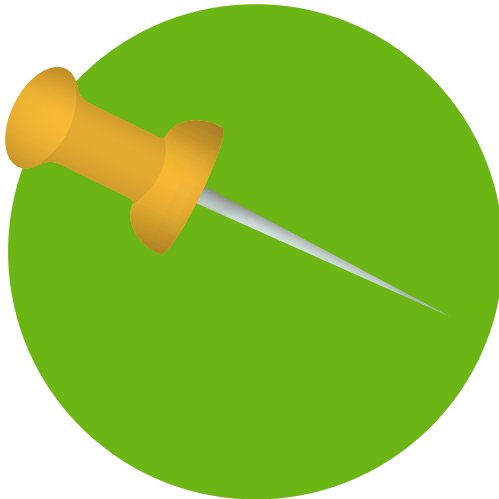
a

e

i

o

u



© Words First Ltd

a

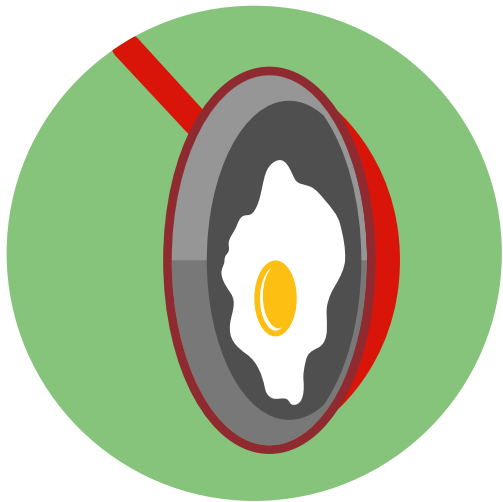
e

i

o

u

Appendix 11: Clip Cards Middle Sound



© Words First Ltd

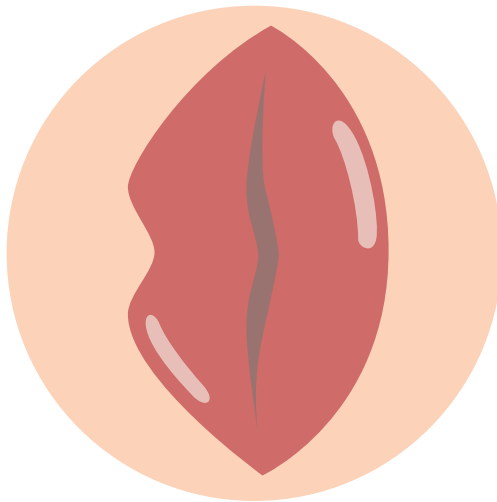
u

o

i

e

a



© Words First Ltd

u

o

i

e

a



© Words First Ltd

u

o

i

e

a



© Words First Ltd

u

o

i

e

a

## Appendix 12: Level 5 and 6 Word Lists

**C = consonant V = vowel**

*Please remember that we are working with SOUNDS. So even the word BOOT will be CVC (the sound "oo" is one vowel sound)*

### CV and VC word list

CV	VC
Car	Ark
Me	Em
Know	Own
Shy	Eyes
Bay	Ache
See	Eat
Lay	Ape
Guy	Ice

CV	VC
Tie	I'm
She	Eek
Sew	Ought
Saw	Arm
Knee	In
Out	On
Far	Off

### CVC word list

Short vowels	Long vowels
Cap	Coup
Sap	Soup
Bat	Boot, Boat
Tin	Tone
Tick	Take
Lamb	Lame
Lot	Loot
Pick	Pike
Not	Note
Shop	Soap
Ned	Need
Nut	Note
Ted	Toad
Bed	Bead
Ten	Town
Lack	Leak
Shut	Shoot
Ship	Sheep

Short vowels	Long vowels
Shin	Shine
Shone	Shown
Love	Loom
Back	Rake
Ran	Rain
Run	Rude
Sip	Seep
Led	Lead
Shed	Sheaf
Pick	Pain
Nip	Noun
Fez	Feed
Him	Hike
Ham	Hoot
Ten	Teak

## CCVC words

Short vowels	Long vowels
Crop Crack Croc	Creep Crown Crime Crawl Creek Croak Crepe
Black Block Blip Bliss	Blame Bloom Bleed Bleat
Snap Snip Snap Snot Snack	Snake Snout Sneeze Snoop Snipe
Flap Flip Flop Flack	Flame Flume Flight Flout Flake Fleet
Stop Stack Stick Stash Stock	Steep Stake Stoke Stoop Steam Stain
Clap Clip Clap Clot Clack	Climb Claim Clone Cloak Clout

## CVCC words

Short vowels	Long vowels
Must	Mast
Mist	Cast
Kist	Boost
Band	Most
Hand	Hound
Bond	Bound
Binned	Bind
Shunt	Past
Bend	Fast
Bust	Last
Gust	Toast

## CCVCC words (only for Level 6)

Short vowels	Long vowels
Cramp	Blast
Stamp	Stained
Stand	Blames
Blonde	Blamed
Ground	Stains
Frowned	Staked
Browned	Grassed
Stacked	Brains
Bland	Stains
Gland	Grains
Grand	Climbs
Clamp	Claims
Grunt	Greets

