





Activities/Games to support your child's speech and literacy between ages 3-6

<p style="text-align: center;">Monday</p> <p style="text-align: center;">Guess the sound</p> 	<p>Guess the sound: write down 4 different sounds on a piece of paper e.g. /p/, /t/, /k/, /s/, /f/. Think of a word or use pictures beginning with one of these sounds and say the word. Get your child to choose which letter it begins with. They may not be able to read the letters so you could offer them a choice – is it 'pig', pointing to /p/ or 'tig', pointing to /t/. If you have the jolly phonics pictures that are used in school then you could use these.</p>	<p>Encourages: listening, phonological awareness, sound discrimination.</p>
<p style="text-align: center;">Tuesday</p> <p style="text-align: center;">Right or wrong</p> 	<p>Right or wrong: use picture cards or draw 10 pictures of things around the house, animals, furniture etc. – you could even use pictures in a book. You need a teddy, doll or action figure. Choose a word to say by picking up a picture card/drawing or choosing on object in a book. Your child needs to listen carefully and see if you say the word right or wrong – they can do thumbs up/down. Start by making the errors very different to the word e.g. carrot - pallog. As your child gets better at this, make the errors very minimal. For example, just change ONE sound in the word, e.g. You may name 'carrot' as a 'tarrot'. Try using errors you may hear your child say. For example, if they omit final sounds, say the word without the last sound, e.g. "cat" would be said as "ca".</p>	<p>Encourages: waiting, listening, turn phonological awareness, discrimination of sounds in words.</p>

<p style="text-align: center;">Wednesday</p> <p style="text-align: center;">Guess the name</p> <div style="text-align: center;">  </div>	<p>Guess the name: choose 5-10 teddies, action figures, dolls who all have names. Take it in turns to break down the name and guess it e.g. whose name is this – spi-der-man. The other person can then point to the correct toy.</p> <p>Take it in turns and get your child to try and break it down – this may be more appropriate for age 5+.</p>	<p>Encourages: listening, sound blending is important for early readers. They need to be able to put sound units together to be able to read a word smoothly.</p>
<p style="text-align: center;">Thursday</p> <p style="text-align: center;">Heads, shoulders, knees and toes</p> <div style="text-align: center;">  </div>	<p>Heads, shoulders, knees and toes: choose toys/items around the house. Let your child choose one of these (you could put them in a bag and let them pick one out). As they say the word, they have to break it into syllables, tapping a different body part for each syllable e.g. pencil – pen (head), cil (shoulders).</p>	<p>Encourages: listening, phonological awareness skills, syllable clapping/counting.</p>

Friday

Did you ever see a bear in a chair?



Did you ever see: use the phrase 'did you ever see a _____ in a _____. Take it in turns to think of two rhyming words – they can be made up words for the second word if it needs to rhyme. You can make a mistake and see if your child can spot that the words didn't rhyme.

Examples:
cat/hat
dog/bog/log
pen/den
cake/lake

Encourages:
Onset-rime skills,
turn taking,
listening,
discrimination.