

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

Monday

Syllable blending





Syllable blending: think of compound words – these are words which have two or more syllables but each syllable is a complete word (see e.g. below). You can do this two ways:

1. Tell your child that you are going to say a word and they need to work out what you are saying by listening very carefully. Say the word but leave a gap in between each word e.g. hot-----dog. See if your child can blend the two syllables to form the word.
2. You could draw out pictures for each syllable e.g. draw a sun on one piece of paper and a flower on the other. You could cut out a jigsaw shape so that your child can see that these are going to be put together. See if your child can put a word together when you offer them 3 images e.g. sun, flower and bow. If your child puts bow and flower together, say the word and see if they can hear that it isn't a real word.

e.g. hot-dog, cow-boy, sun-flower, butter-fly, foot-ball,

Encourages: waiting, listening, turn taking skills, phonological awareness. Phonological awareness skills are crucial for reading and literacy.

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| | <p>pop-corn, star-fish, gold-fish, rain-coat, rain-bow, cup- cake.</p> | |
| <p style="text-align: center;">Tuesday</p> <p style="text-align: center;">Rhyme</p>  | <p>Rhyme: sing a nursery rhyme together and when your child has heard it a couple of times you can try miss out a rhyming word e.g. twinkle twinkle little star how I wonder what you ... up above the world so high like a diamond in the ... See if your child can remember the rhyming words.</p> | <p>Encourages: waiting, listening, turn taking skills, phonological awareness necessary for reading and spelling.</p> |
| <p style="text-align: center;">Wednesday</p> <p style="text-align: center;">Stepping Stones</p>  | <p>Choose 4 letters and write each one a separate piece of paper. It is best to choose sounds which sound very different from each other e.g. p, s, k, m OR d, f, l, m. Place each piece of paper on the floor and tell your child you are going to make a sound – make sure you use the letter sound and not name e.g. use /sssss/ not /es/, use /mmmm/ not /em/, /t/ not /tee/. Make a sound and see if your child can jump to the correct letter name on the floor.</p> | <p>Encourages: listening, letter to sound awareness – needed for reading and writing. Do not choose sounds such as m and n which sound similar or p and b or t and d or k and g to go in the same game until you feel your child is ready.</p> |

Thursday

I spy...



I spy: If your child comes to speech and language with me and our targets are speech not language, you should know what their target sounds are – you can find this out on their GSRs or ask your child and see if they can remember what sounds we were working on. Use a descriptive game of I spy e.g. if your child's sound is /k/ - I spy with my little eye something that says meow. If your child's sound is /f/ - I spy with my little eye something that swims in the sea.

If you cannot remember or find out your child's target sound, you could choose any sound which you think your child struggles with and ensure that you are modelling this sound to them lots throughout the day.

Encourages: use of their target sounds more spontaneously. If the child gets the sound wrong e.g. says dat for cat, just say 'yes it is a Cat and it begins with /k/ - emphasise the first sound and see if they can say /k/ by itself. Do not tell them they got it wrong.

Friday

Jigsaws



Jigsaws: use an old magazine or if you don't have any you could draw pictures. Find/draw pictures of words with 2-4 syllables e.g. lollipop, flower, elephant, dinosaur, tiger, aeroplane, ambulance etc. Clap these out with your child so you can identify how many syllables there are e.g. el-e-phant (3). Then cut your picture into how many syllables it has (3 for elephant) and then you have a jigsaw. You can use these at a later date to carry on work with syllables or use them now and get your child to say each part of the word for

Encourages: ability to recognise that words have different parts that are all important and need to be included to ensure that the word can make sense. Phonological awareness skills needed for reading.

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| | <p>each part of the jigsaw they put together. This is a great way for your child to visually see all the parts of the word as if they miss one out e.g. elephant then the middle part of the elephant will be missing!</p> | |
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