




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

<p style="text-align: center;"><b>Monday</b></p> <p style="text-align: center;">Funny faces</p> 	<p>Funny faces: sit or stand by a mirror with your child. Make a consonant or vowel sound and get your child to copy. Make the sounds exaggerated so that they can see clearly what to do with their teeth, lips and tongue.</p>	<p>Encourages: Accuracy in single sounds, developing speech sounds which can they be used at word and sentence level.</p> <p>Sounds to try: /p/, /b/, /t/, /d/, /h/, /f/, /s/, /eee/, /ay/, /eye/.</p>
<p style="text-align: center;"><b>Tuesday</b></p> <p style="text-align: center;">Do they rhyme?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Cat</p>  </div> <div style="border-left: 1px solid black; height: 100px; margin: 0 10px;"></div> <div style="text-align: center;"> <p>Hat</p>  </div> </div>	<p>Do they rhyme: say two words to your child e.g. cat/hat and get them to say if they sound the same (rhyme) or different (don't rhyme). Remind your child that it is the sounds at the end of the words that need to be the same for a word to rhyme.</p> <p>Words:</p> <p>Cat/hat Box/fox Car/bar Log/frog Mouse/house Key/tea</p> <p>Dog/car Book/bed Duck/cup Key/light Tree/book Hand/leg</p>	<p>Encourages: waiting, listening, turn taking skills, phonological awareness necessary for reading and spelling.</p>

## Wednesday

Guess the word



Guess the word: choose 5 one syllable toys/items that you have around the house e.g. phone, pig, cake, key, hat, sock, book etc.

Put the items/toys out in front of your child. Tell them you are going to say a word but like a robot and they have to listen carefully and work out which word you are saying. Say each word broken into its first sound then the rest of the word e.g. p-ig, s-ock, k-ey, b-ook. Put a short pause in between the first sound and the rest of the word. Your child should be able to listen and then choose the toy/item that you said.

Take it in turns and get your child to try and break it down – this may be more appropriate for age 5+.

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.

## Thursday

Thumbs up, Thumbs down



Thumbs up/Thumbs down: as the adult you need to think of two words. Your child has to listen to the two words and see if they start with the same sound e.g. bat, bee  
fish, food  
cat, car,  
door, dog  
key, jump  
apple, window  
phone, light

If your child finds this tricky then get them to look at your mouth and see if your mouth does the same thing at the start of the word – exaggerate the beginning of the word so they child can see your lips closing /b/ or your teeth biting your lips /f/.

Encourages: listening, phonological awareness skills, initial sound identification, discrimination between sounds, teaching children that the first sound doesn't make words rhyme (as children often think this).

# Friday

Collect or draw pictures of one-syllable things and draw 3 boxes under each. (Examples: cat; dog; can; cup; pan; fan. Don't include consonant blends like "stem," or "spot.")



c	a	t
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Explain that there are three boxes because there are 3 sounds in each word. There may be fewer boxes than letters, but there are only **3 sounds** (like coat /**c-oa-t**/ or phone /**ph-o-ne**/). Put a marker (or a star or other treat) in each box as you and your child identify the sounds in order.

Encourages: ability to recognise that words have different sounds, will support reading skills.