



### Tips for Promoting Phonological and Phonemic Awareness

- Find ways to expose children to alliteration by using it playfully, noting it in read aloud books, and with poetry (alliteration is the use of repeating sounds such as "Peter Peter pumpkin eater").
- Use children's names to create tongue twisters and alliterations. This will help children to develop awareness of initial consonant sounds. (Bradley's brother broke brittle bottles." Or to use alliteration and vocabulary, you might say, hello Soggy Sarah - on a rainy day when she arrives in the classroom.)
- If you want children to play with language, you have to model it! Find situations in which you can use nonsense words. Children will copy you because they delight in the silliness.
- Incorporate playful rhymes with children ("Oh my, we have oodles of noodles for lunch today."
- Make rhymes using children's names and nonsense words (such as Holly's Folly). Be sure that children know that the point is to have fun not make fun!
- After a read aloud of a book that rhymes, take a few minutes to generate a list of words that continue one rhyming pattern from the book. For example, after reading *Green Eggs and Ham*, you might ask, "Sam, ham, what other words can you think of that rhyme with Sam and ham?" You can do the same with alliteration. After reading *Sheep on a Ship* you might ask, "What other words do you know that start like sheep and ship?"
- Re-read rhyming books with children and leave out the rhyming word and let them guess. When doing rhymes, or word play games, keep it short and sweet so that children stay engaged and want to do it again.
- Create new rhymes with children from familiar verses. For example, after reading *Brown Bear, What Do You See?* Create ones with children's names.
- Provide opportunities for children to memorise chants, rhymes and songs.