

Aspect 4: General Sound Discrimination – Rhythm and Rhyme

STRAND 1 - TUNING IN TO SOUNDS

Activity RHYMING BOOKS

Regularly include rhyming books as part of the daily book-sharing session. Read these books with plenty of intonation and expression so that the children tune into the rhythm of the language and the rhyming words. Encourage the children to join in with repetitive phrases. Wherever possible make the activity multi-sensory to intensify learning and enjoyment.

Look, Listen and Note how well children:

Sing or chant the rhyming string along with the adult, recognise that words rhyme

Leanne

Liam Mc

Aoife

Callum

Nathan

Ben

Liam Min

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STRAND 1 - TUNING IN TO SOUNDS

Activity PLAYING WITH NAMES

Gather together a set of photographs of the children Show them to the children, name them. Then encourage them to think about how the name s feels as they say them. Think about the syllables and clap them out as you say each name. Then clap the syllables for a name without saying it and ask: *Who could that be?* Encourage children to clap their own name

Look, Listen and Note how well children:

Understand the pattern of syllables in the names presented to them

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STRAND 2 – LISTENING AND REMEMBERING SOUNDS

Activity RHYMING PAIRS

In a pairs game, use pictures of objects with names that rhyme. The children take it in turns to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn. Start with a small core set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.

Look, Listen and Note how well children:

Recognise rhyming words, listen and attend to rhyming strings,

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STRAND 2 – LISTENING AND REMEMBERING SOUNDS

Activity FINISH THE RHYME

Use books with predictable rhymes that children are familiar with and then stop as you come to the final word in the rhyme. Invite children to complete it. Use plenty of intonation and expression as the story or rhyme is recounted.

Look, Listen and Note how well children:

Recognise rhyming words, listen and attend to rhyming strings

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STRAND 3 – TALKING ABOUT SOUNDS

Activity ODD ONE OUT

Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the child to identify the 'odd one out': the name that does not rhyme. Start with a small set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs

Look, Listen and Note how well children:

Generate their own rhymes, complete sentences using appropriate rhyming words, make a series of words that rhyme

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STRAND 3 – TALKING ABOUT SOUNDS

Activity I KNOW A WORD

Throughout the course of daily activities, encourage the children to think about and play with rhyming words. The adult begins with the prompt *I know a word that rhymes with cat, you need to put one on your head and the word is...hat*. This can be used for all sorts of situations and also with some children's names: *I know a girl who is holding a dolly, she is in the book corner and her name is...Molly*. As children become familiar with rhyme, they will supply the missing word themselves.

Look, Listen and Note how well children:

Generate their own rhymes, complete sentences using appropriate rhyming words, make a series of words that rhyme

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