

SOUND AWARENESS – Level 1

ULTIMATE GOAL

- **For the children to have sound awareness skills appropriate for their developmental age.**

TAREGTS

- **The children will be able to count and delete syllables from multi syllabic words to 100% accuracy.**
- **The children will be able to identify initial sounds from the adult's and their own productions to 100% accuracy.**

This pack contains six session plans and resources to be used with a group of children over a six week period. It is possible for a Speech and Language Therapy Assistant or Teaching Assistant to provide this input.

It is recommended that you ask your Speech and Language Therapist to assess the children's sound awareness skills before beginning the sessions. This is so that they can be grouped with other children at a similar level to them.

If you have any further questions please contact your Speech and Language Therapist at:

name@integratedtreatments.co.uk



As children get older they become more aware of sounds in words and how words are formed. Sound awareness activities support children's speech sound development and are also useful when children are learning to read and write.

Considerations

Make sure the group room is quiet with few distractions.

Try to keep the sessions fun so the children will be motivated to participate.

Use reward charts, stickers or toys to motivate the children to complete tasks.

The suggested activities can be adapted to suit the needs of the children in your group. For example, if a child has a difficulty saying the 't' sound make sure that you don't ask them to identify this sound when listening and attempt to produce it verbally. You could use visual support or choose different sounds to listen to.

When clapping syllables you can also change the activities so that the child bangs on a drum for each part of the word they can hear, this can be passed around the group. The children could also take turns to stand up and stamp their feet as they say the word to count how many syllables they hear.

If you would like more picture cards to use you can cut them out of magazines or use cards you may have in school e.g. phonic card sets.

You may need to explain some of the words you are using in the tasks for the children e.g ‘the first sound is the one that is at the beginning or at the start’. You can use blocks to show them the ‘first’ block in a line.



SESSION ONE

Aim	Activity	Step Up	Step Down
<p>The children will be able to count syllables to 90% accuracy.</p>	<p>Listen to me ‘cowboy’ (clap the syllables each time you say the word). ‘cowboy’ has two parts ‘cow’ and ‘boy’ so I did 2 claps. You do it with me, ‘cowboy’. Well done 2 claps like this ‘cowboy’.</p> <p><i>Use the 2 syllable non-compound word pictures.</i> You can use a game such as pop up pirate, every time a child has a turn ask all the children to try and clap how many parts they can hear in the word.</p>	<p>Alternate between words with 2 and 3 syllables.</p>	<p><i>Use 2 syllable compound word pictures.</i></p> <p>You can provide more examples for the children. Explain that there are two words that you can hear and if you put them together it makes a different word.</p>

<p>The children will be able to identify initial sounds to 90% accuracy.</p>	<p>When I say the word 'bus' the sound I say at the beginning of the word is 'b'. 'bus' can you hear the 'b' sound at the beginning? 'bus' 'b' 'bus'. Choose two sounds that are quite different e.g. 'g' and 'f' give the children each a <i>picture card to represent these sounds</i>. Ask them to hold up the picture card they think they can hear at the beginning of the words for each word that you say. Present 'g' or 'f' picture cards to the children one at a time and say the word aloud for them. You could also use letters.</p>	<p>Use sounds that are more similar e.g. 'p' and 'b'</p>	<p>Say the word aloud a few times for the children to hear. Can you hear 'bus' or 'gus'? 'b' or 'g'?</p> <p>You could also use blocks for each sound in the word e.g. take 3 blocks for 'bus' and point to each block as you say 'b' 'u' 's'.</p>
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SESSION TWO

Aim	Activity	Step Up	Step Down
<p>The children will be able to count syllables to 90% accuracy.</p>	<p><i>Use the 3 syllable word pictures.</i> You can put the pictures in a line across the floor, every time a child reaches the next card ask them to try and clap how many parts they can hear in the word. You could have a separate line for each child and have a race to</p>	<p><i>Use all the syllable card pictures (1-4).</i></p>	<p>Demonstrate clapping 3 syllable words. If this is too challenging <i>use the 2 syllable word pictures.</i></p>

	see who can get across the room first.		
The children will be able to identify initial sounds to 90% accuracy.	<i>Use the 'f' 's' 'g' initial sound pictures.</i> Hide the pictures around the room and let the children take it in turns to find a card. They then have to either hold up a <i>sound card</i> or say which sound they can hear at the beginning of the word.	Talk about how that sound is made e.g. is it a loud sound or a quiet sound? Is it a long or short sound?	Provide them with choices e.g. 'can you hear 'f' 's' or 'g'? Reduce to 2 choices if necessary.



SESSION THREE

Aim	Activity	Step Up	Step Down
The children will be able to count syllables	<i>Use all the syllable card pictures (1-4).</i> Every time the child has a turn on a	-	Demonstrate clapping how many parts are

<p>to 100% accuracy.</p>	<p>game, such as Pop Up Pirate they must clap how many parts are in the word after the adult has said the word.</p>		<p>in the word. Use blocks to show them the parts visually, pointing to each block when saying the sounds.</p>
<p>The children will be able to identify initial sounds to 100% accuracy.</p>	<p><i>Use the 't' 'l' 'k' initial sound pictures.</i> After hearing the word the children have to either hold up a <i>sound card</i> or say which sound they can hear at the beginning of the word. You can get the children to sort the pictures into piles e.g. all the words starting with 't'.</p>	<p>Talk about how that sound is made e.g. is it a loud sound or a quiet sound? Is it a long or short sound?</p>	<p>Provide them with choices e.g. 'can you hear 't' 'l' or 'k'? Reduce to 2 choices if necessary.</p>

SESSION FOUR

Aim	Activity	Step Up	Step Down
<p>The children will be able to delete syllables to 90% accuracy.</p>	<p>Listen to me, 'cowboy' (clap the syllables when you say the word). 'Cowboy' has 2 parts. If we take away the last part we 'just have 'cow'. Clap 'cow' and then do one clap without saying 'boy'. <i>Use the 2 syllable (compound) pictures.</i> Play a game such as Pop Up Pirate and each turn the child has they have to try taking away the last part of the word.</p>	<p><i>Use all the 2 syllable pictures.</i> The children could also try deleting the last part of a 3 syllable word.</p>	<p>Demonstrate clapping how many parts are in the word and then saying just the first syllable. Use blocks to show them the parts visually, pointing to each block when saying the sounds, and then taking one part away.</p>
<p>The children will be able to identify initial sounds to 90% accuracy from their productions.</p>	<p>The child will produce the word without the adult modelling it. They then have to identify the first sound. They can do this by pointing to the <i>sound card</i> of the word they said or saying the sound on its own. Use sounds that are quite different e.g. 't' and 'g' first.</p>	<p>Introduce another more sound cards e.g. the 's' sound.</p>	<p>Provide them with choices e.g. 'can you hear 't' or 'g'? Say the word for the child to hear, 'teddy' or 'geddy'?</p>

SESSION FIVE

Aim	Activity	Step Up	Step Down
<p>The children will be able to delete syllables to 90% accuracy.</p>	<p>Listen to me, 'cowboy' (clap the syllables when you say the word). 'Cowboy' has 2 parts. If we take away the first part we 'just have 'boy'. Clap and then say 'boy' whilst clapping again. <i>Use the 2 syllable (compound) pictures.</i> Let the children each choose a puzzle and each time they choose a piece they have to take a picture card.</p>	<p><i>Use all the 2 syllable pictures.</i> The children could also try deleting the first part of a 3 syllable word.</p>	<p>Demonstrate clapping how many parts are in the word and then saying just the last syllable. Use blocks to show them the parts visually, pointing to each block when saying the sounds, and then taking one part away.</p>
<p>The children will be able to identify initial sounds to 90% accuracy from their productions.</p>	<p>The child will produce the word without the adult modelling it. They then have to identify the first sound. They can do this by pointing to the <i>sound card</i> of the word they said or saying the</p>	<p>Introduce another sound for the child to differentiate between e.g. <i>the 'g' picture cards.</i></p>	<p>Provide them with choices e.g. 'can you hear 'l' or 'f'? Say the word for the child to hear, 'farm' or 'larm'?</p>

	<p>sound on its own. <i>Use the 'l' 'k' and 'f' picture cards.</i> You can use a game to motivate the children whilst doing this activity.</p>		
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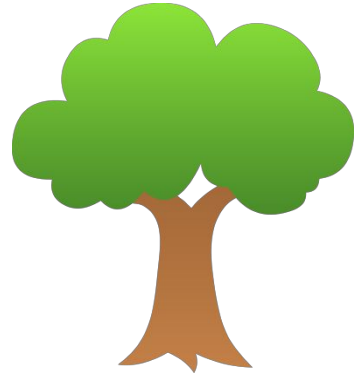
SESSION SIX

Aim	Activity	Step Up	Step Down
<p>The children will be able to delete syllables to 100% accuracy.</p>	<p><i>Use all of the syllable picture cards</i> and take it in turns to ask the children to delete either the first or the last syllable of the word. You can put the pictures in a bag and ask the children to take turns to pick one out. You could also use a game alongside this activity.</p>	<p>Ask the child to add on another nonsense syllable e.g what do you get if you add 'lok' at the beginning of the word 'bee'? You can make these up.</p>	<p>Demonstrate clapping how many parts are in the word and then saying just the first/last syllable. Use blocks to show them the parts visually, pointing to each block when saying the sounds, and then taking one part away.</p>

<p>The children will be able to identify initial sounds to 100% accuracy from their productions.</p>	<p>The child will produce the word without the adult modelling it. They then have to identify the first sound. They can do this by pointing to the <i>sound card</i> of the word they said or saying the sound on its own. Use <i>'t' 'g' and 's' picture cards</i>. You could hide the picture cards around the room for the children to take it in turns to find a picture.</p>	<p>Introduce another sound for the child to differentiate between e.g. <i>the 'k' picture cards</i>.</p>	<p>Provide them with choices e.g. 'can you hear 't' or 's'? Say the word for the child to hear, 'tea' or 'sea'?</p>
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1 Syllable:





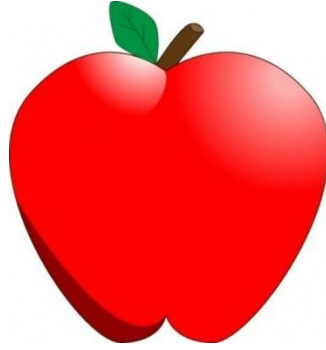
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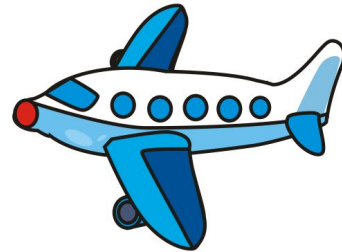
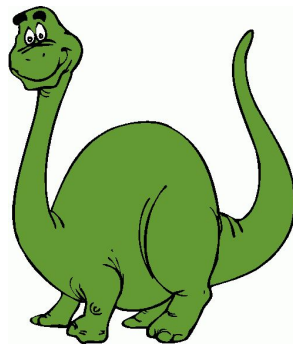
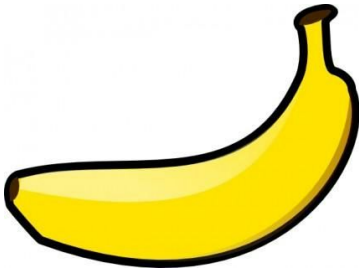


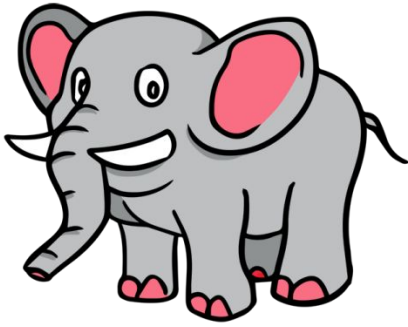
2 Syllables (non compound):



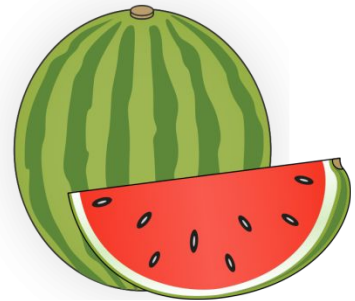
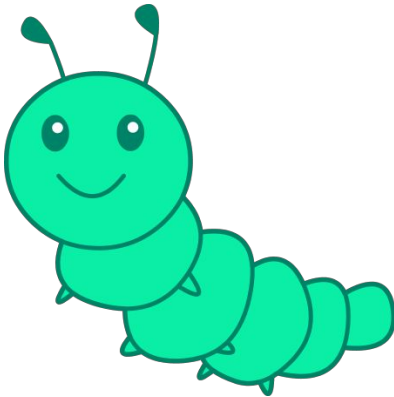


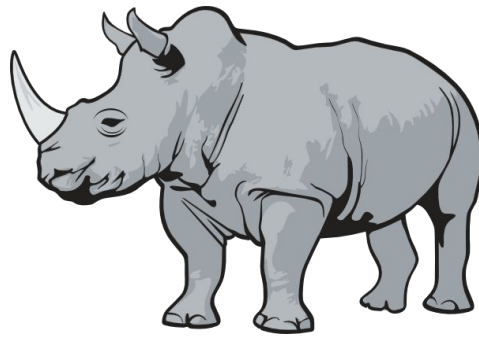
3 Syllables:





4 Syllables:





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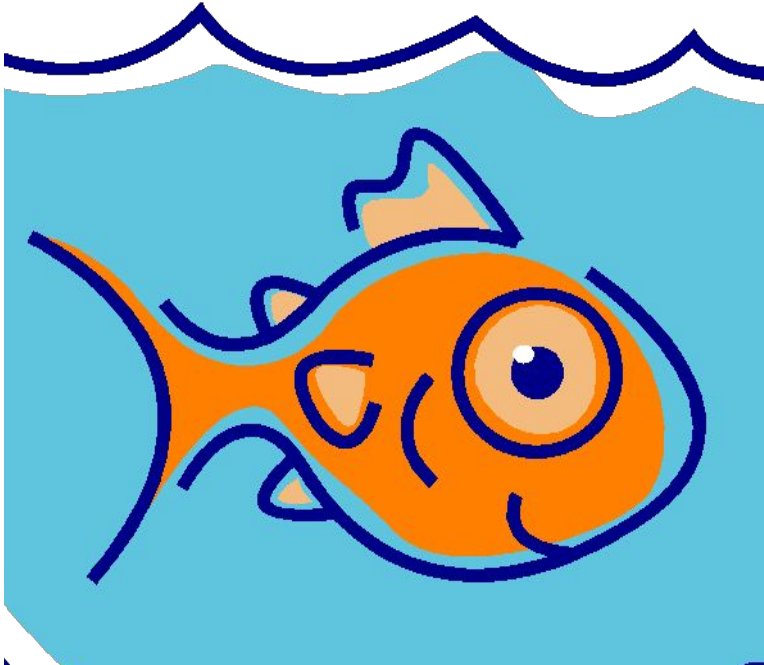
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List of Words for Further Practice

1 Syllable	2 Syllables	3 Syllables	4 Syllables
key bath drink cat phone pen car doll tooth sun pan bow Dad hat pie ball toy girl tap kick sad duck bike dress light king comb	balloon rabbit pencil pizza table teacher toilet doctor dinner birthday farmer finger breakfast music yellow purple circle shower tissue sandwich brother sister bathroom window happy rocket scissors frozen	piano computer hospital tomato lemonade fingernail ladybird magazine animal microwave pyjamas rectangle roundabout television ambulance hamburger strawberry octopus triangle	calculator superhero alligator tarantula thermometer binoculars

	grandma grandpa		
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Initial Sound Cads

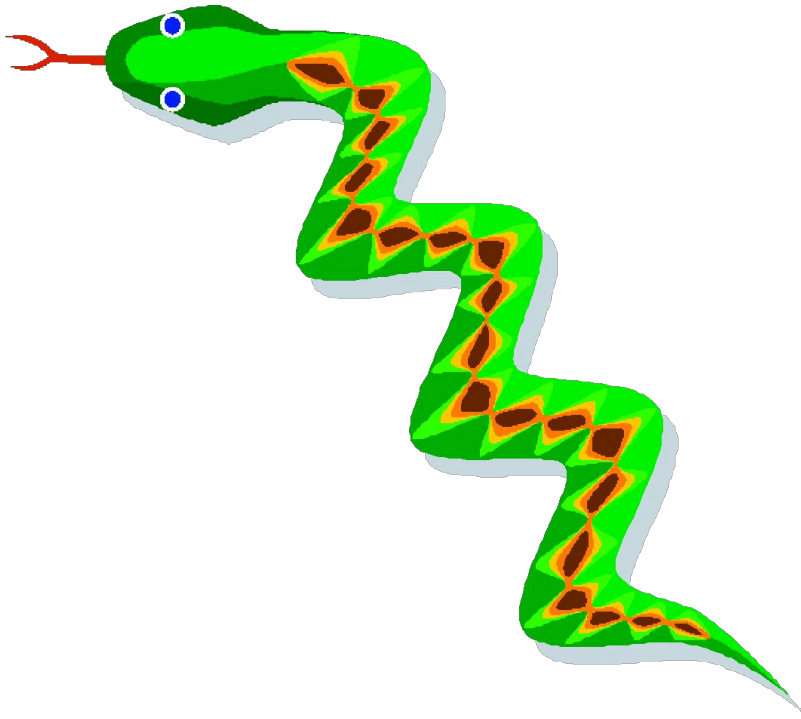


f:



k:



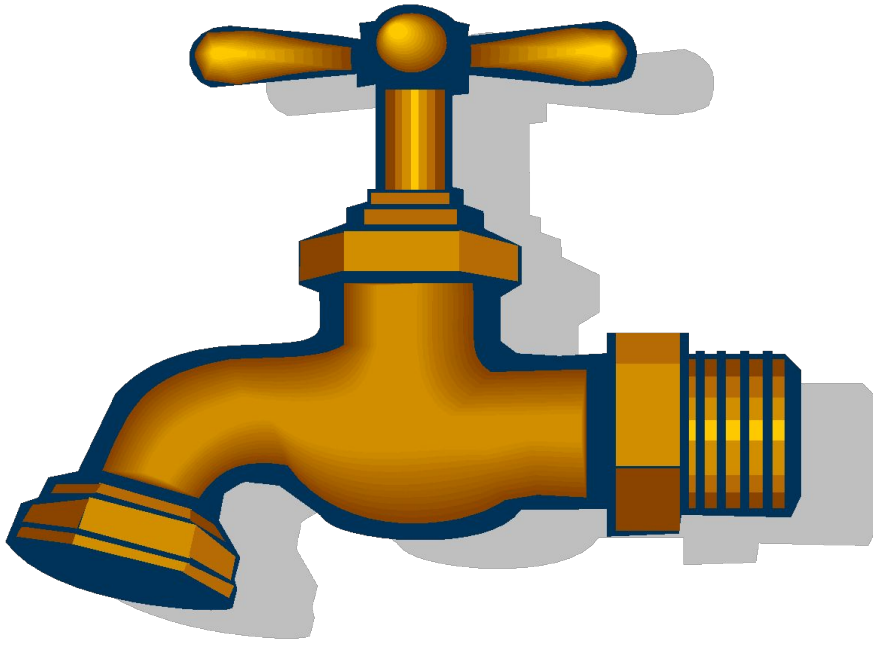


S:



l:





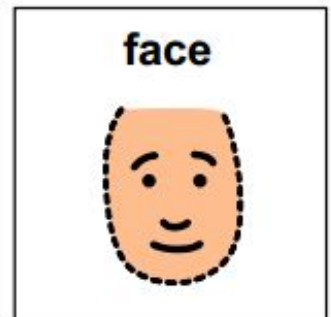
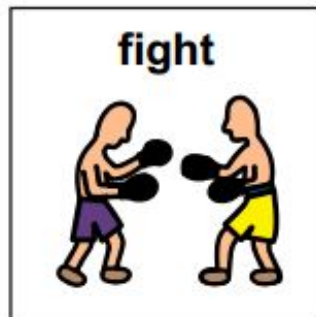
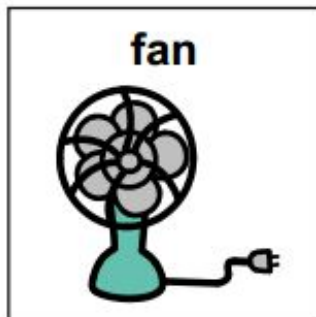
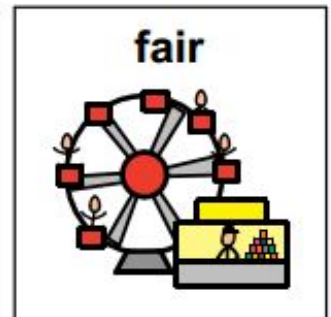
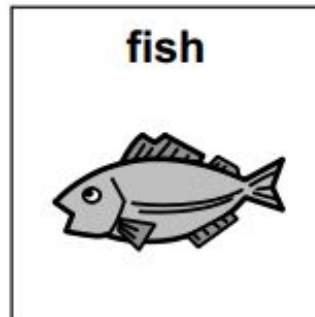
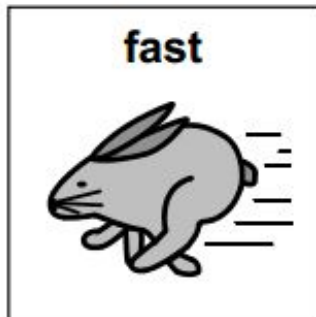
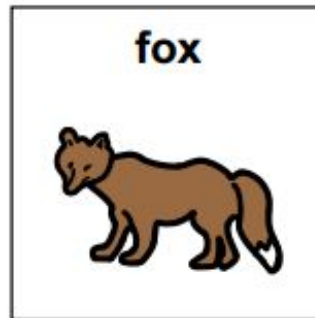
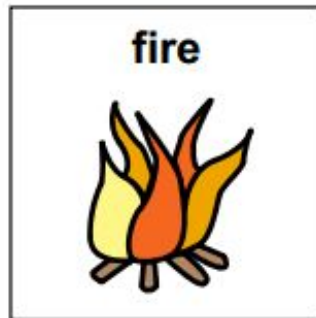
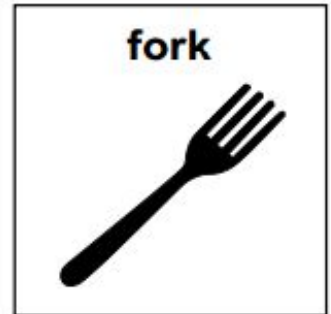
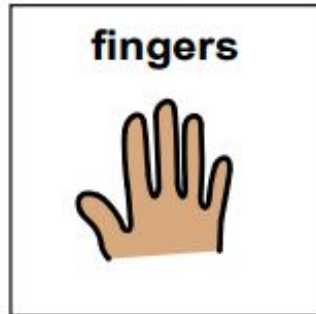
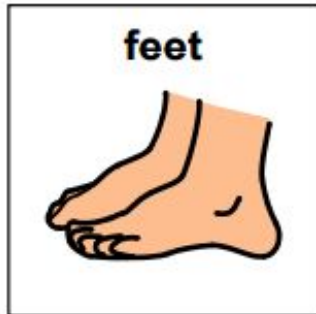
t:



















g:



































Initial Sound Picture Cards
























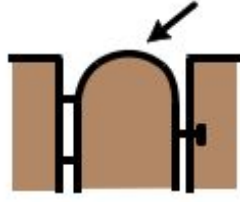

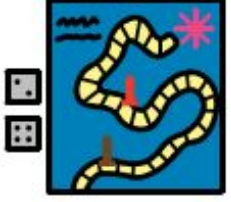






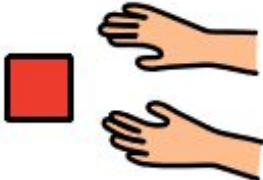
<p>cage</p> 	<p>carrot</p> 	<p>candy</p> 	<p>car</p> 
<p>corn</p> 	<p>coat</p> 	<p>comb</p> 	<p>cup</p> 
<p>cat</p> 	<p>cow</p> 	<p>candle</p> 	<p>come</p> 
<p>count</p> 	<p>cut</p> 	<p>kite</p> 	<p>key</p> 



<p>sit</p> 	<p>sand</p> 	<p>sock</p> 	<p>soap</p> 
<p>sun</p> 	<p>seal</p> 	<p>sad</p> 	<p>sink</p> 
<p>soup</p> 	<p>sing</p> 	<p>suitcase</p> 	<p>sick</p> 
<p>saw</p> 	<p>salt</p> 	<p>same</p> 	<p>soda</p> 

<p>lizard</p> 	<p>lime</p> 	<p>lock</p> 	<p>lips</p> 
<p>lamp</p> 	<p>lollipop</p> 	<p>laundry</p> 	<p>ladybug</p> 
<p>leaf</p> 	<p>letter</p> 	<p>love</p> 	<p>lemon</p> 
<p>lotion</p> 	<p>llama</p> 	<p>lightning</p> 	<p>lake</p> 

<p>tiger</p> 	<p>tape</p> 	<p>time</p> 	<p>tuna</p> 
<p>tissues</p> 	<p>T.V.</p> 	<p>toes</p> 	<p>toast</p> 
<p>tomato</p> 	<p>tie</p> 	<p>target</p> 	<p>top</p> 
<p>table</p> 	<p>tank</p> 	<p>tree</p> 	<p>tent</p> 

<p>gecko</p> 	<p>girl</p> 	<p>gas</p> 	<p>goat</p> 
<p>gorilla</p> 	<p>gate</p> 	<p>golf</p> 	<p>game</p> 
<p>ghost</p> 	<p>good</p> 	<p>gum</p> 	<p>go</p> 
<p>guitar</p> 	<p>goal</p> 	<p>get</p> 	<p>glue</p> 