

# **SOUND AWARENESS – Level 2**

## **ULTIMATE GOAL**

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

## **TAREGTS**

- **The children will be able to identify final sounds from the adult's and their own productions to 100% accuracy.**
- **The children will be able to substitute initial and final sounds in words to 100% accuracy.**
- **The children will be able to identify and produce words which rhyme 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](mailto: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.

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 identify final sounds to 90% accuracy.</p>	<p>When I say the word 'bus' the sound I say at the end of the word is 's'. 'bus' can you hear the 's' sound at the end? 'bus' 's' 'bus'.</p> <p>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 end of the words for each word that you say.</p> <p>Present 'g' or 'f' picture cards to the children one at a time and say the</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 'bug'? 's' 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>

	word aloud for them. You could also use letters.		
The children will be able to substitute initial sounds to 90% accuracy.	The children will be given a word e.g. 'bus'. Ask the children what is the first sound is (b) and then ask them to swap this sound and use 'g' instead...what nonsense word does that make? You may have to provide a few examples first. For every word that the children attempt, let them have a turn on a game such as Pop Up Pirate.	Use sounds that are more similar e.g. 'p' and 'b'.	Support the children in identifying the first sound e.g. can you hear a 't' or 'b'?  If we take off the first sound you get 'us', then if we add a 'g' at the start of 'us' we get...
The children will be able to identify rhyming words to 90% accuracy.	Show the children 3 <i>rhyming words pictures</i> – 2 will rhyme and 1 will not. Ask them to listen to the words, can they tell you which two words sound the same at the end/rhyme? E.g. present a cat and a sock...which one sounds like bat? You might have to say the words aloud a few times for them to listen to. Each turn they have they can take a turn game of their choice.	Read a book with rhyming words and see if the children can find any words that rhyme e.g. the gruffalo	Repeat the words for the children to hear then just say the rhyming part e.g. 'cat' 'sock' ...'at' 'ock' ...do 'at' and 'ock' sound the same?

## SESSION TWO

<b>Aim</b>	<b>Activity</b>	<b>Step Up</b>	<b>Step Down</b>
The children will be able to identify final sounds to 90% accuracy.	<i>Use the 't' 'l' 'k' final sound pictures. After hearing the word the children have to either</i>	Talk about how that sound is made e.g. is it a loud sound or	Provide them with choices e.g. 'can you hear 't' 'l' or 'k'? Reduce

	hold up a <i>sound card</i> or say which sound they can hear at the end of the word. You can get the children to sort the pictures into piles e.g. all the words ending with 't'.	a quiet sound? Is it a long or short sound?	to 2 choices if necessary.
The children will be able to substitute initial sounds to 90% accuracy.	Use any of the picture cards provided in this pack and ask the children to swap the first sound of the word with another one which you model for them. E.g. 'what is the first sound?' 'can you take that sound away and use 'k' at the beginning instead?' Hide the picture cards around the room and as the children to take turns to find a card.	Use sounds that are more similar e.g. 'p' and 'b'.	Support the children when removing the first sound e.g. 'if you take away 's' you are left with 'ock' now let's add 'g' to the beginning...'
The children will be able to identify rhyming words to 90% accuracy.	Use the <i>do they rhyme?</i> Cards. Each time the child picks a card they get to have a turn on a game of their choice.	Read a book with rhyming words and see if the children can find any words that rhyme e.g. the cat in the hat	Repeat the words for the children to hear then just say the rhyming part e.g. 'cat' 'sock' ...'at' 'ock' ...do 'at' and 'ock' sound the same?

### SESSION THREE

<b>Aim</b>	<b>Activity</b>	<b>Step Up</b>	<b>Step Down</b>
The children will be able to identify final sounds to 100% accuracy.	<i>Use the 's' 'g' 'f' final 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 end of the word. You could put all the cards in a bag and let the children take it in turns to pull one out.	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 's' 'g' or 'f'? Reduce to 2 choices if necessary.
The children will be able to substitute initial sounds to 100% accuracy.	Use any of the picture cards provided in this pack and ask the children to swap the first sound of the word with another one which you model for them. E.g. 'what is the first sound?' 'can you take that sound away and use 'k' at the beginning instead?' Make a line of picture cards for each child across the room and have a race to see who can get to the other side first, stepping onto the next card when they are correct.	Use sounds that are more similar e.g. 'p' and 'b'.	Support the children when removing the first sound e.g. 'if you take away 's' you are left with 'ock' now let's add 'g' to the beginning...'

The children will be able to identify rhyming words to 90% accuracy.	Use the <i>rhyming words</i> cards. Present the children with 3 cards and they have to choose which 2 rhyme. Each turn the child has, let them have a turn on a game such as Pop Up Pirate.	Read a book with rhyming words and see if the children can find any words that rhyme e.g. room on a broom	Repeat the words for the children to hear then just say the rhyming part e.g. 'cat' 'sock' ...'at' 'ock' ...do 'at' and 'ock'
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### SESSION FOUR

<b>Aim</b>	<b>Activity</b>	<b>Step Up</b>	<b>Step Down</b>
The children will be able to identify final sounds to 90% accuracy from their own productions.	The child will produce the word without the adult modelling it. They then have to identify the last 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.	Introduce another sound card e.g. the 's' sound.	Provide them with choices e.g. 'can you hear 't' or 'g'? Say the word for the child to hear, 'rat' or 'rag'?
The children will be able to substitute final sounds to 90% accuracy.	The children will be given a word e.g. 'bus'. Ask the children what is the last sound is (s) and then ask them to swap this sound and use 'g' instead...what word does that make? You may	Use sounds that are more similar e.g. 'p' and 'b'.	Support the children in identifying the last sound e.g. can you hear a 's' or 't'?  If we take off the last sound you



	have to provide a few examples first. For every word that the children attempt, let them have a turn on a game such as Pop Up Pirate.		get 'bu', then if we add a 'g' at the end of 'bu' we get...
The children will be able to identify rhyming words to 100% accuracy.	Use the <i>rhyming words</i> cards. Present the children with 3 cards and they have to choose which 2 rhyme. Each turn the child has, let them have a turn on a game such as Pop Up Pirate.	Ask the children if they can think of any more words that rhyme with the matching pair.	Repeat the words for the children to hear then just say the rhyming part e.g. 'cat' 'sock' ...'at' 'ock' ...do 'at' and 'ock' sound the same?



## SESSION FIVE

<b>Aim</b>	<b>Activity</b>	<b>Step Up</b>	<b>Step Down</b>
The children will be able to identify final sounds to 90% accuracy from their own productions.	The child will produce the word without the adult modelling it. They then have to identify the last 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. <i>Use the 'l' 'k' and 'f' picture</i>	Introduce another sound for the child to differentiate between e.g. <i>the 'g' picture cards</i> .	Provide them with choices e.g. 'can you hear 'l' or 'f'? Say the word for the child to hear, 'roof' or 'rool'?

	<i>cards</i> . You can use a game to motivate the children whilst doing this activity.		
The children will be able to substitute final sounds to 90% accuracy.	Use any of the picture cards provided in this pack and ask the children to swap the last sound of the word with another one which you model for them. E.g. 'what is the last sound?' 'can you take that sound away and use 'k' at the end instead?' Hide the picture cards around the room and as the children to take turns to find a card.	Use sounds that are more similar e.g. 'p' and 'b'.	Support the children when removing the last sound e.g. 'if you take away 's' you are left with 'gra' now let's add 'g' to the end...'
The children will be able to produce rhyming words to 90% accuracy.	Say a list of rhyming words and see if the children can think of any more. Silly, nonsense words are okay too! e.g. 'mat, cat, hat...'	You can give some hints e.g. I sleep in my...	Give the children choices e.g. does 'bus' rhyme with the words I have said?



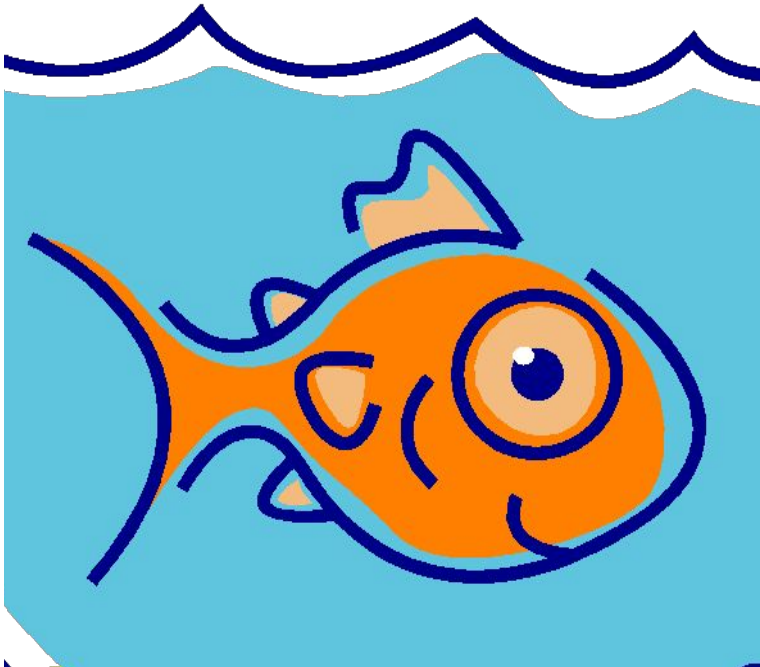
### SESSION SIX

<b>Aim</b>	<b>Activity</b>	<b>Step Up</b>	<b>Step Down</b>
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<p>The children will be able to identify final sounds to 100% accuracy from their own productions.</p>	<p>The child will produce the word without the adult modelling it. They then have to identify the last sound. They can do this by pointing to the sound card of the word they said or saying the sound on its own. <i>Use 't' 'g' and 's' picture cards.</i> You could hide the picture cards around the room for the children to take it in turn to find a picture.</p>	<p>Introduce another sound for the child to differentiate between e.g. the 'k' picture cards.</p>	<p>Provide them with choices e.g. 'can you hear 't' or 's'? Say the word for the child to hear, 'seat' or 'seas'?</p>
<p>The children will be able to substitute final sounds to 100% accuracy.</p>	<p>Use any of the picture cards provided in this pack and ask the children to swap the last sound of the word with another one which you model for them. E.g. 'what is the last sound?' 'can you take that sound away and use 'k' at the end instead?' The children can have a turn on a game of their choice each time they have a turn.</p>	<p>Use sounds that are more similar e.g. 'p' and 'b'.</p>	<p>Support the children when removing the last sound e.g. 'if you take away 's' you are left with 'gra' now let's add 'g' to the end...'</p>
<p>The children will be able to produce rhyming words to 100% accuracy.</p>	<p>Use pictures or objects and get your child to think of any words that rhyme with them.</p>	<p>You can give some hints e.g. I sleep in my...</p>	<p>Give the children choices e.g. does 'bus' rhyme with that word?</p>

Final Sound Cads

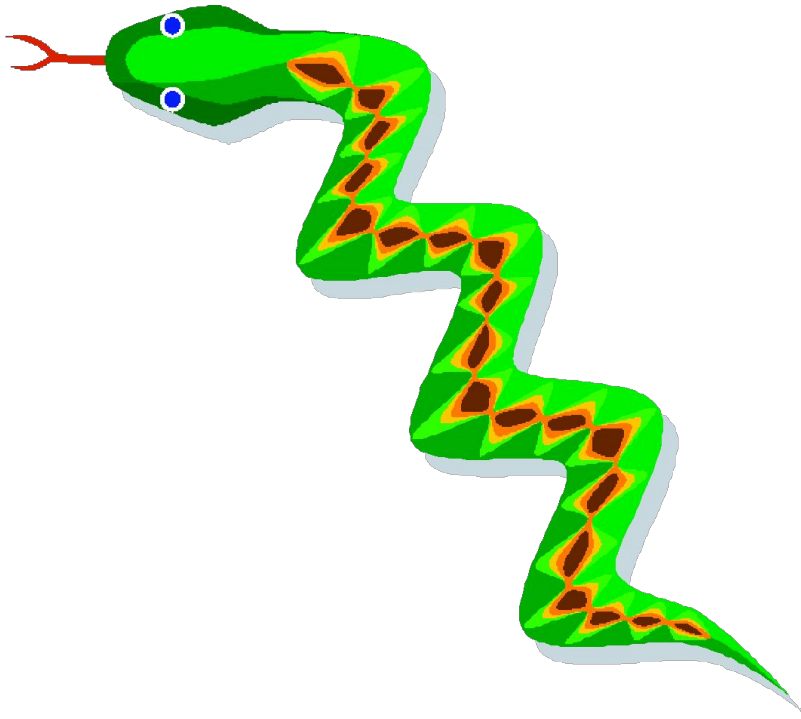


f:



k:



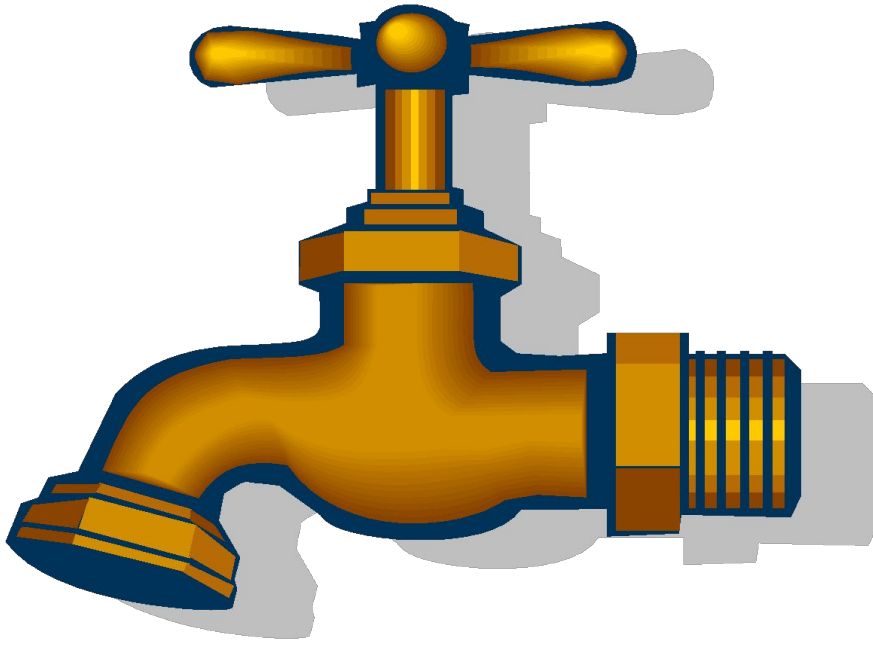


S:



I:





t:





g:

Final Sound Picture Cards



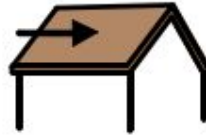
leaf



knife



roof



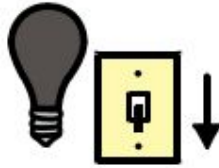
scarf



beef



off



enough



giraffe



elf



chef



wolf



puff



laugh



cough



















wife




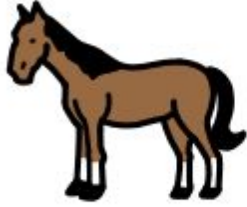




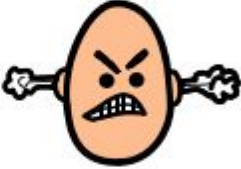









half


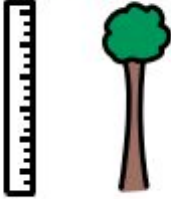













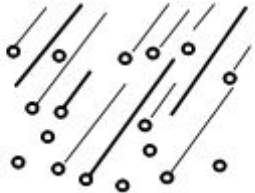


<p>duck</p> 	<p>back</p> 	<p>shark</p> 	<p>bike</p> 
<p>sock</p> 	<p>rock</p> 	<p>book</p> 	<p>rake</p> 
<p>sick</p> 	<p>milk</p> 	<p>truck</p> 	<p>walk</p> 
<p>snake</p> 	<p>lick</p> 	<p>hike</p> 	<p>knock</p> 



















<p>compass</p> 	<p>dress</p> 	<p>bus</p> 	<p>horse</p> 
<p>house</p> 	<p>octopus</p> 	<p>cactus</p> 	<p>mouse</p> 
<p>furious</p> 	<p>Texas</p> 	<p>circus</p> 	<p>stegosaurus</p> 
<p>asparagus</p> 	<p>grass</p> 	<p>chips</p> 	<p>Chris</p> 



















<p>oval</p> 	<p>tall</p> 	<p>bell</p> 	<p>owl</p> 
<p>school</p> 	<p>mail</p> 	<p>pole</p> 	<p>Bull!</p> 
<p>whale</p> 	<p>angel</p> 	<p>pool</p> 	<p>snail</p> 
<p>veil</p> 	<p>equal</p> 	<p>apple</p> 	<p>hail</p> 



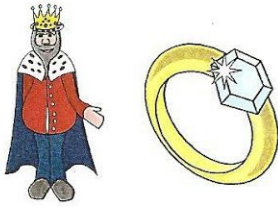


<p>hat</p> 	<p>night</p> 	<p>wet</p> 	<p>foot</p> 
<p>meat</p> 	<p>cat</p> 	<p>vet</p> 	<p>rabbit</p> 
<p>barrette</p> 	<p>vest</p> 	<p>target</p> 	<p>bucket</p> 
<p>magnet</p> 	<p>basket</p> 	<p>light</p> 	<p>carrot</p> 

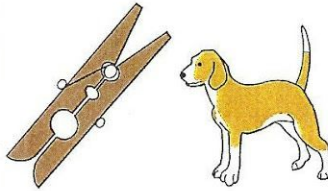
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<p>tag</p> 	<p>dog</p> 	<p>big</p> 	<p>mug</p> 
<p>flag</p> 	<p>pig</p> 	<p>hug</p> 	<p>frog</p> 
<p>rag</p> 	<p>rug</p> 	<p>log</p> 	<p>egg</p> 



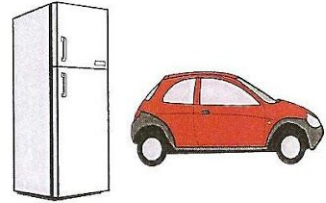
Do they rhyme?



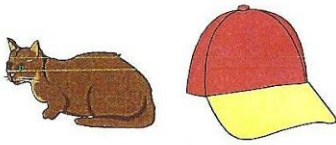
Do they rhyme?



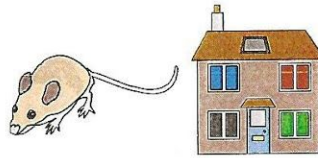
Do they rhyme?



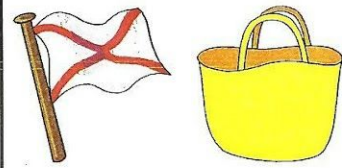
Do they rhyme?



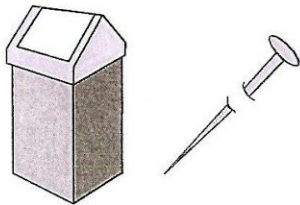
Do they rhyme?



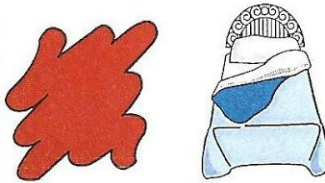
Do they rhyme?



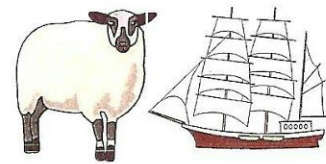
Do they rhyme?



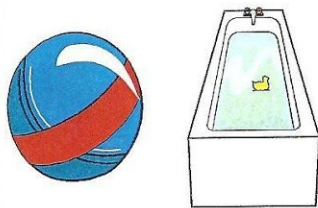
Do they rhyme?



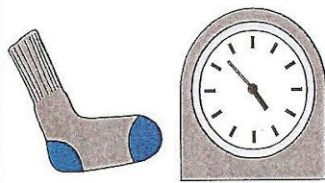
Do they rhyme?



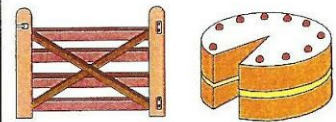
Do they rhyme?



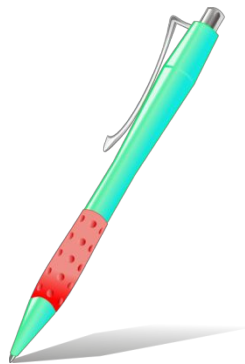
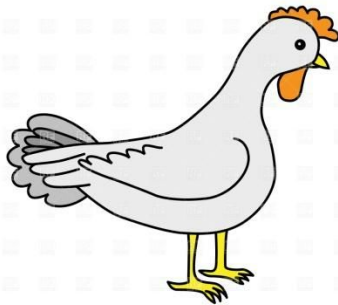
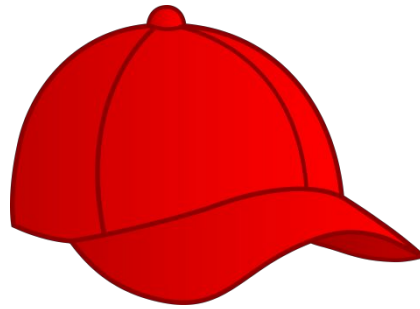
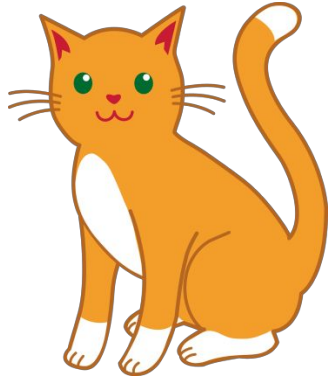
Do they rhyme?



Do they rhyme?



Rhyming Words



10

