

Developing phonological awareness skills of 's' sound in consonant vowel words

Aim

To be able to identify an 's' sound at the start of a word that has a consonant vowel structure e.g. 'sea' 'saw' 'sore' 'sew' 'say'.

You will need

The picture cards in this pack

A post box - *a small box with a slit in it so that the child can post the cards through it with the 's' stuck to it*

A bin

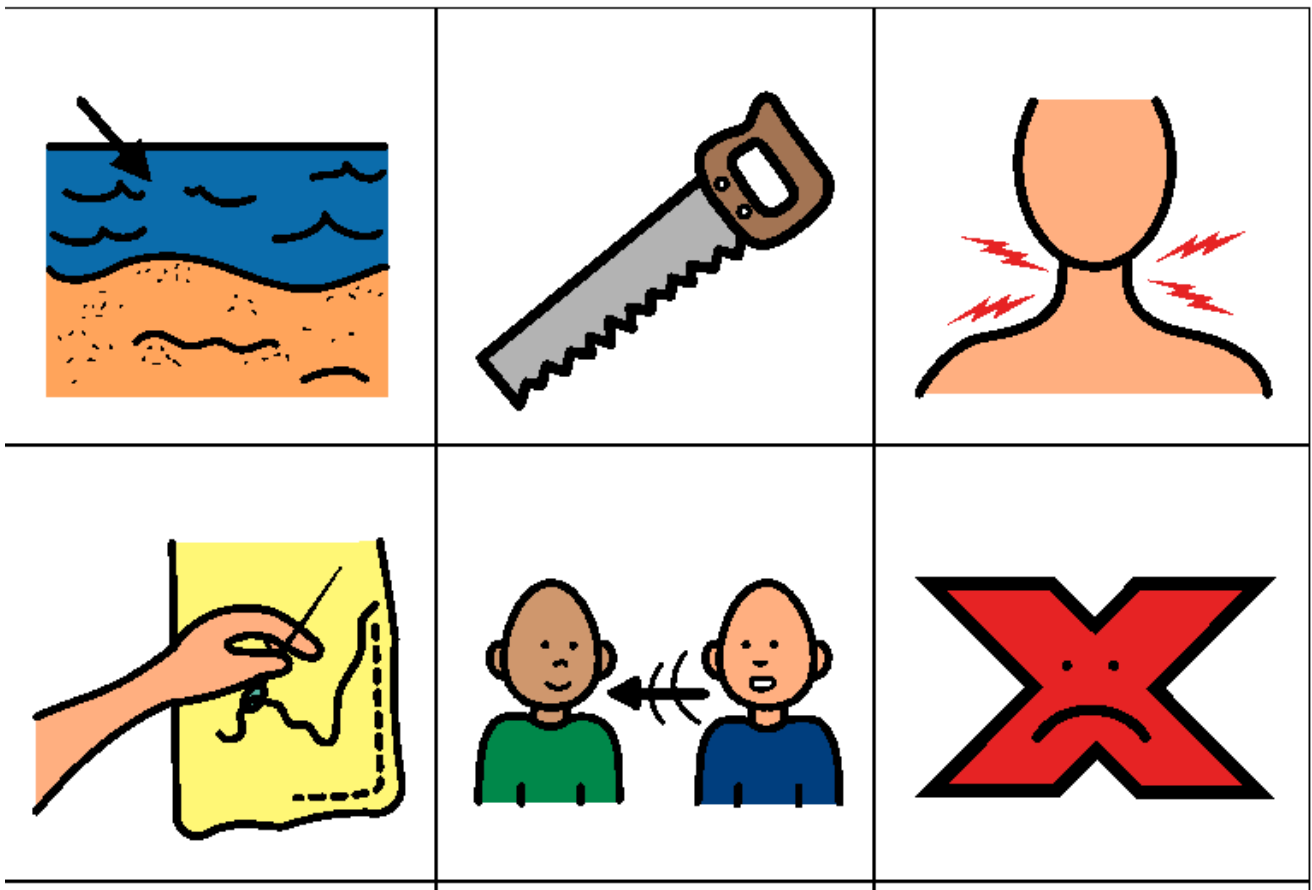
Activity

- First of all introduce the activity to your child by demonstrating what an 's' sound is like. You could pretend to be a snake and make a long 'ssssssss' sound.
- Explain to your child that they will be listening to which word has an 's' sound at the start and which words do not.
- Stick the 's' card to the post box that the child will be putting the 's' sounds into.
- Put the bin near to the child
- Spread the cards around the room and ask the child to go and find one.
- Say what the card is to your child, e.g. 'sore', and say 'did that have a 'sssss' at the start of it?'
- Encourage your child to put it into the post box if it has an 's' sound or the bin if it does not.

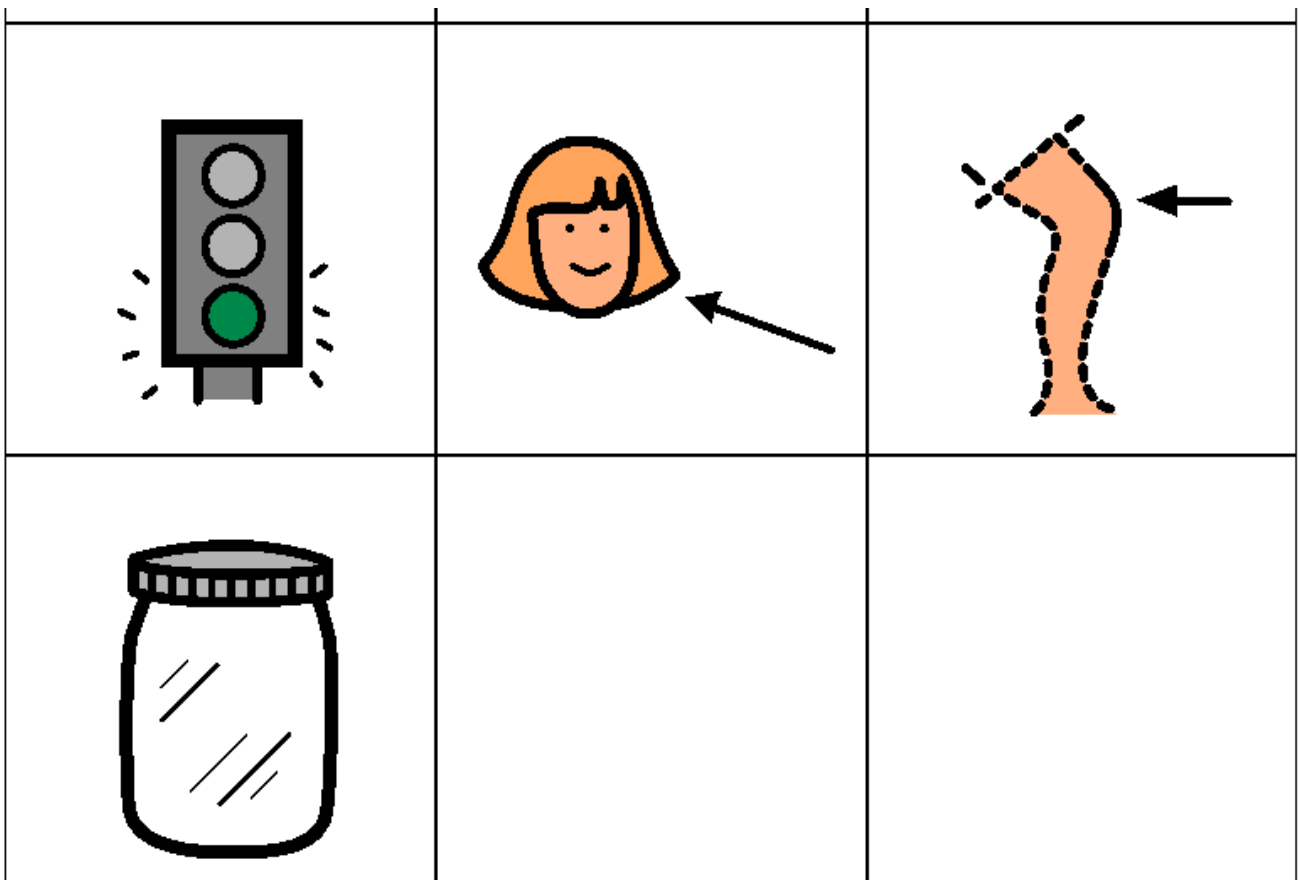
- If your child is getting all of the sounds correct, you may choose to put less emphasis on the sound at the start of the word. If your child is finding this difficult, put more emphasis onto the sound at the start of the word.

- Do not correct your child if they put a card in the wrong place, instead when you have finished the activity take all of the cards out of the post box and go through each one, saying e.g. 'this is sore, this starts with an 'sssss'. 'this is no, this starts with a 'nnnn' and so on. Then do this with the cards in the bin.

- Repeat this activity once a day until your child can consistently get 100% correct, then progress to the next activity.



Answers- Sea(s), saw(s), sore(s), sew(s), say(s), no(n)



Answers - Go (g), she (sh), knee (n), jar (j)

S

Developing phonological awareness skills of 's' sound in consonant vowel consonant words

Aim

To be able to identify an 's' sound at the start of a word that has a consonant vowel consonant structure, e.g. 'sat' 'seat' 'sun' 'seed' 'same'.

You will need




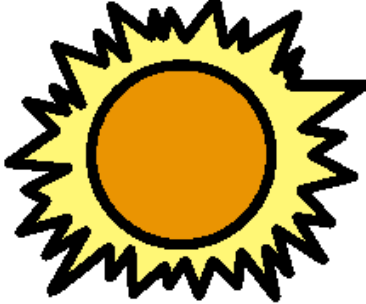
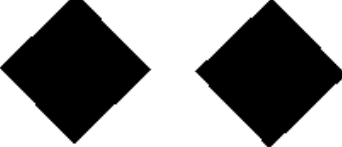

The picture cards in this pack

A post box - a small box with a slit in it so that the child can post the cards through it with the 's' stuck to the box

A bin

Activity

- First of all introduce the activity to your child by demonstrating what an 's' sound is like. You could pretend to be a snake and make a long 'sssssss' sound.
- Explain to your child that they will be listening to which word has an 's' sound at the start and which words do not.
- Stick the 's' card to the post box that the child will be putting the 's' sounds into.
- Put the bin near to the child
- Spread the cards around the room and ask the child to go and find one.
- Say what the card is to your child, e.g. 'sun', and say 'did that have a 'sssss' at the start of it?'
- Encourage your child to put it into the post box if it has an 's' sound or the bin if it does not.
- If your child is getting all of the sounds correct, you may choose to put less emphasis on the sound at the start of the word. If your child is finding this difficult, put more emphasis onto the sound at the start of the word.
- Do not correct your child if they put a card in the wrong place, instead when you have finished the activity take all of the cards out of the post box and go through each one, saying e.g. 'this is seat, this starts with an 'sssss'. 'this is ten, this starts with a 't' and so on. Then do this with the cards in the bin.
- Repeat this activity once a day until your child can consistently get 100% correct.

Answers – seed(s), sat(s), seat(s), sun(s), same(s), ten (t)

Answers – shop(sh), gate(g), nail(n), cup (c)

