

ACTIVITIES TO SUPPORT: ALLITERATION

LEVEL 1

Recognising Sounds

- **Matching sounds**- Can the child match a sound to an object? For example finding a fire engine if they hear a siren or finding a cow if they hear 'moo'.
- **"Old MacDonald had a Farm"** - Sing this song. Encourage the child to join in with the animal sounds. Show the child pictures of the animals when you make the sounds. Can the child point to the appropriate picture when you make the sound?
- **Lost animals** - You will need several animal puppets/toys. Explain to the children that they are going to be zoo keepers and the animals have escaped. Their job is to round up the lost animals and collect them in the bag to return to the zoo. Hide the animal puppets/toys around the room and tell the children to listen very carefully. When the children hear a sound they must find the animal that is making the noise.

LEVEL 2

Recognising Differences in Sounds

- **Butterflies and Elephants** - Shake a tambourine and the children run like butterflies. Bang the tambourine and the children stamp like elephants.
- **"Spot the Difference"** - Introduce two identical shakers to the child. Talk about how they look and sound the same. Let the child play with them and listen to the sound they make. Put the shakers to one side and repeat the above with two identical drums. Next choose one shaker and one drum, play them and point out how they sound different. Explain to the child that you are going to play a listening game. Place either a shaker or drum in front of the child but out of reach. Place the other shaker and drum behind the screen. Make sure the child is ready and ask them to listen carefully. Play one of the instruments behind the screen. Ask the child if the instrument makes the same sound as the one in front of them. If it does talk about them being the same, if not then talk about them being different.

LEVEL 3

Introducing Speech Sounds

- Children find it easier to learn new sounds with visual support from pictures and actions. We recommend using 'Jolly Phonics' cards. Remember to use the 'pure sound' when carrying out these activities, i.e. 'p' instead of 'per'.

- **Magic wand** - The adult introduces the magic wand, which moves round the circle, stopping occasionally and pointing at one of the children. As the wand moves "it" makes a neutral sound, e.g. humming. The children are warned that when it stops it will make a speech sound and they will have to listen and then find the correct sound picture card. Children who find this hard can just repeat the sound.
- **Puppet says** - Introduce the puppet to the children and say that he is going to be the "leader" in a game. To choose a sound you could ask a child to pick a sound card out of a bag. Practise making the sound together with the action. Once you have chosen three sounds, the puppet will 'say' a sound and the children have to do the action.
- **Simple Soundaround** - Allocate sound pictures to individual children, e.g. 'p', to the first child, 't' to the next child, 's' to the next child and then 'p' to the next child and so on. The children sit in a circle on chairs or carpet squares and swap places when their sound is said. The command "All the Sounds" means everyone changes places. The adult could pass the role of leader to a child who is listening particularly well. Watch out for sounds that some children can't say as leader.

LEVEL 4

Identifying initial sounds in easy words

- **My Mother went to market** – she has to buy things that begin with the same letter and the list of things she buys grows and grows – a sandwich, a sock You may want to give the children clues by having the items or pictures in a basket and pull them out one at a time.
- **Magic Box** - This is a useful activity to reinforce one sound. Collect objects which begin with the target sound. Use a box. If possible make the box look special e.g. by covering it with colourful paper. Put one object inside. Pass the box around the room and sing "Magic box, what's inside? What's the sound you're trying to hide?"(to the tune of "This old man he had one, he played nick nack...."). When the song stops, open the box, name the object and talk about the sound it starts with. A variation of this game could include objects which start with different sounds e.g. 'd' and 's'. The children can then sort the objects.
- **Postman game** - Make two distinct areas into two shops. Use two large cards with a picture on each (or real objects) and explain that each shop only sells things which begin with the same sound. This is the 's' shop and this is the 'b' shop. Collect together objects which start with the two sounds. Use a postman's bag and perhaps a hat. In turn, hand each child a bag which has an object inside. The "postman" opens the bag and delivers the object to the correct shop.

- **Sick of Sounds** – Have two posting boxes with a picture of an animal on the front of each one, e.g., Mickey Monkey, Lenny Lion. Explain that the animals are hungry and want the children to help feed them – but they are fussy eaters and will only eat things that start with the same sound as their name. You can use sound picture cards to remind the children of these sounds. The children then take it in turns to take food pictures from a bag and feed them to the right animal. If they make a mistake model the error, e.g., is it a luffin or a muffin, is it a meaf or a leaf etc. At the end the animals can be 'sick'. Empty the boxes and go over what they have eaten, emphasising the start sounds.
- **Run and Touch** – Stick three sound pictures up on the wall. The children take it in turns to listen to a word and they have to run to the sound picture the word starts with.