

Alliteration Detection

Before developing alliteration, ensure that learners have the concepts of beginning, sound, same and different before introducing alliteration games. You can use gestures to support a child's understanding of these words.

Alliteration is easiest for children to achieve from copying an adult, then from their own production and then silently. Be aware that if a child has a speech difficulty they may struggle to achieve alliteration, particularly from their own production and silently.

Try to avoid consonant blends (e.g. 'sp', 'gl', 'cr') as it's much easier for children to hear the consonant sounds when followed by a vowel.

Alliteration All Around

1. Can the child identify which words begin with the same sound?
2. Can the child find an object that begins with the sound?

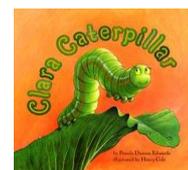
Alliteration Table of Objects

1. Create a table of different pictures and objects with the same beginning sound.
2. Place one object with a different beginning sound
3. Identify the odd one out

Alliteration in books

1. Select a text that has the same sound occurring repeatedly throughout the book.
2. Draw the children's attention to the sound by emphasising the sound as you read aloud.
3. Talk about the fact that the words begin with the same sound, help the children to identify the sound.

Be careful that it is the same sound and not just the same letter (e.g. cat and celery both begin with a 'c' but begin with different sounds).



Computer game

To develop Phonological Awareness through this activity, this should be adult led to ensure that the sentences are being read to learners and they are not being expected to make the connection between the sound and print.

Website address:

<http://www.iboard.co.uk/iwb/Channel-Earth-206>



Packing a Suitcase

1. Find a picture of a suitcase, or use a real suitcase.
2. Tell the children that you are going to pack the suitcase with things that begin with the same sound. The teacher can choose which sound to use (remember: it's the sound, not the letter).
3. Then the teacher finds items to put into the suitcase, some start with the target sound and others do not. Get the children to identify the correct items. It is easier if the teacher says the words, but it can be done independently once you are sure the child has the underlying skill.

You can use the same idea with a rocket to send to the moon, a train going on a long journey, a big box of presents for a character who only likes one sound etc.

Same or Different

1. Check the children know the concepts of same, different and beginning.
2. The teacher can say pairs of words and the children identify if the words begin with the same or different sounds. You can use gestures to help the children to signal for same and different.

Sorting Table

1. Put out a selection of objects or pictures that start with one of two sounds.
2. The children can sort the objects into two separate hoops / piles. You can use the Jolly Phonics pictures to represent the sounds.

Alliteration Bingo

1. Give each table a sound to identify.
2. Give each child a grid with either 4 or 6 spaces.
3. Put a pile of bricks, counters etc. in the middle of each table
4. Say a list of words that start with your given sound
5. The children put a brick on the grid if the word begins with their given sound
6. The first table to fill their grid calls 'bingo!'

I Spy

1. Classic game of I Spy. Children take turns to be the person spying.
2. The rest of the children guess what it could be. Make sure that it is the sound and not the letter. 'I spy with my little eye something beginning with sssss'

Going on a Sound Hunt

1. Split the class into groups. Give each group a sound to look out for.
2. The groups explore the school, outside, the classroom etc. to gather as many things that begin with their sound.
3. Children can record their observations through photographs and pictures.

Odd-one-out

1. Teacher puts out at least three objects (or pictures), all but one begin with the same sound. Can the children find out which one is the odd-one-out?

Alliteration Snap

1. Use a set of picture cards (make sure that the pictures are not labelled).
2. Children play snap, if the pictures begin with the same sound – ‘snap’

Alliteration Memory / Pairs

1. Use a set of picture cards (make sure that the pictures are not labelled).
2. Place the cards face down on the table.
3. Children take turns to try to find a pair that begins with the same sound. If it's right, they get to go again. If it's not a match, turn the cards back over for the next player.
4. The winner is the player with the most pairs at the end of the game.

Pair-up / Group-up

1. Give each child in the class a (spoken) word (or an object or picture – no writing!)
2. Can the children find other children that have a word that begins with the same sound? You can use this activity as a stand-alone task or as a way of sorting children into groups/pairs.

I spy names

1. With a small group of children sitting in a circle, start the game by saying “*I spy someone whose name begins with...*” and give the sound of the first letter, for example /s/.
2. Then ask: *Who can it be?* Satish stands up, everyone says his name and he carries on the game, saying “*I spy someone whose name begins with...*” and so on.
3. If any children call out the name before the child with that name stands up, still let the child whose name it is take the next turn.

Name play

1. Call out a child's name and make up a fun sentence starting with the name (e.g. *Ben has a big, bouncy ball, Kulvinder keeps a kettle in the kitchen, Tim has ten, tickly toes, Fiona found a fine, fat frog*).