

## Sound Awareness // Age 4 - 5

Continue to play **rhyme games** (some are described on the age 3-4 parent handout). If possible, use pictures without the words underneath, as you are trying to encourage your child to think of the sounds in the words instead of the written word patterns.

### Syllable clapping and posting

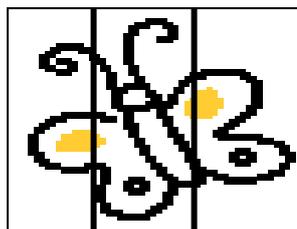
Use musical instruments to start with e.g. drum. Bang out one beat and ask your child how many you did. Repeat for 2, 3, then 4 beats. Then alternate and see if your child can tell you how many. You are then ready to play the posting game below.

Place pictures faced down on the table. Take it in turns to pick up a picture and clap/drum the number of syllables in the word. Your child may then post the picture into a labelled box/bag corresponding to the number of claps. Your child may need support to get it right – you can clap along with them, or you can clap and they can count the number of claps. You can also use the **syllable clapping board** to help your child count the number of syllables in a word.

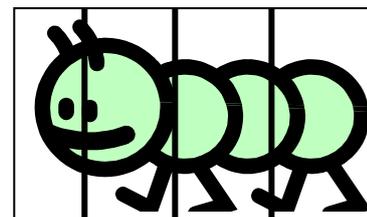


### Syllable pictures

You can also demonstrate the idea of syllables by drawing a picture and dividing it up into the right number of syllables and point to each section as you say each bit.



Butt er fly



Cat er pill ar

### Counting single sounds

When counting single sounds, use a different movement to counting syllables (if syllables are clapped, use stamping for individual sounds so that the child does not become confused). Start with words with two sounds (e.g. p-ea, b-ow, c-ar), stamping these out and giving your child a small reward for each sound identified (e.g. a lego brick for a tower, or a stamp on a chart). Remember your child is identifying number of sounds regardless of spelling at this stage. Move on to words containing 3 sounds (e.g. 'sh-ar-k') and 4 sounds (e.g. 'p-o-n-y').