

Letters and Sounds - Phase 1 - Aspect 5

Alliteration

Tuning into Sounds



Main purpose: To develop understanding of alliteration

Preparation

Area to enable small group of children to sit comfortably in a circle

Resources

None required

Look, listen and note how well children:

- Identify initial sounds of words
- Reproduce the initial sounds clearly and recognisably



Activity 1: I spy names

- 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' for Satish.
- 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.
- If any children call out the name before the child with that name, still let the child whose name it is take the next turn.

If the children find separating out the first sound too hard in the early stages, the adult can continue to be the caller until they get the hang of it.

Share with Parents

Explain to parents the sound a letter makes for example 'sss' for Satish not 'suh'
Mmm for Molly not 'muh'





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None required

Look, listen and note how well children:

- Identify initial sounds of words
- Reproduce the initial sounds clearly and recognisably
 - Make up their own alliterative



Activity 2: Sounds around



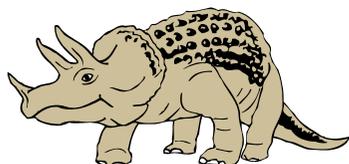
- Make sure that word play with initial sounds is commonplace.
- Include lots of simple tongue twisters to ensure that children enjoy experimenting with words that are alliterative.
- Use opportunities as they occur incidentally to make up tongue twisters by using children's names, or objects that are of particular personal interest to them (e.g. David's dangerous dinosaur, Millie's marvellous magic mittens).

Share with Parents

Play game:

Mummy what are you doing?
Mummy's mashing melons

Sally, what are you doing?
Sally's sitting in saucepans





Main purpose: To develop understanding of alliteration

Preparation

Think up some strange names for alien creatures - the names must be strings of non-words with the same initial sound e.g. Ping pang poo pop or Mig mog mully mo or Fo fi fandle fee. Write them down so you don't forget

Resources

Selection of creative materials
Construction materials
Glue, paint, malleable materials etc



Look, listen and note how well children:

- Identify initial sounds of words
- Reproduce the initial sounds clearly and recognisably
- Make up their own alliterative



Activity 3: Making aliens

- Talk to the children about the names you have made up and help them to imagine what the strange creatures might look like.
- Provide creative or construction materials for the children to make their own alien.
- Comment as the children go about shaping the aliens and use the aliens' strange names. Invite the children to display their aliens along with the aliens, names.
- Make the pattern clearer by emphasising the initial sound of an alien's name. Draw the children's attention to the way you start each word with the shape of your lips, teeth and tongue.

Share with Parents

Let the children take their creature home along with the name label.

Parents may enjoy drawing funny pictures of creatures with their child and inventing funny names with them.

Encourage them to bring the pictures into nursery to show their friends.





Main purpose: To develop understanding of alliteration

Preparation

Collect two sets of objects, each set must have objects beginning with the same sound - choose initial sounds which sound very different from each other
Bury the objects in the sand tray

Resources

Sand tray/builders tray or trug
Sand/soil or similar

Selection of objects e.g bee, bug, beetle, butterfly - snake, spider, snail, slug - caterpillar, cocoon, cricket - fly, frog, fish, flea
Collecting tray/box or specimen jar

Look, listen and note how well children:

- Identify initial sounds of words
- Reproduce the initial sounds clearly and recognisably
- Make up their own alliterative



Activity 4: Digging for treasure

- As the children uncover the treasure, say the word and listen for the initial sound
- Collect the objects into the tray with objects with the same initial sound.
- Each time another object is added recite the contents of that set: *Wow! You've found a car. Now we have a cup, a cow, a candle and a car.*



Share with Parents

Hide objects beginning with the same sound in a bubbly bath for the child to find, they may enjoy fishing them out with a sieve or a cup.

Encourage the child to name the objects as they are found e.g. flannel, frog, fish - soap, sponge, spoon - shark, shampoo, ship



Letters and Sounds - Phase 1 - Aspect 5

Alliteration

Listening and Remembering Sounds



Main purpose: To listen to sounds at the beginning of words and hear the differences between them

Preparation

Plan space so that a small group of children can see the objects placed on the floor

Resources

A toy train
Selection of objects beginning with the same sound



Look, listen and note how well children:

- Can recall the list of objects beginning with the same sound
- Can offer their own sets of objects and ideas to end the story
- Discriminate between the sounds and match to the objects correctly



Activity 5: Tony the trains busy day

Use the props to act out the story (see appendix 1) with the train.

Tell the story, adding extra objects and encouraging the children to join in with the growing list of objects, Remember to give emphasis to the initial sound.

The aim is to have the group chant along with you as you recite the growing list of objects that Tony finds lying on the track. Make up your own story using the props and ask: What do you think happens next?

Share with Parents

Photocopy the story in appendix 1 so that parents can play the game at home.





Main purpose: To listen to sounds at the beginning of words and hear the differences between them

Preparation

Place a chair or container in each corner of the room, or outdoors. On each chair place one object from each of the sets of objects (see resources) This will not be required if you use containers beginning with same initial sound



Resources

4 chairs or alternatively you may choose to put containers in each corner such as: a sack, a pan, a basket, a cauldron

4 sets of objects, each set containing objects with names that start with the same sound e.g. sock, spoon, snake - panda, penny, penguin - bear, ball, brick - cat, cup, car

Music tape/DVD

Look, listen and note how well children:

- Can recall the list of objects beginning with the same sound
- Discriminate between the sounds and match to the objects correctly



Activity 6: Musical corners

- To begin with the children sit in a circle or facing you.
- Name each of the objects in the four sets, giving emphasis to the initial sounds
- Explain that there will now be music to dance around to and when the music stops the children are to listen
- You show them an object and they should go to the corner where they think it belongs



Share with Parents

This would be a good party game to play.





Letters and Sounds - Phase 1 - Aspect 5 Alliteration



Listening and Remembering Sounds

Main purpose: To listen to sounds at the beginning of words and hear the differences between them

Preparation

Make a collection of items beginning with the same sounds so that you can access them easily when undertaking the activity.

Prepare a box or bag in advance



Resources

A bag or box decorated attractively, so children come to know it as the sound bag/box.

A selection of objects beginning with the same sound

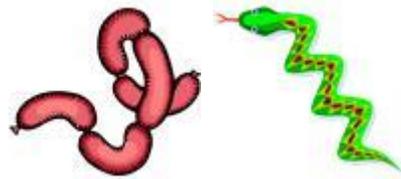
Look, listen and note how well children:

- Can recall the list of objects beginning with the same sound
- Discriminate between the sounds and match to the objects correctly



Activity 7: Our sound box/bag

- Create a song, such as 'What have we got in our sound box today?' (see DVD)
- Show the objects one at a time. Emphasise the initial sound e.g. s-s-s-snake, s-s-s-sock, s-s-s-sausage



Share with Parents

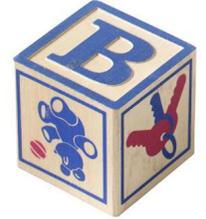
Parents can use any container from around the home for example a biscuit tin, to collect items beginning with the same sound.



Letters and Sounds - Phase 1 - Aspect 5

Alliteration

Talking about Sounds



Main purpose: To explore how different sounds are articulated, and to extend understanding of alliteration

Preparation

None required



Resources

None required



Look, listen and note how well children:

- Can articulate speech sounds clearly
- Select an extended range of words that start with the same sound



Activity 8: Name play

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 kippers in the kitchen, Tim has ten tickly toes, Fiona found a fine, fat frog*).

Ask the children to think up similar sentences for their own names to share with others

Share with Parents

Children will be keen to share with parents the funny sentences they have been making up with the practitioner.





Letters and Sounds - Phase 1 - Aspect 5

Alliteration

Talking about Sounds



Main purpose: To explore how different sounds are articulated, and to extend understanding of alliteration

Preparation



Resources

Mirrors or other reflective surfaces

Look, listen and note how well children:

- Can articulate speech sounds clearly
- Select an extended range of words that start with the same sound



Activity 9: Mirror play

- Play at making faces and copying movements of the lips and tongue.
- Introduce sound making in the mirror and discuss the way the lips move, for example, when sounding out 'p' and 'b', the way that tongues poke out for 'th', the way teeth and lips touch for 'f' and the way the lips shape the sounds 'sh' and 'm'



Share with Parents

Inform parents of the sounds you have been practising so they can do the same, using a mirror or other reflective surface such as the bottom of a biscuit tin.





Main purpose: To explore how different sounds are articulated, and to extend understanding of alliteration

Preparation

The role play area would be a good place to organise this activity.



Resources

A range of items beginning with the same sound.

A large pan or cauldron



Wooden spoon

Look, listen and note how well children:

- Can articulate speech sounds clearly
- Select an extended range of words that start with the same sound



Activity 10: Silly Soup (see back)

Provide the children with a selection of items with names that begin with the same sound.

Show them how you can make some 'silly soup' by putting 'ingredients' (e.g. a banana, bumblebee and bug) into a pan in the role play area.

Allow the children to play and concoct their own recipes. Play alongside them without influencing their choices. Comment and congratulate the children on their silly recipes. Recite each child's list of chosen ingredients. Make the pattern clear by emphasising the initial sound. By observing mouth movements draw the children's attention to the way we start each word and form sounds.

Share with Parents

Share the 'Silly Soup' song with parents.

This would be an easy game to play at home

