

**Observe and record:** notice how well each child recognises words that rhyme, distinguishes between rhyming and non-rhyming words, and suggests a word to rhyme with a given word.

### Sound Phonics activities (pages 13–18)

- If the children have difficulty recognising rhyme, say the words slowly, emphasising the rhyming sound at the end. Continue to practise the introductory activities.
- The children join in with rhyming games, recognising rhyming pairs and suggesting appropriate words to complete a rhyme.
- On page 18, they should identify the object with a name that does not rhyme with the others.

### Extension activities

#### Games to practise rhyme

*Rhyming pairs:* place the rhyming pairs *picture cards* (□) face down on the table. The children should take it in turns to pick up two cards and name the objects. If the names rhyme, the child keeps the cards. If they do not, the cards are returned and the next child has a go.

*Pass the rhyme on:* pick up an object, such as a hat. Slowly count to three and then name the object (1 ... 2 ... 3 ... *hat*). On the word, *hat*, pass the object to a child and continue the slow count (1 ... 2 ... 3 ...). The child should add a rhyming word and pass the object to the next child. Continue round the group, with the children adding rhyming words after the count of three. Allow nonsense and repeated words as long as they rhyme.

*Rhyme tennis:* say a word and ask a child to respond with a word that rhymes.

*I-spy:* say, *I spy with my little eye something that rhymes with ...*

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**Note:** *not all children will be able to generate a series of rhyming words in Phase One, so these activities could also be used as the children begin to learn letters and sounds in Phase Two.*

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## 4 Alliteration

Developing a sense of alliteration helps the children to tune into the sounds at the start of words. This is essential for identifying initial **phonemes** and for recognising the different letter sounds.

### Introductory activities

- Use stories, rhymes, songs, poems and tongue twisters to develop a sense of alliteration. 'Ring a ring of roses', 'Fee fi fo fum', 'Ten tired tigers' and 'Bob the Builder™' all work well. Emphasise the initial sound and encourage the children to say them with you. Comment on the alliteration, for example, '*Ten tired tigers*' – *can you hear the t sound at the start of all those words?*
- Use the children's names to focus on initial sounds. Make up alliterative phrases, such as *Sam sit slowly on the seat* or *Tara tap the tabletop*. Play *I-spy* using the children's names or use initial sounds when lining up, for example, *Line up if your name starts with sss*.
- Use alliteration to name characters, toys, puppets or pets (pages 11–13 and 20–21), or use the *character downloads* (☒). Emphasise the initial sounds and let the children say the names. See if they can suggest ideas.