

- ▶ **Sound-talk ‘I spy’:** Play ‘I spy’ with a selection of objects or use some of the **Oral blending and segmenting picture cards** (for example, pen, pin, peg, pot, cat, cap, cup, cot). Rather than giving the first letter, say the target word in sound-talk (for example, *I spy ... a c-a-t*). Ask a child to name the item and point to it. As some of the objects start with the same initial phoneme, the children will need to listen and blend all through the word, rather than just listening to the first sound.

Note: Be aware that children often need a lot of experience of hearing the oral segmenting process modelled, so continue to model the process for as long as necessary, always asking the children to repeat the sound-talk after you.

Oral segmenting

Make sure to choose three-phoneme CVC words for segmenting at this stage. Avoid using words with adjacent consonants.

- ▶ **Tell Tog:** Include Tog in a range of contexts and activities to encourage the use of sound-talk. When playing with a toy farm you might ask the children to name items for Tog using sound-talk (for example: *Tell Tog it's a pig. This is a p-i-g*) or ask the children to give Tog a message (for example: *Tell Tog he needs his hat. Tog, you need your h-a-t*).
- ▶ **Which one?:** Display approximately eight of the **Oral blending and segmenting picture cards**. Put an identical set of picture cards in a bag. Let one child pick a picture out of the bag and say the word in sound-talk, without showing their picture. The other children then blend and say the word, and point to the appropriate picture. The first child then reveals their picture to show whether they are right.

Talking about sounds

- ▶ **Counting phonemes:** Introduce the idea of counting the number of separate sounds that can be heard in a word. Say a word and then say it in sound-talk, demonstrating how to count the phonemes on your fingers. For example: *egg e-gg, that's two sounds; cup c-u-p, that's three sounds*. Say more words, encouraging the children to segment and count with you.
- ▶ **Tog gets it wrong:** Explain that Tog is getting some words mixed up. Show an object, such as a pen. Say: *Tog says it's a p-e-t pet*. Ask the children to tell you what is wrong and invite them to help Tog by saying the word correctly. Encourage them to emphasise the part that Tog was getting wrong (for example, *It's a p-e-n pen*).