



Letters and Sounds - Phase 1 - Aspect 7

Oral blending and segmenting

Tuning into Sounds



Main purpose: To develop oral blending and segmenting of sounds in words

Preparation

Before starting oral blending think about times when you can use it for example when washing hands - 'turn on the 't-a-p, tap' also appropriate rhymes and songs you can use.

Resources

Look, listen and note how well children:

- Blend phonemes and recognise the whole word

Activity 1: Oral blending

It is important that the children have plenty of experience of listening to adults modelling oral blending, for example, when giving children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend the sounds together to say the word (e.g. *It's time to get your c-oa-t, coat! Or Touch your t-oe-s, toes! Who can touch their f-ee-t, feet?*) Use only single syllable words for oral blending.

Oral blending can also be modelled from time to time when books are being shared, particularly rhyming books where the last word in a rhyming couplet could be segmented into separate sounds and then blended by the adult.

Share with Parents

It is important that you spend time to explain what you mean by oral blending. Give them examples of the kind of things you are doing. The song 'I went to visit a farm one day, I saw a d-u-ck, duck along the way.' Would be a good way to use oral blending both at nursery and in the home.

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Preparation

Identify a soft toy that is always to be used for 'sound talk'

Resources

Soft toy

Look, listen and note how well children:

- Blend phonemes and recognise the whole word
- Say the word and identify the object

Activity 2: Toy talk

Introduce the children to the toy that can only speak in 'sound talk'

- The children see the toy whispering in the adult's ear
- To add to this activity, as the toy whispers the adult repeats the sounds, looks puzzled and then says the word straight afterwards e.g. 'What would Charlie like for tea today? The toy speaks silently into the adult's ear and the adult repeats 'ch-ee-se' looking puzzled and then, says with relief 'cheese!'
- Now invite the children to see if they can speak like the toy: *Do you think you could try to toy talk?* Say *ch-ee-se: (the children repeat 'ch-ee-se')* Ask the toy again, *What else would you like?* Only use words with single syllables.

Share with Parents

Use a sock on the hand as a puppet. Think up a name for your puppet friend.

- Play the game at home taking turns to ask questions e.g. Sammy, who would you like to play with? or, What colour is your bike? Remember only to use single syllable words for the answer



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Oral blending and segmenting

Listening and Remembering Sounds



Main purpose: To listen to phonemes within words and to remember them in order in which they occur

Preparation

Leave the sound-talk toy freely available to the children for them to practise and experiment with sound talk

Identify different times of the day when you can invent new scenarios to the one below

Resources

Sound-talk toy

Look, listen and note how well children:

- Segment words into phonemes

Activity 4: Segmenting

Invite a small group of children to come and talk to the toy in sound talk, for example just before dinner-time: *Let's tell the toy what we eat our dinner with.* Discuss with the children and agree that we use a knife and fork. Then tell the toy in sound-talk which the children repeat. Continue with: *Let's tell the toy what we drink out of.* Confer and agree on 'cup'. Repeat in sound-talk for the toy to talk and then invite the children to do the same.

Share with Parents

Allow children to take the sound-talk toy home on special occasions or over the weekend. When the toy returns he/she will have lots to tell the children about his escapades- in sound talk



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Talking About Sounds



Main purpose: To talk about the different phonemes that make up words

Preparation

Make several collections of objects to support you in the future with this activity

Resources

A selection of familiar objects, that contain three phonemes in their name (e.g. leaf, sheep, soap, fish, sock, bus).

Sound-talk toy (same as previous activity)

Look, listen and note how well children:

- Blend phonemes and recognise the whole word
- Say the word and identify the object

Activity 3: Which one

- Check all the children can recognise each object
- Bring out the sound-talking toy and ask the children to listen carefully while it says the names of one of the objects in sound talk so they can help it to put the sounds together and say the word.
- The toy then sound-talks the word leaving a short gap between each sound.
- Encourage the children to say the word and identify the object.
- All the children can then repeat the sounds and blend them together - it is important that they do this and don't simply listen to the adult doing so.

Share with Parents

Use your sock puppet to play a game of I-spy. Place a selection of objects on the floor or table. Sock says, 'I spy with my little eye a z-i-p. Your child repeats the phonemes and then says the word and collects the item