

## Syllable Blending from adult production

## Syllable Detection hearing 'beats' in a word

- 1. My turn, together, your turn** – the clapping/stamping/moving to mark the syllables in words are modelled by the adult, practised together and then given by the child.
- 2. Together, your turn** – the adult and child mark the syllables together and the child then does this independently.
- 3. Child led** – child marks the syllables using physical means e.g. clapping but independently.

## Syllable Clapping

### Purpose:

- To develop syllable awareness.

### Equipment:

Syllable picture cards (included)

### How to play: (Small group)

1. Each child takes a card and claps the beat of the word.
2. Initially the adult says and claps the word; the child joins in as the adult repeats the action.
3. Next the adult or child says the word and the child claps the correct number of syllables.
4. Finally, the child turns over a card and claps the syllable structure without articulating it.

## Syllable – 'Jumping' Game

### Purpose:

- To develop syllable awareness.

### Equipment:

Syllable picture cards (included)

Spots, bean bags, footprints or similar objects spaced a small distance apart.

### How to play:

The aim of the activity could be to move from one end of the spots to the other.

The adult/child selects a picture and the child then jumps along the spots making one jump for each syllable saying the syllables as he jumps. He/she may need support to make one jump for each syllable, initially.

## Syllable Sorting

### Purpose:


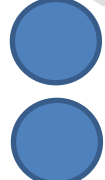

- To develop awareness of the syllable structure of words.

### Equipment:

Syllable picture cards (included), 1, 2, 3, sorting card

### How to play:

1. The child takes a picture.
2. The picture is placed in the corresponding column on the board e.g. if the picture has two syllables it goes in the 2 column.
3. Initially, the adult and the child would say the word and the adult would support the child in placing the picture in the correct column on the sorting grid.
4. Next the aim would be for the child to say the word and place the picture independently.
5. Finally the child could place the picture in the correct column without articulating the word.

1, 2, 3 Sorting Card		
<b>1</b> 	<b>2</b> 	<b>3</b> 

## Syllable Blending - Syllable Pairs

**Purpose:**

- To identify the missing syllable from a two syllable word in order to make a whole word.

**Before playing:**

Ensure the child can effectively segment syllables.

**Equipment:**

Two syllable picture cards (included)

**How to play:**

1. Use two syllable pictures. Cut the pictures in half, shuffle and lay out on the table, face down. Players take turns to turn two cards.
2. They should be encouraged to say the relevant syllable from each picture.
3. When a pair is turned over the player says the syllables e.g. 'zeb and ra make zebra' and keeps the cards.

## Syllable Segmenting - Syllable Snap

**Purpose:**

- To identify words with the same number of syllables.

**Before playing:**

Ensure the child has an understanding of what a syllable is and has had the opportunity to practise segmenting the words. For this game they must also have a good counting knowledge.

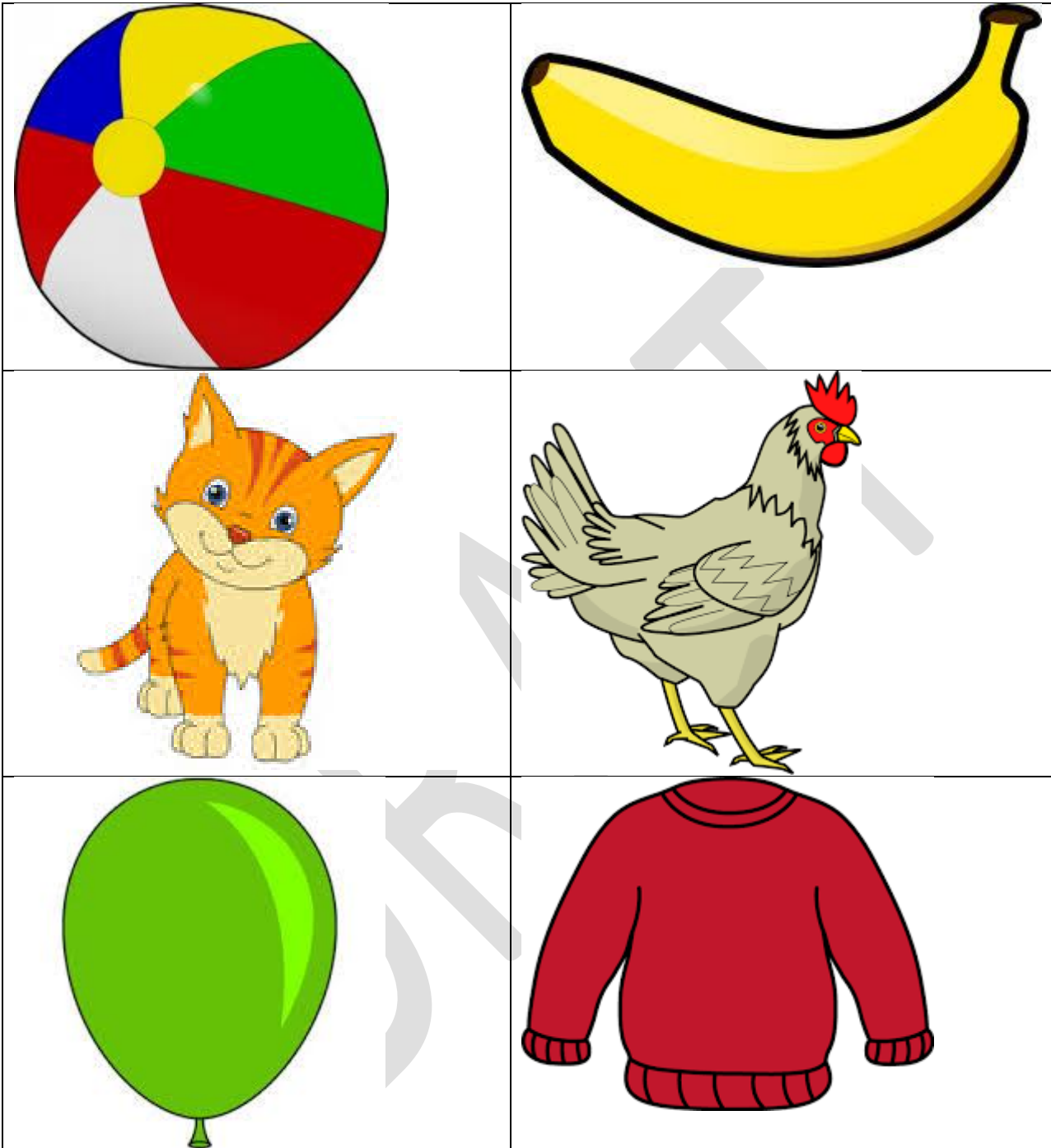
**Equipment:**

One, two and three syllable picture cards (included)

**How to play:**

1. Shuffle the cards and lay face down in a pile in the centre of the table.
2. Players take turns to turn over one card. If the number of syllables of the new card matched that previously turned over the first player to say "SNAP!" wins the pair.
3. Play continues until no more pairs can be made.

## Syllable Picture Cards



## Syllable Picture Cards

