

Pre-Phonics

NURSERY 25-26

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Nursery Pre-Phonics

Pre-Phonics Vocabulary

Phonological Awareness	Phonological awareness is the awareness of all of the speech sounds of language. It's the ability to hear and distinguish sounds.
Visual Discrimination	Visual discrimination is the ability to recognise details in visual images. It allows us to identify and recognise the likeness and differences of shapes/forms, colours and position of objects, people, and printed materials.
Visual Memory	A critical pre-phonetic skill which helps us to remember visual similarities and differences
Auditory Discrimination	The ability to recognise, compare and distinguish between distinct and separate sounds such as 'f' and 'th'
Auditory Memory	Auditory memory involves being able to take in the information presented orally (ie spoken), to process that information, store it in your mind and then recall the information when needed
Environmental Sounds	The common noises created by common objects all around us, such as inside and outside sounds
Speech Sounds	Speech sounds are the individual sounds we use to make words. The sounds we make when we speak are made from the voice box (larynx), mouth muscles, jaw, lips, teeth, and tongue. In English, we have 46 sounds for 26 letters of the alphabet.
Body Percussion	Body Percussion refers to the sounds you can make by hitting different parts of your body together. This involves actions like clapping your hands, patting your thighs, snapping your fingers or stamping your feet
Alliteration	When words start with the same sound.
Oral Blending	Blending takes place when those separate sounds and syllables are pieced together to form a word. Oral blending is hearing those sounds, and 'blending' them together to shape the word
Segmenting	Segmenting is the ability to break up spoken words into their separate sounds
Phoneme	A phoneme is the smallest unit of sound made by a letter or group of letters. A phoneme is the sound, rather than the letter.

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Pre-phonics concentrates on developing the children's speaking and listening skills and lays the foundations for the phonic work which starts when they begin the RWINc programme. The emphasis during the pre-phonics stage is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. They will follow 7 aspects. Within each aspect, children learn to: tune into sounds (auditory discrimination), listen to and remember sounds (auditory memory and sequencing) and talk about sounds (developing vocabulary and language comprehension).

Phonological awareness is the awareness of all of the speech sounds of language. It's the ability to hear and distinguish sounds such as a car engine or a bee buzzing. Phonological awareness helps children become prepared to learn how letters and sounds go together in words. Phase 1 phonics also supports the development of speaking and listening skills.

The first step towards developing phonemic awareness is to teach children to listen carefully to the way words are spoken by adults and other children. Children need to observe the way people speak so that they can make sense of the sounds in words. As they become aware of the sounds in words, they will start to notice patterns which help them to link the sounds together to form meaningful words.

The importance of phonological awareness cannot be underestimated. Research has shown that children who have good phonemic awareness perform better academically than those who do not.

Aspect 1 Environmental Sounds			
Activity		Resources/Differentiation	Assessment
Listening Walk	Go for a short walk with the particular aim of listening to the sounds around you. Have symbols available for children to add onto a large strip of paper and stick onto it as they walk and discover the sounds.	Widgits/Symbols (bird, car, water, children, bell, horn, plane etc.) Large strip of paper, Blu Tac <i>SEND:</i> Makaton/widgits	-Can turn towards a sound -Shows own way of responding to very obvious stimulus using any sensory channel -Shows own way of responding to stimulus consistently (facial expression/body language/voice)
Racing	Push the cars down a racing track when you blow a whistle. Create a track or ramp for cars to be pushed down. Have symbol reading 'stop' for the start of the activity and ask an adult to change the symbol to 'go' as the whistle sounds. Assist children to move the cars when the whistle has blown.	Vehicles, Ramp, Whistle <i>SEND:</i> Makaton for stop & go <i>Challenge:</i> use other words instead of stop/go such as monkey or jump	-Shows own way of responding to a widening range of complexity and variety of stimulus
Wake up Game	Role play with dolls and figures. Act out bedtime with snoring sound effects. Then pause before ringing an alarm sound. Act out the doll/figure waking up after the alarm sounds and show surprise to the event happening. Have loud and quiet symbol to support.	Small world dolls Alarm sound Loud and quiet widgit <i>SEND:</i> Makaton loud & quiet	-Shows own way of responding to a range of stimulus using other available senses

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Telephone	Act out a simple role play set-up. Use a phone to press buttons and make sounds. Then during play, make a ringing sound using a computer or tablet (or use your voice) and demonstrate lifting the receiver and say “Hello” or pretend to listen.	Phone Ringing sound	-Can locate a hidden sound -Distinguishes between two sounds of obvious difference
Sound Hunt	Adult to hide with a prop whilst making the matching sound – for example a telephone ring sound – can children locate the adult. This could be used with an iPad so that adults can play the sound effect on an App loud enough for children to hear. Other adults to prompt ‘where is the telephone?’. Encourage children to search for the sound in the room	Phone, bell, instrument, noisy ball etc. <i>SEND:</i> Widgit for each sound <i>Challenge:</i> use resources that may sound similar such as cutlery or coins in a jar	
Mrs Browning	Turn a box on its side with the opening facing away from the children. One by one place between four and six familiar noisy items (e.g. a set of keys, crisp packet, squeaky toy) into the box, pausing to name them and demonstrate the sound each one makes. Sing to the tune of ‘Old MacDonald’ but using your own name or one of the children’s: Mrs. . .has a box ee i ee i o and in that box she has a . . . Stop. Gesture and ask the children to listen.	Noisy items (keys, crisps, squeaky toy) Box	
Aspect 2 Instrumental Sounds			
Activity		Resources/Differentiation	Assessment
Rain Maker	Rain maker – adding pasta to containers and shaking. Provide different sized containers and lids so that children can explore with independence. You could provide containers of pasta which is cooked/not cooked so that children can explore the difference in sound. Children could then use flour, paper or feathers to compare	Containers (cups, lunchboxes, bottles) Pasta/rice, Flour, paper, feathers, nuts and bolts <i>SEND:</i> Edible and safe ingredients <i>Challenge:</i> Compare sounds and discuss difference	-Responds to a singular animal sound -Responds to singular musical instrument -Responds in different ways to a wide range of instruments or animal sounds -Shows anticipation of a change in instrumental sound for e.g. putting their hand over their ears or changing facial expression/body language
Stop and Start	Children to explore with instruments. Name each instrument. Children to each have an instrument to explore with. Children to play and stop instrument on your signal. You can use stop/go signs or Makaton signs.	Instruments <i>SEND:</i> Stop and Go widgets. BSL to see visual <i>Challenge:</i> Children to be in charge of signal	

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Adjust the Volume	Two children sit opposite each other with identical instruments. Ask them to copy each other making loud sounds and quiet sounds. It may be necessary to demonstrate with two adults copying each other first. Then try the activity with an adult with one child. Use cards giving picture or symbol cues to represent loud or quiet (e.g. a megaphone, puppet of a lion; a finger on the lips, puppet of a mouse).	Instruments Pictures of lion, fingers on lips, mouse, horn, dripping tap <i>SEND</i> : Makaton for lion, mouse, loud/quiet and widgeits	-Responds to two singly presented stimulus -Responds consistently to a range of stimulus -Develops an awareness of sounds made with noise makers
Matching Sounds	Show pairs of sound makers (e.g. maracas, triangles) to a small group of children. Place one set of the sound makers in a feely bag. The children take turns to select a sound maker from the feely bag. Once all the children have selected a sound maker, remind them to listen carefully. Play a matching sound maker. The child with that sound maker stands up and plays it.	Sound makers <i>Challenge</i> : Play the sound maker behind a screen so children identify by the sound alone	-Develops an awareness of sounds made with instruments -Responds clearly to sounds made with instruments and noise makers -Stop and start playing an instrument at a signal -Play an instrument louder or quieter
Matching Sounds	Invite a small group of children to sit in a circle. Provide a selection of percussion instruments. One child starts the game by playing an instrument. The instrument is then passed round the circle and each child must use it to make the same sound or pattern of sounds as the leader. Start with a single sound to pass round the circle..	Percussion Instruments <i>SEND</i> : Turn taking using pictures of children. BSL to feel each instrument as it is played <i>Challenge</i> : Complex sequence/different rhythms	-Produce contrasts in rhythm, speed and loudness -Keep in time with the beat -Make up patterns of sounds Identify the animals and imitate the sounds
Animal Sounds	Provide a variety of animal puppets or toys and a range of instruments. Encourage the children to play with the instruments and the animals. Discuss matching sounds to the animals. Give a choice of two instruments to represent a child's chosen animal and ask the children to choose which sound is the better fit: Which one sounds most like the mouse? What do you think, David?	Animal puppets Animal pictures <i>SEND</i> : Makaton/widgeits/BSL <i>Challenge</i> : Independent choice	-Identify some sounds they prefer from a choice -Identify an instrument being played behind a screen -Describes differences between instrument sounds -Makes their own accurate sound

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Aspect 3 Body Percussion			
Activity		Resources/Differentiation	Assessment
Action Songs	Singing songs and action rhymes should be an everyday event. Children need to develop a wide repertoire of songs and rhymes. Be sure to include multi-sensory experiences such as action songs in which the children have to add claps, knee pats and foot stamps or move in a particular way. Add body percussion sounds to nursery rhymes, performing the sounds in time to the beat. Change the body sound with each musical phrase or sentence. Encourage the children to be attentive and to know when to add sounds, when to move, and when to be still	Singing/Instruments SEND: Multi-sensory by patting children's knees if they need support. Use Makaton signs and facial expressions for feelings. BSL-Chn to feel as you play the instruments Be aware of noise sensitivity for some pupils. Adjust volume when using tablets or offer the use of ear defenders with a pre warning. Less abstract by hiding items under a sheet	-Shows own way of responding to stimulus -Responds to a particular quality of stimulus i.e. visual/auditory -Shows own way of responding to very obvious stimulus using any sensory channel -Shows own way of responding to a widening range of complexity and variety of stimulus -Shows own way of responding to a range of stimulus using other available senses -Can locate a hidden sound -Distinguishes between two sounds of obvious difference -Distinguishes between a range of environmental sounds by selecting from a wide choice by matching it to the symbol --Communicates about sounds we make with our bodies and what the sounds mean -Produce contrasts in rhythm, speed and loudness
Roly Poly	Rehearse the rhyme with the actions (rotating hand over hand as in the song 'Wind the bobbin up'). Ro ... ly ... po ... ly ... ever ... so ... slowly Ro ... ly ... poly faster. (Increase the speed of the action as you increase the speed of the rhyme.) Now add in new verses, such as: Stamp ... your ... feet ... ever ... so ... slowly Stamp ... your feet faster. Ask the children to suggest sounds and movements to be incorporated into the song. Say hello ever so quietly Say HELLO LOUDER!		
Listen to Music	Introduce different types of music to the children. The children can take turns at being leader. Ask the child who is leading to produce different movements for others to copy. As the children become more confident, initiate simple repeated sequences of movement (e.g. clap, clap, jump). Suggest to the children that they could make up simple patterns of sounds for others to copy. Ask the children to think about how the music makes them feel and let them move to the music.		
Noisy Neighbour	Listening and remembering sounds: Tell a simple story about a noisy neighbour and invite the children to join in. Begin with: Early one morning, the children were all fast sleep – (ask the children to close their eyes and pretend to sleep) – when all of a sudden they heard a sound from the house next door. Ask the children to suggest a suitable ending to the story. Discuss noises they like, noises that make them excited and noises that make them feel cross or sad. Ask when it is a good time to be noisy, and when it is best to be quiet or speak softly (e.g. when we need to listen). List the suggestions. Ask Is this a time to be noisy or quiet?		

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Follow the Sound	Listening and remembering sounds: Invite a small group of children to sit in a circle. The adult begins by producing a body percussion sound which is then 'passed' to the child sitting next to them such as clap, clap, clap. The sound is to be passed around the circle until it returns to the adult. Ask: Do you think that the sound stayed the same all the way round? What changed? Did it get faster or slower? Make the activity more difficult by introducing a simple sequence of sounds for the children to pass on (e.g. clap, stamp, clap).		-Join in with words and actions to familiar songs -Articulate words clearly -Keep in time with the beat
Aspect 4 Rhythm and Rhyme			
Activity		Resources /Differentiation	Assessment
Daily Rhymes	Make sure that singing and rhyming activities are part of the daily routine in small group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the children get ready to go outdoors in wet weather). Play with rhyming words throughout the course of the day and have fun with them. Sing or chant nursery rhymes and encourage the children to move in an appropriate way (e.g. rock gently to the beat of 'See Saw Marjorie Daw', march to the beat of 'Tom, Tom the Piper's Son' and 'The Grand Old Duke of York', skip to the beat of 'Here We Go Round the Mulberry Bush')	Singing and Rhyme Books SEND: Choice boards. BSL-use instruments to tap out the rhyme. Make widgeits to support with completing the rhyme. Multi-sensory approach	-Shows own way of responding to a widening range of complexity and variety of stimulus -Shows own way of responding to a range of stimulus using other available senses -Fixes on an object and tracks as it moves in different directions in immediate visual/auditory field -Looks briefly after disappearing object (including sounds) -Distinguishes between a range of environmental sounds by selecting from a wide choice by matching it to the symbol
Rhyming Books	Regularly include rhyming books as part of the daily book-sharing session. Read these books with plenty of intonation and expression so that the children tune into the rhythm of the language and the rhyming words. Encourage the children to join in with repetitive phrases such as Run, run, as fast as you can, You can't catch me, 'm the Gingerbread Man. Wherever possible make the activity multi-sensory to intensify learning and enjoyment		
Songs	Include a selection of songs within the daily singing session which involve children in experimenting with their voices. Simple nursery rhymes, such as 'Hickory, Dickory, Dock' provide an opportunity for children to join in with wheeee as the mouse falls down. Use this to find related words that rhyme: dock, clock, tick-tock. Substitute alternative rhyming sounds to maintain children's interest and enjoyment.		

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Finish the Rhyme	Finish the rhyme Use books with predictable rhymes that children are familiar with and then stop as you come to the final word in the rhyme. Invite children to complete it. Use plenty of intonation and expression as the story or rhyme is recounted.		-Communicates about sounds we make with our bodies and what the sounds mean -Joins in with movement or actions when rhymes are sung. -Identifies preference of rhyme -Produces words that rhyme using speech or appropriate communication tools
Rhyming Bingo	Give each child in a small group a set of three pictures of objects with rhyming names. (Such pictures are readily available commercially.) Hide in a bag a set of pictures or objects matching the pictures you have given to the children. The children take turns to draw out of the bag one object or picture at a time. Invite the children to call out when they see an object or picture that rhymes with theirs and to collect it from the child who has drawn it from the bag. After each rhyming set is completed chant together and list the rhyming names. As you name objects give emphasis to the rhyming pattern. Teacher should complete as whole group first to demonstrate expectations	<i>Challenge:</i> Carefully select rhyming pairs: cat/hat can/pan log/dog hop/pop pig /wig coat/boat Pen/hen mug/bug	-Sing or chant the rhyming string along with the adult -Identifies rhyming pairs /words -Shows an awareness of rhythm in speech - Develops an awareness of rhyme/rhythm
Aspect 5 Alliteration			
Activity		Resources/Differentiation	Assessment
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'	<i>SEND:</i> Use mirrors <i>Challenge:</i> How does your mouth feel when you make these sounds?	-Responds following a very exaggerated cue/pause in a frequently used game/routine -Responds and anticipates a favourite game/routine once cue is given -Responds and anticipates in a range of game/routines which are used regularly
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.	Objects beginning with same initial sound <i>SEND:</i> Objects of reference <i>Challenge:</i> Can you think of anything else we could add that you cannot see?	-Child able to sit during familiar small group activity but only

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Sound Bag	Make collections of objects with names beginning with the same sound. Create a song, such as 'What have we got in our sound box today?' and then show the objects one at a time. Emphasise the initial sound (e.g. s-s-ssnake, s-s-s-sock, s-s-s-sausage)	Objects beginning with same initial sound <i>SEND:</i> Objects of reference <i>Challenge:</i> Simple tongue twisters She sells sea shells, Peter Piper	attends to their own part/turn/role within it -Child pays attention to familiar adult-led appropriately differentiated small group activity for up to 5m
Role Play	Play alongside children; create a café and place an order: 'Please may I have some juicy jelly' or 'sizzling sausages' or 'chunky chips', 'Chewy cheese', 'spicy spaghetti', 'crunchy crisps', 'yummy yoghurt', 'delicious donuts', 'perfect pasta' 'mmmarvellous mmmelon'	<i>SEND:</i> Widgeits/real food/objects/Makaton <i>Challenge:</i> What do you like to eat at home? Can you describe it with alliteration?	-Identify initial sounds of words -Reproduce the initial sounds clearly and recognisably -Select an extended range of words that start with the same sound -Make up own alliterative phrase/s
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 Sam. Ask, 'Who can it be?' Sam 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. You can do this during registration time or home/lunch time	<i>SEND:</i> Makaton for who/which <i>Challenge:</i> Use letter cards if started RWI. Point or write initial sounds on WB to allow Chn to become familiar with this	
Aspect 6 Voice Sounds			
Activity		Resources/Differentiation	Assessment
Mouth Movement	Explore different mouth movements with children – blowing, sucking, tongue stretching and wiggling. Practising these movements regularly to music can be fun and helps children with their articulation.	<i>SEND:</i> Mirrors and widgeit expressions to copy	-Cries to communicate needs, eg hunger, pain. -Makes sounds in response when you talk.
Voice Sounds	Show children how they can make sounds with their voices, for example: Make your voice go down a slide – wheee! Make your voice bounce like a ball – boing, boing. Sound really disappointed – ohhhh. Hiss like a snake – ssssss. Keep everyone quiet – shshshsh. Gently moo like a cow – mmmoooo. Look astonished – oooooo! Be a steam train – chchchchch. Buzz like a bumble bee – zzzzzzz. Be a clock – tick tock. This can be extended by joining single speech sounds into pairs (e.g. ee-aw like a donkey).	<i>Challenge:</i> joining single speech sounds into pairs e.g. ee-aw like a donkey	-Uses own communication system in a purposeful way. (Sounds, gestures, words, OOR) -Child able to use their communication system to fill in an expectant pause within a highly

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Fred Frog	Encourage a small group of children to sit in a circle or facing the front so they can see you and Fred Frog. Have ready a bag of pictures of objects (e.g. cat, dog, mug, sock) and sound out and blend the phonemes in their names. Ask each child in turn to take out a picture or an object from a bag. Hold it up and tell the group that Fred Frog only understands robot voice. Ask the children to name the object as Fred would and demonstrate it for them in a robotic voice (e.g. 'c-a-t'). Feed the object or picture to Fred and encourage the group first to listen to you and then join in as you say the word exaggerating the sound of each phoneme, followed by blending the phonemes to make the word.	<i>SEND:</i> Where children are none verbal or limited verbal but cognitively able to complete and understand the activity, use a communication device	familiar routine with a specific related response -Babbles by repeating a series of sounds, eg ba ba ba. -Repeats own sounds when repeated by others -Shows a preference by choosing their preferred object from a choice of 2. -Looks at a desired item out of reach and vocalise or reaches towards it -Child directs communication to communication partner when close by -Child directed to a person to communicate. -Child independently communicates with a person of their choosing. -Child able to use their communication system to fill in an expectant pause within a range of routines with up to 10 specific related responses (i.e. words, sounds, signs, symbols, photos) -Within familiar routines child able to use their communication system to request a single item
Listening and Remembering Sounds	Chain Games: Working with a small group of children, an adult makes a long sound with their voice, varying the pitch (e.g. eeeeeee). The next person repeats the sound and continues as the next joins in, to form a chain. The sound gets passed as far round the circle as possible. Start again when the chain is broken. Target Sounds: Give each child a target sound to put into a story when they hear a particular word or character (e.g. make a 'ch' sound when they hear the word 'train'). Start with a single sound that the small group of children can make together when they hear a target word. Be prepared to prompt initially and leave pauses in your reading to make it obvious where the sounds are required. Whose Voice? Record some children talking while they are busy with a freely chosen activity and play the recording to a larger group. Can the children identify each other's voices?	<i>SEND:</i> slow pace Children can hold up pictures of faces when they hear their voice	
Talking about Sounds	Sound Story Discuss with the children how they can use their voices to add sounds to stories such as Bear Hunt, Chicken Licken or The Three Billy Goats Gruff. Repeat favourite rhymes and poems in different voices together (e.g. whispering, growling, shouting, squeaking) and discuss the differences. Watch My Sounds Provide small mirrors for the children to observe their faces, lips, teeth and tongue as they make different speech sounds and experiment with their voices. Provide home-made megaphones in the outside area so the children can experiment with different speech sounds and their volume Animal Noises Provide simple animal masks, and tails if possible, to encourage the children to dramatise animal movements and sounds	<i>SEND:</i> Use visual representations e.g. a graphic score to show high sounds and low sounds For sound story, use water to splash, mud to squelch in. ice to crunch, leaves to stand on, mud to squelch in, have a recording of a troll etc. Pre-verbal pupils to watch mouth movements	

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Aspect 7 Oral Blending and Segmenting (alongside RWInc)		
Activity		Resources/Differentiation and Assessment
Clapping sounds	Think of words using the letters in RWInc (each set) and sound them out, clapping each phoneme with the children in unison, then blend the phonemes to make the whole word orally. As children's confidence develops, ask individuals to demonstrate this activity to others. E.g m-a-t, mat. Before this, ensure you are clapping each phoneme in routine words such as c-oa-t, s-i-t, h-a-t, c-u-p, b-a-g, m-il-k	Sound Buttons Challenge: according to RWI -Shows own way of responding to stimulus -Responds to a particular quality of stimulus i.e. visual/auditory -Fixes on an object and tracks as it moves in different directions in immediate visual/auditory field -Responds when a gap is left by an adult in a favourite game -Repeats action when adult response is delayed -Child able to sit during familiar small group activity but only attends to their own part/turn/role within it -Child pays attention to familiar adult -led appropriately -differentiated small group activity for up to 5m -Count or clap out phoneme sounds in CVC words Identify items by blending e.g. t_a_p... tap! -Speak in sound talk e.g. t - a - n
Fred Talk	Introduce to the children a soft toy that can only speak in 'sound-talk'. The children see the toy whispering in the adult's ear. To add to the activity as the toy whispers the adult repeats the sounds, looks puzzled and then says the word straight afterwards. For example: What would Fred like for tea today? The toy speaks silently in 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? Be careful to think of items with names of only single syllables (e.g. fish, cake, pie, soup). Use different scenarios: What does Fred like to do in the playground? (hop, skip, jump, run, etc.). As the children become more confident, make some errors – blend 'skim' for 'skip', for example, and ask them to catch you out by giving the correct blend. Encourage the children to ask the toy questions with yes/no answers (e.g. Can you sing? Y - e -s/N -o). Or ask the toy the colour of his bike, his bedroom walls, his jumper, etc. and the toy will answer r - e -d, b -l-ue, g - r -ee -n, m -au -ve.	
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'. Ask the children to think of other scenarios which they could tell the toy or let them give him instructions. Then model the sound - talk for the children to repeat. available to the children for them to practise and experiment with sound-talk. The children will soon begin to start the segmenting themselves. Leave the soun d -talk toy freely. On special occasions, weekends or	

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	holidays, the toy may go on adventures or go to stay at the children's homes. When he returns he will have lots to tell the children about his escapades – in sound-talk.	
Say the sounds	When the children are used to hearing the toy say words in sound-talk and blending the individual sounds to make words, you may be able to ask some children to see whether they can speak in sound-talk. Choose some objects with three phoneme names that you are sure the children know and hide them in a box or bag. Allow one of the children to see an object, and then ask them to try to say the separate sounds in the name of the object, just like the toy does (e.g. d-u-ck). The other children then blend the sounds together to make the word. The child can then reveal the object to show whether the other children are right.	