

Phonological awareness activity

- Have a list of words ready to read out with the sound positioned at various places in the word e.g. /t/: top, tan, cats, tank, plant, root(make them trickier depending on the ability/age of the child) antler, tatters, titrate, tortoise, torchlight, turtle, attempt.
- Place the BME sheet in front of the child and then give them some counters.
- Point out that the 'B' stands for beginning, 'M' for middle and 'E' for end.
- Tell the child that you will be saying some words that contain the sound that they have been working on. They will have put a counter on the place where the sound is in the word. It will either be in the beginning (point to B), middle (point to M) or end (point to E).
- Model the first example so that the child can see what the expected response should be.
- Do not remove the counters when they have completed each word.
- At the end of the activity ask the child if they can see a pattern of where the sound is placed in words.