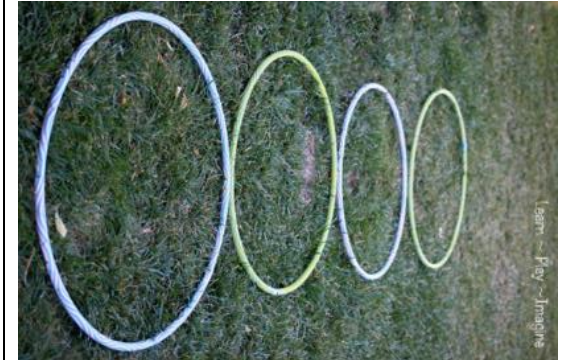




Oral Blending and Segmenting Activities

Segmenting sentences into words

1. Use basic commands (sit down, come here now). Place hoops in a line on the floor. The child jumps into a different hoop for each word, starting with the left and finishing on the right (reading direction).
2. Have 3 children side by side. Give a 3-word sentence. Can children jump forward (first child = first word and so on) for each word? Use words first, next, last.
3. Sit children in a circle. Children repeat a sentence after an adult slowly, pushing a ball to each other when a speaker says a word.
4. Say a sentence. Have the children repeat the sentence and use blocks or other objects to represent the words, building a snake that shows how many words are in the sentence. Could also be ticks or counters in a row of squares.


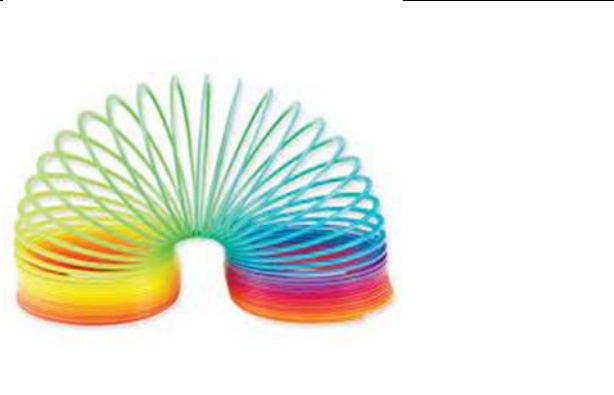
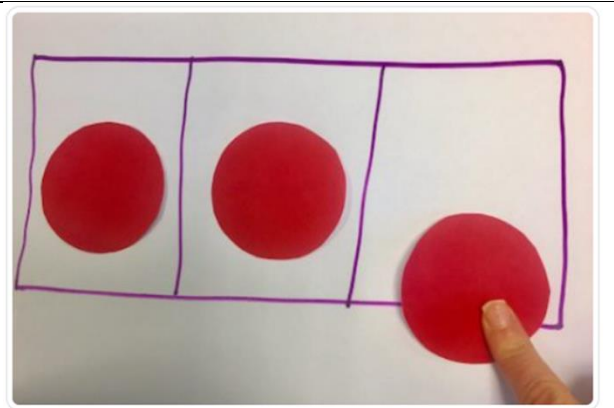


Segmenting words into syllables

Singing or clapping

1. Start with 1-syllable words, then differentiate between 1-2, then 2-3.
2. Singing/saying – finger under chin! 1 'jaw-drop' per syllable. Compound words are best to start with (snow-man, skate-board)
3. Use syllable cards to
 - Sing the name of the object and match the number of syllables to a number
 - Give a child a number – can they match to the correct syllable card?
 - Play 'snap'! Match the syllable card with correct number.
 - Children repeat a multi-syllabic word after an adult. Throw a bean bag to each other in a circle when they speak a syllable
 - Play syllable bingo!



<p>Blending syllables into words</p>	<p>Inverse of segmenting and should be taught alongside</p> <ol style="list-style-type: none"> 1. Begin with compound words (foot-ball, sun-set). Say each sound with a time lapse long enough to challenge working memory and ask the child to say the word really fast! 2. Play 2-syllable pairs 	
<p>Blending sounds into words</p>	<ol style="list-style-type: none"> 1. Use imagery to show the 'pushing' of sounds together – slinky, elastic band, child on a slippery slide to understand smoothness and speed and the 'bumping into each other'. 2. Start with continuous sounds – /f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/ and the vowel sounds) and words with only 2 phonemes. 3. Then, continuous sounds with 'stop sounds' at the end (e.g. mat) followed by any 2 or 3 phoneme word (top will be harder than mop) 4. Use hand gestures and phoneme frames to visually reinforce 	
<p>Segmenting words into sounds</p>	<ol style="list-style-type: none"> 1. Thing 'stretching' out a word – sound talk/robot talk/snail talk 2. Use sound buttons in phoneme frames 3. Start with 2 phonemes (an, say, for, too) before moving to 3 (can, fish, chin, leaf) etc <p>Health warning – consonant blends! nd/nk/sn.</p> <ol style="list-style-type: none"> 4. Use motivating games – boardgames with pictures of words to segment/pairs & picture cards. 	 <p>Sound buttons in a phoneme frame.</p>

