



## ALLITERATION

### Main Purpose of Aspect 5:

- To develop understanding of alliteration.
- To listen to sounds at the beginning of words and hear the differences between them.
- To explore how different sounds are articulated, and to extend understanding of alliteration.



### Activity 1: Silly Soup -

Tell the children you are going to make some silly soup by putting 'ingredients' (e.g. a banana, bumble bee and bug) into a bowl. Make the pattern clear by emphasizing the initial sound. By observing mouth movements draw the child's attention to the way we start each word and form sounds. Tell the child that they are going to concoct his/her own recipes using ingredients that begin with the same sound. Ask the child to place the cards or objects in the bowl. Comment and congratulate the child on his/her silly recipes. Ask the child to recite the list of chosen ingredients.

### Activity 2: Musical Corners -

Put a chair in each corner of the room, or outdoors. Collect four sets of objects, each set containing objects with names that start with the same sound. (Four different initial sounds are represented.) Keep back one object from each set and place the remaining sets on each of the four chairs.

At first, the child sits in a circle or facing you. Name each of the four sets of objects, giving emphasis to the initial sound.

Explain that now there will be music to move around or dance to and that when the music stops the child is to listen. You will show them an object and they should go to the corner where they think it belongs.

### Activity 3: Mirror Play -

Provide a mirror for each child or using the one in the bathroom whilst the child takes a bath is a great idea. Play at making faces and copying movements of the lips and tongue. Introduce sound making in the mirror and discuss the way 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 lips shape the sounds 'sh' and 'm'.

### Activity 4: Name Play -

Call out a child's name and make up a fun sentence starting with the name (e.g. Ben has a big, bouncy ball. Kulvinder keeps kippers in the kitchen. Tim has ten, tickly toes. Fiona found a fine, fat frog.) Ask the children to think up similar sentences for their own names to share with others.





## Activity 5: I Spy -

Place a group of objects in the middle of the floor made up of a variety of initial sounds. Start the game by ensuring the children know what each object is. Then say "I spy with my little eye, something that begins with...." and give the sound of the first letter, for example d for dog. The child should then pass you the correct object. You can extend the game by asking the child to be the caller for you once they become confident.

### Considerations:

\*Singing rhymes and songs with alliterative lines such as 'Sing a Song of Sixpence' and playing with jingles such as 'Can you count the candles on the cake?' helps to tune children's ears to the relationship between the sound structures of words. Ultimately children need to be able to isolate the initial phoneme from the rest of word (e.g. to be able to say that 'nose' begins with the sound 'n') Children need to have a wealth of experience of hearing words that begin with the same sound so it is important to keep practising familiar tongue twisters and also to be inventive with new ones to model alliterative possibilities to the children.

\*Do not expect all the children to be able to produce a full range of initial sounds or be able to produce the initial clusters such as 'sp' for spoon. Just make sure that the child's attention is gained before reciting the string of sounds so that they can experience the initial sound pattern as it is modeled for them.

