



ORAL BLENDED AND SEGMENTING

Main Purpose of Aspect 7:

- To develop oral blending and segmenting of sounds in words
- To listen to phonemes within words and to remember them in order in which they occur.
- To talk about the different phonemes that makes up words.



Activity 1: Oral Blending –

It is important that children have plenty of experience of listening to adults modelling oral blending before they are introduced to the grapheme (letter shape) phoneme (the smallest unit of sound) correspondences. For example, when giving children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend the sounds together to say the word (e.g. “it’s time to get your c-oa-t coat”, or “touch your toe-s, toes”) Use only single syllable words for oral blending.



Activity 2: Cross the River –

Place the objects or picture cards beside the river. The river could be an old bit of blue material or a towel or drawn on the floor outside using chalk. Use a puppet or teddy to call out the name of an object in sound- talk (e.g. p-e-g.) The child picks up the object, blends the sounds to make the word and crosses the river. Some common CVC objects you might have around the house could be a- sock (s-o-ck) peg (p-e-g) doll (d-o-ll) a toy bus (b-u-s) a fork (f-or-k) a cup (c-u-p) a coat (c-oa-t) to name a few.



Activity 3: Which one? –

Lay out a selection of familiar objects with names that contain three phonemes (e.g. lead, sheep, soap, fish, sock, bus.) Check that all the children can recognise each object. Bring out a toy that you are happy to sound – talk with and ask your child to listen carefully while it says the names of one of the objects in sound-talk so they can help it to put the sounds together and say the word. The toy then sound-talks the word, leaving a short gap between each sound. Encourage the children to say the word and identify the object. Your child can then repeat the sounds and blend them together – it is important that they do this and don’t simply listen to the adult doing so.



Activity 4: Phoneme Fingers –

When children are used to oral blending and can readily blend two and three phonemes to make words, introduce the idea of counting how many phonemes they can hear. For example p-i-g, pig. If we say the phonemes in that word one by one you will hear 3 phonemes.





Activity 5: I Spy –

Place on the floor or on a table a selection of objects with names containing two or three phonemes (e.g. zip, hat, comb, chain, cup, boat, tap, ball.) Check that all the children know the names of the objects. Using a toy if comfortable, say 'I spy with my little eye a z-i-p'. Then invite your child to say the name of the object and hold it up. The child should then say the individual phonemes and blend them together 'z-i-p. zip'. When the children have become familiar with this game use objects with names that start with the same initial phoneme (e.g. cat, cap, cup, coat, cot, kite etc.) This will really encourage them to listen and then blend right through the word rather than trying to rely on the initial sound.



Considerations:

*During phase 1 there are no expectations that children are introduced to letters (graphemes) Of course some children may bring knowledge of letters from home, and be interested in letters they see around them on the signs, displays and in books. It is fine to respond to children's comments and queries about letters and words in print.



*Children who can hear phonemes in words and sound them out accurately are generally well placed to make a good start in reading and writing.



*Children need to hear the sounds in the word spoken in sound-talk immediately followed by the whole word. Avoid being tempted to ask any questions in between such as "I wonder what that word can be?" The purpose is to model oral blending and immediately give the whole word.



*Use a toy rather than a puppet as it is important that children watch the adults face and mouth to see the sounds being articulated clearly, rather than focusing on the imitated movements of a puppet.



*It is very important to enunciate the phonemes very clearly and not to add an 'uh' to some. (E.g. 'sssss' not 'suh' 'mmmmm' not 'muh.'



*Once children have been introduced to blending and segmenting they should be practiced hand in hand as they are reversible processes.

