



RHYTHM AND RHYME



Aspect 4

Main Purpose of Aspect 4:

- To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.
- To increase awareness of words that rhyme and to develop knowledge about rhyme.
- To talk about words that rhyme and to produce rhyming words.



Activity 1: Rhyming Books -

Regularly include rhyming books as part of your 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, I'm the Gingerbread Man." Where ever possible make the activity multi-sensory to intensify learning and enjoyment.



Activity 2: Rhyming Pairs -

In a pairs game, use pictures of objects with names that rhyme. The child takes it in turn to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the adult has a turn. Start with a small core set of words that can be extended. The child needs to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.



Activity 3: Learning Songs and Rhymes -

Make sure that singing and rhyming activities are part of the daily routine and are repeated incidentally as events occur (e.g. 'it's raining its pouring' as you get them ready for going outside in the 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 'The Grand Old Duke of York'. Skip to the beat of 'Here we go Round the Mulberry Bush'.)





Activity 4: Rhyming Soup -

Sit where your child can see a selection of rhyming objects or picture cards (e.g. rat, hat, cat) placed in front of them. Use a bowl and spoon as props to act out the song. Invite your child to choose an object to put into the soup and place it in the bowl. After each turn, stir in the soup and sing the following song to recite the growing list of things that end up in the soup

Sing the first part of the song to the tune of 'Pop goes the Weasel:'

I'm making silly soup
I'm making soup that's silly
I'm going to put it in the fridge
To make it nice and chilly
In goes.... a fox, a box, some socks...



Activity 5: Odd one Out -

Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the child to identify the 'odd one out:' the name that does not rhyme. Start with a small set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.



Considerations:

*It is important for children to experience a rich repertoire of poems, rhymes and songs. They need to build a stock of rhymes through hearing them repeated in different contexts.

*Keep the songs you sing slow so you can emphasise the rhyming patterns.

*When children experiment with nonsense rhymes they are not confined by their own learned versions of words and so can tune into and produce rhyming patterns.

*Generating rhymes is a difficult skill to master. Accept all the children's suggestions. Where the children do manage to fill in with a rhyming word, congratulate them on having done so and draw attention to the rhyming pattern.

