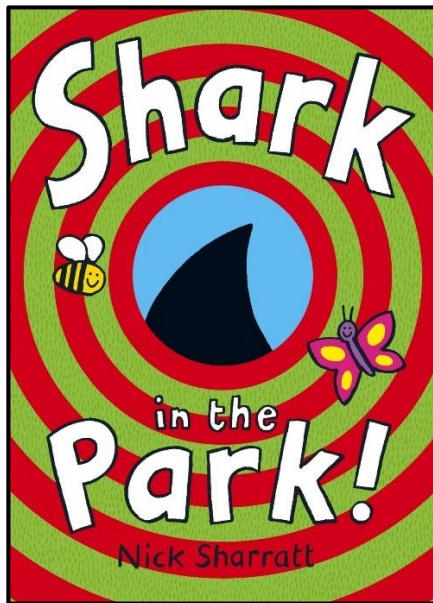


## Early Phonics: Shark in the Park

Activities for children to focus on developing their speaking and listening skills; and focus on listening to the sounds around them and also begin building on their segmenting and blending skills.



This book will have been enjoyed in school but a good book cannot be read and enjoyed enough.

Also, if you have a toilet roll (or two), or a kitchen towel roll, you make a telescope and go exploring around the home, balcony, garden or when out in your local park.

**Enjoy the book:**

<https://www.youtube.com/watch?v=Ketu-SWDyD0>

**Talk about the book**

There are lots of things going on in the park, see what your child can spot on different pages.

**Make a telescope**

Give your child a cardboard tube, for example from a roll of kitchen paper, to use as a telescope; what can they spot at home or in the park?



## Aspect 4: Rhythm and Rhyme

Read with your child. Can they listen to and join in with a wide variety of rhymes, including nursery rhymes and rhyming books?

### Aim: to find the rhyming pairs

- Show the page of objects and say:  
Timothy Pope, Timothy Pope, looks through his telescope. He looks to the sky, he looks to the ground, he looks left, he looks right, he looks all around.  
"There's a (name an object from the page) in the ... (partner has to locate the rhyming object and name it)!"
- Repeat 'There's a...' phrase together.
- Swap partners and try with a different object.
- **Challenge:** can you find rhyming objects in the home and play the game again?



☆ Don't forget to share your rhyming pairs with school. ☆

Alternatively, cover over one of images in each frame:

**There's a ...**



**in the ...**



**There's a ...**



**in the ...**



**There's a ...**

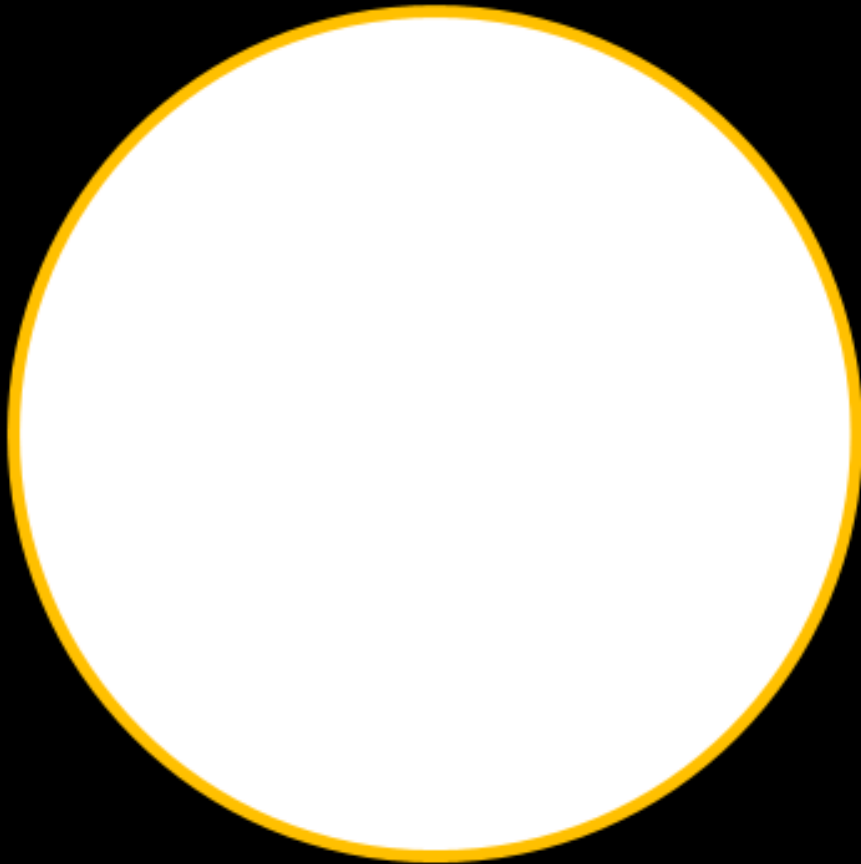


**in the ...**

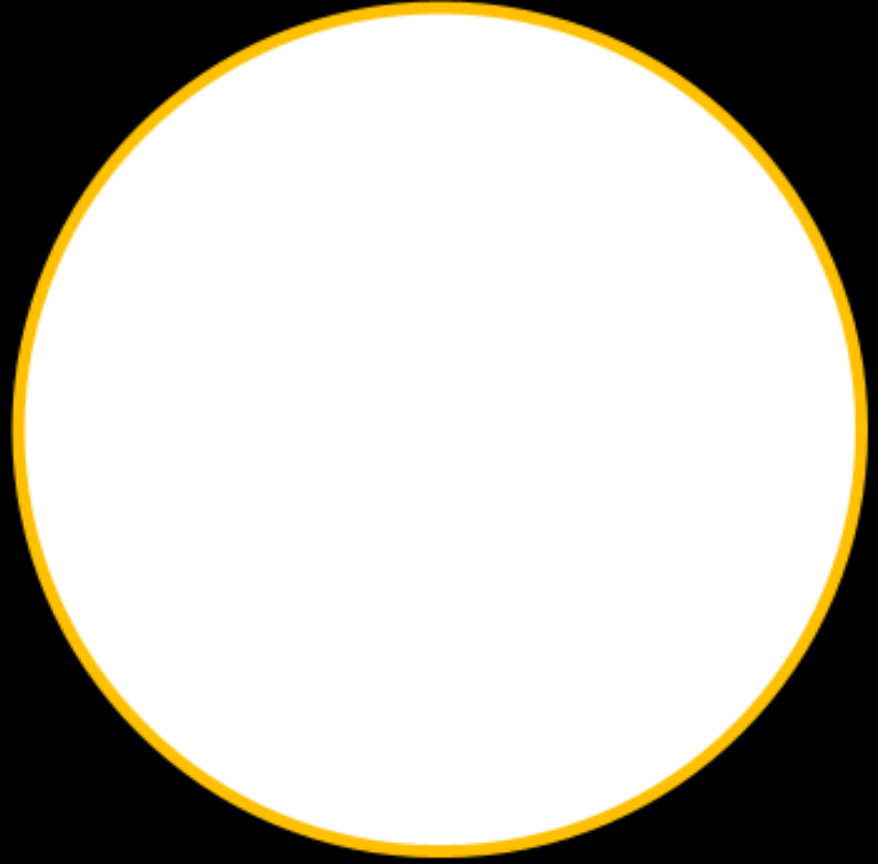


Use this sheet to place your rhyming objects on.

**There's a ...**



**in the ...**





## Aspect 5: Alliteration

Identifying the opening sounds of different words is a very important aid to developing the skills needed for reading. Can your child find words/objects that start with the same sound?

**Aim: to find objects that start with the same sound**

▪ **Say:**

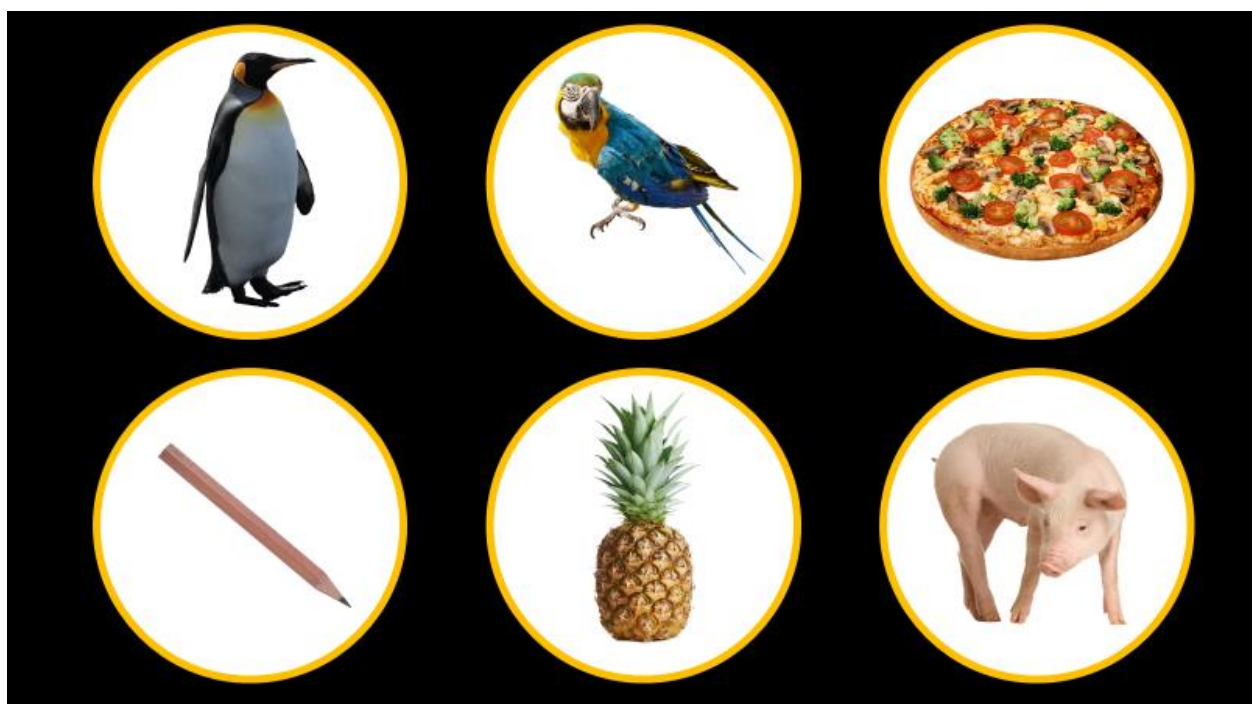
Timothy Pope, Timothy Pope, looks through his telescope. He looks to the sky, he looks to the ground, he looks left, he looks right, he looks all around.

**This is what he sees...**(and begin to name the objects seen)

▪ **Ask:** what sound do they all begin with?

▪ **Ask:** can you find another object that starts with the same sound?

▪ **Challenge:** can you choose a different sound and collect objects that start with that sound?



☆☆Super challenge☆☆

Can you play this game for each sound in the alphabet?



Don't forget about:

ch

sh

th

'sh' has been done for you already

## Aspect 7: Oral blending and segmenting

Helping your child to say the sounds in a word in the order they come. E.g. dog contains 'd' 'o' 'g'.  
Can you help your children say the sounds in words that contain three sounds?

### Aspect 7: Oral Blending

- Show a small selection of everyday objects that contain 3 sounds. Say the sounds of one of the objects, in order, to your child and ask them to tell you what the object is.
- Adult: I spy a 'g' 'oa' 't'
- Child: 'goat' (and may pick up the item)



**Aim: to hear the sounds in a word (object) and blend them to say the word**

- **Say:**  
Timothy Pope looks through his telescope and this is what he sees.  
**He sees...(and say the sounds of the object)**
- **Ask:** what is the object?
- **Challenge:** can you choose different objects with three sounds?



Timothy Pope looks  
through his telescope.

**He sees...**



## Aspect 7: Oral blending and segmenting

Helping your child to say the sounds in a word in the order they come. E.g. dog contains 'd' 'o' 'g'.  
Can you help your children say the sounds in words that contain three sounds?

### Aspect 7: Oral Segmenting/Blending

- Show a small selection of everyday objects that contain 3 sounds. Ask you child to choose an item and tell you the sounds, in order, and then blend after.
- Child: 'h' 'or' 'se', 'mouse'
- Adult: collects the horse from the selection



**Aim: to say the sounds in word (object) and then blend them together after to say the word**

- **Say:**  
Timothy Pope looks through his telescope and this is what he sees.  
**He sees...**(say the sounds of the object and then the complete word)
- Swap partners and they have a turn to sound the sounds and then blend the word afterwards
- **Challenge:** can you choose different objects with three sounds?



Timothy Pope looks  
through his telescope.

**He sees...**



Tower Hamlets Education Partnership  
**IMPROVING SCHOOLS TOGETHER**

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May 2020