

# Phonological Awareness

(with examples based on NEL K2 English Language Big Book –  
A Visit to Doctor Lim)

## Overview:

Phonological Awareness is the awareness of the sounds in English. It is important as it enables children to recognise the sounds of the English Language. It also provides a good foundation for phonics instruction. These activities aim to teach children to hear and say separate words in speech and also identify whether words rhyme. Phonological Awareness activities are carried out by focusing on the sounds of letters. The print of the letters is not introduced during these activities.

Here are two examples of Phonological Awareness activity ideas based on the NEL K2 English Language Big Book.

Learning Goal	Listening for and saying the sound /cr/
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- Prepare picture cards for words beginning with the sound /cr/, e.g., cry, crate, crack, crab, cream, crocodile.
- Show the picture card for *cry*. Tell the children that it begins with the sound /cr/. Get them to repeat the word and the beginning sound /cr/ after you. E.g., cry, /cr/
- Show the children how to make the sound /cr/. Ask them to look at your mouth as you make the sound. Tell them that their tongue will be nearly touching the roof of their mouth and it will look as if they are gritting their teeth when they make the sound.
- Show the children the other picture cards for words beginning with /cr/ and get them practise saying the word and beginning sound with you.
- Encourage them to share other words that begin with the sound /cr/.

Learning Goal	Listen for and identify words that rhyme
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- Turn to page 3 of the Big Book and read the sentence to the children, “I don’t want a prick!”.
- Then read the sentence on page 3, “Can’t I just stay home and be sick?”. Do not show the book so as to get the children to focus on hearing the words in the sentence.
- Ask, “Prick. What other word has the same ending sound as *prick*?” (*sick*). Repeat the two sentences if necessary.
- Tell the children that the words rhyme because they have the same ending sound, -ick.
- Repeat the process for the following sentences in which the rhyming words appear.
  - Page 4: car/far
  - Page 4: head/bed
  - Page 7: no/go
  - Page 9: toys/boys
  - Page 11 and 12: cry/try/why
  - Page 14: sting/thing
  - Page 16: say/ok