

BEFORE YOU START

Have a selection of rhyming stories for your child(ren) to choose from. Ask them to listen carefully to the text and say stop when they hear a rhyme. Ask your child(ren) to draw the rhyming pairs together on paper. Prompt them to think about what helped them identify rhymes in the story. Ask your child(ren) how they would sort of pictures. Don't mention rhyming and use this as an opportunity to see who uses what attributes of the words and pictures to define the sort.

- *Do they use sounds, initial or rime?*
- *Do they use meaning?*
- *What clues does this give you about your learners?*
- *How can you use these clues to support your learners to find out about rhyme?*

TEST IDEAS

Once your child(ren) have had a chance to review how they would sort the cards, introduce the idea of sorting by rhyme.

How would this change their sort?

How would they make their decisions about where to group words?

Let your child(ren) experiment and test ideas try to find ways of sorting out the cards with rhyme.

Encourage your child(ren) to say the name of the picture clearly and use their listening to group and sort.

Use mistakes or misconceptions as launch pads for new learning; this can be done through either modelling or questioning.

BUILD ON IDEAS

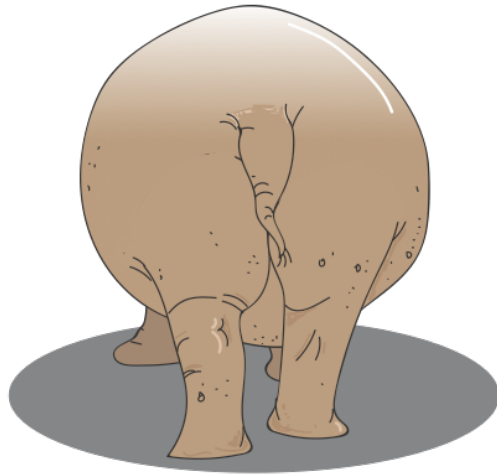
In order to extend ideas, you can then add the word cards into the sorting task.

Find the word cards to match the pictures in their already sorted groups. (Using pre-sorted groups is important as it has the students focusing on the sounds not the letter patterns of the words when thinking about rhyme).

Invite your child(ren) to choose a 'rhyming' set of pictures and words to investigate.

Have your child(ren) organise words and pictures in the rhyming set in a row where the words are under each other.

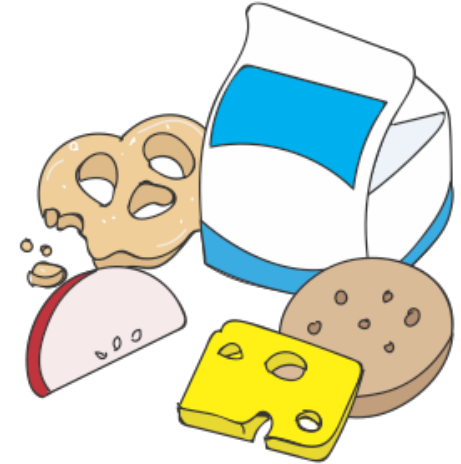
Model saying a pair of rhyming words together and emphasising the sounds that rhyme. See if they can think of or find any other words that might in these rhyming families.



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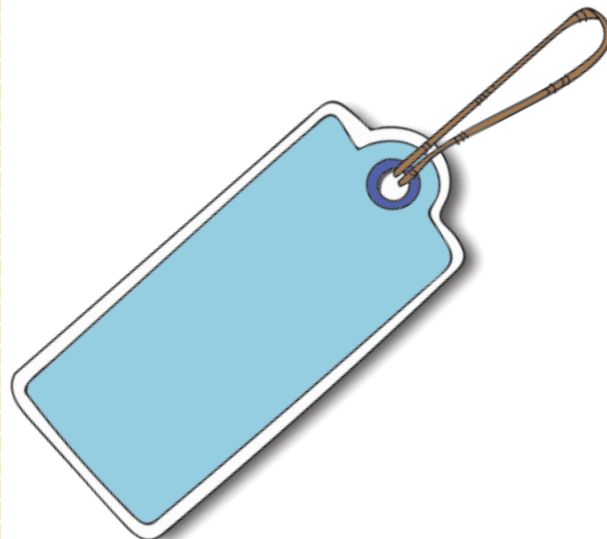
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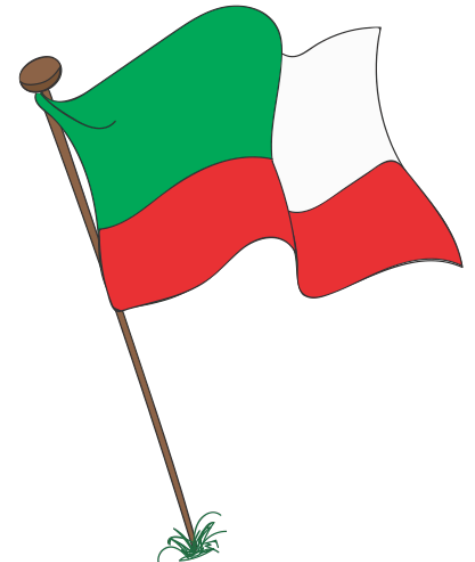
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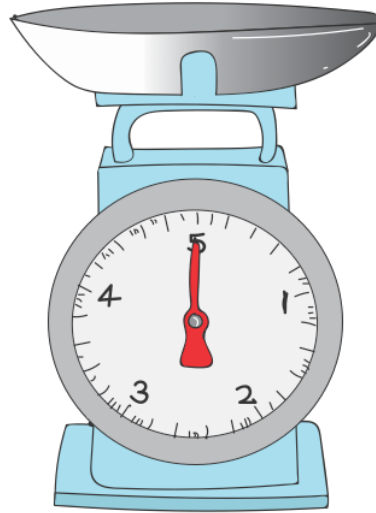
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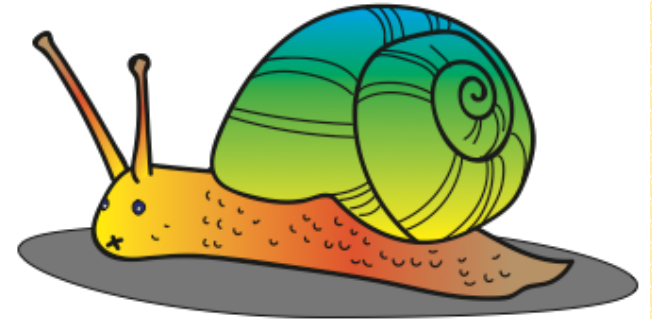
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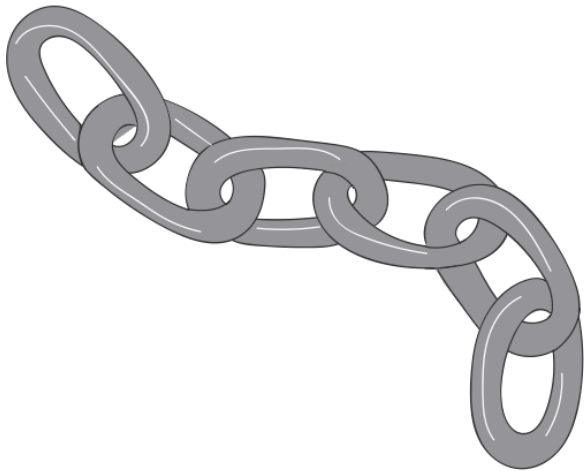
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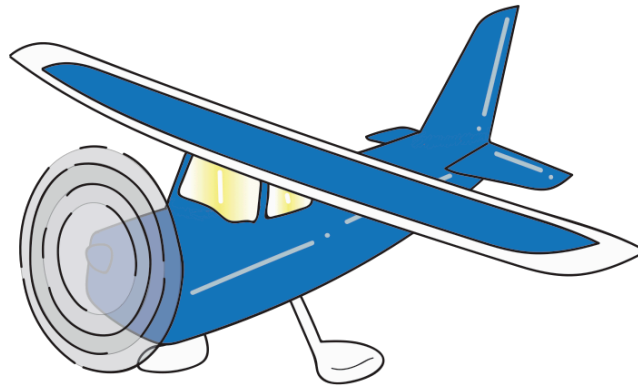
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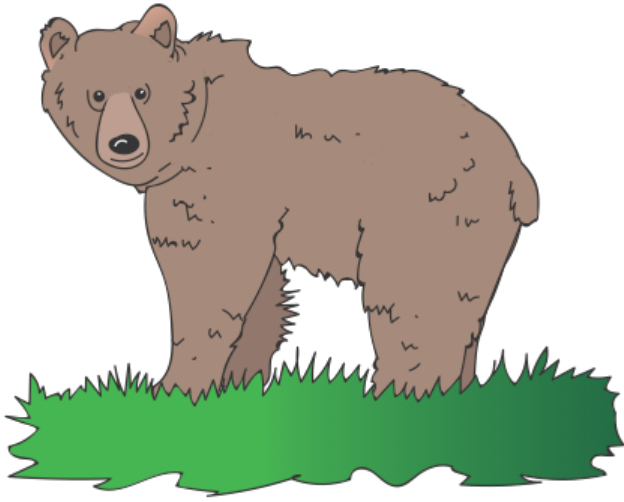
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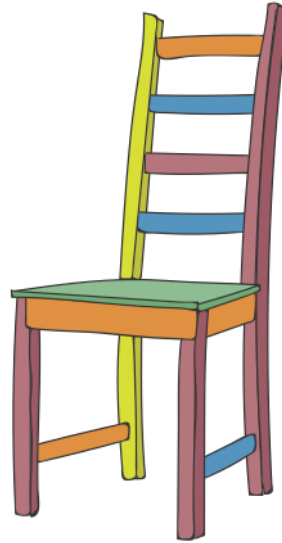
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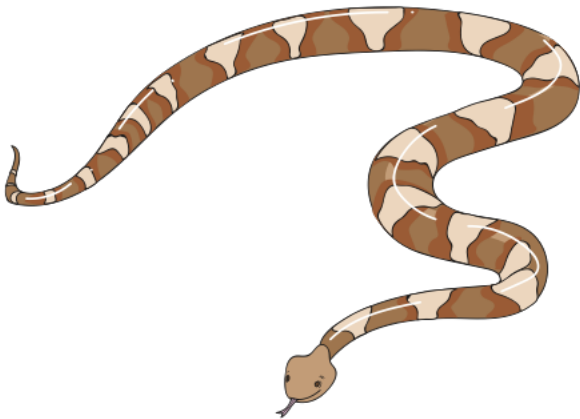
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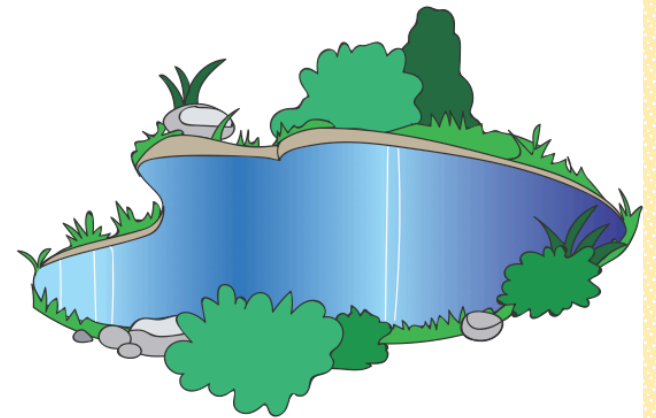
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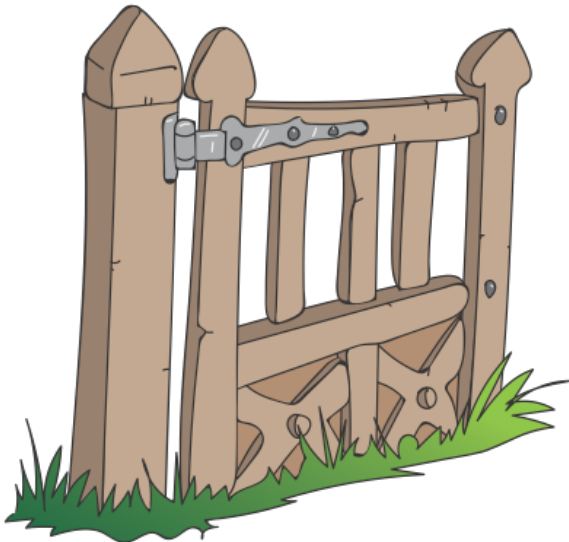
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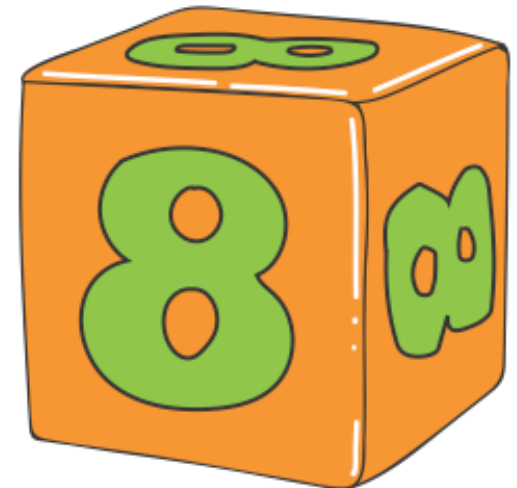
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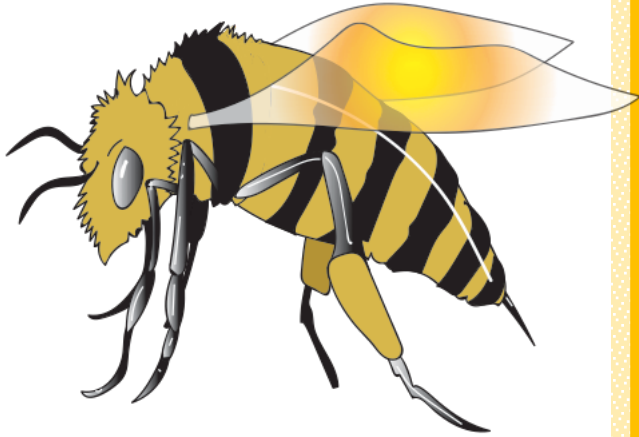
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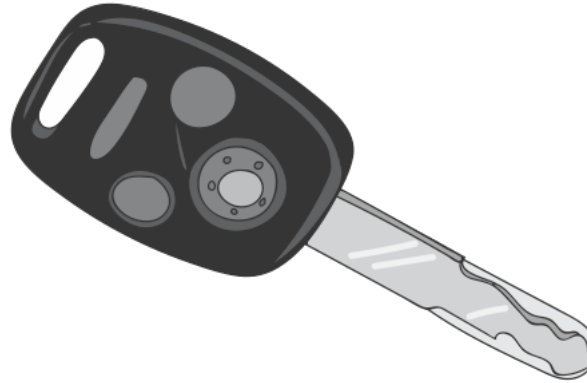
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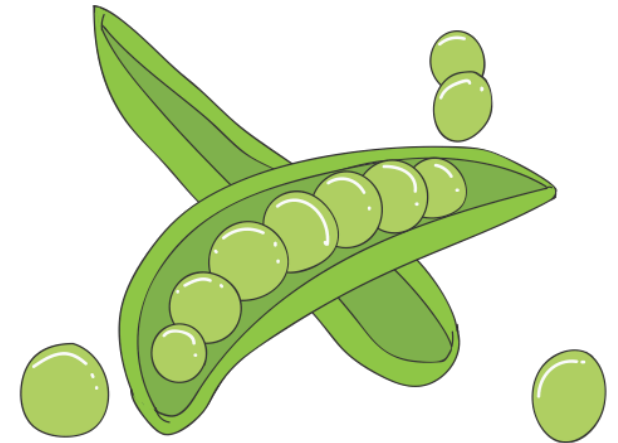
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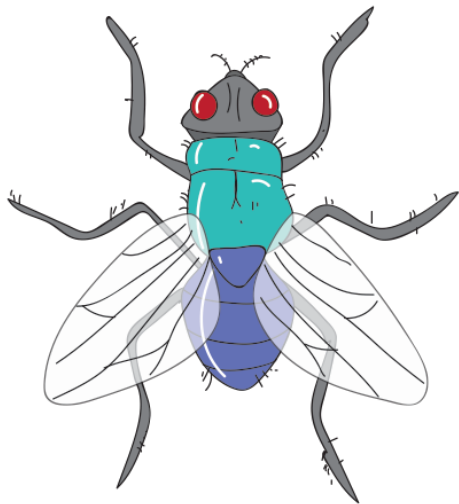
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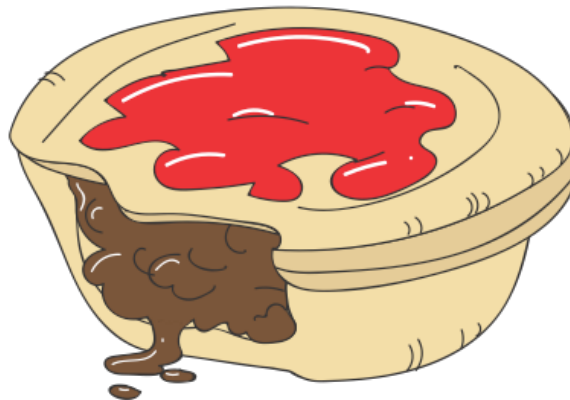
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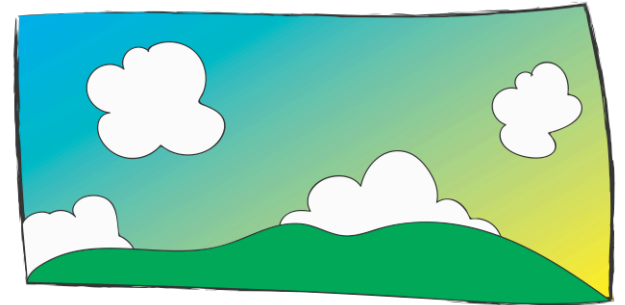
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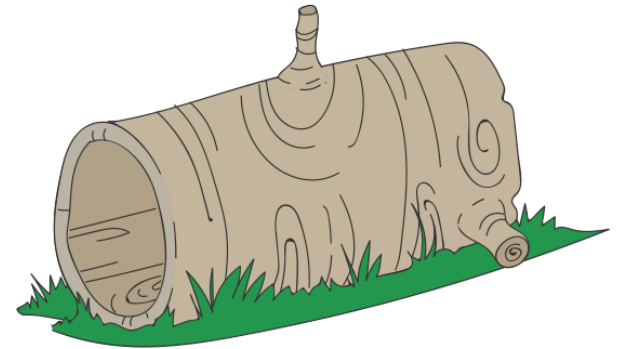
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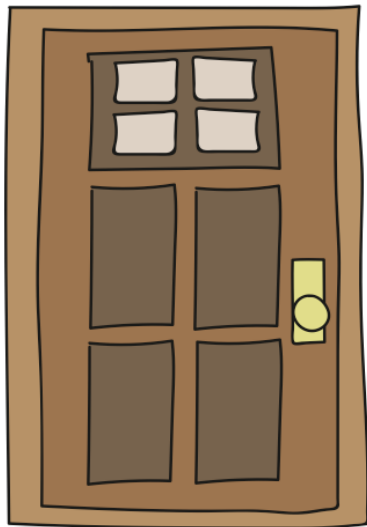
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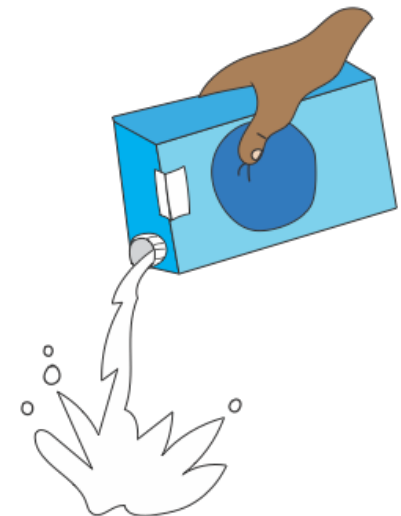
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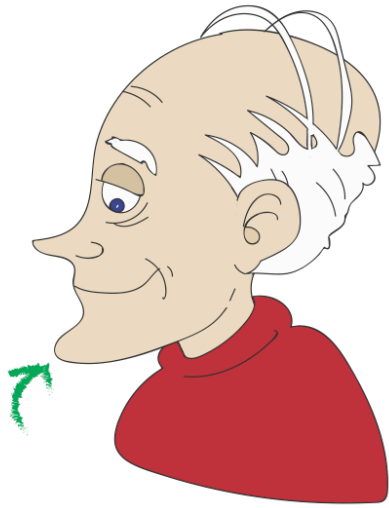
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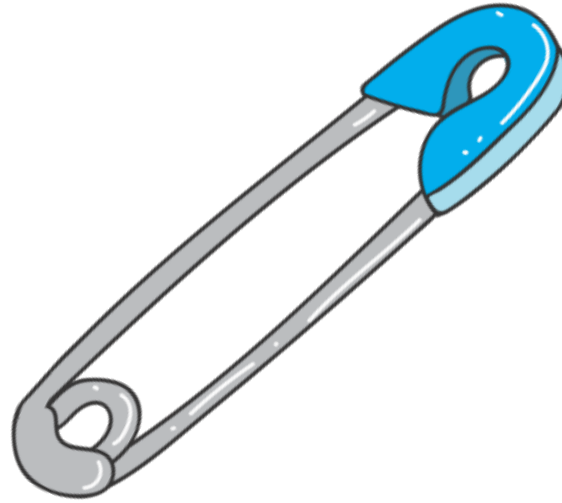
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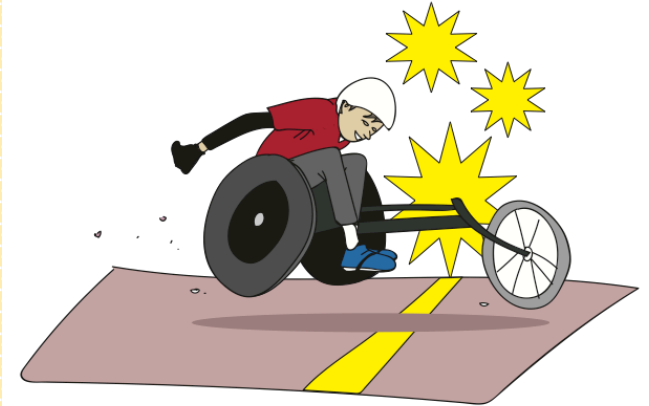
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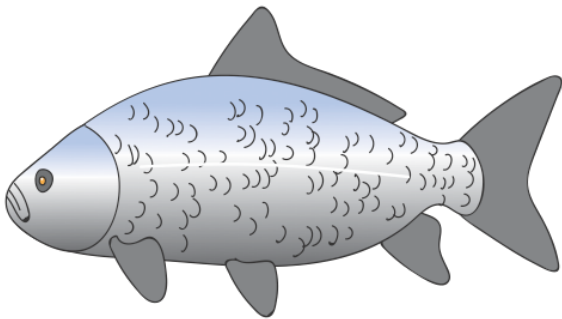
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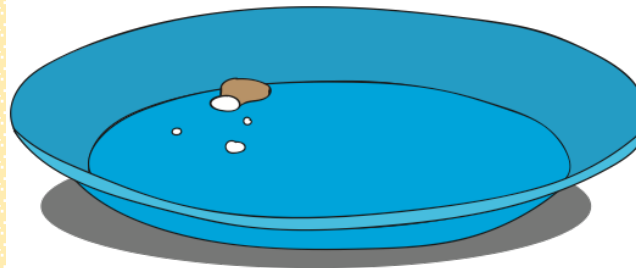
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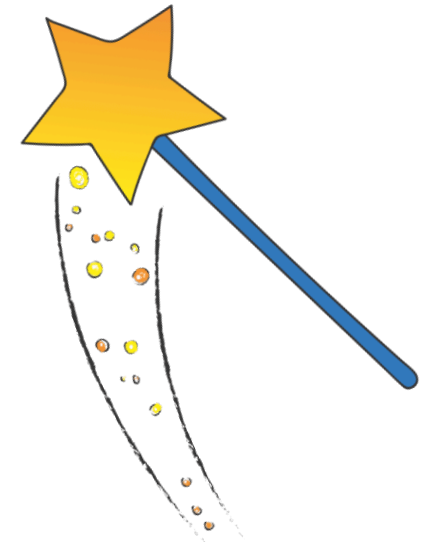
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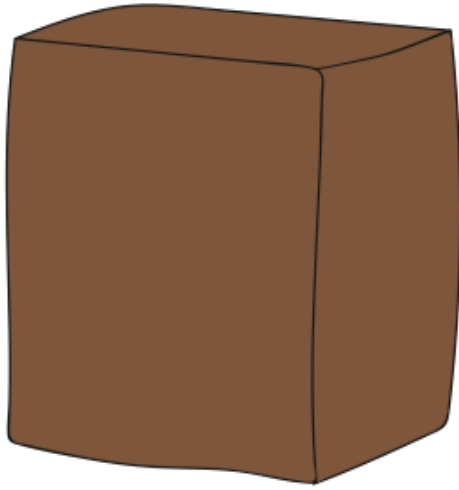
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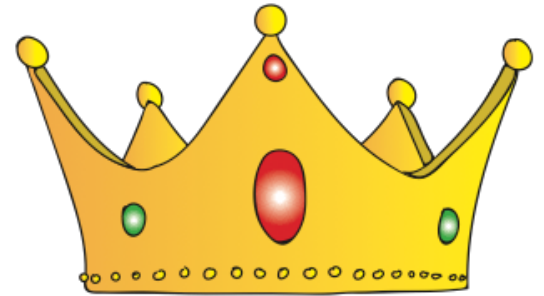
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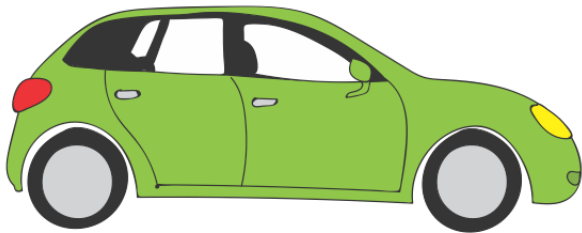
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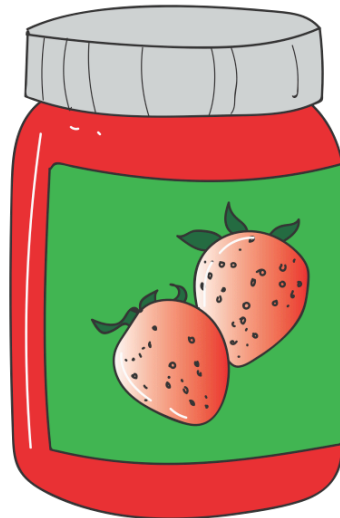
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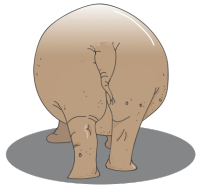
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Rhyming words and pictures

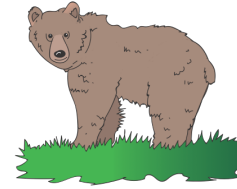
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nail



bear



cap



pack



snail



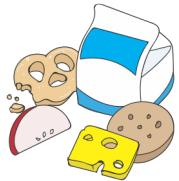
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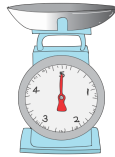
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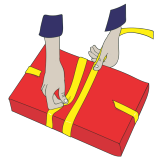
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chair



wrap



bag



chain



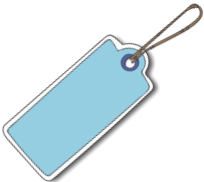
cake



eight



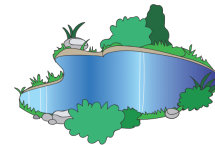
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plane



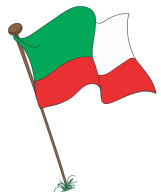
lake



skate



flag



brain



snake



gate



Rhyming words and pictures

bee



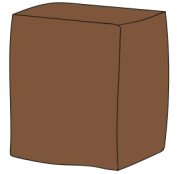
chin



dog



brown



key



pin



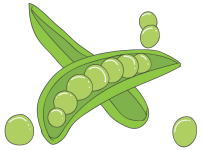
frog



clown



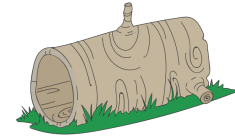
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win



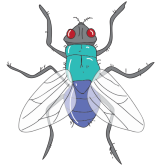
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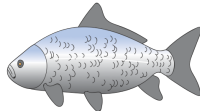
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fly



fish



door



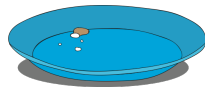
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pie



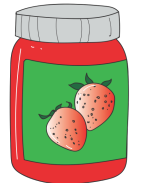
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four



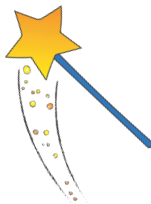
jar



sky



wish



pour



star



snack

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wish

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brown

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clown

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crown

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car

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star

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jar

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THESE ARE SOME TEXTS THAT ARE GOOD FOR EXPLORING AND LISTENING TO RHYME.

- A dragon in a wagon (Lynley Dodd)
- Hairy Maclary Series (Lynley Dodd)
- A frog in a bog (Karma Wilson & Joan Rankin)
- The Magic Hat (Mem Fox)
- How big is a pig? (Clare Beaton)
- Oi Frog (Kes Gray & Jim Field)
- Oi Cat (Kes Gray & Jim Field)



THESE ARE SOME TEXTS THAT ARE GOOD FOR LISTENING TO RHYME AND EXPLORING AND ANALYSING ITS CONNECTION TO THE SPELLING OF RIMES.

- **Usborne Phonics Readers** (Fun books with engaging texts and great illustrations- not your run of the mill reader)
 - *Kangaroo at the zoo*
 - *Fat cat on a mat*
 - *Llamas in pyjamas*
 - *Sam sheep cant sleep*
 - *Mole in a hole*
 - *Ted in a red bed*
 - *Mouse moves house*
 - *Hen's pens*
 - *Toad makes a road*
 - *Big Pig on a dig*
 - *Fox on a box*
 - *Frog on a log*
 - *Goose on the loose*

