

pron
SIG



Ideas for fostering phonological awareness in the Early Years class

Training a new generation of Pronthusiasts

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**Pronunciation tips and tricks
for teachers of young learners** **FREE
WEBINAR!**

Register:
<https://www.iatefl.org/events/118>

Play activities can be a fun and efficient way to support 'little language learners' awareness and production of more precise language and sounds. In this webinar Sylvie Doláková will demonstrate how we can use games to help young learners with sound production, phonetic transcription, and to demonstrate the importance of rhythm. She will give examples of rhythmical exercises and rhyme and also talk about stress patterns and consolidating stressed and unstressed syllables.



Sylvie Doláková is a Teacher trainer (freelance, MUNI Brno, NILE Norwich, British Council). Sylvie focuses on teaching English to children aged 4 - 15 through art and stories, publishes language games in a project called Story-Based CLIL (Pearson ELT Teachers' Award for best innovation), Pronunciation Basket (set of pronunciation tips and tricks), and she has presented at numerous conferences, teacher training events and webinars.

<https://pronsig.iatefl.org>



<https://pronsig.iatefl.org/younglearners/>

As more people
join...

Can you answer
my question?

What are some of your
pronunciation 'priorities'
with your VYLs?

My experience
delivering a
course on...

a Phonemic Awareness *Foundations*

To prime learners to identify, produce and reproduce a wide range of sounds;

this would help them better understand how language words and sentences are made of smaller units.

Developing an awareness of sounds

Part 1: Identifying environmental sounds →

Part 2: Identifying and playing with instrumental sounds →

Part 3: Playing body and instrumental percussion →

Part 4: Practising rhythm and rhyme →

Part 5: Introducing alliteration →

Part 6: Sound blending →

Key distinctions and similarities

Phonemic Awareness	Phonics	Phonetics
Knowledge of sound units.	Reading and writing.	Linguistic sound production and perception.
Ability to isolate and combine sounds - linguistic and otherwise.	Sound blending and segmenting.	Organs of articulation; Features of sound waves; Sound decoding,
Focus on training YLs to identify, isolate and combine sounds.	Focus on sound letters - writing.	Focus on sounds and prosody -not on writing.

Environmental Sounds

All around us...

- To raise children's awareness of sounds that surround them.

Learners do activities to associate sounds with what made them, in a narrative context.

The teacher can tell stories about animals or common objects and get learners to guess and reproduce the sounds.

Instrumental Sounds - Body Percussion

- To raise children's awareness of sounds made with instruments, noise makers and their own bodies.

Learners attempt to imitate sounds and their qualities (rhythm, speed and volume).

The children do activities in which they have to make 'quiet' and 'loud', 'slow' and 'fast' sounds.

Learners attempt to match sound qualities with body movements (*à la* TPR).

Alliteration and Rhyme

- To help children recognise and isolate word initial and final sounds.

Learners hear alliterative and rhyming phrases and sentences and identify the sound patterns.

Learners recognise recurrent sounds, play word games (such as creating alliterative or rhyming toy names).

References

Letters and Sounds: Principles and Practice of High Quality Phonics. Primary National Strategy.

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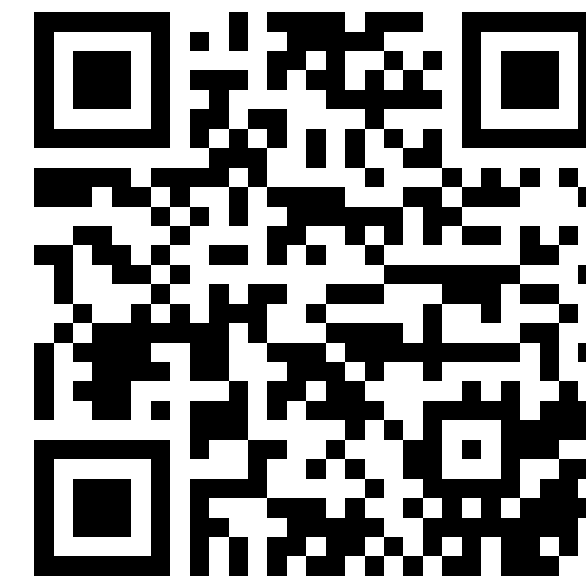
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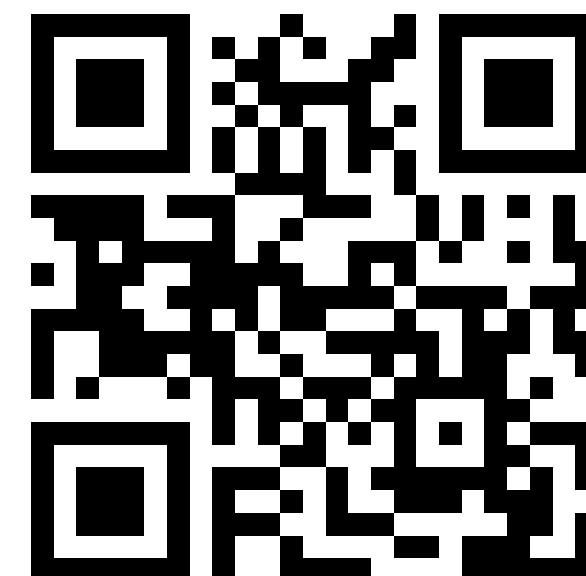
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