

# Oral Blending

## Activities

I spy with my  
little eye a  
p-a-n

Simon says  
r-u-n.

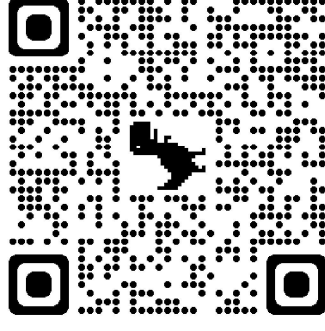
Old MacDonald had  
a box,  
E-I-E-I-O.  
And in that box he  
had a /c/ ..... /up,  
E-I-E-I-O

Can you pack a  
h-at?

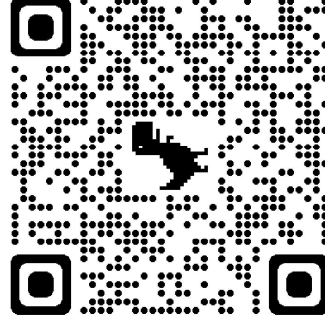
Can you draw a  
c-a-t?



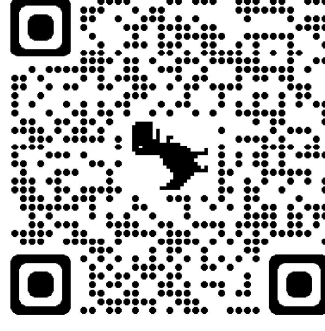
I'm thinking of a  
farm animal  
game:



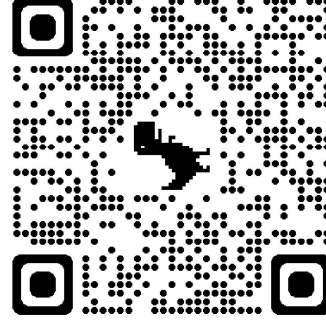
Learning Lady  
explanation and  
game



A oral blending  
game for parts of  
the body.



Help Rob the Robot



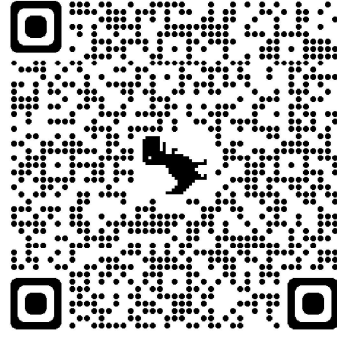
Scan the QR codes below to see other activities you can do with your child:

Learning with Lisa has a series of online videos for oral blending:

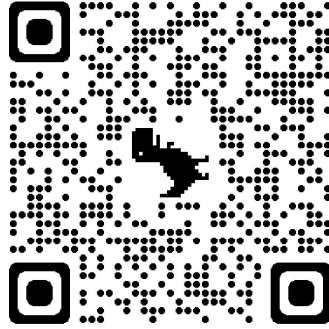
Day 1



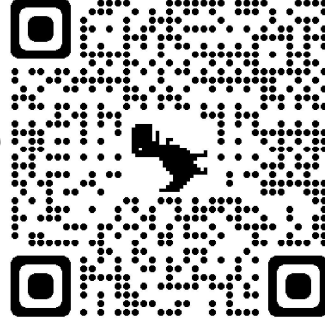
Day 2



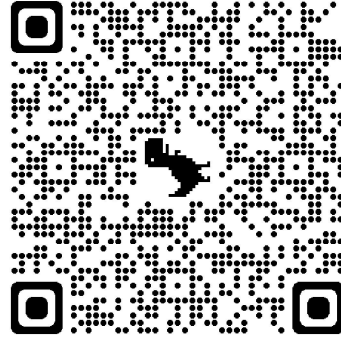
Day 4



Day 3



Day 5



### What is oral blending?

Oral blending is hearing sounds (or syllables) and blend them to make a word. For example, if you say “/h/.../a/.../t/”, your child listens, repeats the sounds, then says the word “hat”. You can do this with words that have 2 or more sounds!

### How can I help?

You can support your child by using some of the activities in this booklet .

If your child is struggling to blend words that have three or more sounds then start off by blending words using onset (initial unit of sound) and rime. For example if you say “/m/ ... /ap/”, your child listens, repeats it and then says the word “map”. Do not worry if they do not say the word straight away, model “/m/ ... /ap/” a few times and then say “map”, encouraging them to join in.

You can reverse this by blending the first part of the word and then the final sound. For example if you say “/pi/ .... /n/”, your child listens, repeats, then says the word “pin”

Once then can do this you can start work on blending words with 3 or more sounds.

Here are some activities you can try at home. They are designed to use objects that you may have already.

### Old MacDonald had a Box

Sing the song several times and during each verse, sound out (orally segment) a different word for your child to orally blend.

Old MacDonald had a box, E-I-E-I-O.

And in that box he had a /c/ .... /up/, E-I-E-I-O

With a cup, cup, here

And a cup, cup there,

Here a cup, there a cup.

Everywhere a cup-cup.

Old MacDonald had a box, E-I-E-I-O.

### Treasure Hunt.

For this activity you will need some objects. You can use things you already have such as a pen, hat, mug etc.

Hide objects around the room or outside and ask your child to find a particular object.

Giving them a clue:

For example, "go and find a /p/ /a/ /n/."

Once your child has found the object and brought it back, they can be encouraged to orally segment it to practice segmenting.

### Draw It

For this activity you will need some paper and something to draw with such as a pencil or pen.

Sound out something that can be easily drawn such as a /d/ /o/ /g/ and see if they can draw it.

### I Spy

This game can be played anywhere. While you are walking or in the car or even whilst shopping.

I spy with my little eye a /p/ /e/ /n/

A pen!

## Sound-talk Toys.

For this activity you will need a toy.

Explain that the toy can only speak in 'sound-talk'. You ask the toy a question, such as "What would you like for snack today?"

The toy whispers into your ear and you repeat out loud "ch-ee-se..."

Ask your child if they can work out what the toy is asking for.

As your child become more confident try making some mistakes to see if they can correct you.

## Guess It!

For this game you will orally segment a word and your child must guess what it is. You might want to tell them the category first. For example:

I'm thinking of something we have in the kitchen. It's a /f/ --- /ork/. What am I thinking of?

A fork!

You can use this with other categories such as zoo or farm animals, colours and objects in other rooms in the house.

## Simon Says

This game can be played in two ways. With your child following the instructions given by you or they can give the instructions to you

Simon says /h/ /o/ /p/

or

touch your /l/ /e/ /g/

If your child is reluctant they can get a doll or a teddy to act it out.

## Daily Routine

Give your child instructions using sound talk as part of your daily routine,

"Get your /c/ /oa/ /t/,"

"Put the bricks in the /b/ /o/ /x/!"

"Get in the /b/ /a/ /th/!"

## Mystery Sentences

For this activity all you will need is a storybook.

As you are reading chose a word in each sentence to sound out. Ask your child to blend the word and say it.

Try to use sentences where your child cannot guess the word if they know the story really well.

You can even use your own sentences:

Put your /b/ /a/ /g/ by the door. Then ask what needs to go by the door.

## I went to the Shops ...

For this activity all you need to do is sound out the item you bought from the shop. Your child then needs to blend the sounds together to work out what the item is.

"I went to the shops and I got a /p/ /o/ /t/"

"It's a pot!"

You could do this with farm or zoo animals.  
"I went to the farm/zoo and I saw a ...."

## Pack the bag.

For this activity you will need a bag, a selection of objects and a puppet (a teddy or a doll can be used instead)

Start off with three objects and place them in a bag. The puppet leads the game by bringing each object out and telling the child what it is. For example, the puppet brings out a mug and you say, "A mug /m/ /u/ /g/, mug" Repeat for each object "hat /h/ /a/ /t/", etc.

Once the objects are all on the floor explain that the puppet needs to pack his bag. He is going to say the sounds in the word for one of the objects and they need to blend the sounds together to work out which one it is.

If your child gets it right put the object into the bag. Repeat the process until all the objects have gone.

To make the game more challenging put objects into the bag that start with the same initial phoneme. You can also increase the amount of objects used as well.