

Daily Sound Games

Five minutes a day, out loud, no paper

Children learn to read faster when they can hear the sounds inside words: that cat and hat rhyme, that sun starts with /s/, that /k/ /a/ /t/ makes cat. These games practise that with no letters at all. Play them anywhere: at the table, in the car, on a walk.

How to play

- 1 Each week has one page with five games, one for each day. Read the game's "Say" line, then the six words.
- 2 A word between slashes is a sound, not a letter name: /s/ is the hiss of a snake, /m/ is "mmm". Keep stop sounds short: /t/, not "tuh".
- 3 Give the child a moment to think. If they miss one, say the answer, have them say it with you, and go on.
- 4 The answer for each word is in grey after it. Five minutes is plenty: stop while it is still fun.

How the games grow through the year

Weeks 1 to 4	rhymes, clapping the parts of a word, first sounds, joining two small words
Weeks 5 to 12	first and last sounds, saying a rhyme, joining sounds into a word, breaking a word into sounds
Weeks 13 to 24	middle sounds, changing one sound to make a new word, taking a sound away, adding one
Weeks 25 to 28	the same games with sh, ch and th
Weeks 29 to 36	words with blends, like flag, stop and nest, and a review

Focus sounds and where to start

Weeks 1 to 26 each give extra first-sound practice with one focus sound, in the order many phonics programs teach the letters: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z, q. The weeks are numbered, not dated: start at week 1 in any month. A child who already rhymes and claps easily can start at week 9.

Week 2 Sound Games

Focus sound: **a, /a/** · Read it aloud, one game a day

Day 1



Do They Rhyme?

Say: Say both words. Ask: "Do they rhyme?" Rhyming words sound the same at the end.

Move: Thumbs up if they rhyme, thumbs down if not.

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|--------------------------|-------------------------|
| 1. sat, fat (yes) | 2. pop, ran (no) |
| 3. peg, leg (yes) | 4. led, dot (no) |
| 5. mud, bud (yes) | 6. cot, yam (no) |

Day 2



Clap the Parts

Say: Say the word. Clap each part together. Ask: "How many claps?"

Move: Clap once for each part as you say the word together.

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|-----------------------------|-----------------------------|
| 1. octopus (3 claps) | 2. pumpkin (2 claps) |
| 3. tree (1 clap) | 4. basket (2 claps) |
| 5. tomato (3 claps) | 6. cake (1 clap) |

Day 3



First Sound

Say: Say the word, stretching the start. Ask: "What sound does it start with?" Say the sound, not the letter name.

Move: Touch your head for the first sound.

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|-----------------------|---------------------|
| 1. apple (/a/) | 2. ant (/a/) |
| 3. red (/r/) | 4. fun (/f/) |
| 5. tag (/t/) | 6. hen (/h/) |

Day 4



Put Two Words Together

Say: Say the two words with a little stop between them. Ask: "What word do they make?"

Move: Hold one word in each fist, then bring your fists together.

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|------------------------------------|----------------------------------|
| 1. cow ... boy (cowboy) | 2. hot ... dog (hotdog) |
| 3. bath ... tub (bathtub) | 4. snow ... man (snowman) |
| 5. star ... fish (starfish) | 6. mail ... box (mailbox) |

Day 5



Do They Rhyme?

Say: Say both words. Ask: "Do they rhyme?" Rhyming words sound the same at the end.

Move: Thumbs up if they rhyme, thumbs down if not.

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|--------------------------|-------------------------|
| 1. ham, yam (yes) | 2. dot, tap (no) |
| 3. nod, rod (yes) | 4. hut, bun (no) |
| 5. wig, pig (yes) | 6. kid, had (no) |