

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 3 Sound Games

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

Day 1



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. top (/t/) | 2. ten (/t/) |
| 3. sun (/s/) | 4. leg (/l/) |
| 5. mom (/m/) | 6. pig (/p/) |

Day 2



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. tag, bag (yes) | 2. hat, tag (no) |
| 3. hop, mop (yes) | 4. dip, pan (no) |
| 5. dog, hog (yes) | 6. bug, hop (no) |

Day 3



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. sun (1 clap) | 2. monkey (2 claps) |
| 3. tomato (3 claps) | 4. pumpkin (2 claps) |
| 5. elephant (3 claps) | 6. frog (1 clap) |

Day 4



Which Two Match?

Say: Say the three words. Ask: "Which two start with the same sound?"

Move: Hold up a finger for each word, then wiggle the two that match.

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| 1. duck, dad, hat (dad, duck) | 2. red, hat, hug (hat, hug) |
| 3. nut, nod, sock (nut, nod) | 4. bed, sad, sock (sad, sock) |
| 5. rock, hug, run (run, rock) | 6. lamp, hug, log (lamp, log) |

Day 5



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. foot ... ball (football) | 2. snow ... man (snowman) |
| 3. star ... fish (starfish) | 4. gold ... fish (goldfish) |
| 5. sun ... flower (sunflower) | 6. back ... pack (backpack) |