

Disclaimer: Activities with children must always be risk assessed, including for allergies or choking. Children must always have adequate supervision. Resources and materials must always be appropriate for children's age and stage of development.

Which name sounds the same?

Learning to hear rhymes helps children to identify word sounds, which helps with the development of language, reading and spelling. This game will help them to begin to tune into rhymes and non-rhymes.

Learning aims

- Listen attentively
- Hear words that rhyme
- Hear words that don't rhyme (non-rhymes).

Resources

- A comfortable, quiet space
- A group of children who know each other well
- Puppet (optional)
- Talking pegs, recording microphones, or other devices which can easily record and play back short phrases (optional).



Activity outline

Please note: this activity is for children to develop verbal and listening skills, not recognising letter strings in words.

1. Explain that a rhyme is when the end of a word sounds the same. Introduce the game 'Which name sounds the same?' pointing out the rhyming words: game, name, same
2. If you are using a puppet, it can say the rhyming words to engage the children. Children love it when things go wrong, so once the children are familiar with the rhyming words, introduce a word which sounds nearly the same, e.g. game, name, sage. They might enjoy telling the puppet that it got the rhyme wrong
3. If none of the children notice the non-rhyming word, remind them to listen to the sounds at the end of the words and repeat them, emphasising the rhyme
4. Once the children are cued in to the activity, let them know they are going to find rhyming words for their own names. Select a child to start with, e.g. Emma. Encourage all the children to say the name and listen to the sounds at the end of the word
5. Can any of them think of a word which rhymes with Emma? Encourage all words, including nonsense words, e.g. Semma, Gemma, Nemma. If non-rhyming words are offered, sensitively repeat the end of the name and the end of the suggested word, encouraging the children to hear the non-rhyme

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6. Children can record their ideas into the talking peg, or similar. They may find it easier to hear words that rhyme or not when listening to the device
7. Once the children are confident and familiar with their rhyming names, this can be used to identify children throughout the day. For example, "Children whose name rhymes with 'hazy' can wash their hands", so Maisy and Daisy can go.

Extension ideas

- Encourage children to continue their rhyming skills at home, by finding rhyming names for their family members
- When children confidently distinguish rhyming and non-rhyming words, they can sort objects according to their rhyme. Provide sets (baskets, bags, etc) of objects which rhyme plus one object which doesn't rhyme. Depending on the child's ability these could be easier, such as 'hat, cat, duck' or harder such as 'frog, log, sock'.

Support for this activity

- [Literacy Champions](#) - programme
- [Let's Look at...Phonics](#) – online course
- [Developing literacy superheroes](#) - publication