

# Phonological Awareness: Rhyme

## Stages of Rhyming

**Rhyme:** Words that have the same ending **sound** (not necessarily same spelling)

Understanding the concept of rhyming requires the student to know which part of the word is important for rhyming. Students who do not have a good sense of rhyme will often focus on initial or final sounds or word meaning rather than the entire rime. For example, they may say *rock* and *run* or *hat* and *coat* rhyme.

Although many students enter Reception and Year 1 with a good understanding of how to recognize and/or create rhymes, difficulty with rhyming may signal a more generalised problem with phonological awareness and student who cannot recognize or generate rhyme are at risk for developing the skills he/she needs to be successful in using familiar word part for reading and spelling.

