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.

- **Rhyme Exposure**
  - The first step in developing rhyme awareness is to have students listen to many stories, poems and songs in which rhyming occurs, whilst drawing their attention to the rhyming words. Through exposure to what rhyming sounds like in fun, meaningful experiences, teachers can point out when words rhyme and what “rhyming” means.
  - Sample teacher talk: (Teacher think aloud during a read aloud lesson) In this sentence, **man** and **can** rhyme because they sound the same at the end. /m/ /an/... /c/ /an/. They both end with /an/.

- **Rhyme Recognition**
  - Rhyme recognition involves providing example of word pairs that rhyme and ones that do not rhyme. (You can use rhyming words from a read aloud or shared reading text you have just read or even words from around the classroom.) Have students tell you if the pairs of words rhyme or not and how they know. For example, **sun** / **fun**, **tree** / **key**, **pop** / **land**.
  - Sample teacher talk: Give a thumbs up if the words rhyme and thumbs down if the words do not rhyme. **Goat...boat.** (Emphasise onset and rime.) /g/ /oat/ ... /b/ /oat/.

- **Rhyme Judgement**
  - Rhyme judgement involves presenting students with a set of three words - two of which rhyme and one which is the distractor. Ask students to determine which word does not rhyme. For example, **stop** / **cake** / **tree**, **night** / **light** / **ball**.
  - Sample teacher talk: (After showing students the picture cards of goat, man and boat). **Let's look at our picture cards.** Goat (/g/ /oat/), man (/m/ /an/), boat (/b/ /oat/). **What word does not rhyme?**

- **Rhyme Completion**
  - Rhyme completion tasks require students to fill in a possible rhyming word to complete a sentence started by the teacher. For example, I want to go to bed (/b/ /ed/) and rest my little ____________ (head).
  - Sample teacher talk: I need you to help me complete my sentence with a word that rhymes. 'She wants to run outside and play (/p/ /lay/), on this bright sunny ______.' (After student response): Yes, you helped me complete the sentence with a rhyming word. Play (/p/ /lay) and **day** (/d/ /ay/) rhyme!

- **Rhyme Production**
  - Rhyme production tasks ask students to produce rhyming words. After hearing a word, for example, **cake**, students add one, or many, rhyming words, such as, **bake**, **make**, **take**, etc. Students sometimes produce non-sense words. If the make-belief word rhymes, simply tell the student that their word does rhyme, but it is not a real word.
  - Sample teacher talk: **What words can we think of that rhyme with ball (/b/ /all/).**