

Queensland kindergarten learning guideline

Professional development | Resources



This resource provides information for teachers to engage kindergarten children in phonics games.

It is recommended that you allocate approximately 30 minutes to view the *Engaging in phonics games in kindergarten* video and view this document (available at www.qcaa.qld.edu.au/33112.html).

This resource supports teachers to meet elements of Standards 1 and 2 of the *Australian Professional Standards for Teachers* (www.teacherstandards.aitsl.edu.au/Standards/Standards/AllStandards).

Engaging in phonics games in kindergarten

The *Engaging in phonics games in kindergarten* video demonstrates a game that helps children become aware of specific sounds in words. Letters and their sounds are a crucial pre-reading and pre-writing skill.

The Crocodile game

The *Crocodile game* encourages children to play with sounds in words in order to explore the importance of sounds. This example of the game focuses on initial sounds. However, the game could also be used for medial and final sounds.

The game was planned in response to the children's growing interest in sounds and letters. The game helps the children to gain an understanding that:

- words are made up of different sounds
- each sound plays an important role to the word.

Process

In the early stages of introducing the *Crocodile game*, the teacher explains the game, models the process, and provides adult-child interaction and instruction until the children are familiar with the process. The game steps are:

1. Children take turns to pick an object from a pre-selected range of objects.
2. The object is shown to Croc (the crocodile puppet).
3. Croc mispronounces the word by using the wrong initial sound.
4. The children correct the mistake by working out the initial sound for the object and correctly pronouncing this sound for Croc. Croc then repeats the word correctly.



Using a pre-selected range of objects, children engage in the *Crocodile game* to identify initial sounds.

A teacher's reflection

The children found the *Crocodile game* fun and were enthusiastic participants. When planning for this game, I did not intend for the children to identify the letter name as well as the sound. However, this occurred organically.

An observation worth noting is that one child identified the correct sound and the incorrect letter name. The child's misconception of the sound 'p' coming from the letter 'k' highlighted the importance of introducing the letter name and sound at the same time. Engaging in this game with a small group of children was important so that individual support could be provided.

Extension activities

Intentional teaching to extend the learning for these children may include:

- exploring letter–sound relationships
- embedding the concepts of recognising and identifying letters and sounds into general classroom practice
- engaging in various phonics games involving letter names and their sounds
- participating in phonics games during transition times
- exploring literacy opportunities that arise in play situations.

More information

If you would like more information, please visit the QCAA website at www.qcaa.qld.edu.au and search for 'Numeracy'. Alternatively, email the K–12 branch at qklg@qcaa.qld.edu.au.