

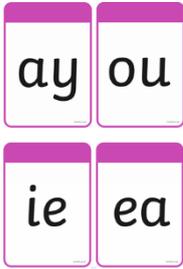
Villiers Primary School



Letters and Sounds

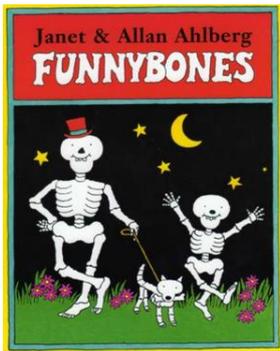
Phase 6 Activity Ideas

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<i>Grapheme Recognition</i>	
<p>Flashcards</p> 	<p>Have a set of flashcards ready that match the graphemes previously taught (especially Phase 5). Hold the cards up one at a time and ask the children to say the sound together in chorus. Vary the way the children respond – happy/ sad/ bossy/timid. Increase the speed as you go so that the children learn to respond quickly. Could also use IWB to display individual sounds instead of flashcards or point to sounds on the sound charts.</p>
<p>Swat the grapheme</p> 	<p>Split the group into two groups and display flashcards on the carpet or another area. Ask the children to stand around the flashcards in their teams and the first person in each one to hold the fly swatter. Teacher to say a sound/word and the children will try to swat the correct flashcard first. The winner will get to keep the flashcard and go to the back of the line – continue until all children have had a go. Team with the most flashcards will win at the end. Children will keep their flashcards and return to their tables and practise writing their chosen grapheme/word.</p>
<p>Pass the sound</p> 	<p>Children line up in two teams and the person at the front begins by passing a sound card along the line. Each child has to say the sound until it gets to the final person – they then have to say a word that begins with the sound and run to the front of the line. This continues until all sounds have been passed along and all children have participated. The team who completes their sound cards first wins the race.</p>
<p>Monster Munch!</p> 	<p>Using envelopes and pieces of paper, teacher to set up appropriate graphemes on the envelopes with monster faces and matching graphemes onto the pieces of paper. Children to choose one of the pieces of paper and say the sound that they have. They will then feed it to the correct monster saying the sound again as they</p>

	<p>place it in the envelope. Repeat until all pieces of paper have been eaten by the monsters.</p>
<p>Phonics hopscotch</p> 	<p>Draw a variety of hopscotch on the playground floor with chalk and write graphemes into each square. The children will take it in turns to jump through the hopscotch and will say each sound as they jump into that square. Rotate children and allow them to explore the variations that have been drawn.</p>
<p>Pirates and sailors</p> 	<p>Set out 10-15 hoops as islands. Place a picture of an object that begins with target sounds into each hoop and have enough sound flashcards for 3 per child. Choose 2 children to be pirates and the rest will be sailors. The sailors will run around the space placing their sound card into the corresponding hoops but the pirates will also be running around taking the sound flashcards out of the hoops and dropping them back in the sea (the space between each hoop). The team with the most amount of cards in the hoops or at sea at the end of the game will win.</p>
<p>Fishing for Phonemes!</p> 	<p>Using a 'pond' full of little 'fishes' children will use a magnet on a rod to fish for the phoneme the teacher says. Or the children can fish for a phoneme and once they have caught one they can tell the teacher the sound that they have found. They can then practise writing the sound on a whiteboard/paper. Once one sound has been correctly pronounced/written, children can place that fish back in and find another. This can be extended to build words if possible, teacher to give a word and children fish out the graphemes needed to spell the word correctly.</p>
<p><i>Introducing and teaching the past tense</i></p>	
<p>Using familiar texts</p>	<p>Use a current class text as a basis for discussion. Find extracts of past tense and ask children to describe what is happening in present tense. For example, using the story of Funny bones, children can discuss where the skeletons leave the cellar, walk to the park and climb the stairs. Let the</p>

(pg.170 L&S)



children compare the versions and what they notice about the difference in language and meaning. Use the words *yesterday* and *today* to reinforce meaning. Then find examples of present tense in the text and ask children to retell it in the past tense.

Running dictation



Children work in pairs for this activity. Sentence cards will be hidden around the room that have a past tense focus and one child will hunt around the classroom for the sentences. They will have to read one and memorise it before going back to their partner and whispering it to them so others cannot hear. That child will then write it on their paper/whiteboard. Children can return to the sentence if they forget the words or order. Both children will check for spelling, ensuring the past tense form of the verb is spelt correctly. They will then swap places ensuring both children get a turn at writing the sentence and recalling what they have read.

Verb hunt

look want laugh
call wash go

Teacher to hide verb cards around the outdoor area/classroom. Ask the children to explore and find the different word cards. Once they find one they need to read it out loud and put it into a sentence in the past tense. They will then write this sentence down onto a piece of paper or whiteboard – checking with their partner that they agree on spelling. Children will then hunt for another word until all have been found. Once back together as a class they will then share their sentences and children will check spellings of the past tense verbs.

Verb bingo!



Set up bingo mats with past tense verb forms on for the children to use. they will have their own sheet and counters/pens to mark off the words when they are called. Teacher to call out the present tense form of the verb for example teacher will say –

skip and the children will look for the past tense verb skipped.

Investigating suffixes

Phoneme frames
(pg.171 L&S)

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Word cards placed in a bag (e.g. rounded, helped, turned, begged, hissed, wanted, sorted, hummed, waded, washed, hated, greased, lived, robbed, rocked, laughed, called, roasted)

Children will have a five-box and six-box phoneme frame. The teacher will have a set of word cards prepared hidden in a bag. Teacher to pick out a word card and read it out loud and the children will segment the word thinking about how many phonemes are in the word. They will then decide which frame to write it in and place one phoneme in each box. Teacher will say *show me* and children will hold up their phoneme frames to be checked. Then go through how to spell it correctly on the board and ask children to check their partners have written it correctly. Repeat for about six words and ask the children if they notice a spelling pattern. Emphasise that even though the last phoneme sounds different it is still spelt the same. Sometimes the -ed ending is two phonemes (e.g. wanted) or one phoneme (e.g. grasped).

Word sort
(pg.172 L&S)

Examples for practising adding the suffixes -ing, -ed, -s, -er, -est, -y, -en		
All the base words need changes made before the suffixes are added.		
Words ending in -e	Words ending in -y	Words ending in a single consonant
like (ing)	marry (ed)	stop (ing)
ride (er)	funny (er)	mad (er)
tame (est)	worry (ed)	skip (ed)
bone (y)	copy (er)	run (ing)
bake (ed)	hurry (ed)	hop (er)
hike (ing)	messy (est)	nod (ed)
fine (est)	lucky (er)	pad (ing)
wave (ed)	ferry (s)	hid (en)
rule (er)	carry (ed)	hot (est)
rude (est)	pony (s)	rip (ed)

During this lesson children will take each suffix in turn. They will investigate any rules and spelling patterns. Using the practice examples on pg.191 of the L&S document to help, create a set of word cards for children to use. Select a word out and place it on the whiteboard, underline the part of the word you're investigating (spelling of a vowel phoneme/change of base word). Ask children to identify other words with the same spelling pattern, once all recognised move to another column with a different rule/pattern. If children suggest a word that does not belong create a new column and challenge them to find other words that will go with it. When words have been sorted, ask children to suggest the spelling rules based on what they see. Children will have their own set of word cards and sort them into the appropriate groups. Discuss the rules and identify any exceptions to the rule.

Add Race
(pg.173 L&S)

drop the 'e'	double the consonant	do nothing
taking	clapping	playing

Children will use this to strengthen their understanding of the rules to adding suffixes. For example when adding -ing, there are 3 rules – drop the 'e', double the consonant or do nothing. Teachers will provide children with 3 sets of verb cards – each set suited to one of the rules when adding a suffix. They will also need a large sheet of paper/whiteboard split into 3 columns – one for each rule. The aim of the game is a race to see which column will fill up first. Teacher or child will pick up the first verb card and show it to the class. Ask the children to put the word into a sentence to ensure understanding. The children will then discuss which column they believe the word needs to go in and will use their fingers to show which column (1,2 or 3) they believe it belongs in. If anyone shows an incorrect column discuss why they have chosen that one and then place it into the correct column. Repeat for more verbs.

Roll a word!

Dice 1 - Root Words					
1	2	3	4	5	6
enjoy	play	sad	use	sunny	spite

Dice 2 - Suffixes					
1	2	3	4	5	6
-ing	-ed	-ful	-er	-ment	-ness

Teacher to set up words for each value on the dice and a suffix too. Children will work in pairs and take it in turns rolling the dice. Partner 1 will roll the dice for the root word and Partner 2 will roll the dice to see which suffix they will add to that word. Together they will then write down the word they have created and decide if it is a real word or a nonsense word. Extend this activity for children to then use one of their real words in a sentence to check their understanding.

Loop Card Game

I have...	Who can add the suffix to:
stops	park

Children to have a piece of card with 2 sounds/words on (appropriate for the suffix they are focusing on). Each word will be on another child's card to create the loop. Teacher to start game off ... "I have _____, who has _____?" The child with that word will then continue and say "I have _____, who has _____?" This continues until it gets back to the start. Ensure children are listening to one another. Extend for children to then use their words in a sentence correctly.

Teaching spelling long words

Words in words
(pg.175 L&S)

afraid	unafraid
happy	unhappy
helpful	unhelpful
kind	unkind
lucky	unlucky

Choose words that children will be familiar with, allowing them to explore the function of a prefix and suffix – expanding the children’s vocabulary. Teacher to prepare list of words and show children two related words, with and without the prefix or suffix (e.g. tidy and untidy). Ask children what both words mean and what has been added to the base word. Repeat with 3 more pairs of words with the same prefix or suffix. Ask children to make up a sentence for each of the words and share with the class – discussing the different use of the words. Ask the children to think of other words that have the same prefix or suffix – writing them on their whiteboards and sharing them with the class.

Clap and count
(Pg.176 L&S)



Teacher to prepare a set of multi-syllable word cards and children will have a whiteboard and pen. The teacher will say a two-syllable word, clapping the syllables. They will then do the same with words with three or more syllables including children’s names. Repeat until children are confident recognising the amount of syllables in given words. Teacher will then say a two-syllable word and draw two lines or boxes on the IWB for each syllable. Ask children to tell you the phonemes in the first syllable and again in the second syllable. Repeat this asking children to write it independently on their own whiteboards and holding it up to show. If errors, identify the differences and discuss. Say another word and ask children to clap it and draw boxes for the syllables they hear. Check before asking them to then write the phonemes they hear in each syllable. (Independent – children work in groups of 4 and have their own set of word cards – children take it in turns to read the word and all clap, draw and write).

Finding and learning the difficult bits in words

Take it apart and put it back together

Teacher to prepare a description of the high frequency or topic words they will be

(pg.178 L&S)



giving to the children. For example: wanted - it has two syllables, six phonemes, it has the 'w special' and ends in '-ed' for past tense. The children will read descriptions like those and try to match the description to the correct high frequency word or topic word. They will then explore other distinctive features of the words and explain those to their partner. Ask children to think of their own descriptions once confident for others to guess.

Learning and practising spellings

Memory strategies
(pg.179 L&S)

Strategies	Explanations
1. Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber , ba-by)
2. Base words	To learn my word I can find its base word (e.g. Smiling – base smile + ing , e.g. women = wo + men)
3. Analogy	To learn my word I can use words that I already know to help me (e.g. could : would , should)
4. Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)

Explain to the children that sometimes we may need a strategy to help us memorise how words are spelt. Show children the four strategies and explain that three of them are good ideas to help them remember spellings and the final one is in emergency in case nothing else works. Write a word on the whiteboard and ask the children to read it together and clap the syllables. Discuss which bit might be difficult and the strategy that may be most useful. Rub the word off the board and ask the children to write it. Repeat with other words. Write another word on the whiteboard and ask the children to learn the word using the most suited strategy. Rub the word off and ask them to write it on their boards. Discuss the range of strategies used and how effective it is. Then dictate the words learned during the lesson for children to write.

Show me what you know
(pg.181 L&S)

Year 2			
door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again

In this activity children will be tested on words that they have been learning. This can be extended to include words that follow the same spelling rule – children will have to use what they have learned to spell the new words. Teacher to read out one word at a time and all children will write it on whiteboards. They will then listen to a sentence read out by the teacher that contains several target words, breaking it into chunks they will then write it on their boards. Once words and sentences have been written children can

	<p>then check their own work or their partners – ticking each word they have written correctly and underlining any errors. Discuss the strategies children used and the errors that may have occurred to help children understand why they have misspelt it.</p>
<p>Sentence fun! (pg.182 L&S)</p> 	<p>Teacher will need to prepare two sentences that contain words from this phase and incorporate words from previous phases. Those sentences will then be read to the children in meaningful chunks and they will have to write them down thinking about how to spell each word correctly. Give them time to check what they have written and to keep an eye out for words they have been working on.</p> <p>Teacher will also then choose three words for the children to create their own sentences with. Provide the children with a theme for those sentences – e.g. about children eating lunch. Give the children time to write, check and read through their sentences before sharing and checking for correct spellings – ticking if correct and underling errors if incorrect.</p>
<p>Learning tricky words (pg. 183 L&S)</p> 	<p>Children copy out a word to be learned on a card. They read it out loud then turn the card over. Ask the children to then write out the word, naming each letter as they write it. They then read aloud the word they have written and turn the card back over to compare their spelling with the correct spelling. Repeat this three times and complete over six consecutive days.</p>
<i>Teaching HFW</i>	
<p>High Frequency Words!</p> 	<p>Using between 5-8 word cards each time, display them one at a time on individual cards. Point to each letter as the children sound it out and read the word. Teacher to say a sentence using that word – slightly emphasising the HFW being taught. Repeat this with each word card. Allowing for children to understand the word in context. Once each word card has been sounded out then go back to the beginning and</p>

	repeat the procedure more quickly without giving a sentence.
<p>BOOM!</p> 	<p>Using a range of lollipop sticks write HFW or specific grapheme words onto them and place them into a cup. On a few sticks write the word BOOM. Children will take it in turns to close their eyes and pick out a stick and read the word. If they are correct they get to keep the stick but will have to put it back if incorrect. When the children pull out a BOOM stick they will have to give the sticks they have to their partner or the person on their right. Person with the most sticks at the end wins the game!</p>

Please see below for suggested words and suffixes for use in this phase.

Bank of suggested words:

Practice examples

Examples for practising adding the suffixes -s or -es		
stop	fizz	hurry
park	circus	fly
bunch	room	bunny
mend	fuss	marry
dish	goal	dry
thank	cross	curry
crash	boat	cry
match	buzz	puppy
bark	melt	try
night	stitch	fry

Examples for practising adding the suffixes -ing , -ed , -s , -er , -est , -y , -en		
All the base words need changes made before the suffixes are added.		
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like (ing)	marry (ed)	stop (ing)
ride (er)	funny (er)	mad (er)
tame (est)	worry (ed)	skip (ed)
bone (y)	copy (er)	run (ing)
bake (ed)	hurry (ed)	hop (er)
hike (ing)	messy (est)	nod (ed)
fine (est)	lucky (er)	pad (ing)
wave (ed)	ferry (s)	hid (en)
rule (er)	carry (ed)	hot (est)
rude (est)	pony (s)	rip (ed)

Examples for practising adding the suffixes **-ing**, **-ed**, **-ful**, **-ly**, **-est**, **-er**, **-ment**, **-ness**, **-en**

Some of the base words need to be changed before the suffixes are added but some do not.

Remember: a final e in the base word may or may not need to be dropped	Remember: a final y in the base word may or may not need to be changed to i	Remember: a final consonant in the base word may or may not need to be double.
spite (ful)	merry (ly)	bad (ly)
rude (ly)	employ (ment)	flap (ed)
white (er)	play (ed)	send (ing)
bite (ing)	enjoy (ment)	slim (est)
lame (ness)	silly (ness)	fan (ed)
safe (ly)	funny (est)	sad (ness)
amuse (ment)	obey (ing)	put (ing)
rise (ing)	sunny (er)	flat (en)
time (ed)	happy (ly)	bat (ing)
use (ful)	stay (ed)	dark (est)

Next 200 common words in order of frequency

This list is read down columns (i.e in the list, **water** is the most frequently used and **grow** is the least frequently used)

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	