

NLS Activity Resource Sheet

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| Year | 1 |
| Term | 2 |
| Strand | W 3 |

Objectives

Phonological awareness, phonics and spelling: to discriminate, read and spell words with final consonant clusters, e.g. *nd, lp, st*.

Activities

Class

(i) To explore and generate words with common end clusters. Exemplar **mp**, in rime **ump**.

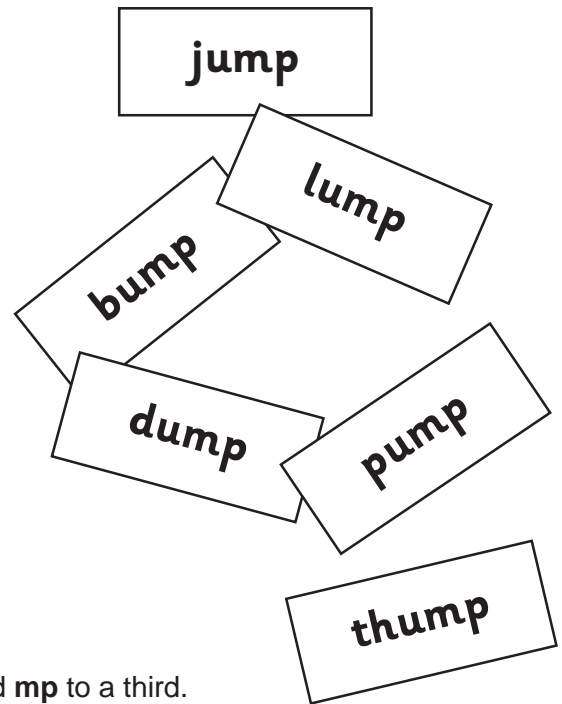
- Read rhymes and books containing **ump** words, e.g. *Grumpalump, Humpty Dumpty*.
- Generate orally other **ump** words, e.g. *jump, lump, bump, dump, pump, plump, clump, hump, thump*.
- Make up rhymes such as *Mr. Grump got a thump, It made him jump to get a bump*.

(ii) Discriminating the individual phonemes in **mp**. Differentiating between **m** and **mp**.

- Say a word ending in **m** to one child, in **p** to another and **mp** to a third. These children should stand in a space. Then say another three words to three more children, e.g. *sum, sup, sump*. They may be nonsense words, e.g. *pum, pup, pump*, and they or the class have to decide which of the children standing in a space they should join.

Merging **m** and **p**.

- Say a word ending in **m** and ask the children to repeat the word adding a **p**, e.g. *hum, hump; whim, wimp; dam, damp*. The children can make up their own. This will often create yet more nonsense but the children love it, and of course *bum, bump* is a favourite!



Relevant published materials/resources

This Little Puffin, Elizabeth Matterson (Puffin). **All Join In**, Quentin Blake (Red Fox). **Skip Across the Ocean**, Benjamin (Frances Lincoln). **Mother Goose**, R. Foreman (Walker Books). **Poems For the Very Young**, M. Rosen (Kingfisher). **Rhymeworld** (Heinemann). **Developing Literacy Skills - Spelling** (Harlequin). **Writing with Symbols** and **First Keys to Literacy** (Widgit Software). **Oxford Reading Tree - Rhyme and Analogy** (OUP).