

# NLS Activity Resource Sheet

Year	1
Term	2
Strand	W 3

## Objectives

Phonological awareness, phonics and spelling: to discriminate, read and spell words with initial consonant clusters, e.g. **bl**, **cr**, **tr**, **str** - see Appendix List 3; to segment clusters into phonemes for spelling.

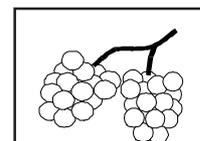
## Activities

### Class

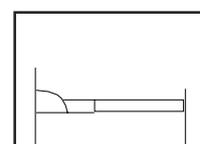
- To differentiate between **b** and **bl**, play a sorting game. Give cards containing a **b** word to one child and a **bl** word to another. These children each stand in a space. The teacher then says another pair of words to two other children, e.g. *boo* and *blue*; *beak* and *bleak*; *best* and *blest*, etc., and they or the class have to decide which of the children standing in a space they should join.
- Try a variation on this for the **s** clusters. Children can stand around the room holding a card on which is written an onset and a picture to illustrate it, **sm**, **sl**, **st**, **sk**, **sn**, **sp**, **sw** and **s**. The rest of the children have picture cards and have to find their home onset. See the Photocopiable Resource Sheets.
- To differentiate between **m**, **p** and **mp**, give a card showing a word ending in **m** to one child, in **p** to another and **mp** to another. These children stand in a space. The teacher then says another three words to three more children, e.g. *sum*, *sup*, *sump* - they may even be nonsense words, e.g. *pum*, *pup*, *pump*. They or the class have to decide which of the children standing in a space they should join.
- For more structured practice, the teacher can say words beginning with **b** and **bl** and the children could either write the correct onsets or use magnetic letters. This can be extended to include **br**. Continue with similar work using **p**, **pl** and **pr**, **c**, **cl**, and **cr** and all the **s** clusters. Similarly, using final clusters ask the children to use **m**, **p** or **mp**.
- Play *Shannon's Game*. See the Photocopiable Resource Sheet.

### Group

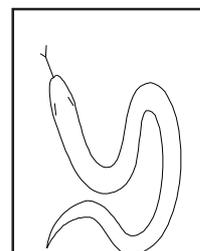
- Make sets of picture cards, one featuring consonant cluster onsets, e.g. **dr**, **spl**, and the other, consonant cluster rimes, e.g. **old**, **all**, **ing**, **ump**. Picture cards can be matched or sorted according to onset or rime.
- Provide activity sheets containing pictures on which children write the whole onset or rime underneath, or just the second consonant. If the rest of the word is straight-forward, the whole word can be written. See the Photocopiable Resource Sheets.
- To develop use in Independent Writing, children should be encouraged to attempt to spell unfamiliar words by hearing and isolating the individual phonemes. The practice provided in class and group work on separating the individual phonemes in consonant clusters should enable them to achieve a closer match to conventional spelling in their Independent Writing.



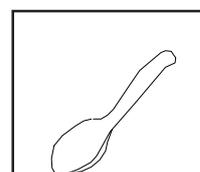
**black-berries**



**bed**



**snake**



**spoon**

## Relevant published materials/resources

**The Spelling Book**, Laura Huxford (Stanley Thornes). **Developing Literacy Skills - Spelling** (Harlequin). **Helping Children with Reading and Spelling**, Reason and Boote (Routledge). **Writing with Symbols** and **First Keys to Literacy** (Widgit Software). **My World** software (SEMERC).