

NLS Activity Resource Sheet

Year	1
Term	1
Strand	W 5

Objectives

Phonological awareness, phonics and spelling: to blend phonemes, to read CVC words in rhyming and non-rhyming sets.

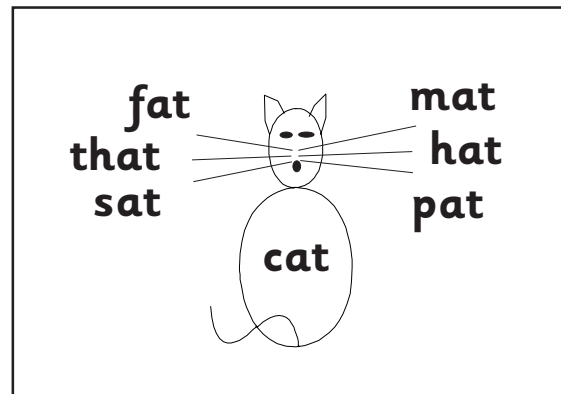
Activities

Group

- Rhyming word banks can be built as a wall frieze, displayed in an interesting way, e.g. inside a bell could be words such as *well, tell, fell*; 'cat' words could radiate from the whiskers of a cat.
- The children can make split-page books using their rhyming words.
- The children can make their own word wheels and word slides using the sets of rhyming words they have gathered. See the Photocopiable Resource Sheets. The children can then copy the words with the onsets on to one part of the wheels/slide and the common rime on the other, or can be given sticky labels with the words printed on, cut the words up and stick the parts in place. The children can then take them home and demonstrate their reading, swap with each other, etc.
- The children can make a cube game using their rhyming words. Old plastic or wooden blocks are easiest to modify. The children stick two/three examples of each rime on one cube, and six onsets on the other cube. They throw the cubes and see which words are made.
- If some of the resulting 'words' are meaningless, the children can invent and draw an animal/space creature for that word and write its name beside it.
- Make lists of rhyming families which can go together - see the Photocopiable Resource Sheet.

N.B.

This work builds on activities in **W1** and **4**.



Plenary

- Children bring the words they have found, present some of the gadgets they have made with the words, share the pictures they have drawn of 'new' animals, chant some of the jingles they have made.
- At class and group level, give the children opportunities to re-read the books and posters from which they derived the words that they have been reinforcing through word wheels, games, etc., thereby ensuring that they continue to realise the meaningful object of reading. Where possible the class should have a number of copies of certain key books in addition to an enlarged text. These books may be used for group and paired reading and for reading at home.

Relevant published materials/resources

Pat the Cat and **Zug the Bug**, Colin and Jacqui Hawkins (DK Family Learning).
Rhymeworld (Heinemann). **PAT Beginners Book**, Jo Wilson (University of London Educational Psychology Publishing).