

NLS Activity Resource Sheet

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| Year | 1 |
| Term | 1 |
| Strand | W 6 |

Objectives

Phonological awareness, phonics and spelling: to represent in writing the three phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets.

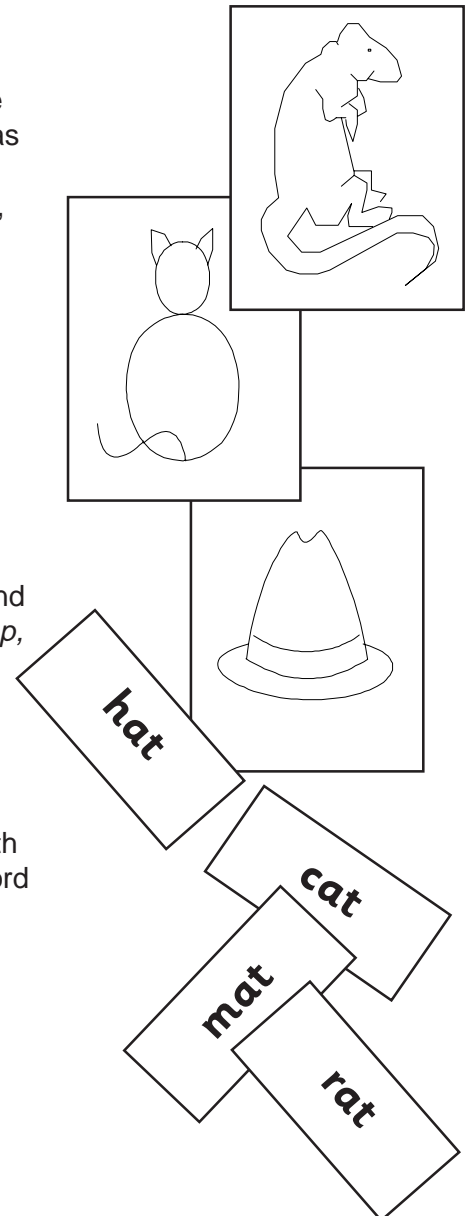
Activities

Class

- Use a guided (modelled) writing session. Focus on spelling rather than content in this session. It may be appropriate to write a rhyme the children all know so that they concentrate on the words, such as the first 4 lines of *I had a little husband*. See the Photocopiable Resource Sheet. Knowing the phonemic capabilities of each child, the teacher can ask those who can only identify initial phonemes to provide them, those who can hear medial vowels to provide those, etc. This can be done with magnetic letters or the teacher can scribe. This is a model for the children's independent writing. Those children who are able to hear more in a word than simply the initial phoneme may be encouraged to use more letters in their writing.

Group

- Match pictures to letters according to their final phoneme or medial vowel. Commercial games and activities include: sorting and matching games, track games, beginning-and-end *Dominoes*, *Snap*, *Donkey*, etc.
- Use reinforcement worksheets in which children map from pictures to letters. See the Photocopiable Resource Sheet.
- Spelling by analogy. Make resources with pairs of rhyming pictures with the same letter-string, e.g. *cat* and *mat*; one has the word written underneath and the children write the word underneath the others. See the Photocopiable Resource Sheets for further word lists for teacher reference.
- Handwriting practice can reinforce letter strings.



Relevant published materials/resources

The Spelling Book, L. Huxford (Stanley Thornes). **Developing Literacy Skills - Spelling** (Harlequin). **Helping Children with Reading and Spelling**, Rea Reason and Rene Boote (Routledge). Software: **Writing With Symbols** and **First Keys to Literacy** (Widgit Software).