

Racing Spiders (Reading)

Learning Objectives

To read common irregular words

Ingredients

Spiders high frequency word web cards, linked to the ability of each group of children. (see resources)

Spider counters (bought or homemade by the children). Place these all on the 'start' square of the word web card.
A blank die and card inserts to match the words on the web card

Method

This game is best played in groups of 2-3

Practise reading the high frequency words first all together, using the words on the die. Make sure the children have a practise each at rolling and reading.

Practise finding different words from the die on the word web. How quickly can the children spot a particular word?

Explain that the aim of the game is that each child has his / her own 'spider'. The purpose of the game is to be the first spider to land on the 'finish' square on the grid.

Support the children in taking it in turns to roll the die. If a word is rolled which is in a square next to the spider of the child rolling the die, the spider can be moved onto this square.

If there is not a square next to the square a child's spider is currently on, he/ she cannot move and play continues with the next player taking his / her turn.

Play should continue in this way, with the children trying to find the quickest direction across the web, at the same time as moving across the words which have been rolled. Expect the children to gain in confidence and ability in reading the high frequency words, as the game continues.

The game is complete when the first spider crosses the finish line on the word web. This spider is the winner!

Variations

Help less able children with plenty of adult support. Some children may struggle to concentrate, so you might want to consider using a smaller word web. Others may still struggle with the reading. In this instance it's a good idea to read all of the words all together.

Challenge more able children by using more challenging words on the word web.

The Sweet Smell of Success!

Can the children...

- Maintain attention and concentration to complete the game? With support?
- Follow the simple instructions of the game? With support?
- Take turns when playing? With support?
- Recognise all of the high frequency words? With support?
- Read by sight with confidence? With support?

Learning Lady Top Tips!



For additional blending practise, swap high frequency words on the web for words which the children can decode. As an alternative, you could chalk a giant spider's web outside and play the game in exactly the same way- just on a larger scale. In this instance the children can become the spiders! Want to add some IT? Move remote controlled toys across the web and play the game in exactly the same way.

Trick Or Eat...? (Reading)

Learning Objectives

To blend and segment simple words

To recognise some letters correctly in words

Ingredients

A magic word written inside a book of spells (a spookily covered exercise book)

Phoneme cards representing all of the letters and sounds known to the children (including those which make up the magic word). These must be spread out, face up, for the children to refer to.

A witch's hat and magic wand to dress up in (optional initially for the practitioner leading the activity)

Yes / no word cards

A whiteboard with a line or sound button drawn for each phoneme in the magic word

A dish of treats (e.g. raisins)

Method

Model the reading process using the word cards chosen to match the ability of children in the group. Point to each letter as the children join in with saying each sound, blending the sounds to read the whole word all together.

Revise the tricky words 'yes' and 'no' by reading all together before the game begins.

Explain that the magic word has been written inside the book of spells and that the children have got to guess what the word is before all of the treats have been eaten by the Witch (in this case the practitioner).

Support the children in taking turns to choose and identify a phoneme, one at a time.

If the phoneme displayed is not included in the magic word, the practitioner will need to hold up the 'no' card for the children to read all together. The practitioner must then eat one of the 'treats', leaving fewer for the children at the end of the game.

If the phoneme displayed is included in the magic word, the practitioner will need to hold up the 'yes' card. The practitioner should remove the card from those displayed and write the phoneme in the correct place above the sound buttons on the whiteboard. This will give the children a visual idea of the magic word as it emerges (like in the game Hangman)

Continue in this way until the word has been correctly guessed (with the remaining sweets shared between the children) or all of the treats have been eaten by the witch.

Variations

Encourage less able children with plenty of adult support. This activity is designed to build confidence through a collaborative approach to reading and smaller, vc (vowel-consonant) words like 'in' or 'it' could be used to make the activity more achievable for some.

Challenge more able children by providing them with words containing adjacent consonants, digraphs or trigraphs or challenge them to spell tricky high frequency words as the magic words.

The Sweet Smell of Success!

Can the children...

- Maintain attention and concentration to complete the game? With support?
- Follow the simple instructions of the game? With support?
- Share and take turns and accept winning/losing? With support?
- Blend the words to guess the magic word?
- Recognise and name the phonemes used?
- Use the visual pattern of guessed words to solve the mystery of the magic word?
- Recognise all of the letters and the sounds that they make? With support?
- Orally segment all of the words? With support?
- Blend to read the words on the cards? With support?

Learning Lady Top Tips!



Provide the children with everything they need to play this game during their child-initiated exploration. They will love to take turns in 'being' the witch. If this context is not appropriate it really doesn't have to be confined to the context of a witch. Be as imaginative as you like and apply the principles of EYFS Hangman to any story you are reading. If you have an old game of 'Guess Who' you could even use the game cards from this to hide and reveal the phonemes in the game. You could even substitute the letters for numbers and guess a missing magic number in the same way.

