

# NLS Activity Resource Sheet

Year	1
Term	3
Strand	W 1

## Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for each of the long vowel phonemes: **ee, ai, ie, oa, oo** (long as in *moon*) and **y** - see Appendix List 3; to identify phonemes in speech and writing.

## Activities

**(i) by analogy in rhyming patterns**

### N.B.

These activities revise rhyming but deliberately use rhymes which contain these long vowels. These activities are entirely **oral** so the different spellings of the rhymes are immaterial.

### Class

- Make up variations on poems such as Michael Rosen's **Down behind the dustbin**, e.g. *Down behind the dustbin, I knew a cat called Kate, ... wouldn't ever wait, ... got into a state, ... never, never late.*

- Play the *Hail the whale* clapping game:

*Hail the whale, the lipstick stale, high-legged, bow-legged bouncing bail.*

The children clap in time with the jingle. Start with any word and repeat the jingle inserting the rhyme ending:

*... the w... the lipstick st..., high-legged, bow-legged bouncing b ...*

e.g. **Pain the wain, the lipstick stain, high-legged, bow-legged bouncing bain.**

The rhyme ending stays the same but the onset changes to **w**, then **st** and finally **b**. There is no need to make this explicit to the children; they just imitate as you say the jingle starting with a different word each time. Repeat using a different long vowel phoneme, e.g.:

*Loaf, the woaf, the lipstick stoaf, high-legged, bow-legged bouncing boaf.*

*Cave the wave, the lipstick stave, high-legged, bow-legged bouncing bave.*

- Play *Odd one out*. Say a string of rhyming words and one which does not rhyme, e.g. *moon, hand, tune, spoon*. Ask the children to identify the one which does not rhyme.

- Distribute picture cards amongst the children. See the Photocopiable Resource Sheet for versions of this game. Say a word and the children hold up the pictures which rhyme with that word. Ask them to say the word out loud so all can check it is correct. The children are listening out for the final consonant. For instance, you say **gale**. The children with the pictures of a *snail, whale, tail* would hold them up, not the ones with *cake, train* or *race*.

### Group

- The pictures used for the class activities can be used to create packs of cards for matching and sorting activities in pairs, or games such as *Snap* and *Lotto*, and for activity sheets. See the Photocopiable Resource Sheet.

- Activity sheets can be used for individual reinforcement using the suggested pictures. See the Photocopiable Resource Sheets.

## Relevant published materials/resources

**Oxford Reading Tree** - Rhyme and Analogy Card Games and Photocopy Masters (OUP).  
**Rhymeworld** (Heinemann).