

NLS Activity Resource Sheet

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| 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*) - see Appendix List 3; to segment words into phonemes for spelling.

Activities

Groups

- When a board full of rhyming words with different endings, e.g. **y**, **ie**, **igh**, has been generated, instead of the class sorting the words out, this can be done in group-time by the children in pairs or threes.
- In pairs or small groups, children write as many words as they can ending in a digraph such as **ay** and **ow**. In the process they will invent new words for which they can make up possible meanings.
- The children can invent jingles using words with a particular digraph (or use some popular ones) and make an illustrated book, e.g.:

*The rain in Spain stays mainly in the plain.
Don't wait for Kate; she's always late.
Let the train take the strain.*

- An adult writes down all the words the children can think of rhyming with **lay** and **late**. Children sort the words out according to their spellings and create at least one rule that might help them when they are writing 'short' words with the 'long a' in them. For instance, nearly all the words are spelled **ate** not **ait**; but **eight** and **weight** are the exceptions. The children can then look out for other words which rhyme with **late** to see whether they conform to their 'rule'.
- Children can do the same with **ay**, **ain** and **ane**. They may suggest investigating other a rhymes such as **aim/ame**, **ake/aik**, **ade/aid**, **ail/ale**.
- The same activity may be carried out with any other long vowel phonemes.
- Play word trails. See the Photocopiable Resource Sheet.

Plenary

- Children can bring the results of their investigations to plenary sessions, including lists of words they have found, words they have invented and rules they have created.

N.B.

In their independent writing children will make the wrong choices of digraph in words, such as **screem**, until they learn the correct spellings. Through continued conscious exposure to words in reading combined with active word study and practice, children learn to recall the correct visual representation. Make opportunities in Shared and Guided Writing to model proof-reading. You could also enlarge a child's piece of writing from a previous year or write your own. Ask the children to point out possible errors and alternatives. Model the strategy you would wish them to use in their independent writing.

Relevant published materials/resources

Rhymeworld (Heinemann). **Oxford Reading Tree** - Rhyme and Analogy (OUP).
First Steps: Spelling Developmental Continuum, Spelling Resource Book (Heinemann).
ACE Spelling Dictionary, David Moseley (LDA).