



Pathways to Progress

Spelling Activity Bank

Spelling activity bank

This activity bank provides detailed explanations of games and activities for use with Pathways to Progress Summer 2 modules.

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Dominoes

- Work with pupils to prepare a set of dominoes.
- Provide pupils with two A5 pieces of card. Ask them to draw a line down the middle of the card to make dominoes.

For tense:

- Provide a list of verbs written in the two tenses you want to look at (e.g. past and present).
- Each pupil should prepare the left-hand side of two dominoes with one tense (e.g. present), taking turns to select a word from the list.
- Take the cards in and shuffle before redistributing.
- Pupils now write the other tense on the right-hand side (e.g. past), spelling it correctly and partner checks.

e.g.

anger	fried
-------	-------

fry	angered
-----	---------

- When all the dominoes are made, play human dominoes – each pupil holds a domino in each hand. They should move around and link up matching present/past tense verbs

For other suffixes:

- From a list of words, pupils to take turns to writing one of the word root on the right-hand side of their dominoes.
- As above but this time, the left of the card needs a word ending (related to the pattern you are focusing on) and the right of the card needs a word beginning.

e.g.

tial	artifi
------	--------

cial	par
------	-----

Get the treasure

- Display a picture of a closed treasure box alongside lines to represent each letter of a word they need to work out with the first letter filled in. Cut up the open treasure boxes at the bottom of the resource page, to be placed on top of the closed one once each puzzle has been solved.



a _ _ _ _ _



- Provide each pair with a set of the answers on cards, folded so they cannot see them.
- Pupil take turns being the guesser and the treasure holder. Each player has 5 lives for their turn as guesser.
- The treasure holder takes one of the folded answers and reads the word aloud.
- The guesser then has to correctly say every letter of the word in order to get the treasure. They should write them in as they get them correct.
- If they say an incorrect letter, they lose one of their lives. When they get the word correct, then the treasure can be stuck on top of the box.

Have you spotted it?

- Provide pupils with a whiteboard and pen on which they should write 'ed'. They can work either individually or in pairs for this game.
- Remind pupils about the different sounds that an *-ed* ending might make.
- Read a story written in the past tense.
- As you read, pupils listen carefully for verbs written in the past tense. When they hear one, they should raise their whiteboard.
- Keep score, giving pupils a point every time they correctly identify a past tense verb with an *-ed* ending. Write down the verbs you have found on each page or in each paragraph.
- Display the text after reading each page or paragraph. Did we find them all? Are there any we missed?

Heads and tails

- Prepare words split at a suitable point e.g. prefixes separated from root words or root words separated from word endings.
- Pupils match the heads to the correct tails to create words.
- Check the words pupils have created.

Homophone bingo

- Provide each pupil with a bingo card containing a selection of homophones.
- Read sentences containing the homophones until 'Bingo' is called.
- Check that pupils have selected the correct homophone on their card as you play.

Homophone noughts and crosses

- Ask pupils to draw a larger than normal version of a noughts and crosses board.
- They should then fill each space with one homophone from a displayed list.
- Pupils should copy them out carefully and an adult should check them before the game begins.
- Pupils take turns to say a sentence with a homophone in and if correct, claim the space. Mark with a counter.

Odd one out

- Select a phoneme which has multiple graphemes.
- Tell pupils what the focus grapheme is.
- Read a set of three words – two of which have the same grapheme and one of which is different.
- Pupils have to write down the word they think contains the focus grapheme or is the one that doesn't (depending on which way around you wish to play the game).
- Alternatively, you can provide pupils with the words to identify the odd one out visually.
- Check pupils' spelling of the word.

Quickwrite

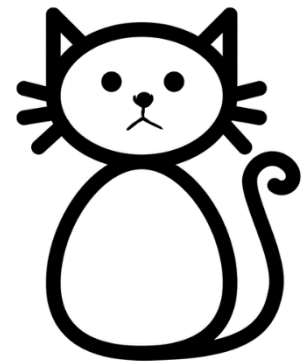
- Select a focus pattern or word group and select up to six words.
- Say one of the words or a sentence containing the word.
- Pupils write down the word on their whiteboard.
- Once all words have been read, check the spellings of pupils' words.

Sliding suffixes

- Prepare a list of root words for pupils (4-8 words) and on separate cards the suffixes that you are working on.
- Pupils slide one of the separate cards down the side of the list writing down any matches they make to create real words.
- You may wish to ask pupils to try to write a definition for made up words they create with the slider, using the meaning of the suffix along with the meaning of the root word.

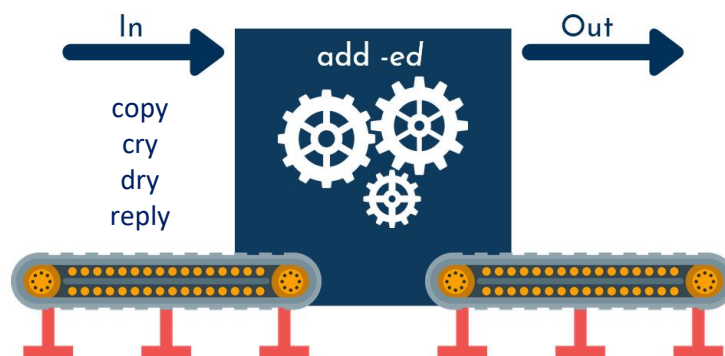
Spellcat

- This game is a version of the traditional 'Hangman' game.
- Prior to playing the game, agree as a class on a simple image that is going to be built up during the game. The image needs to be made up of around 10-15 elements – the fewer elements the harder the game. We have chosen a cat, but you may wish to choose another animal and change the name of the game accordingly. The cat could be made up of the following 15 elements: body, head, ears, three whiskers each side, eyes, nose, mouth and a tail.
- In pairs, pupils take turns to be the word selector.
- The word selector should choose one of the words pupils have been learning to spell and draw a number of short lines horizontally across the board to match the number of letters in the word.
- Pupils take turns guessing a letter that may appear in the word.
- If the letter is in the word, the word selector should write that letter in the correct spaces where it appears in the word – this may be in one place or multiple places.
- If the letter does not appear in the word, the word selector should draw one part of the cat and continue to build up the image of a cat as more incorrect letters are given. The word selector should keep a record of incorrect letter guesses on the board.
- When the guesser pupil thinks they know the word, they can have a guess and complete the spelling of the word and win the game. If the guess is incorrect, another element is added to the cat.



Suffix machine

- Provide pupils with a drawing of a suffix machine (see below) or display one on the board. Alternatively, you could use a cardboard box as a 'real' suffix machine.
- On the machine, write a label showing the suffix that the machine will add to words.
- Provide a list of words to feed into the machine or words on separate cards.
- Pupils work through the list of words, applying the correct rule to add the suffix and writing them at the exit of the machine.

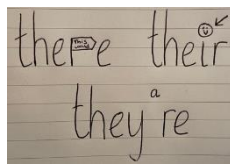


What went wrong?

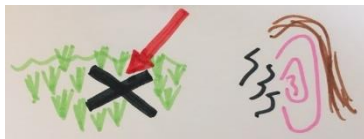
- Display a list of incorrectly spelt words on the board.
- You may wish to include examples where the incorrect rule has been followed or the incorrect grapheme/letter pattern used.
- Pupils try to explain the mistake that has been made and correct the spelling.

Word art

- To support pupils in remembering tricky element of words, ask pupils to write the word in a way that supports them remembering the part they struggle with.
- They should think about how to include an image within the words or make the word into an image.



- Alternatively, ask pupils to create illustrations to demonstrate word meanings.



here

hear



The children's home

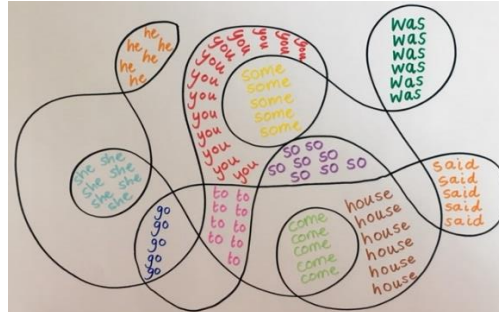
Jane's shoes

Word sort

- Select a range of words which are spelt following the focus pattern(s).
- Provide pupils with the words on separate cards. Older pupils could write them on cards/post-its themselves.
- Consider whether it is appropriate to tell pupils what the link is between the words at this stage. You may also wish to provide pupils with headings to sort the words under e.g. the different rules for adding *-ing* or *-ed*.
- Pupils sort the words according to the rule they have been given or investigate how to group the words by looking for similarities in spelling patterns or pronunciation.
- Discuss what pupils have found.

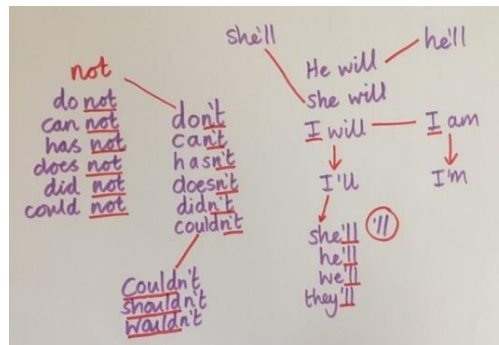
Word squiggles

- Draw a squiggle on a piece of paper.
 - Choose a word and write it many times in one of your spaces with a coloured pen.
 - Repeat with new words and new colours.
- e.g.



Word web

- Provide pupils with a starter word to write in the middle of their page.
 - Pupils investigate the word looking for prefixes, suffixes, common letter patterns, sounds or a root word.
 - From each part of the word, pupils draw a line and begin a list of words they know which have the same pattern or element.
- e.g.



- Discuss the words pupils have come up with.