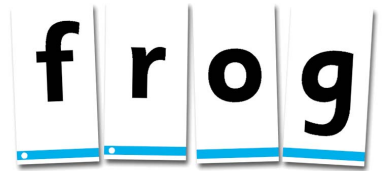


Make-a-word



Make-a-word game 3: Additional activities

Before starting these activities you need to use the *Make-a-word* materials and the related instructions.

Spelling and Writing Work

Once your child is confidently making words with the *Make-a-word* tiles, you can introduce writing words. This will support the spelling work your child does in school. Go through the activities in the order shown.

1. Set up the letter tiles on the magnetic board as usual. Look at the sixteen words in the top box on the *Using the materials* sheet. Read one of the words aloud and ask your child to make the word in the usual way. If correct, ask your child to **copy** the word (either underneath using a dry-wipe pen, or on a piece of paper). When he/she has done this correctly, rub out/remove the written word and return the tiles to the correct holding area. Repeat this exercise with the other fifteen words in the box.
2. Once your child has mastered the above, try the following task. Read the sixteen words in the top box aloud, one at a time. Each time ask your child to **write** the word down.
3. Repeat steps 1 and 2 for the sixteen words in the middle box on the *Using the materials* sheet. You can then do the same with the words in the bottom box on the sheet.
4. Choose picture tiles at random and put them on the board, one at a time. Each time ask your child to write the word underneath. You can then progress to choosing words from the three word boxes on the *Using the materials* sheet at random, reading them aloud and asking your child to write them down.
5. Once your child can do the activities above confidently, you can ask them to write short sentences.
 - a. Put three or four picture tiles on the board and write a fairly short, simple sentence next to each one. Try to use words that your child can read. Omit the illustrated word from each sentence, drawing a line where the missing word should go. Ask your child to write the missing word so that the sentence goes with the picture. See the examples below (A).
 - b. Put a picture tile on the board and dictate a short, simple sentence related to the picture for your child to write down. Try to use the common words your child knows and can write. See the examples below (B).

The boy can _____.

The _____ is blue and green.

The _____ can jump.

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(A)

I like to swing.

The baby is in the pram.

I have a stick in my hand.

I saw a crab.

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(B)

Work on five- and six-letter words

1. Set out the letter tiles in the usual way. Tell your child you are going to make some 'harder' words with five and six letters. All the words begin with *spl-*, *spr-*, *scr-* and *str-*. Please note: there are no pictures for these words.
2. Read out the *spl-* words in the box below, one at a time, reading along the row. Each time ask your child to make the word in the usual way.
3. Repeat step (2) for the *spr-*, *scr-* and *str-* words in the box.

4. Once your child is confidently making these words, you can go on to spelling them. Read the words and ask your child to write them down. Start with doing one row at a time and progress to choosing words from the four rows at random.

spl..... split splat splash splint

spr..... sprig sprung sprat sprint spring

scr.... scam scrub scrap scrum scrag script scrimp

str..... strap strum strip strut strong strict stress struck string

5. You could extend the spelling work to words beginning with *thr-*. The words can't be made with the magnetic tiles, but you can do spelling activities. Start by writing some or all of the words for your child to copy. Go on to reading the words aloud for your child to write down.

thr..... throb thrash throng thrush thrift thrust

Remember : as with *Make-a-word*, do these activities little and often, use lots of praise and make sure you both enjoy the activities!