



## Verb chain

Play the same as *Noun chain* using verbs,

e.g. j u m p p u s h h o p p u l l o o k k e e p p a i  
n t t a k e

## Holiday Bag game

Say *I am going on holiday and in my bag there is ...* name an object, e.g. *a hat*. Prompt a child to say the sentence, the object you said and to add another one, e.g. *I am going on holiday and in my bag there is a hat and a book*. The next child says the sentence, the two objects and adds a third.

Continue in this way until a child either cannot remember all the objects in order, or cannot think of anything to add. They may add any object that could be put into a bag (whether it is something they would take on holiday or not, e.g. *a pen, a ruler, a picture, a sock, an orange*, etc.

## I spy

This game can be played with objects in a picture, on a page or two pages in the book, or just using the classroom itself as a place with different objects in it.

Say *I spy with my little eye, something beginning with ...* name a letter, e.g. *d*. Children must look at the picture or around the class and name objects beginning with that letter, e.g. *door, dress, doll*, etc. Children continue guessing until the right answer is given, or until they cannot name any more objects with the correct letter. In this case, you may wish to give the class a clue to help them identify the correct letter.

## Word card and dictionary games

### Alphabetical order game

Put up 6-8 word cards. Children volunteer to put them in alphabetical order.

Make the game harder by choosing non-consecutive letters or words beginning with the same letter/s.

**Variation:** This can also be played as a team game:

- (1) teams have the same cards
- (2) teams have different cards and change over sets of cards

### Say something!

Stick 6-8 word cards face down on each side of the board.

A pair comes forward. Child 1 turns over a word card on one side. Child 2 turns over a word card on the other side.

The pair thinks of a sentence that uses both cards. Other children also think of a sentence. Give a time limit. Hear the first pair's sentence. Give 2 points for a correct sentence. If it is not correct, or they couldn't think of one, other children may give a correct sentence for one point.

### Dictionary game

Put 6-8 word cards on the board. Say a definition (using the *Dictionary 3* definition if you wish). Children say which word it is. This can be played in teams or pairs.

## Number games

### Turn-over numbers

Choose 10 numbers. These may be consecutive or not.

Make 3 sets of small cards of these numbers. Muddle them. Give any 6 cards to 5 teams. Children place the cards face up on the desk. Read out the numbers you chose in any order. When children hear a number they have, they repeat the number and hold up the card, then turn it face down. Continue until one team has turned over all their cards. This team is the winner.

### Ordinal number order

Bring 6 or more children forward. Give out consecutive ordinal number cards 7th – 12th in muddled order. The children line up in ascending order and show their cards. The class says the ordinals.

**Variation:** As above, but use non-consecutive ordinal numbers from 1st to 31st.

## Spelling practice games

Write up a word with a phoneme the children have learned, e.g. *night*. Children think of as many words as they can with the same sound and spelling, e.g. *right, light*, etc.

Children take turns to write words on the board. They get a point for a correctly spelled word. This game may be played in teams.

### Look, write, check (from Unit 1 onwards)

Write up a word that children have learned to read and write in their Phonics work. Children look. Cover the word. Children write the word. Uncover the word. Children check their spelling.

### Spelling bricks

Write phonemes the children have studied on cards and stick them in the centre of the board, e.g. *igh ow ar ay*

Put letters or consonant blends on the left of the board, e.g. *sn br bl sh r l d p s m b*

Put word endings on the other side, e.g. *k t n*

Children take turns to put two or more cards together to make complete words, e.g.

sn	ow	br	igh	t	d	ar	k
----	----	----	-----	---	---	----	---

Make several of each phoneme so that several complete words can be made at a time.