



Kaboom

Skill: reading a range of high-frequency instantly.

Reading Element: Phonics and word recognition

Recognises some digraphs, blends and words containing short and long vowel sounds (Primary Language Curriculum 5d).

Instructions for Kaboom

You will need:

Lollipop/popsicle sticks

A permanent marker or label stickers

A container or paper cup



How to make Kaboom

- Write one word on each lollipop/popsicle stick with the marker or
- Write one word on each label and stick on to a lollipop/popsicle stick.
- Place sticks with words facing downward in the container or cup.

How to play Kaboom

- Set a timer.
- Players take turns drawing a stick and reading the word.
- If the word is read correctly the player keeps the stick.
- If the word is not read correctly it is returned to the container.
- If a player draws a kaboom stick, they return all their sticks to the container.

The winner is the person with the most sticks when the timer sounds.



Go Fish



Skill: reading a range of high-frequency instantly.

Reading Element: Phonics and word recognition

Recognises some digraphs, blends and words containing short and long vowel sounds (Primary Language Curriculum 5d).

Instructions for Go Fish

You will need:

2 sets of flashcards (preferably, printed on card or glued to cardboard)
2-3 players

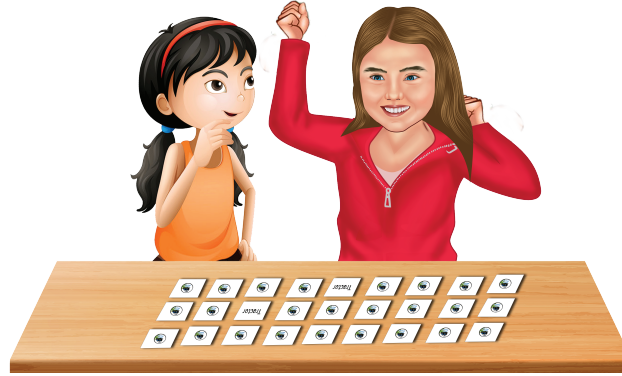
How to play Go Fish

- Deal 7 cards to each player.
- Place remaining cards face down, in a pile between the players.
- Players match any pairs of words in their own hand.
- Player 1 selects a card from their hand and asks “do you have with?”
 - Player 2 checks their hand, if they have with they must give it to player 1.
 - Player 1 then has a matching pair.
 - If player 2 does not have the card, they say “No, Go Fish”
 - Player 1 then takes a card from the top of the pile.
 - Player attempts to match this with words in their own hand.
- Follow the same procedure with player 2 and player 3.
- Then with player 3 and player 1.
- If a player runs out of cards they take one from the deck each time.

The winner is the person with the most matching pairs, when all cards have been matched up.



Memory Game



Skill: reading a range of high-frequency instantly.

Reading Element: Phonics and word recognition

Recognises some digraphs, blends and words containing short and long vowel sounds (Primary Language Curriculum 5d).

Instructions for Memory Game

2 sets of flashcards (preferably, printed on card or glued to cardboard)

You will need:

2 sets of flashcards (preferably, printed on card or glued to cardboard)

2-3 players

How to play Memory Game:

- Choose how many cards to play with (start with a low number e.g. 5 cards and build it up).
- Lay the cards out face down in rows and columns.
- Player 1 chooses one card, turns it face up (in its place) and reads it. They then turn up a second card (again leaving it in its place).
 - If the cards match player 1 removes the pair and takes another turn.
 - If the cards do not match, the cards are turned over and the next player takes their turn.
- The object of the game is to match the most cards.

Remember- always leave the cards back in the same spot as you found them.



Hide and Seek



Skill: reading a range of high-frequency instantly.

Reading Element: Phonics and word recognition
Recognises some digraphs, blends and words containing short and long vowel sounds (Primary Language Curriculum 5d).

Instructions for Hide and Seek

2 sets of flashcards (preferably printed on card or glued to cardboard)

You will need:

2 sets of flashcards (preferably, printed on card or glued to cardboard)
2-3 players

How to play Hide and Seek:

- Lay one set of cards out on the table.
- Conceal the other set of words around the room.
- The players search for the words and bring each one back to the table individually.
- The players read and match the flashcards and put the pair in their pile.
- The object of the game is to match the most cards.



Rhyming



Skill: recognising and generating rhymes.

Reading Element: identifying and generating rhyming words (Primary Language Curriculum 4c).

Instructions for Hide and Seek

2 sets of flashcards (preferably printed on card or glued to cardboard)

Fill in the blanks

1. Revise some common nursery rhymes to ensure the child understands the concept of rhyme.
2. Say nursery rhymes together, placing emphasis on the words that rhyme.
3. Adult says most of rhyme, but the child fills in rhyming word e.g. Mary had a little lamb, whose fleece was white as snow, and everywhere that Mary went, to lamb was sure to _____ ,

Little Bo Peep,
Has lost he _____ .

Rhyming pairs

Say first word of rhyming pair and allow child to say second e.g. snow (go), Peep (sheep).



Rhyming

Generate rhymes

Create own farm based rhyming couplets
e.g. Grandad Pat was on the farm,
He fell down and broke his _____ (arm).

Oh no! The foal has ran away,
Look! He is over there eating _____ (hay).

Gail is very smart,
She brought the cattle to the _____ (mart).

There is a hole in the boat!
Now it won't _____ (float).

Rhyming iSpy

Use teachable moments as they arise when reading books, looking at pictures or in daily life e.g. iSpy with my little eye something that rhymes with:

jeep (sheep)

frog (dog)

chair (hair)

make (lake)

snail (pail)