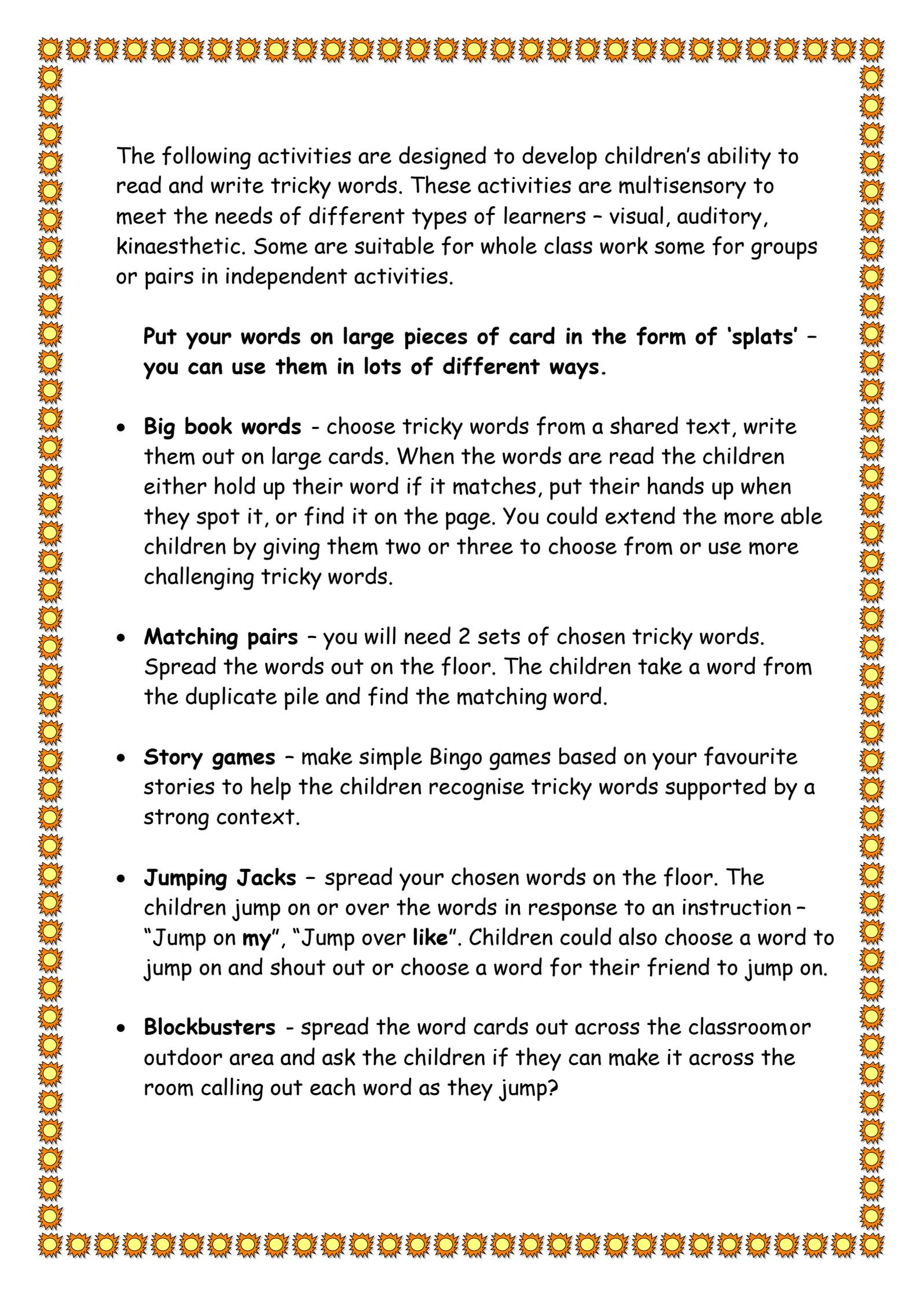


Fun, effective tricky word activities

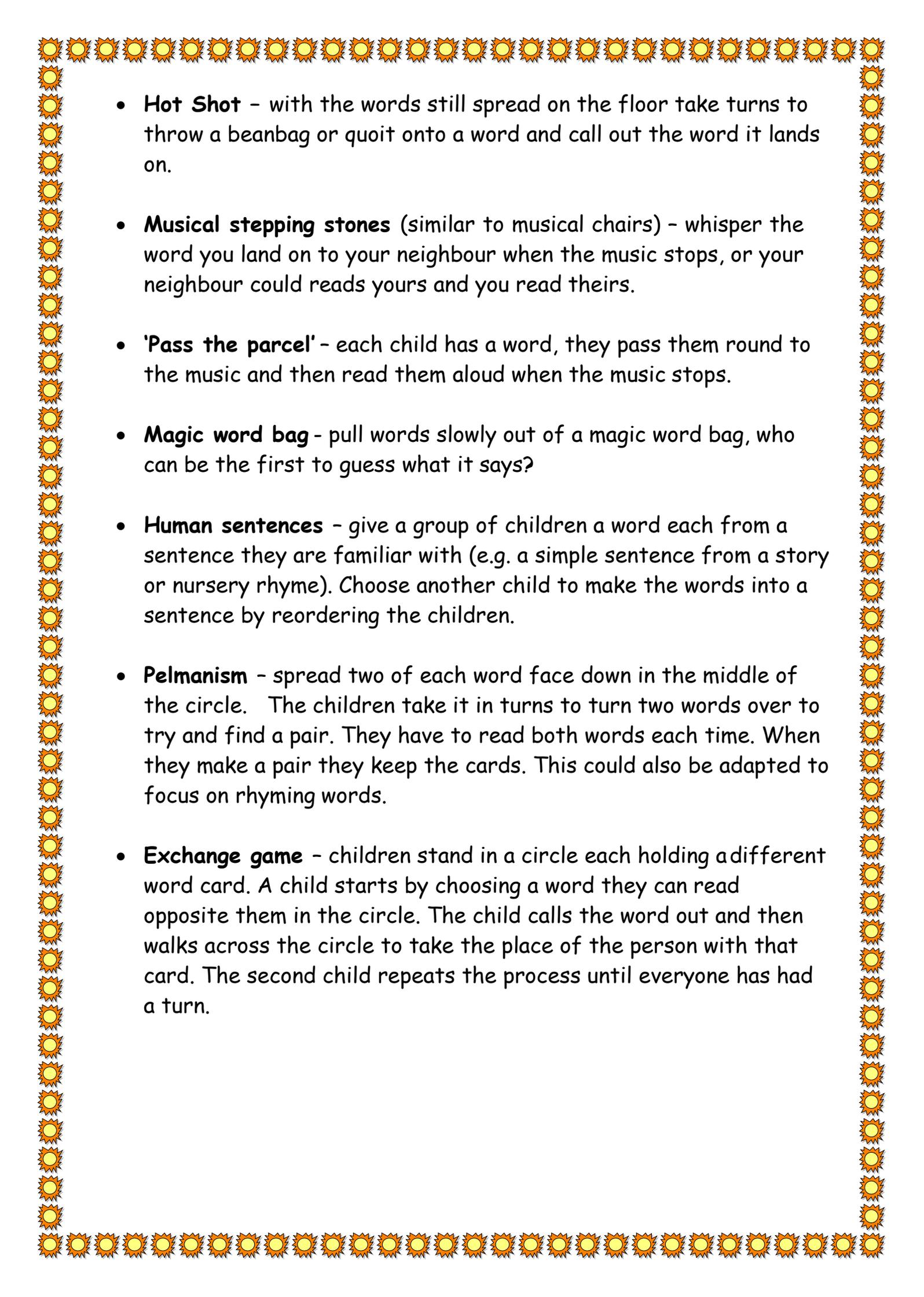


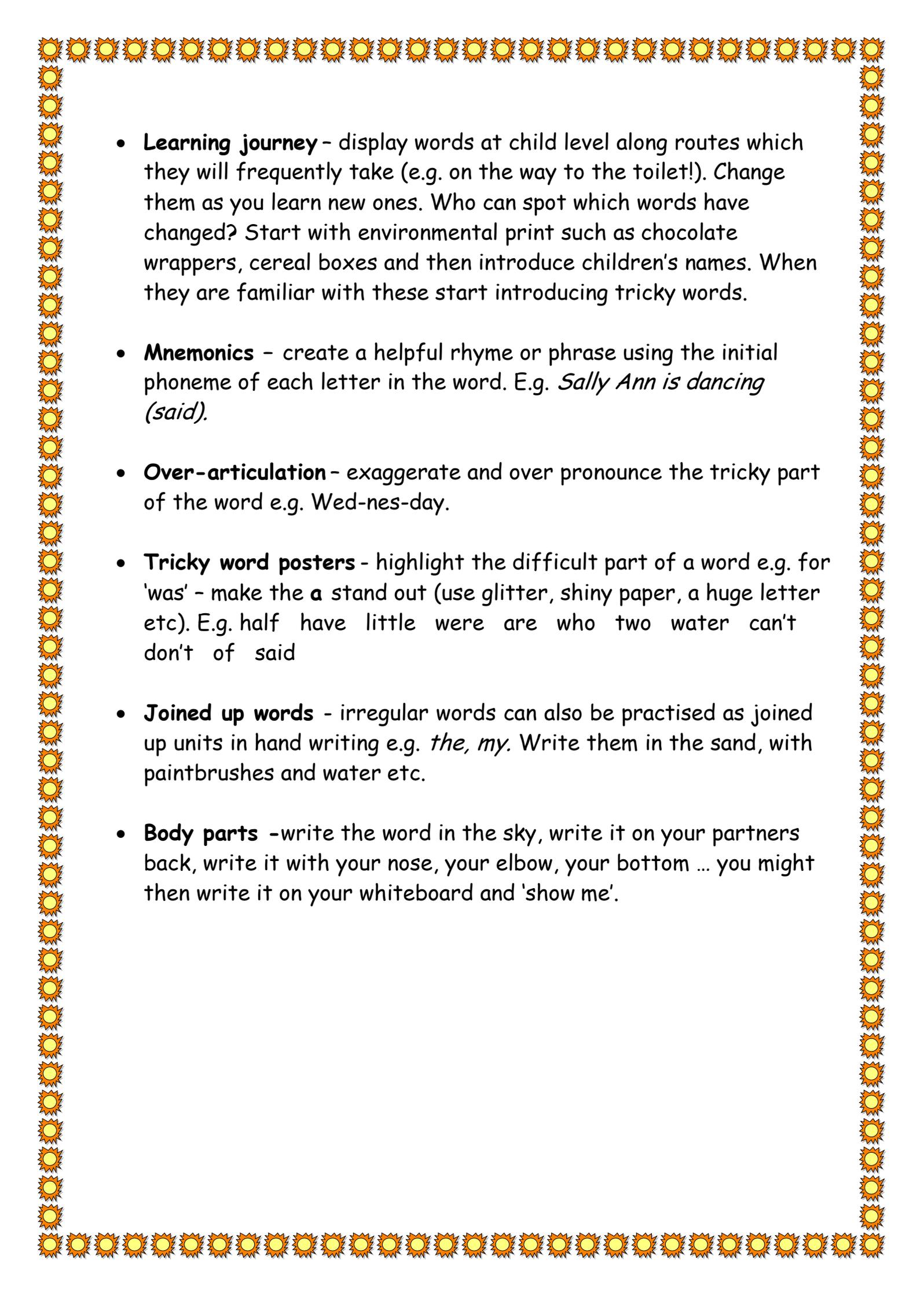


The following activities are designed to develop children's ability to read and write tricky words. These activities are multisensory to meet the needs of different types of learners - visual, auditory, kinaesthetic. Some are suitable for whole class work some for groups or pairs in independent activities.

Put your words on large pieces of card in the form of 'splats' - you can use them in lots of different ways.

- **Big book words** - choose tricky words from a shared text, write them out on large cards. When the words are read the children either hold up their word if it matches, put their hands up when they spot it, or find it on the page. You could extend the more able children by giving them two or three to choose from or use more challenging tricky words.
- **Matching pairs** - you will need 2 sets of chosen tricky words. Spread the words out on the floor. The children take a word from the duplicate pile and find the matching word.
- **Story games** - make simple Bingo games based on your favourite stories to help the children recognise tricky words supported by a strong context.
- **Jumping Jacks** - spread your chosen words on the floor. The children jump on or over the words in response to an instruction - "Jump on **my**", "Jump over **like**". Children could also choose a word to jump on and shout out or choose a word for their friend to jump on.
- **Blockbusters** - spread the word cards out across the classroom or outdoor area and ask the children if they can make it across the room calling out each word as they jump?

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- **Hot Shot** - with the words still spread on the floor take turns to throw a beanbag or quoit onto a word and call out the word it lands on.
 - **Musical stepping stones** (similar to musical chairs) - whisper the word you land on to your neighbour when the music stops, or your neighbour could read yours and you read theirs.
 - **'Pass the parcel'** - each child has a word, they pass them round to the music and then read them aloud when the music stops.
 - **Magic word bag** - pull words slowly out of a magic word bag, who can be the first to guess what it says?
 - **Human sentences** - give a group of children a word each from a sentence they are familiar with (e.g. a simple sentence from a story or nursery rhyme). Choose another child to make the words into a sentence by reordering the children.
 - **Pelmanism** - spread two of each word face down in the middle of the circle. The children take it in turns to turn two words over to try and find a pair. They have to read both words each time. When they make a pair they keep the cards. This could also be adapted to focus on rhyming words.
 - **Exchange game** - children stand in a circle each holding a different word card. A child starts by choosing a word they can read opposite them in the circle. The child calls the word out and then walks across the circle to take the place of the person with that card. The second child repeats the process until everyone has had a turn.

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- **Learning journey** - display words at child level along routes which they will frequently take (e.g. on the way to the toilet!). Change them as you learn new ones. Who can spot which words have changed? Start with environmental print such as chocolate wrappers, cereal boxes and then introduce children's names. When they are familiar with these start introducing tricky words.
 - **Mnemonics** - create a helpful rhyme or phrase using the initial phoneme of each letter in the word. E.g. *Sally Ann is dancing (said)*.
 - **Over-articulation** - exaggerate and over pronounce the tricky part of the word e.g. Wed-nes-day.
 - **Tricky word posters** - highlight the difficult part of a word e.g. for 'was' - make the **a** stand out (use glitter, shiny paper, a huge letter etc). E.g. half have little were are who two water can't don't of said
 - **Joined up words** - irregular words can also be practised as joined up units in hand writing e.g. *the, my*. Write them in the sand, with paintbrushes and water etc.
 - **Body parts** - write the word in the sky, write it on your partners back, write it with your nose, your elbow, your bottom ... you might then write it on your whiteboard and 'show me'.