

Phase 2 Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 2 lesson plans.

Caption Match	
Objective	To be able to decode and blend captions
Resources	Two pictures and two captions
Procedure	<ol style="list-style-type: none"> 1. Display the caption. 2. Sound-talk and read the first word (e.g. p-a-t pat). 3. Ask the children to repeat after you or join in with you, depending on their progress. 4. After sound-talking and reading the second word, say both words (e.g. a, pat a). 5. Continue with the next word (e.g. d-o-g dog, pat a dog). 6. Display the pictures and ask the children which picture the caption belongs to. <p>Note: As children get more practice with the high-frequency words, it should not be necessary to continue sound-talking them.</p>

Lift and Rub	
Objective	To help children build a sense of left and right and help them build stability in their left to right scanning of words.
Procedure	<ol style="list-style-type: none"> 1. Ask the group to stand up. They should now practise lifting their left arms in the air. It is best to turn around to face in the same direction as you model this. Now get them to rub their right side with their right arm. 2. Now start by saying “lift your left” or “rub your right”. Each time you say the phrase they act it out and return to stationary. 3. Once they are confident with that, reduce it to just “left” and “right” as the two commands. Start to give them a sequence like “left-right-left-right-right-left-left-right-left etc...” slowly speeding up as they get better. 4. For a bit of extra fun you can sometimes say “left and right!”. 5. Repeat this through the early stages of Phase 2 and keep emphasising the left-to-right direction of word scanning.

Missing Letter	
Objective	To be able to identify the missing sound in a word
Resources	Grapheme flashcards
Procedure	Pick a 3-letter word. Write 2 letters up on the board and leave a blank for the final letter (it can be anywhere in the word). Draw a line to indicate it is missing. Say the word. Hold up 2 grapheme flashcards - can the children pick which one completes the word? You can move on to not holding up any grapheme flashcards as the children gain skills.

Name Game	
Objective	To develop understanding of alliteration (revision from Phase 1)
Procedure	Ask the children to sit in a circle. Then, go around the circle with children making up alliterative phrases about themselves ("Sarah sings a song", or simply "jumping Josiah") to practise listening for sounds. Some children may need more support with this than others so ensure this is a team effort and encourage collaboration.

North, South, East, West (Onsets)	
Objective	To revise and consolidate graphemea and phonemes To work towards a quick and automatic phoneme response to the grapheme
Resources	Pictophone flashcards Grapheme flashcards
Procedure	Place a grapheme on each wall of the room with its corresponding pictophone. Read out words beginning with the four phonemes. The children run to the wall with the correct grapheme and pictophone.

Phoneme Frame	
Objective	To be able to write VC and CVC words
Resources	Large two-phoneme or three-phoneme frame drawn on a whiteboard Grapheme flashcards List of words (visible only to the teacher)
Procedure	<p>This sequence of suggestions will require building over a few days. Children should be able to spell VC words before moving on to spell CVC words.</p> <ol style="list-style-type: none"> 1. Draw a large two-phoneme or three-phoneme frame on the whiteboard. 2. Say a VC word (e.g. at) and then say it in sound-talk. 3. Say another VC word (e.g. it) and ask the children to tell their partners what it would be in sound-talk. 4. Ask the class to think about the phonemes they can hear and see if they can tell you what grapheme it is. Demonstrate choosing the letter <i> from the grapheme flashcards in the first square on the phoneme frame and the letter <t> in the second square, sound-talk "i-t" and then say "it". 5. Say another VC word (e.g. in) and ask the children to tell their partners what it would be in sound-talk. 6. Ask the children to tell you what to put in the first square in the phoneme frame and then in the second. 7. Ask the children to make the word on their own mini whiteboards. 8. Ask the children to hold up their frames for you to see.

Phrase Act	
Objective	To be able to decode and blend short phrases
Procedure	<p>Children read phrases and act out the phrase, similar to charades. For example, you might write on the whiteboard "Rip up the rag." The class needs to decode and blend each word in order to be able to read the phrase. Once they have read the phrase they can act out "Rip up the rag".</p>

Quickdash	
Objective	To revise and consolidate graphemes and phonemes To work towards a quick and automatic phoneme response to the plain letter
Resources	Pictophone flashcards Grapheme flashcards
Explanation for children	<i>"When you see the pictophones, say their names. When you see only the grapheme, say their sound."</i>
Procedure	Use about 10-16 previously introduced pictophones Step 1: Teacher shows the picture side of the card and says: <i>"Who is this?"</i> Step 2: Children say the character's name. Step 3: Teacher shows the plain letter side and says: <i>"What's their sound?"</i> Step 4: Children say the sound. Step 5: Repeat with the children saying just the sound for both pictophone and letter.
When to use	Quickdash is used for revision to begin the lesson. You may also want to include these phoneme reviews in small group sessions if children need more practice.
Development over time	As children internalise the phonemes, you will only need to use the pictophones for recently introduced phonemes. You will want to primarily have the children say the phoneme and not the name for the pictophone and grapheme.

Quickwrite	
Objective	To be able to correctly form different graphemes
Resources	Small whiteboards Pen and wipe for each child
Procedure	Say a phoneme and ask the children to write the grapheme. Once they have finished they should hold the board to their chest before you count down from 3 before the children hold their boards up to show their letter.

Rhyme Time	
Objective	To increase awareness of words that rhyme and to develop knowledge about rhyme (revision from Phase 1)
Procedure	Ask the children to sit in a circle. Then, go around the circle with children saying a word that rhymes with the previous word until they get stuck and you provide a new starting word.

Simon Says	
Objective	To develop decoding and blending skills
Resources	Word flashcards
Procedure	A simple game of Simon Says but instead of saying the instruction, children need to decode and blend before they can act out the instruction! For example, “Simon says pretend to be a...” and then hold up the word flashcard that says “cat”. The class then needs to decode, blend and then act out being a cat! If you do not have a word card set to hand, you can just write the words on the board.

Sound Count (bonus activity)	
Objective	To be able to identify how many sounds create a word
Procedure	Call out words from a word bank for each day and have the children count the sounds and hold up a finger with the total number

Sound Jump	
Objective	To develop children’s ability to hear phonemes in preparation for reading and spelling
Resources	Grapheme and/or pictophone flashcards
Procedure	Divide the class into small groups sitting on the carpet and give each group a different grapheme/pictophone card. Call out the phonemes in turn and when the group hears their sound they must jump up! After a few rounds, switch the flashcards around so each group has a new sound card.

Sound Pops	
Objective	To develop children's ability to hear phonemes, for reading and spelling
Resources	Pictophone flashcards
Procedure	Distribute previously taught pictophones, one to each child/group Step 1: Teacher says a phoneme (ffff). Step 2: Children repeat it (ffff). Step 3: Child with the corresponding pictophone 'pops up' (stands) and says: The Fish that Goes Splish, fffff.
When to use	Use Sound Pops to help children get used to listening for sounds. It will help prepare them for reading and spelling.
Development over time	As children begin to learn consonant and vowel digraphs, this activity will still be valuable.

Sound Scramble	
Objective	To develop children's ability to recognise and pronounce vowel sounds
Resources	Grapheme flashcards
Procedure	Select two vowels and an additional 3-5 consonants. Work together to create as many different words with those graphemes as possible. It's okay to create nonsense words! If you notice a child sometimes confusing vowel sounds, then this game is ideal. The goal is to get them engaged with manipulating those vowel sounds so that they become more deeply embedded.

Sound Shout	
Objective	To be able to identify phonemes at the onset of a word
Procedure	Call out words, some of the words will start with the phoneme of the day, some words won't. Children indicate whether the word does or does not contain the sound, by raising their hand, or standing up if they hear the sound and sitting down if they don't.

Sound Sorter	
Objective	To be able to identify onset sounds and sort objects into groups of the same sound
Resources	Pictophone flashcards/grapheme flashcards Three trays A variety of objects to be sorted or object flashcards
Procedure	This game uses the flashcards and some additional objects that can be found around the classroom. You will need three trays each with a pictophone card or grapheme card placed on/in it. Have a variety of objects on the table/floor that need to be sorted by the sound that they begin with.

Sound Splat	
Objective	To revise and consolidate letter shapes and phonemes To work towards a quick and automatic phoneme response to the plain letter
Resources	Pictophone flashcards Grapheme flashcards
Procedure	Lay out the flashcards on the floor and sit around the flashcards. You can have the pictophonetic side facing up or the letters side facing upwards. Ask the child to hit their hand on a specific sound. For example, “ <i>splat the /p/ sound</i> ” or “ <i>what sound does the word ‘dog’ begin with?</i> ” If playing with more than one child - who can splat the card first!?
When to use	Sound Splat is used for revision to begin the lesson. You may also want to include these phoneme reviews in small group sessions if children need more practice.
Development over time	As children internalise the phonemes, you will only need to use the pictophonics for recently introduced phonemes. You will want to move on to using primarily the graphemes only.

Sound Spy	
Objective	To develop children's ability to identify phonemes
Procedure	Ask children to find/point to images or things in the room that start with the phoneme of the day. Prior to the lesson we recommend you check how many items/images you can find that start with sound of the day. You might want to place a few additional items in the classroom to help! You can also use our printable game card deck which has images of objects on it.

Sound Talk	
Objective	To be able to blend and segment orally
Procedure	Play a game giving verbal instructions in sound talk. Ask children to /s/ /i/ /t/, and see if they can blend the sounds together and sit down! Other ideas are, /p/ /a/ /t/ your head and /s/ /i/ /p/ a drink.

Spot the Fake	
Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest Small bin
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into the treasure chest if "real", or into the bin if "fake"!

Tricky Word Race	
Objective	To be able to identify tricky words
Resources	Tricky Word Flashcards Decodable Word Flashcards
Procedure	Write the tricky words on flashcards and have the children sound them out first, then say the word. On the second go round, make it a 2 team game to see which team can just say the word faster, or take turns showing a card to each team, who earns it if they identify it correctly.

Word Match	
Objective	To develop decoding and blending skills
Resources	Word flashcards Object flashcards
Procedure	If working with the whole class, stick the game card images on to the board. If working with a small group, lay out the object flashcards on the table or carpet. Show the children one word card at a time. Ask the children to decode and blend the word. Then the children can match object flashcards to word flashcards.

Phase 3 Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 3 lesson plans.

Caption Match	
Objective	To be able to decode and blend captions
Resources	Caption images found in the resources for each lesson plan
Procedure	<ol style="list-style-type: none"> 1. Write the phrase on the board. 2. Sound-talk the words, or ask the children to help you read the phrase, or ask for a volunteer. Adapt the difficulty of this step based on the level of your students. 3. Then show the picture and ask the children if it is a match to the phrase. 4. Repeat with the second image/phrase set if there is time <p>Note: As children get more practice with the high-frequency words, it should not be necessary to continue sound-talking them.</p>

Missing Letter	
Objective	To be able to identify the missing sound in a word
Resources	Grapheme flashcards
Procedure	<p>Put a word up on the board, with a missing letter somewhere in the word (not always in the middle). Draw a line to indicate where the letter is missing. Say the word. Can the children pick the right letter to complete the word?</p> <p>You can hold a handful of grapheme flashcards up for them to choose from, or see if they can pick without help.</p> <p>Throughout this phase, it would be good to move from holding up grapheme options to just having the children fill in the blank without prompts.</p>

North, South, East, West (Onsets)	
Objective	To revise and consolidate letter shapes and phonemes To work towards a quick and automatic phoneme response to the plain letter
Resources	Pictophone flashcards Grapheme flashcards
Procedure	Place a grapheme on each wall of the room with its corresponding pictophone. Read out words beginning with the four sounds. The children run to the wall with the correct grapheme and pictophone.

North, South, East, West (Vowels)	
Objective	To revise and consolidate letter shapes and phonemes To work towards a quick and automatic phoneme response to the plain letter
Resources	Pictophone flashcards Grapheme flashcards
Procedure	Place a vowel grapheme on each wall of the room with its corresponding pictophone. Read out one-syllable words which have these vowels in the middle of the word. Explain to the children that they are listening for the sound in the middle of the word. The children run to the wall with the correct grapheme and pictophone.

Phrase Draw	
Objective	To practise reading phrases
Procedure	Write a word for the children to decode and then draw on their whiteboards and hold up to share with the class/with you.

Quickdash	
Objective	To revise and consolidate graphemes and phonemes To work towards a quick and automatic phoneme response to the plain letter.
Resources	Pictophone flashcards Grapheme flashcards
Explanation for children	<i>“When you see the pictophones, say their sound, not their name. When you see only the plain letter, say only their sound.”</i>
Procedure: Pictophonics Names and Sounds	Use about 10-16 previously introduced pictophones and grapheme flashcards Step 1: Teacher holds up one pictophone or grapheme flashcards and says: <i>“Who is this?”</i> Step 2: Children say the phoneme. Step 3: Continue until you have gone through the deck several times.
When to use	Quickdash is used for revision to begin the lesson. You may also want to include these phoneme reviews in small group sessions if children need more practice

Quickwrite	
Objective	To be able to correctly form different graphemes
Resources	Small whiteboards Pen and wipe for each child
Procedure	Say a phoneme and ask the children to write the grapheme. Once they have finished they should hold the board to their chest before you count down from 3 and the children hold their boards up to show their grapheme.

Real or Not Real

Objective	To practise decoding words, including nonsense words, which builds phonemic awareness
Procedure	<ol style="list-style-type: none"> 1. Write a word on the board and ask the children to decode it, either out loud as a class, with a partner, or asking a volunteer. 2. Then ask the children to shout out whether the word is real or not real.

Sentence Sub

Objective	To practise reading sentences and working on comprehension
Procedure	<ol style="list-style-type: none"> 1. Write a sentence on the board and model reading it. 2. Then rub out a word and put in a different one, as indicated. Ask the children to raise their hands if it makes sense with the new word in place. 3. Ask for a volunteer to read it out, or decode it as a class and decide together if it makes sense with the new word. 4. Repeat with new word substitutions.

Sound-A-Word

Objective	To practise decoding and blending
Procedure	Write words on the board to practise decoding and blending as a class, in pairs, or asking for volunteers. Pick words that focus on the sound of the day or sounds that need extra work.

Sound Jump

Objective	To develop children's ability to hear sounds in preparation for reading and spelling
Resources	Pictophone and grapheme flashcards
Procedure	Divide the class into small groups sitting on the carpet and give each group a different grapheme or pictophone flashcard. Call out the phonemes in turn and when the group hears their sound they must jump up! After a few rounds, switch the flashcards around so each group has a new grapheme/phoneme to listen out for.

Spot the Fake	
Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest (decorated small box) Small bin (plain box)
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into piles of “real” (into the treasure chest) or “fakes” (in the bin)! Use words provided.

Syllable Sounder	
Objective	To practise segmenting multi-syllable words to read
Procedure	Say a word (e.g. farmyard), clap each syllable and ask the children to do the same. Clap the first word again and ask the children for the sounds. Write them on the board, underlining the two syllables of each word. Repeat with a few words.

Tricky Word Race	
Objective	To be able to identify tricky words
Resources	Tricky Word Flashcards
Procedure	Use the tricky word flashcards to review the ones learned so far. Go through the deck and have the children sound them out first, then say the word. On the second go round, split the class into two teams to see which team can read the word the fastest.

True or False	
Objective	To practise reading phrases
Procedure	Write suggested phrases on the board. Children read phrases and shout out if it is true or false. You can ask for a volunteer, have them read with a partner, or sound-talk it as a class.

Where Does the Sound Go?

Objective	To practise hearing the sounds in words (phonemic awareness).
Procedure	<ol style="list-style-type: none"> 1. Write a phrase on the board. 2. Sound-talk it together or each child can work it out with a partner. 3. Then ask the children, “<i>where is the /sound/?</i>” (i.e where is the /v/ sound?) 4. Place the pictophone for that sound over the grapheme they point out to you.

Word Breaker

Objective	To practise segmenting and blending
Procedure	<ol style="list-style-type: none"> 1. Pick a word and say it out loud to the class (“milk”) 2. Ask the children to break it apart into its sounds (/m/ /i/ /l/ /k/) 3. Then the whole class blends the word together again (“milk!”)

Word Match

Objective	To develop decoding and blending skills
Resources	<p>Word flashcards Object flashcards</p>
Procedure	If working with the whole class, stick the game card images on to the board. If working with a small group, lay out the object flashcards on the table or carpet. Show the children one word card at a time. Ask the children to decode and blend the word. Then the children can match object flashcards to word flashcards.

Word Mood

Objective	Practise decoding and blending words
Procedure	Write words on the board for the children to read. Ask them to read it in a particular voice: sad, happy, angry, scared, excited. They can read it as a class, in pairs, or by volunteering to read it solo.

Word Sort	
Objective	To practise sound onset or identify sounds within words
Procedure	<ol style="list-style-type: none"> 1. Attach two pictophones to the board and revise their sounds 2. Say a word and ask the children which pictophone that word starts with. 3. Write that word under the correct pictophone, asking the children to help you spell the word 4. Repeat with a few words until you have several words under each pictophone in a list.

Write the Picture	
Objective	To practise writing short phrases or sentences
Procedure	<ol style="list-style-type: none"> 1. Show the image representing the phrase, which is in the day's resources section. 2. Try to work out what is going on in the picture as a class, with the children practising coming up with words to say that describe the action. 3. Then tell them the phrase that matches by either saying it, or saying it and writing it on the board for the children to copy. 4. The children write that phrase on their whiteboards.

Yes/No	
Objective	To practise reading phrases
Procedure	<ol style="list-style-type: none"> 1. Give children cards which say YES or NO (with tick mark or x also shown). 2. Have them decode the phrases you write on the board, then hold up the cards with their answer!

Phase 4 Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 4 lesson plans.

Caption Match	
Objective	To be able to decode and blend captions
Resources	Caption images found in the resources for each lesson plan
Procedure	<ol style="list-style-type: none"> 1. Write the phrase on the board. 2. Sound-talk the words, or ask the children to help you read the phrase, or ask for a volunteer. Adapt the difficulty of this step based on the level of your students. 3. Then show the picture and ask the children if it is a match to the phrase. 4. Repeat with the second image/phrase set if there is time <p>Note: As children get more practice with the high-frequency words, it should not be necessary to continue sound-talking them.</p>

Letter Pops	
Objective	To be able to identify graphemes from phonemes
Resources	Grapheme flashcards
Procedure	Hand out some grapheme cards learned so far. Say a phoneme and the children holding that letter card hold it up high above their head.

Phoneme Frame	
Objective	To be able to identify graphemes from phonemes
Resources	Mini whiteboards Pen and wipe for each child
Procedure	Draw 4 frames on the board and have the children draw 4 frames on their mini whiteboards. Hold up 4 fingers, say a CVCC word from the word lists given in the lesson plan, and then sound-talk it, pointing at a finger at a time for each phoneme. Ask the children to do the same. As a class, write each grapheme in the phoneme frames on mini whiteboards. Repeat with a few words without modelling it on the board first.

Quickdash	
Objective	To revise and consolidate graphemes and phonemes To work towards a quick and automatic phoneme response to the plain letter.
Resources	Pictophone flashcards Grapheme flashcards
Explanation for children	<i>“When you see the pictophones, say their phoneme, not their name. When you see only the plain letter, say only their phoneme.”</i>
Procedure: Pictophonics Names and Sounds	Use about 10-16 previously introduced pictophones and grapheme flashcards Step 1: Teacher holds up one pictophone or grapheme flashcards and says: <i>“Who is this?”</i> Step 2: Children say the phoneme. Step 3: Continue until you have gone through the deck several times.
When to use	Quickdash is used for revision to begin the lesson. You may also want to include these phoneme reviews in small group sessions if children need more practice

Quickwrite	
Objective	To be able to correctly form different graphemes
Resources	Mini whiteboards Pen and wipe for each child
Procedure	Say a phoneme and ask the children to write it. Once they have finished they should hold the board to their chest before you count down from 3 and the children hold their boards up to show their letter.

Quickwrite Capitals	
Objective	To be able to correctly form capital letters
Resources	Mini whiteboards Pen and wipe for each child
Procedure	Say a phoneme and ask the children to write the capital letter for that phoneme on their whiteboards. Once they have finished they should hold the board to their chest before you count down from 3 and the children hold their boards up to show their letter. Repeat with a few phonemes.

Sentence Sub	
Objective	To practise reading sentences and working on comprehension
Procedure	<ol style="list-style-type: none"> 1. Write a sentence on the board and model reading it. 2. Then rub out a word and put in a different one, as indicated. Ask the children to raise their hands if it makes sense with the new word in place. 3. Ask for a volunteer to read it out, or decode it as a class and decide together if it makes sense with the new word. 4. Repeat with new word substitutions.

Sound-A-Word

Objective	To practise decoding and blending
Procedure	Write words on the board to practise decoding and blending as a class, in pairs, or asking for volunteers. Pick words that focus on the phoneme of the day or phonemes that need extra work.

Spot the Fake

Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest (decorated small box) Small bin (plain box)
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into piles of “real” (into the treasure chest) or “fakes” (in the bin)! Use words provided.

Tricky Word Jump

Objective	To be able to identify tricky words
Resources	Tricky word flashcards
Procedure	Shuffle all of the tricky word flashcards together from this phase. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Cycle through around 9 of the words.

Tricky Word Race	
Objective	To be able to identify tricky words
Resources	Tricky word flashcards
Procedure	Write the tricky words learned so far on flashcards, or print out from our website. Go through the deck and have the children sound them out first, then say the word. On the second go round, split the class into two teams to see which team can read the word the fastest.

Word Breaker	
Objective	To practise segmenting and blending
Procedure	<ol style="list-style-type: none"> 1. Pick a word and say it out loud to the class ("milk") 2. Ask the children to break it apart into its phonemes (/m/ /i/ /l/ /k/) 3. Then the whole class blends the word together again ("milk!")

Word Match	
Objective	To develop decoding and blending skills
Resources	Word flashcards Object flashcards
Procedure	If working with the whole class, stick the game card images on to the board. If working with a small group, lay out the object flashcards on the table or carpet. Show the children one word card at a time. Ask the children to decode and blend the word. Then the children can match object flashcards to word flashcards.

Word Match Lines	
Objective	To develop decoding and blending skills
Resources	Word flashcards Object flashcards
Procedure	Children stand in 2 lines. Hand out the object flashcards to 1 line and the corresponding word flashcards to the other. The word flashcard student decodes their word (or holds it up for the class to decode together) and then finds the corresponding image from other line.

Write Race	
Objective	To develop writing skills
Resources	Mini whiteboards Pen and wipe for each child
Procedure	First, model writing the word from the lesson plan, sound-talking it. Then, give the children 60 seconds to see how many times they can write the word on a mini whiteboard. Count up at the end. Repeat with other words from the lesson plan, pointing out any tricky graphemes.

Write the Caption	
Objective	To practise writing short phrases or sentences
Resources	Mini whiteboards Pen and wipe for each child
Procedure	Show the image representing the phrase (included with the lesson plan). Try to work out what is going on in the picture as a class, then reveal the phrase and ask the children to write it on their whiteboards.

Yes/No	
Objective	To practise reading phrases
Procedure	<ol style="list-style-type: none">1. Give children cards which say YES or NO (with tick mark or x also shown).2. Have them decode the phrases you write on the board, then hold up the cards with their answer!

Phase 5 Unit 1 Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 5 Unit 1 lesson plans.

Caption Match	
Objective	To be able to decode and blend captions
Procedure	Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in the lesson plan resources and ask the children if it is a match to the phrase.

Missing Grapheme	
Objective	To practise picking the right grapheme for a certain phoneme
Procedure	Write a word on the board, with a missing grapheme somewhere in the word (not always the middle). Draw a line with a pen to indicate where the grapheme is missing. Say the word. Can the children pick the right grapheme to complete the word?

Pass the Treasure (bonus activity)	
Objective	To develop decoding skills
Resources	Box Words or phrases written on pieces of paper
Procedure	Put words or phrases in a box. Children sit in a circle and pass it around until the music stops. The child holding the box picks out a word/phrase card and decodes it.

Phrase/Word Draw	
Objective	To practise decoding and writing phrases or words
Procedure	Write a phrase or word for the children to decode and then draw on their whiteboards and hold up to share.

Quickdash	
Objective	To practise recognising phonemes and writing down corresponding graphemes
Procedure	Say a phoneme and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more phonemes.

Quickwrite	
Objective	To be able to correctly form different graphemes
Resources	Small whiteboards Pen and wipe for each child
Procedure	Say a phoneme and ask the children to write it. Once they have finished they should hold the board to their chest before you count down from 3 to 1 and the children hold their boards up to show their grapheme.

Real or Not Real	
Objective	To practise decoding words, including nonsense words, which builds phonemic awareness
Procedure	<ol style="list-style-type: none"> 1. Write a word on the board and ask the children to decode it, either outloud as a class, with a partner, or asking a volunteer. 2. Then ask the children to shout out whether the word is real or not real.

Spot the Fake	
Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest Small bin
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into piles of “real” (into the treasure chest) or “fakes” (in the bin)!

Tricky Word Race	
Objective	To be able to identify tricky words
Resources	Tricky word flashcards
Procedure	Select 10-15 tricky word flashcards, including today’s words (we have included the tricky words from this unit at the back of this manual). Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

True or False	
Objective	To practise reading phrases
Procedure	Children read phrases and shout out if it is true or false.

Word Breaker	
Objective	To practise segmenting and blending
Procedure	<ol style="list-style-type: none"> 1. Pick a word and say it out loud to the class (“milk”) 2. Ask the children to break it apart into its phonemes (/m/ /i/ /l/ /k/) 3. Then the whole class blends the word together again (“milk!”)

Word Mood	
Objective	To practise decoding and blending words
Procedure	Show a word/phrase for the children to read all together. Ask them to read it in a particular voice: sad, happy, angry, scared, excited.

Word Sort - Pairs	
Objective	To practise sound onset or identify phonemes within words
Procedure	Give the children word flashcards to sort by phoneme in pairs. Use attached pictophone sheet as the sorting area.

Word Sort - Unit 1	
Objective	To practise sound onset or identify phonemes within words
Resources	A4 pictophone card set
Procedure	Attach two pictophones to the board and revise their phonemes, pointing at one and then the other with the class calling out the correct phoneme. Say a word and ask the children, which phoneme the word has in it. Write the words under the correct pictophone, asking the children to help you spell the word.

Yes/No	
Objective	To practise reading phrases
Procedure	<ol style="list-style-type: none"> 1. Give children flashcards which say YES or NO (with tick mark or cross also shown). 2. Have them decode the phrases you write on the board, then hold up the flashcards with the right answer!

Phase 5 Unit 2 Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 5 Unit 2 lesson plans.

Caption Match	
Objective	To be able to decode and blend captions
Resources	Caption images
Procedure	Write the phrase on the board. Ask the children to help you read the phrase or ask for a volunteer. Then show the picture included in today's resources and ask the children if it is a match to the phrase.

Countdown	
Objective	To develop decoding skills
Resources	Timer
Procedure	Ask the children stand in a line. Write a list of words on the board. Start the countdown timer (2-5 minutes). The first child comes to the board, and you point to a word for them to read (pick an easier word for children who are struggling more, and help when needed). Keep a tally of points for every word read correctly. Go through the line until the timer runs out. See how many points the class has earned in the time allotted. Children can pair up if confidence is low. Make a point of encouraging each child to try a different pronunciation if the first one they try doesn't work.

Grapheme Spotter - Pairs	
Objective	To recognise graphemes and their corresponding phonemes
Resources	Story handout
Procedure	Children read the paragraph handout in pairs and underline today's graphemes each time they appear, saying the phoneme it represents to their partner.

Pass the Treasure (bonus activity)	
Objective	To develop decoding skills
Resources	Box Words or phrases written on pieces of paper
Procedure	Put words or phrases in a box. Children sit in a circle and pass it around until the music stops. The child holding the box picks out a word/phrase card and decodes it.

Phrase Act	
Objective	To practise reading sentences and working on comprehension
Procedure	Write a phrase on the board for the children (in pairs) to all read quietly and raise their hands when finished. Call on a pair to act it out.

Quickdash	
Objective	To practise recognising phonemes and writing down corresponding graphemes
Procedure	Say a phoneme and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more phonemes.

Quickdash Words	
Objective	To develop decoding skills
Procedure	Pick words from previous lesson plans with graphemes/phonemes you feel the children need to practise. Write them on the board with sound buttons and bars drawn underneath. Go through the words to decode as a class, sound by sound, pointing to the sound buttons/bars.

Quickwrite	
Objective	To be able to correctly form different graphemes
Resources	Small whiteboards Pen and wipe for each child
Procedure	Say a phoneme and ask the children to write it. Once they have finished they should hold the board to their chest before you count down from 3 to 1 and the children hold their boards up to show their grapheme.

Scavenger Hunt	
Objective	To develop decoding skills
Procedure	Cut out the attached image flashcards then hide around an area and provide each child with the scavenger hunt checklist. They should tick off each word as they find its matching image.

Sentence Sub	
Objective	To practise reading sentences and working on comprehension
Procedure	Write a sentence on the board and ask the children to help read it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

Sound Dominoes	
Objective	To develop decoding skills
Resources	Sound dominoes resource
Procedure	Children work in pairs or small groups to decode and understand each word to then be able to match it to the correct picture on one of the dominoes. The resource for each day is attached to the lesson plan.

Spot the Fake	
Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest Small bin
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into piles of “real” (into the treasure chest) or “fakes” (in the bin)!

High Frequency Word Jump	
Objective	To be able to identify high frequency words
Resources	High frequency word (HFW) flashcards
Procedure	Shuffle 5 of the HFW word flashcards together from the HFW card resource in the manual. Tell children one of the words to look out for. Silently hold up each word card one at a time and ask the children to jump up when they identify the word they are looking for. Repeat with a new word and, optionally, swap out some of the 5 words for new ones.

Tricky Word Race	
Objective	To be able to identify tricky words
Resources	Tricky word flashcards (available on our website)
Procedure	Select 10-15 tricky word flashcards. Go through the deck once and have the children read each word, sounding it out if need be. On the second go round, make it a team game to see which team can read the word the fastest.

Tricky Word Scavenger Hunt	
Objective	To be able to identify tricky words
Resources	Tricky word flashcards (available on our website)
Procedure	Write 5-10 tricky or HFW words on flashcards, then hide around an area and provide each child/pair with a scavenger hunt checklist. They should tick off each word as they find it.

Word Breaker	
Objective	To practice segmenting and blending
Procedure	<ol style="list-style-type: none"> 1. Pick a word and say it out loud to the class ("milk") 2. Ask the children to break it apart into its phonemes (/m/ /i/ /l/ /k/) 3. Then the whole class blends the word together again ("milk!")

Word Match	
Objective	Practise decoding and blending words
Resources	Yes/No flashcards
Procedure	Using word pairs, write the first word on the board and then say "Is this the word XXXX" where XXXX is the second word of the pair. Children hold up their Yes/No flashcards with their answer. Ask for a volunteer to tell you the correct word if it is not a match.

Word Sort	
Objective	To sort words by phoneme that have different spellings
Resources	Pictophone flashcards that correspond to the phonemes taught each day
Procedure	Draw columns on the board and put the pictophones of the day at the top. Write a word on a mini whiteboard and ask the children to decode it. Then ask them to help you to choose the right pictophone for that word and write the word in that column.

Word Sort - Pairs	
Objective	To practice sound onset or identify phonemes within words
Resources	Handout
Procedure	Give the children the attached resource. Have them work in pairs to decode each word, then draw a line from the word to the phoneme/ pictophone that the grapheme represents in each word.

Yes/No	
Objective	To practise reading phrases
Procedure	<ol style="list-style-type: none"> 1. Give children flashcards which say YES or NO (with tick mark or cross also shown). 2. Have them decode the phrases you write on the board, then hold up the flashcards with the right answer!

Phase 5 Unit 3 Activity Bank

Introduction

In this Activity Bank you will find detailed instructions for all of the games suggested in the Phase 5 Units 3 & 4 lesson plans.

Countdown	
Objective	To develop decoding skills
Resources	Timer
Procedure	Ask the children stand in a line. Write a list of words on the board. Start the countdown timer (2-5 minutes). The first child comes to the board, and you point to a word for them to read (pick an easier word for children who are struggling more, and help when needed). Keep a tally of points for every word read correctly. Go through the line until the timer runs out. See how many points the class has earned in the time allotted. Children can pair up if confidence is low. Make a point of encouraging each child to try a different pronunciation if the first one they try doesn't work.

Missing Letter	
Objective	To develop decoding skills
Procedure	Put a word up on the board, with a missing letter somewhere in the word (not always the middle). Draw a line with a pen to indicate where the letter is missing. Say the word. Can the children pick the right letter to complete the word?

Quickdash Words	
Objective	To develop decoding skills
Procedure	Have words ready on the board with sound buttons drawn underneath. Go through the words to decode as a class, sound by sound (pointing to the sound buttons).

Rhyme Time	
Objective	To develop phonemic awareness through rhyming skills
Procedure	Write a word on the board. Read the word with the help of the class, and ask them to suggest other words that rhyme. Write the list on the board. Ask for volunteers or pairs to come up and underline the rhyming sound with the dry erase marker. Point out all the different graphemes for that rhyme.

Scavenger Hunt	
Objective	To develop decoding skills
Procedure	Cut out the attached image flashcards then hide around an area and provide each child with the scavenger hunt checklist. They should tick off each word as they find its matching image.

Sentence Sub	
Objective	To practise reading sentences and working on comprehension
Procedure	Write a sentence on the board and ask the children to help read it. Then rub out a word and put in a different one. Ask the children to raise their hands if it makes sense. Ask for a volunteer to read it out, or decode it as a class. Repeat with new substitutions.

Sound Spotter	
Objective	To develop decoding skills
Resources	Pictophone flashcards
Procedure	Say the phoneme of the day and put the pictophone on the board. Write the day's sentences on the board and have the children help you read it aloud. Ask the children: "where is the ___ sound in these sentences?" Children volunteer to underline on the board where that phoneme is. After spotting them all, write a list of all the graphemes on the board that have been used for that phoneme.

Sound Swap	
Objective	To practise recognising different grapheme to phoneme correspondences.
Procedure	Write a word on the board. Ask the children to read it. Say a second word. Ask the children to help you rub out and write new letters to change the old word into the new word (boat/beet).

Spot the Fake	
Objective	To develop decoding skills
Resources	Real and nonsense words written on coins Treasure chest Small bin
Procedure	Show children a few real and nonsense words written on coins. Have them sound-talk the words and sort them into piles of “real” (into the treasure chest) or “fakes” (in the bin)!

Word Sort	
Objective	To sort words by grapheme
Procedure	Write the words for today on the board. Write the grapheme categories of the day in multiple columns on the board as well. Have the children help you read each word and sort it under the correct category.