***Games and activities to help pupils learn to read and spell common exception words***

Games to help children read the words;

**Pairs**

You need 2 sets of chosen common exception word cards. Pick out the word cards that the child already knows for the first few times you play the game so that they enjoy it and are successful. Then, gradually take out some of the word cards they know and replace them with a couple of words they don’t know. Place the 2 sets of word cards you have chosen face down. Turn one card over and say the word, turn another card over and say the word. If they match and you have made a pair you can keep the pair and you have another go. If they did not match it is the next person’s turn. Keep going until all the words have been paired.

look

look

**Silly sentence**

Use one set of word cards. Spread the word cards out face down. Pick 3 cards and turn them face up, say the words as they are turned up. Now try and make up a silly sentence that includes all 3 words on the cards.

**Snap**

You need 2 sets of word cards. Each person has a pile of cards they keep face down. Each person turns a card over in turn and **says the word** they turn over. If they match you have to **shout the word (and not snap**). The first person to shout the word that matches is the winner of the cards on the table. Keep going until all the cards have been won.

**Shout out loud**

Use one set of word cards. Spread the word cards out face down on the table or floor. Take it in turns to turn over one card at a time. The first person to shout the word out loud wins the card. Keep going until all the cards have been won. You can play this with silly voices. Before you turn over a card you have to decide what sort of voice you have to use to say the word e.g. whisper the word, say it like a gorilla, roar it like a lion, squeak it like a mouse.

**Hunt the words**



Use one set of word cards. Hide a number of them around a room. The pupil has to find the cards and bring them back to you saying the words they find as they find them.

**Stepping stones**

Use one set of word cards. Spread a number of cards over the floor. Ask the pupils to jump from one word to another as if they are jumping from stepping stone to stepping stone. As they jump they have to say what word they are going to jump to next. Make sure they say the word before they jump! An alternative way of playing this game is to write the words on paper plates and stick them on the wall. Using a bean bag or soft ball the child or the teacher says the word and the pupil has to try and hit that particular word.

**Slap the word**

Use one set of word cards. Spread a number of cards out on a table or the floor. Ask someone to say one of the words. Whoever is first to slap the word with their hand (or the back of a spoon or a beanbag) wins the word.

**I’m thinking of a word**

Use one set of word cards. Spread a number of cards out on the table. The adult picks a word but doesn’t tell the pupil or pupils if you are playing in a group which word they are thinking of.

Say “I’m thinking of a word, the word begins with…..” The pupil/pupils have to guess what the word might be from the ones spread out on the table. If they guess correctly they can keep the card. If they can’t guess then give them another clue “I’m thinking of a word that has ……sounds” or “…..ends with…..” or “….has the word ‘and’ in it.” Or “it rhymes with………” Keep giving clues until they guess the word. Let the pupil pick a word and they give clues about it.

**Go Fish**

This game is a variation of the game ‘Go fish’ where the object of the game is to match numbers in a deck of cards, but in this game you are matching words. You can play this game with 3+ players.

Copy a number of sets of flash cards according to how many pupils there are playing. Shuffle and deal 5 cards to each player and put the remaining cards face down in the centre. Players pick up their cards not letting the others see the words on their cards. Players place matching pairs in front of them if they have any in their hand. The dealer then asks any other player if they have a card that matches one in their hand. For example, “Do you have ‘said’?” if yes the card must be handed over so the questioner can make a pair. The pair is placed down and the questioner asks again. If the player they asked does not have the card they say ‘Go Fish’ and the questioner picks from the centre pile. If they make a pair they ask again, if not the next player has a turn. The game continues until there are no cards left. The winner is the player with the most pairs.

**Kim’s Game**

Lay a small number of words on the table in front of a group of children or one child. Let them have a look for a while before asking them to turn around and close their eyes. Remove a card and ask the group if they can tell you which card you removed.

**High Frequency Bingo**

Choose between 20 – 30 HFW you have been working with and either prepare grids with words on or you could ask the children to choose 6 words to write on a small whiteboard. Using flashcards read out words and the children cross them out until one child has crossed all their words out and are the winner.

**Tracking Activities**

Have a prepared text or photocopy a page from a reading book. Ask the child to track for a particular word using a felt tip pen. Remember to keep the pen on the paper for each line underlining the text then ringing only the word they are tracking for. Each time they ring the word they have to say it out loud too.

**Finger game**

Select some word cards or write some words on flash cards and lay hem on the table. The child must correctly say the word before your finger lands on a word. You can vary the speed you point to the words.

look

come

and

away

said

sayed

sed

**Games to help children write the words**

1. Select a word card. Say the word out loud

2. Look at the word trace over the letters with your finger

3. Copy the word and say the letters or sounds as you write it. Copy it again.

4. Cover the word and try and write the word saying it as you write –peep if you need to!

5. Check the word you have written matches the word on the card and say it again as you check.

7. Keep writing the word until you can write it without having to peep.

8. For words that are tricky and that it is not as easy to learn take an imaginary picture of the word with an imaginary camera –Shut your eyes and try and picture the word. Try and write it down imagining the picture of the word you see in your head.

**Snap**

Play the game in the same way that you would to help the child read the words but this time have a large piece of paper and some felt tip pens in the middle of the table. When the words match rather than saying the word to win the cards you have to grab the pen and write the word to win the cards. (The word has to be spelt correctly to win the pile!)

**Pairs**

Play the game in the same way that you would to help the child read the words but this time have a large piece of paper and a pen in the middle of the table. If you find a pair you can only keep the pair if you can write the word. Give time to look at the word and talk through ways to remember it and then write the word to keep the pair. If they/you get it wrong (and sometimes it is a good idea if you get it wrong on purpose – they love correcting you) give another chance making sure you help as much as you

can as they are trying to remember the word and as they write.

**Silly sentence**

Play the game in the same way that you would to help the child read the words but this time say the sentence and then you can write the silly sentence with gaps for the word card words which the child can fill in.

**Write in a doodle**

Ask the child to draw a squiggle or doodle. Select a word that you are going to learn to spell. Write the word over and over again around the doodle.

**Minute words**

Ask the pupil to write a word as many times as they can in a minute.

**Backwards chaining**

Write target word eg ‘Said’ on a white board . Child to look at it and rub it off

Adult writes ‘**s a I’** – child writes the ‘**d**’ to complete the word.

Adult write ‘**s a’**

Child writes ‘**i d**’ to complete the word

Adult writes ‘’**s’**

Child writes ‘**a i d**’

Child writes the full word

**Look with the intent of remembering**

Display 4 cards with one word spelt correctly. Choose a word they often spell incorrectly in their writing.

said

sade

sed

sayd

Ask the child to turn face down one that is wrong. If they turn the right one …jumble them all up and start again.

Repeat until they turn all the wrong ones over and are left with the right one. This is to rectify an entrenched inaccurate visual memory for a word.

**Using the sentence maker**

1) Dictate a sentence and the child makes it using the word cards. (display some words which they don’t need) You can use the dictation activities on the sheet for the 45 HFW remember to include punctuation marks.

2) Give the child the word cards and ask them to reorder them to make a sentence. To make this easier start off with only a few words and give the child the first word in the sentence.