

Promote writing through 'Talk for Writing'

Welcome to the Foundation Stage and Key Stage 1 Autumn booklet of Literacy games!

We have compiled some fun Literacy based activities which you can play at home with your child. These games will encourage your child to articulate their thinking and also the creative process involved in all stages of the act of writing.

You may need to adapt the activities to suit the ability of your child. We do not expect you to spend hours every evening working through the games – a little and often is better!



Lockerley Church of England Primary School

Alliteration

Choose a letter (a) or sound (th) and ask your child to write as many words as they can starting with that sound e.g. *ant*, *apple*, *etc.* This could be adapted to finding pictures in magazines or newspapers and your child says the sound followed by the word out loud. This could also be played with their name e.g. *Jolly Jack jumps over jelly.*

Boggle

Write down a small selection of letters (mixture of vowels and constants). Your child needs to make as many words as they can only using these letters e.g. *s, a, t, p, i, n* = *sat/pin/ pat/ tan*. An element of challenge can be added by doing it against a timer.

s	p	i
e	a	n
o	u	t

Memory game

Make a set of cards with letters and matching sound pictures, e.g. *pen* & *p*. This game requires at least 2 players. Lay the cards face down on a table and ask player 1 to turn over two cards at a time. Does the picture match the letter sound? If so collect both cards. If not, turn them back over and player 2 has a go. Keep playing until all letter sounds are matched to a picture. This can be adapted by having blend sounds (*ch/ th*) or vowel diagraphs (*ee/ ea*). This will encourage letter sound recognition, memory skills and concentration.

Story sequencing

To encourage time sequencing language which is often found in books, we ask children to retell familiar stories.

At bedtime, instead of choosing a book to share together, why not retell a story from memory? Encourage the use of sequencing words (*next, after that, later, suddenly, one sunny day*). Initially, if your child finds it hard to remember the story, can they can tell it from the pictures? Once your child is

becoming confident retelling the story, try retelling the same story but add more detail or make significant changes e.g. to the main character or setting.

Descriptive language

Children need opportunities to play with words and language. They need to have ample opportunities to orally experiment with descriptive language. Show your child a picture from a book or magazine and they must describe it to you.

Encourage the use of powerful adjectives (WOW words). This could also be achieved by giving your child a mysterious object which they must describe to you, thinking about the texture, smell and look of it. They may also like to predict where it has come from and who it may belong to.

Charades

Write lots of different verbs on pieces of card e.g. *crept*, *stomped*, *skipped*. Player 1 picks a card and must act it out so the other players can guess. An alteration could be to pick a favourite story and act out clues to the other players.

Rhyming strings

Start with a simple word and ask your child to write or say as many words as they can which rhyme (end in the same sound) e.g. *star*, *far*, *car*, *bar*. This could be done against a timer if your child can do this easily.

Countdown

Write lots of high frequency words on pieces of cards. Against the clock, show a card in turn and your child must read it. How many words can they read before the time runs out?