

**Pass the Parcel**

- Prepare a parcel with a word card placed between each layer of wrapping paper.
- Sit the children in a circle around two hoops (which represent different pronunciations of a sound).
- Start the music so that the children pass the parcel around the circle. When the music stops the child holding the parcel removes a layer of wrapping to reveal a word.
- The child who opens the parcel reads (segments and blends) the word then decides which hoop the word should go in.
- This is repeated until all of the words have been revealed and are sorted.



**BINGO!**



- Ask the children to write/draw words e.g. ay/ai/oa/ow/ee/ea on the prepared boards (laminated).
- The teacher reads a word, the children then decide whether or not the word contains one of their graphemes.
- If it does, they cross the word off their board.
- The children shout 'BINGO' when all are used.
- Check all words are used correctly and review errors in understanding.

Have fun  
with Phonics  
Practical activities for those  
teaching Phonics, written by  
teachers



## Have FUN with Phonics

The teaching of phonics is an essential part of developing children's early reading skills. Phonics should be engaging and fun, using a multisensory approach so that children learn from simultaneous visual, auditory and kinaesthetic activities.

The activities in this booklet have been created by teachers who have attended phonic courses over the last four months. Consideration should be given as to how and when these activities are to be used, complementing the structure of a phonics lesson. The activities can be used generically across all phases and differentiated as needed.

It is vital to ensure the skills of **segmentation** and **blending** are used appropriately within these activities, otherwise there is a danger that the activities could over power the learning.

As we are continually trying to improve the quality of teaching and delivering in regards to Phonics, we would like to make this booklet a regular resource, so if you feel that you have a successful Phonics game idea, then please let me know so it can be shared with other schools throughout the county.

Many thanks to those who have already contributed.

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## Sound Button Challenge

- Record words onto sound buttons.
- Split the class into 2 teams.
- Number the children – child 1 is to run and push the number 1 button and listen to the word.
- They are then to go back to their group and tell them the word. The team decides which grapheme suits the word.
- The groups write their words on the playground with chalk.
- Repeat this until all the children have listened to the words and written on the playground.
- The teams mark each other's words to see if they have spelt the word correctly.



## Ladder Dash



- Prepare word cards with alternative pronunciations and place in a pile.
- Arrange 2 ladders (can be drawn on the playground) with the words and a washing line at one end.
- Divide the children into 2 teams.
- The first pair of children (one from each team) race up the ladders stepping between each rung and grab a word from the pile.
- They then peg the word onto the correct side of the washing line (e.g. /i/ or /igh/) then they run back to their team and 'tag' the next child.
- This is repeated until all the words have gone.
- The fastest team wins.

### Fishing Game

*This activity can easily be adapted to suit any phase*

- Prepare word cards with alternative spelling for /ur/ , e.g. ear/or.
- Attach paperclips to each card and place the cards in a tank or container.
- The children take it in turns to come and 'fish' for a word with a fishing rod.
- When the child catches a word they must show the class and together segment and blend the word.
- The class decide which alternative spelling is shown. Each word can then be written, in a column, by either the teacher or whole class.
- Once all words have been 'fished' out of the container, the class can try to add their own words to the containers.
- Following this the children, in pairs or small groups, could try to write sentences containing the words,



### Parachute Pronunciation

*Suitable for a smaller group of children. You will require a parachute.*



- Allocate each child an alternative pronunciation (e.g. fin / find).
- Hold the words up for the children to read with the different pronunciations.
- If the word contains the pronunciation the child has been given they are to run under the parachute and swap places with another child.

### Grab a Grapheme

*This can be used within a PE lesson and can easily be adapted.*

- Place words on a mat or in a hoop in the centre of the playground/hall.
- Divide the children into 4 teams and create a line in each corner of the playground/room.
- Give each team an alternative spelling of a given grapheme, e.g. igh, ie, i\_e, y.
- One child from each team runs/hops/skips/jumps to the mat/hoop and finds a word containing their spelling of the grapheme. They read (segment and blend) it to their group and if correct they hold the word and stand at the back of the line. If the incorrect word is selected, the child can choose a friend to help them find a different word.
- The winning team is the one that finds the most words within the given time.



### Obstacle Course

*This is a variation of the 'Grab a Grapheme' game.*

- Create an obstacle course which the children must complete then find a word containing the given grapheme/alternative spelling as in 'Grab a Grapheme'.

### Grapheme Hunt

*This is a great outdoor learning activity that is very easy to adapt to suit all phases.*

- Prepare a selection of word cards which contain spelling alternatives for the /igh/ phoneme, e.g. ie, y, i\_e
- Consider differentiating this by highlighting the phonemes on a set of cards for lower ability pupils, e.g. pie, lie, cried, fried, applied.
- Hide the words in the outdoor learning environment or classroom.
- Group the children into 3 teams and give them a spelling alternative (ie, y, i\_e)
- They must search for words containing that alternative.
- When they have found all the words (they need to know how many to look for!) ask the children to stand in a circle and then segment and blend each word.
- The children must then place the cards face down on the ground and attempt to write the words, using chalk or whiteboards within a given amount of time.
- Using the cards they found, the children can then self-assess their list.
- Can they create a sentence using the words? Can they think of any other words to add to their list?

### The Jelly Game



- Place a collection of words containing the focus grapheme, e.g. ai/ay into jelly.
- The children take turns to find a word in the jelly.
- Each child reads (segment and blend) the word they have picked and identifies the grapheme.
- The child then places their word into the correct container, which has been previously labelled by the teacher. The children could write their own labels, selecting their sorting criteria.
- Following this the children could practice writing the words from each container, highlighting the grapheme where appropriate.

### Cross the River

*This is a good assessment activity.*

- Set out logs (mats) across the hall/playground and place a word card on each log.
- Children can only step on a log (mat) if they can read (segment and blend) the word and identify the grapheme.

### Blockbusters/Stepping Stones

*This is similar to the above activity.*

- Divide the children into pairs and give each pair a grapheme.
- Place a collection of mats on the ground to create a board. Then place a word on each mat.
- The pairs of children must find their way across the board by only standing on mats containing their given grapheme.
- An electronic version could be created.

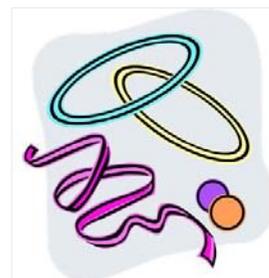
### Super Sound Bumps

- Hand each child a word card and ask them to read it.
- Play some music so that the children can dance. Stop the music and announce a sound.
- If a child has a word containing that sound they sit down.
- Ask each sitting child to read their word out loud.
- Praise and repeat, either keeping the same word or swapping with a partner.



### Grapheme Grab!

*This is a large hall / outdoor game and can easily be adapted to suit any phase.*



- Divide the children into small groups and give them a team colour.
- Place hoops in the middle of the hall/ playground, each representing different pronunciations for /ou/.
- Give each group a selection of words containing /ou/ on bean bags of their team colour.
- The first player from each team grabs a bean bag and returns to their team. They must read (segment and blend) the word and decide which pronunciation it represents.
- The player then runs to the correct hoop and places the bean bag in it, then runs back to their team and 'tags' the next player.
- Repeat until all team members have had a turn or a until a certain amount of time has elapsed. The team with the most correctly sorted words wins.

### Bonkers Balloons

- Write different words on a number of balloons.
- Decide on the sorting criteria and label buckets accordingly.
- Divide the children into teams.
- Each team passes the balloons over and under in a line.
- The person at the end of the line decides which bucket it goes in, collects a new balloon and runs to the front.
- Once every person has had a go at sorting the balloons at the back, the game ends.
- The team who has the most correct wins.



### 'Bob and Ob'

*This game can be used with the whole class or adapted to a small group activity to be used at another time in the day e.g. as an independent activity in the guided reading session. This is an adaptation of an activity on [Phonicsplay.co.uk](http://Phonicsplay.co.uk)*



- Have 2 aliens/monsters, one with a real name, one with a nonsense name e.g. Bob and Ob.
- Display or hide a range of words in the classroom/hall/outside area/sand etc. Include pseudo and real words that contain the new grapheme/s taught.
- Children find a word, read it and decide if it is real/nonsense and 'feed' to the correct monster/alien.

### Super Sand



- Fill a container (tractor tyre, seed tray, sand tray, plastic box etc) with sand.
- Write words containing focus graphemes on lollipop sticks (don't highlight the grapheme).
- Bury the part of the stick containing the word in the sand.
- Children take turns to choose a stick, read (segment and blend) the word and then identify the grapheme.
- Words should then be sorted into containers. The teacher can give sorting criteria or ask the children to do this.

### What's the Sound Mr Wolf?

- Give the children a variety of words containing different graphemes or alternative spellings (Phase 5)
- The teacher says a phoneme.
- The children must check their word and step forward if they have a card which contains that phoneme.
- This could be reversed so the teacher reads a word and the children move forward if they have the correct phoneme card.

### Quick Write - chalk or water



- Use chalk to write words containing focus graphemes (linked to your current phase) on the playground. Highlight the grapheme by using an alternative colour. This is a great activity to follow any type of sorting activity.
- Alternatively the children could use water and a thin paint brush to write words. How many can they write before the first word begins to evaporate?

### The 'ow' detectives!

This activity can easily be adapted to suit any phase

- Create a set of cards containing the /ow/ alternative e.g. cow, blow. (Phase 5)
- Hide the words around the playground/outdoor area.
- The children find the words then read (segment and blend) and write them in the correct column/circle/page of their 'detective book'.
- Children could then highlight parts of the word to show which alternative they contain. (This could also be done on the playground using chalk, as explained earlier)



### Musical Chairs with a difference!



- Split the class into two groups.
  - Place enough chairs for half the class in a circle facing outwards
  - Label each chair with an /igh/ sound, eg. *ie*, *y*, *i\_e* (make sure there is an uneven amount of each of the different spellings, e.g. 4 *ie* chairs, 6 *y* chairs and 5 *i\_e* chairs).
  - The first group of children walk around the chairs whilst music is played.
  - When the music stops, the children must sit on a chair. The teacher reads a word and the children identify which /igh/ spelling is used in that word.
- The children who are sat on a chair which represents the /igh/ spelling in that word are each given a token/card.
  - Once all words have been read, the other team has their turn.
  - The aim is for each team to collect as many tokens as possible.

### Shooting Hoops

This activity can be easily adapted to suit any phase. Teachers can choose words/graphemes/sounds that they are currently focusing on.

- Divide the children into groups.
- Place word cards/stickers onto coloured beanbags and give a set to each team.
- The teams sort the words into hoops, these could be placed or thrown.
- The first team to successfully sort their words is the winner.



### Phonics Fill

- Put words on cards, different colours for different graphemes.
- Hide the words around the room/playground.
- Divide the children into teams.
- Each team searches for the word cards of a specified colour.
- Children bring the words back and read the word to you. If read correctly they receive either a cup of water or bead/counter to take to their group's container.
- The first team to fill their container wins.
- An alternative may be to pass the cup of water down a line of children, each saying the word, to fill the container. The line moves up one place so each child has a turn to say the word first.



### Game show!



- Divide the children into 4 teams.
- Give each team a voice recorder and nominate 1 child to operate it.
- The teacher displays a word, then each group must decide the correct pronunciation and record their answer on the voice recorder.
- When all of the words have been displayed, each group plays their recordings and one point is given for each correct answer.