Fun phonic games

**What is in the box?**

Put a picture in the box. Segment the sounds for the picture eg m-a-n ~ can your child blend the sounds and say the word?

Let your child check which picture was in the box. Were they correct?

Repeat with other pictures.

Let your child have a go at being the robot .

Can your child segment the sounds in the words?

**Alliteration** - Which one matches?

Put out two pictures eg snake and sock then give the child a choice of three picture cards eg paint, ant and snail ~ Can the child say which picture should match with the snake and the sock? Say the words snake, sock, snail then practice the “s” action.

Repeat for different letter sounds.

**Which one?**

Put out three out pictures eg man ,dog, pin . Tell the child you are “thinking about” one of the pictures. Fred Talk the sounds for one of the pictures eg d-o-g. Can the child point to the correct picture and say the word? Repeat with other pictures. Let your child have a go at being the robot. Can your child segment the sounds in the words? **Use the sounds your child is working on in RWI – these will be written in their diary each week.**

**North, South East, West** – choose 4 sounds eg sh, ch, th, ng. Then say words (like king, thin etc). Child chooses the correct sound in the word. Play this using cards at a table or outside using chalk to write each sound in different areas of the garden.

**Quick write** – how many words can you write in 1 minute? Focus on one sound and give the child words with that sound eg “sh” ship, shop, fish.

**Fred Fingers** Aim: to practice segmenting to spell. Say a word. Child has to decide how many sounds the word has and then say each sound in the word as they pinch their fingers. Do they know what letter make up each sound. Eg ch –i- ck (3 Fred fingers, the /ch/ sound is made up of c and h.

Adult calls a word. One child in each group is the runner the other children have to give the runner 1 letter at a time, runner runs to a pillar and props up the letter and runs back to get the next letter that the rest of the team have ready for them.

**Kim’s game** A selection of magnetic letters/flash cards that need revising. Name and orientate the letters. Preferably children have board each, or at least a list of the letters being used, that they can refer to. A cover is put over the letters or the children hide their eyes while one letter is removed. The children have to look and say the letter that is missing – if they cannot remember they will need to look at their board of letters or the list to check which are present they may also need to point to the board to identify the letter missing if they cannot name it. In naming the sound the adult can reinforce the letter/ sound knowledge.

**Bingo -** can be quickly made on rough paper relevant to the sounds that need to be revised.

**Musical letters** Aim: letter/sound revision – small to large group

Pictures of objects or the objects themselves beginning with the letter sounds. Really the music and dancing is just a way to move them around to different pictures. Play some music, when the music stops say a sound and they have to find the object that begins with that sound.

**Quick scan** Aim: to practice left to right scanning, to develop visual memory for letter shape.

Show children a sound, the children have highlighter pen and a newspaper and they scan highlighting when they see the letter. First to find 5 or who can find the most in 3 mins?

**Useful websites**

http://www.ruthmiskin.com/en/parents/

<http://www.phonicsplay.co.uk/freeIndex.htm>

<http://www.letters-and-sounds.com/>

<http://displays.tpet.co.uk/?topic=Phase3Phonics#/KS1/Literacy/LettersSounds>

www.bbc.co.uk/schools

www.ictgames.com

www.kented.org.uk

www.ngfl-cymru.org.uk

www.starfall.com

www.firstschoolyears.com

www.twinkl.co.uk