

-es Suffix Reading

babies

-es Suffix Reading

ladies

-es Suffix Reading

cherries

-es Suffix Reading

spies

-es Suffix Reading

flies

-es Suffix Reading

poppies

-es Suffix Reading

nannies

-es Suffix Reading

ponies

-es Suffix Reading

stories

-es Suffix Reading

hurries

-es Suffix Reading

scurries

-es Suffix Reading

tries

-es Suffix Reading

carries

-es Suffix Reading

cries

-es Suffix Reading

marries

-es Suffix Reading

days

-es Suffix Reading

plays

-es Suffix Reading

trays

-es Suffix Reading

motorways

-es Suffix Reading

says

-es Suffix Reading

prays

-es Suffix Reading

annoys

-es Suffix Reading

enjoys

-es Suffix Reading

boys

-es Suffix Reading

toys

-es Suffix Reading

keys

-es Suffix Reading

trolleys

-es Suffix Reading

valleys

-es Suffix Reading

monkeys

-es Suffix Reading

obeys

Physical Activity Resource Disclaimer

We hope you find the information on our website and resource useful.

The description of any physical activity contained within this resource is intended as a general guide only. It may not fit your specific situation. You should not rely on the resource to be right for your situation. It is your responsibility to decide whether to carry out the activity at all and, if you do, to ensure that the activity is safe for those participating. You are responsible for carrying out proper risk assessments on the activities and for providing appropriate supervision. We are not responsible for the health and safety of your group or environment so, insofar as it is possible under the law, we cannot accept liability for any loss suffered by anyone undertaking any activity or activities referred to or described in this resource. It is also your responsibility to ensure that those participating in the activity are fit enough to do so and that you or the organisation you are organising it for has the relevant insurance to carry out the physical activity. If you are unsure in any way, we recommend that you take guidance from a suitably qualified professional.

Sticky Note Splat

To race to the base with their words



Level 6

Resources

- Small sticky notes or small pieces of paper
- Pencils
- Reading Word Cards for the focus grapheme, suffix or prefix (to be read aloud by the adult)

Phonic Objective: To spell words containing the focus grapheme, suffix or prefix.

Large Group Activity

10-15 minutes

Children may work in pairs or small groups for this activity.

1. Explain the rules. **'The aim of the game is to write the word that I say as accurately and as quickly as you possibly can. You will have some thinking and talking time before you are allowed to write. Once I give the signal you need to write the word down quickly and then place it on the given object with your hand/s on top and shout 'splat'.'**
2. Agree on a signal, such as a tambourine or clap to show them when they are allowed to write.
3. Read the first focus word from the **Word Card** and ask them to think and talk about how they might spell the word. **'What spelling rules do you know that may help you?'** Allow the children thinking and talking time if working in pairs or small groups. This may vary according to the needs of the children and the focus grapheme, suffix or prefix. We suggest somewhere between 10-30 seconds.
4. When the thinking time has passed tell the children where to 'splat' their words before making the signal to write. **'Splat your word on a table/chair/ windowsill/drawer/door/wall/floor and....write!'** Quickly giving the signal to write.
5. When the children have splatted their words, ask each pair or group to check another's. Discuss which spelling rules the children used to help them. Display the accurate spelling of the word and identify any teaching points. Repeat for other words.

Assessment

- Can the children explain how they would spell a word and give reasons why?
- Can the children spell the words accurately?

More Ideas to Try

- **You could try encouraging the children to travel to the object in different ways, such as hopping, sliding or shuffling.**
- **Designate a 'scribe' within each pair/group. Choose a different scribe for each word to ensure all children have opportunity to write and that all children have to explain their reasoning to the other/s in their pair/group.**