

the board, landing on the letters and pictures. Before they can move on they must think of an object beginning with that letter or a word to rhyme with the picture.

**Support:** There are less letters as the focus in this activity and only two rhyming pictures.

**Extension:** Some of the squares have two letters. There is an extra picture for rhyming work.

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## Happy families

### Learning objective



Hear and say initial and final sounds in words and short vowel sounds within words.

### What to do

Copy the activity sheet onto card. Ask each child to colour the pictures and cut out the jigsaw pieces. Can they make the jigsaw words?

**Support:** The pieces are matched opposite each other on the sheet. Mini versions of the pictures help matching skills.

**Extension:** The children need to work out the picture to draw on the blank piece of puzzle. They also have to write the initial letters in the spaces.

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## My colourful monster

### Learning objective



Read a range of familiar and common words and simple sentences independently.

### What to do

Give each child a copy of the sheet. Encourage them to read the colour words and decorate the monster accordingly.

**Support:** Boxes are provided for the practitioner to colour appropriately to help the children.

**Extension:** Extra labels are provided for the children to read and complete.

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## Tell the story

### Learning objective



Retell narratives in the correct sequence, drawing on language patterns of stories.

### What to do

Give each child in a small group a copy of the activity sheet. Discuss the pictures and the sequence of events. Encourage the children to use story language as they tell the story to you. Let the children cut out the pictures then reassemble them in the correct order in a zig-zag book or on paper.

**Support:** The activity has only four pictures to sequence.

**Extension:** There are four pictures plus two blank boxes for the children to draw their own pictures to conclude the story.

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## Playtime

### Learning objective



Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

### What to do

Give each child a copy of the sheet and ask them to imagine where they think the missing balls might be. The children need to form circle shapes. Talk about letters that use 'circle' or round shapes. Identify them on an alphabet chart.

**Support:** There are four pictures only for this activity.

**Extension:** In addition to drawing in where they think the balls should be there is some letter formation practice.

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## Follow the path

### Learning objective



Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

### What to do

Give each child a copy of the activity sheet and explain that you would like them to use a pencil to trace over the route from the bear to the honey pot.

**Support:** In this activity there are no obstacles to pass.

**Extension:** The children have to draw their own route around the obstacles.

# Follow the path

Help the bear to get to the honey.

