

# Get writing

SECTION

6

## Noisy words

**Objective:** To spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns.

**What you need:** Copies of *Rosie's Walk*, photocopiable page 30, pencils and pens.

### What to do

- Look through *Rosie's Walk* together with the class taking extra time to notice the illustrations. Ask the children to comment on all the noises that might be heard on the farm. Ask: *What animals can you see? What events happen that create a noise?*
- Ask for volunteers to demonstrate as many noises as they can that might occur on the farm and encourage the rest of the class to guess the noises being made.
- Give each child photocopiable page 30 'Noisy words' and ask them to fill in the blank spaces

to complete the missing words that will create a noise heard on the farm. Also encourage them to colour in the pictures.

- Bring the children back to the circle to sound out the words they have made, thinking about the word building process. Did they have to use any digraphs? Ask: *Which words were tricky?*
- If there is time, set the children the task of identifying all the sounds you typically encounter in the classroom and around the school. Invite them to create a sound dictionary in which they log all the sound words they encounter.

### Differentiation

**For older/more confident learners:** Challenge the children to write more noisy words on the board in the plenary session.

**For younger/less confident learners:** Help the children to identify the missing letters by sounding out the words with them.

## Photo words

**Objective:** To apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable.

**What you need:** A selection of letters tiles (or letters cut from magazines), digital cameras, mounting paper and a large outdoor space.

**Cross-curricular link:** ICT.

### What to do

- This activity may be best carried out by putting the children into small groups.
- Take the children outside and look for features in the environment where they can demonstrate the use of the words 'under', 'over', 'around', 'past' and 'through'.
- Hand out the letter tiles and explain that they can use the letters to create a photograph which demonstrates the movement and incorporates the object. For example, they may choose to place the letter tiles spelling 'under' going under a fence.

● Encourage the children to place the letter tiles in the correct spelling order but challenge them to make it visually interesting. (For example, the letters may be in different shapes, sizes, colour schemes or interesting positions.)

- Remember to show the children how to 'frame' their picture using the camera before they take a photograph.
- At the end of the activity, show the children how to download, print and mount their photographs. Put all of the photographs together to create a class display of 'movement words'.

### Differentiation

**For older/more confident learners:** Ask the children to think of and photograph more examples of prepositions, such as 'behind', 'in front' and 'between'.

**For younger/less confident learners:** Provide prompt cards for the children to help remind them how to spell the preposition words.