

### P14 Onset and rime

A rime is given and a choice of onsets (all on cards). The student makes and reads aloud as many real words as possible by moving the cards into position.

**Example:** c      amp

cr

fl

st

sh

This involves blending, reading and making the decision as to whether a word is real.

### P15 Reading - 'Odd one out'

The student is given 4 or 5 words to read, one of which does not rhyme/share the same rime. He must find the odd one and then explain why it is different.

**Examples:**

plant grant grand chant pant

sang sand bang hang rang

This demands reading and holding phonological information in memory whilst it is matched. It places quite a load on working memory, especially if the sequence is long and if the odd word is near the beginning of the sequence.

### P16 Word tower

A grid of boxes to contain separate syllables of 2, 3 and 4 syllable words, stacked with the 2s on top of the 3s on top of the 4s. One syllable of each word is written in. The remaining syllables are written in groups below, labelled, 1st, 2nd, 3rd, 4th syllables. The student has to fill in the boxes by choosing the right syllable from the right group.

This involves reading in syllables, holding syllables in memory whilst matching them against others and reading multisyllabic words. It places demands on working memory.

**WORD TOWER**

Can you complete the word tower by filling in the missing syllables?  
 Make 12 words! Clues are given in the boxes at the bottom. The only rule is words in one row must be the same length.

1	2	3	4	5	6	7	8	9	10	11	12
at	er	er									
er	er	er									
er	er	er									
er	er	er									
er	er	er									
er	er	er									
er	er	er									
er	er	er									
er	er	er									

### V3 Spot the difference with pictures

The student has to study 2 pictures which appear to be identical to find a given number of small differences between them. He has to explain the differences.

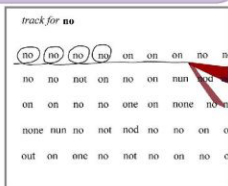
This demands close attention to fine visual detail and the ability to articulate an explanation. The difficulty level must be carefully geared to the ability of the student.

### V4 Tracking

Students track for 'little', frequently confused words (on / no, of / for..) amongst visually similar ones. The student must say aloud each word and circle it.

This is useful for every student, not just those who regularly confuse in reading words such as of / for, when / then, etc.

It is good visual tracking practice and demands fine visual discrimination. The words included must suit the student's reading and visual discrimination ability.



## Revision

### V5 Find the target words

The student is presented with cards each with a revision word on which he reads, then other visually similar words are mixed in with them and the pack is well shuffled. He has to go through the pack as fast as he can, reading out only the target words, then the tutor dictates some of them for him to write.

#### Example:

Revision words: slit slip span spin snip snug swam scab skin step

Words to mix in with them: silt sill pans pins sung was cabs sink pest nips

As the words that are mixed in are real words, this activity also involves memory – remembering the words or the type of words (in the example 's' blend words) to be read. The revision words must be read several times before the other words are added. If nonsense words are used as the mix-in words the activity is slightly easier; it is then purely a reading and visual discrimination activity. The activity could be timed, with one second added for each error made and the challenge to have another go and beat his time.