

Stage 2 Language activities

Text level work

Looking at book covers

Big books

Choose any of the big books at Stage 2 and look at the front cover. Ask the children about the print and what it is for. Use the words 'title' and 'author'. If children notice the logo and the colour banding talk about 'series' and look at the back cover to talk about the list of other titles.

For example:

Look at the front cover of *The Baby-sitter*. Discuss the picture of Kipper and the baby-sitter:

- ◆ Who do they recognize?
- ◆ Do they know the name of the man?
- ◆ Who might he be?
- ◆ What is happening in the picture?
- ◆ Why has Kipper got all his books out?
- ◆ What is the story probably about?
- ◆ Do you think it will be a story you will like?

Do all book covers tell us what a book is about?

Choose any book in the classroom and compare to see if similar information is shown. Talk about choosing books and which covers children like best and why.

Thought bubbles

Big books

Have some large ovals of paper and some blu-tack ready. Look at a storybook and encourage the children to suggest what the characters might be thinking. Write the children's suggestions as thought bubbles and attach them to the page.

For example, using *The Chase*:

Page 1 – What is Floppy thinking? 'I wish I could have a new basket' or 'My tummy hurts, I must have eaten too much' or 'Not much more to chew, I need a new basket'...

Page 2/3 – What is Floppy thinking now? 'I'll have plenty to chew tonight' or 'I wish it wasn't pink' or 'That cushion looks comfortable'...

Pages 4/5 – What is Biff thinking? 'Floppy is a really good dog now' or 'I hope he won't run away' or 'I'm glad I trained him to sit'... or is Floppy thinking 'Where are they taking my new basket' or 'Why can't I go with them?'...

Speech bubbles

Big books

As for 'Thought bubbles' above but now ask the children to invent what people are saying. *Kipper's Balloon* is a good story for this as Kipper asks for a balloon, calls out when the balloon bursts, etc.

Likes and dislikes

Big books and Sheet 2.1

If children use a big book to show the class their favourite story and favourite part of the story then they are more likely to have an attentive audience because everyone will be able to see what is being talked about. Sheet 2.1 could be used for children to record the cover of their favourite book and the best incident in the story.

Retell the story

Sequencing Cards

Photocopy the *Oxford Reading Tree Sequencing Cards* (produced in a separate book) for any story. Give the children the picture cards only and ask them to tell you how the story began, what happened next and what happened at the end of the story. Mount the stories in a sequence for display or in book form to add to the book corner.

Match the sentences

Sequencing Cards

Photocopy the *Oxford Reading Tree Sequencing Cards* for a story. Use eight cards, four pictures and four sentences. Ask the child to put the pictures in order, then put the right sentence with each picture. At first this may be done by matching sentence cards to the captions. Ask the child to read the story.

Assessment, using sequencing activities

You may wish to assess and record using the following criteria:

- ◆ Does the child rearrange the pictures confidently, showing an understanding of the sequence of events and the point of the story?
- ◆ Does the child reconstruct the story in his own words or does he use sentences memorized from the text?
- ◆ Does he speak in whole sentences or disjointed phrases?
- ◆ Does the child need prompting?
- ◆ Does he answer in single words?

For more information on assessment using the *Sequencing Cards*, see page 38 of this guide, and the instructions provided with the *Oxford Reading Tree Sequencing Cards Photocopy Masters*.

Book making

Sequencing Cards

Give each child a copy of the picture cards to colour, cut up, order and stick into a booklet. The child designs an appropriate cover. Put the books in the book corner for others to read or take them home to read to parents.

Give each child a copy of the sentences only. Ask them to order and stick each sentence on pages of a prepared booklet. The children could draw their own pictures as illustrations and make an appropriate cover.

As a writing activity, give each child the pictures without any text. Ask them to order and mount the pictures in a booklet adding their own writing. Again, make a cover and read their story to others.

To make group books, enlarge the text on a photocopier or write the four sentences in the school's writing style. Ask children to work in a group of four, deciding which sentence each will illustrate. Let children mount their own work with the appropriate sentence and organize it into a frieze or a big book for everyone to read.

NB Instructions are given in the *Oxford Reading Tree Sequencing Cards Photocopy Masters* for folding the sheets of sequencing cards into books. However, the

instructions above can be used to produce more durable books especially suitable for the book corner.

Sentence shuffle game

Sheets 2.2 and 2.3

Enlarge both sheets. They provide six sentences from *The Dream* and six sentences from *What a Bad Dog!*. Cut the sheets into sentences and give those from one story to a pair of children and the sentences from the other story to a different pair. Ask the children to make a story from the sentences. They may refer to the book if they want to. When complete, children read their story to the other pair and change over sentences.

Shopping game

Sheets 2.4, 2.5, 2.6, Word Cards and Rules (Sheet 2.30)

Make copies of the two sheets which show shopping items and the one providing the shopping trolley baseboard, and verb cards. Use pictures of the characters from *The Oxford Reading Tree Word Cards*. The point of the game is to match a character card, verb and shopping item. The rules of this game with variations are on Sheet 2.30. They can be copied and stuck down onto card to provide a permanent resource, as can the cards and baseboard used for playing the game.

Assessment

- ◆ Does the child understand that some sentences make sense in the context of the game and some do not?
- ◆ Does he react to the humour in the nonsense sentences?
- ◆ Does he decide independently whether the sentence makes sense, or is help needed?
- ◆ Does he recognize and read each verb?
- ◆ Can he read the sentence confidently?
- ◆ Is the child able to use the cards or the sheets to create sentences independently?
- ◆ Can he take turns and wait for the others?

NB You may like to point out that the sentence structure is always subject – verb – context word, and that it is the context word which can make the sentence nonsense.

Rigma-roll

Sheet 2.7, 2.8, Word Cards and Rules (Sheet 2.30)

Use the net on Sheet 2.7 to construct the rigma-roll from fairly thick card. On alternate faces of the rigma-roll write the phrases: 'wanted a', 'looked at the', 'was', 'went on the'. The baseboard on Sheet 2.8 has three marked spaces.

You will need 36 *Oxford Reading Tree Word Cards* to play the game, made up of 2 Biff, 2 Chip, 2 Wilf, 2 Wilma, 2 Kipper, 2 Mum, 2 Dad, 2 Floppy, children, *They, everyone, swing, go-kart, concrete, mud, dog, dogs, dolphin, dragon, trainers, cake, party, toys, tray, bad, cross, good, sorry*. See Sheet 2.30 for the rules of the game which can be pasted onto card and kept as a permanent resource.

Writing books

Choose a story. Allow plenty of time for the children to talk about their own experiences. For example, in *The Wobbly Tooth* the children will want to talk about their own loose teeth, trips to the dentist, accidents with swings or other playground activities. Decide whether to focus the writing on story telling, for example, a story about the tooth fairy, or an account, for example, 'When I went to the dentist'. You may prefer to link the story to topic work to give children a reason for making their own big books, for example, 'How we look after our teeth' or 'Safety rules for the playground'.

Circle time

You can use the Circle time format to give children time to reflect upon feelings arising from the stories.

Read *Kipper's Laces* while the children are sitting in a circle. Then ask children in turn to say 'I find ... easy at school'. If you begin by saying what you find easy this will give children confidence that they understand what is expected. For instance you might say 'I find it easy to have a good PE lesson with this class because you all work so hard'. After all the children have said that they find something easy, suggest that they now think about something they find difficult. You might begin by saying 'I find it really difficult to get everyone changed after PE if children can't dress themselves'. Each child is then given the chance to say what they find difficult. Children may like to draw their responses. If so, cut them out and make them into a class display by pasting them onto large sheets of sugar paper headed 'At

school, I think this is difficult' and 'At school, I think this is easy'.

Other beginnings for discussions could be:

Kipper's Laces – 'I was upset when...'

The New Trainers – 'My dad got cross when ...'

The Foggy Day – 'We got lost once when ...'

The Water Fight – 'Our neighbours got cross when ...'

Making connections

Encourage children to compare stories and make connections by asking them to find all the stories where Floppy is naughty or Dad gets cross. You can also take opportunities to make connections with other stories, especially at story time. For instance Wallace in *The new red bike and other stories* by Simon Watson gets into trouble for spoiling his new shoes just as Chip does. *Hairy Maclary* stories by Lynley Dodd can be compared with Floppy's various adventures.

The book lists on pages 172 and 174 give examples of texts related to the topics arising from the stories. Use quiet reading times or a library session to allow a child to show the class the book chosen and say what they liked about it. You can remind children of similar stories they have heard and encourage the children to notice similarities and differences.

Sentence level work

'I have a space on my right ...'

Speaking and listening game which encourages children to speak in whole sentences

You need to arrange the children in a circle with an extra chair or space on your right. Say 'I have a space on my right and I would like ... to come and sit in it'. This creates another space in the circle and you will need to identify the child with a space on his/her right. That child repeats 'I have a space on my right and I would like ...to come and sit in it'. At first you may need to say the sentence with the child. For very shy children you could say the sentence instead of the child, who only supplies a name. This game is usually very popular, so after children have played it a few times they become more confident and are able to say the whole sentence themselves. You could extend the game by using prepositions such as *in front of, behind*.

Chip went shopping...

Arrange for the children to sit in a circle and ask them to complete the sentence 'Chip went shopping and he bought ...' Start with one item. Ask the next child to repeat the sentence with the first item, adding another. Ask the next child to repeat two items and add the third. Ask the next child to repeat what Chip bought, adding 'but he forgot....' Start again using a new name instead of Chip and asking children to invent what was bought. Create a new sequence of three items, add 'but s/he forgot ...' Then start again with a new name. Continue until everyone has had a turn.

Where is it?

Big books

Use pictures in the big books to extend children's confidence and vocabulary. For example, when reading *Biff's Aeroplane* use questions like those below to encourage the children to play a quiz game, locating items in the picture:
 Pages 2/3 – 'What is next to the screwdriver?' 'What is underneath the tools and the paints?' 'What is beside the fruit bowl?' 'What is Biff holding in her right hand?' 'What is she holding in her left hand?'
 Pages 4/5 – 'What is behind the man and the dog?' 'Who is between Kipper and Mum?'
 Pages 6/7 – 'Who is in front of Chip?' 'What is below the aeroplane?'

What's it like?

Activity using big books to develop use of adjectives

Floppy the Hero makes a good starting point for this activity. Look at the pictures in the big book with the class or group. Make a list of the adjectives on a large sheet of paper as the children suggest them.

Page 1: 'Why did the children notice the fire-engine?'

– *noisy, flashing, blue, red, fast*

Pages 4/5: Describe the two dogs in this picture. – *brown, small, spotted, fast*

Page 6/7: Read this page then close the book and ask 'What can you remember about the dog who was barking?' – *small, white, pointed nose, yellow collar, pointed ears*

Pages 12/13: 'What is the barn like inside?' – *smoky, hot, dark, smelly, frightening*

Pages 14/15: 'What do the puppies feel?' – *happy, safe, glad*; 'How do Biff, Chip and Kipper feel?' – *proud, happy, relieved*

Afterwards look back at the list and ask 'What was flashing?' 'What was pointed?' 'Who was proud?' etc.

Shopping game

See pages 133 for an explanation and rules of this game which can be used to increase children's awareness of context and to encourage them to check the accuracy of their reading.

Word level work : Word recognition

The *Oxford Reading Tree Context Cards*, *Word Cards* and *Language Master Cards* can be used to help children recognize words both in and out of context and to acquire a sight vocabulary. A description of these support materials is given in the introductory sections of this guide and instructions are provided with the cards. The following section also includes activities which use some of these materials.

'Kim's game'

Game for developing visual memory

This can be a Circle time activity where the whole class is involved. For an explanation of Circle time see page 26. Collect a variety of objects which are related to the class topic or the story, for example, a collection of small toys could be related to *The Go-kart*. Have at least as many objects as there are children. Let the children look at the toys for about a minute and talk about what they can see. Then cover the toys with a cloth. Ask the children in turn to name one object which is under the cloth. Anyone who has forgotten may 'pass'. When everyone has had the chance to recall an object, take the cloth away and identify the items which were not mentioned. In a smaller group have only eight to ten objects and see how many the children can recall. Increase the difficulty of this game by using pictures instead of objects.

Can you remember?

Activities to encourage observation

Ask children to close their eyes and keep them closed while they describe what you are wearing. After assembly ask them to draw one of the teachers and colour their clothing correctly. Find a time when it is appropriate for the children to visit the teacher and check their memory! Observational drawing is part of basic science and of course art but also supports children in learning to notice details, helping them to recognize print. Drawing pot plants and flowers, or a single flower encourages children to look at size, shape and colour carefully. Children can also be asked to make careful drawings of their models, buildings or

toys. You can praise and encourage by noting features which carefully reflect a shape and point out such accuracies to the rest of the class.

Making jigsaw puzzles

Activities to practise looking carefully, using Sheets 2.12 and 2.13

This requires children to look at parts of objects and make sense of them by looking carefully for matching pieces. In addition to a range of commercially produced puzzles children can make their own by deciding upon a drawing, mounting it on card and cutting it into four to six pieces. Use the puzzles on Sheets 2.12 and 2.13 as examples to get children started. If puzzles are kept in envelopes children can share and make each other's jigsaws.

Picture pairs or lotto

Activities to practise looking carefully, using Sheet 2.14

The children can play this game either as a lotto game or as a pairs game. Make two copies of Sheet 2.14 for each player.

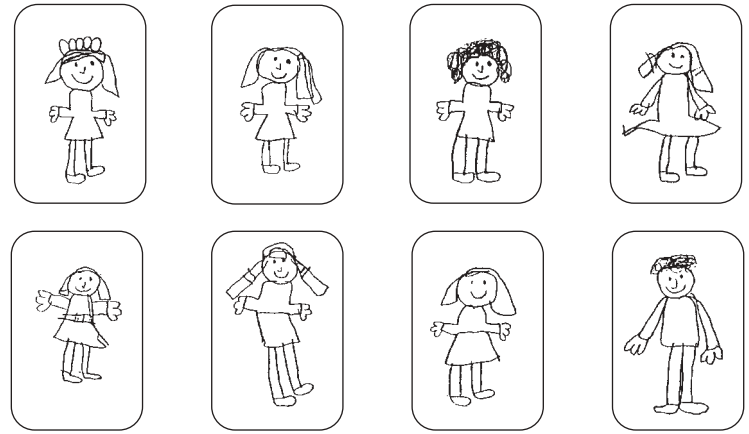
Lotto: Mount half the sheets as baseboards. Mount and cut up the other sheets into individual cards. Players take turns to take a card from the pile and match it to their baseboard. If the space is already covered the card is placed at the bottom of the pile. The winner is the first person to cover their baseboard.

Pairs: Mount all the pictures as individual cards. Players place all the cards face down on the table and take turns to pick up a pair. The children need to look carefully to see if the cards are identical. If they are, the child keeps the pair. If they are not, he puts the cards back where he found them.

A friendly game

Matching game using children's own artwork, using Sheet 2.15

Give each child a copy of Sheet 2.15 which shows eight playing cards. Ask them to draw a different friend on each card.



Remind them to look carefully and notice what each friend is wearing, and to put in details such as plaits, glasses and hair ribbons. Explain that you do not want it coloured yet. When the children have finished eight careful drawings, make a photocopy of each person's sheet. Each child now has eight exact pairs. Ask the children to colour their friends one at a time, making sure that the pairs match exactly. Then they can cut out each playing card and mount it. Each child then has his or her own special set of 'Picture pairs' to play with a friend or to take home.

The 'cards' on Sheet 2.15 can also be made up for playing 'Picture pairs' (or Pelmanism) using pictures cut from magazines or drawn by you. You may like to set the cards up as 'shape' pairs by drawing in circles, squares and triangles.

Picture puzzle lotto

Matching game, using Sheet 2.12, 2.13

Make two copies of Sheet 2.12 or 2.13. Children may like to colour one copy before it is cut up like a puzzle into six pieces. Play by matching single cards to the correct area of the baseboard. Children may like to make their own game by drawing a large picture, photocopying it, cutting one sheet into eight pieces and using it as a matching game.

Word pelmanism

Memory game, using Sheet 2.16

You can easily adapt this game to the needs of individual children. Have several photocopies of the Stage 2 key words. Choose two words the child knows well and two the child is unsure about, for example, *Everyone, cross, was, wanted*. Cut out four copies of each word. Mount on card or for a short life-span you can leave them as they are. Place all the cards face down,

spread over the table or the floor. Children take turns to turn over two cards and read them. If they make a pair that child keeps the cards and has another turn. If not, they are replaced where they were found. The winner is the player with most pairs at the end. Having four copies of each of a small number of different words makes it easier to find a pair. Too many different words can make a tedious, lengthy game. A child playing the game with an adult gains confidence from the familiar words and is supported in learning the less familiar ones. Afterwards children can be asked if it is possible to make a sentence from their words.

Sentence lotto

Reading and matching game, using Sheets 2.2 and 2.3

The sentence style gives children support in identifying unknown words. The first sheet provides sentences based on *The Dream*, the other shows sentences from *What a Bad Dog!* Make copies of the sheets and mount them to provide baseboards. Mount and cut other copies into single word cards for the 'caller'. The 'caller' puts the cards into a bag or into a pile. He takes a card at a time, reads it and asks one player 'Can you find *had*?' The player locates the word on the baseboard and uses the card to cover it. The caller then asks the other player to find the word. This game can be played so that the first player to find a word on their baseboard claims the card, but this can become a shouting match! If you are 'caller' you may prefer to ask the children in turn to read the word before finding it.

Assessment

This game can be used to assess a child's ability to recognize individual words with confidence. When the game is complete there is a sequence of sentences which children can read and check for meaning.

Word lotto

Matching game using Stage 2 key words and Sheet 2.16

Having played the sentence lotto games, some children may benefit from further practice with the high-frequency words out of context. A game may be played by copying Sheet 2.16 to make baseboards for up to 4 players. You may prefer to cut the sheet and select a slightly different set of 12 words for each baseboard. One set of key word cards is needed for the caller. The caller reads or shows the players a card, they find it on their baseboard and cover it with a counter. The first

player to cover all the words becomes the next caller.

Colouring games

Matching game based on Stage 2 key words, Sheets 2.17 and 2.18 and the dice net on Sheet 2.19

Colouring sheets can also help children to build a sight vocabulary. Sheets 2.17 and 2.18 show pictures of shoes and toys. Make a word dice using the net on Sheet 2.19 and by sticking labels on the faces. For the shoes sheet write: *got, to, cross, went, was, Dad*, on each face of the dice. For the toys' sheet use the words: *He, was, put, in, wanted, Kipper*. Children have a sheet each, or one between two. They take turns to throw the dice, read the word, find it on their picture and colour the shoe or the toy.

The Baby-sitter

Sentence-making game for 2 players, using Sheets 2.20, 2.21, 2.22 and Rules (Sheet 2.31)

The baseboard on Sheet 2.20 is for two players, Biff and Kipper, to have a race. Kipper throws the dice and goes up and down stairs to fetch pieces of the books picture (Sheet 2.21); Biff throws the dice and runs to and from the kitchen with pieces of her sandwich picture (Sheet 2.22). The winner is the first player to collect their whole picture. In putting the picture together a sentence is also placed in order. The children read their own sentences when the picture is complete. They may then change roles and play again.

Spots!

Reading and sequencing game for 2-4 players, using Sheet 2.23, 2.24 and Rules (Sheet 2.31)

You need one baseboard (Sheet 2.23) and as many sets of the job cards (Sheet 2.24) as there are players. The baseboard is a circular track where Dad looks after everyone. Players try to get all Dad's jobs done. They use a number dice to travel around the board, collecting job cards as they land on a shaded square. Players continue until they have collected all four job cards. They may like to use the book to put them in order and read the list of jobs.

The train

Sentence-making activity, using Sheet 2.27

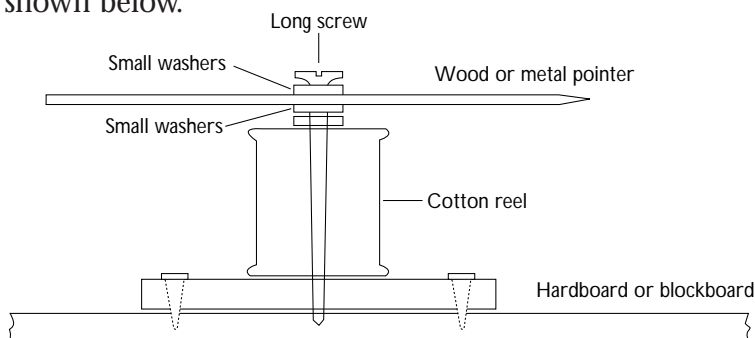
The train outline on Sheet 2.27 is intended to reinforce word recognition for any story. Decide upon a sentence from the book and write the necessary words, one on each rectangle beneath the picture. Write a full stop on a separate rectangle to draw attention to the need

for this. Include other punctuation on the word rectangles. Cut out the word cards and ask the child to place them in order on the carriages of the train. Read the sentence.

Word spin

Word matching game for 2-6 players, using Word Cards
This game can be adapted for use with any words. Make the spinner big enough to accommodate six or twelve *Word Cards*.

The base of the spinner can be made from hardboard or blockboard and the pointer cut from thin plywood, tin or aluminium sheet. A way of fixing the pointer is shown below.



To use the spinner, select two each of the required number of words and place one of each pair on each segment of the spinner and allow the children to select one (or two) cards from the remaining pile.

Now spin the pointer. The child who holds the matching card to that on which the pointer stops is the winner. He could read all the words on the board or read a simple sentence in which the word appears.

Word level work: Phonological awareness

I-spy

Big books

Many children will already have learned how to play this game. Instead of using the letter name the phonic sound is used. It is important to demonstrate the sound without elongating it into a distortion. Many pictures in the big books are good for introducing this activity, for example, pages 10-11 of *The Water Fight*, pages 6-7 of *Floppy's Bath*, pages 6-7 of *Kipper's Birthday*. Incidental references can be made in the same way, for instance on pages 8-9 of *The Chase* children can be asked to look for words beginning with 'b' – *bucket, boxes, bone, bananas, bin*.

Rhyme and Analogy

This box of games gives many suggestions for recognizing and practising initial sounds. There are also games to establish alphabetical order and to draw children's attention to spelling patterns in rhyming words.

Alphabet Frieze and Tabletop Alphabet: These are illustrated with pictures from the stories. Encourage children to use them as a reference for letter forms, I-spy games and ordering activities.

Story Rhymes: *The Rhyme and Analogy Teacher's Guide* has guidance on using the *Story Rhymes* for work with initial letters (or sets) and includes many activities.