Letterland®

Activity Bank

© Letterland International Ltd

Activity Bank: Letter Hunt

Objective

- To recognise letter shapes in words.

Materials

- Photocopied sheets of text.

Procedure

- Give each child an enlarged piece of text from a newspaper, magazine or book.
- Call out a letter and ask the children to find and circle each one on their paper. Children could use a different colour for every letter you call out.

© Letterland International 2020

Activity Bank: Letterland Jingles

Objectives

- To complete an alliterative pattern.
- To listen for meaning in an oral sentence.

Materials

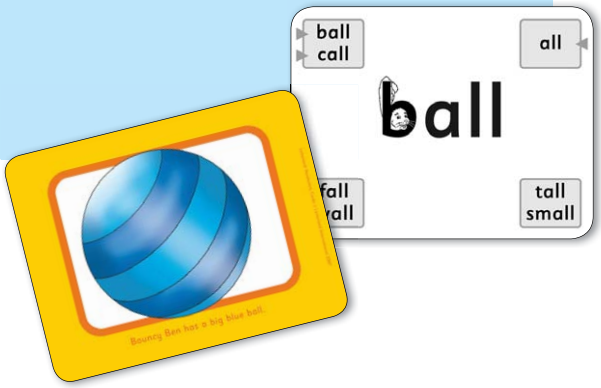
- *Vocabulary Cards* and/or **a-z** objects from a 'sound bag' (a bag containing objects starting or ending with target sounds).

Procedure

- Hand out *Vocabulary Cards* or sound bag objects to each child.
- Read out the alliterative jingles below, one at a time.
- The child holding a card or object that completes the pattern stands up and says the word. The class decides if the completed sentence makes sense.

Annie Apple asks for an...
Bouncy Ben buys a...
Clever Cat carries a...
Dippy Duck draws a...
Eddy Elephant enjoys an...
Firefighter Fred finds a...
Golden Girl gets a...
Harry Hat Man has a...
Impy Ink imagines an interesting...
Jumping Jim juggles with...
Kicking King is keen on...
Lucy Lamp Light likes...
Munching Mike moves a...
Noisy Nick needs a...

Oscar Orange likes to ride on his pet...
Peter Puppy plays with a...
Quarrelsome Queen asks questions about a...
Red Robot runs away with a...
Sammy Snake sees a...
Talking Tess touches a...
Uppy Umbrella likes going...
Vicky Violet visits a...
Walter Walrus wins a...
Fix-it Max is... years old.
Yo-yo Man sees a yellow...
Zig Zag Zebra zooms to the...



© Letterland International 2020

Making Words Game: i, ie, oi

Instructions

- Create as many words as possible using the letters in the square.
- Each word must include the letter(s) in the central box.
- Can be played individually or as a team game.
- Words can be written or simply spelt and then said orally.
- **To score**: Receive 1 point for every letter used in a word.
- **To finish**: Set time limit or pre-set score to be reached.

e	k	p
s		t
d	r	n

p	r	t
l		k
d	s	f

ie story: When two vowels go out walking, the first one does the talking.

n	c	t
l		s
p	j	f

oi story: Roy plays the 'Oi game' inside words.

© Letterland International 2020

Making Words Game: o, oa, ow

Instructions

- Create as many words as possible using the letters in the square.
- Each word must include the letter(s) in the central box.
- Can be played individually or as a team game.
- Words can be written or simply spelt and then said orally.
- **To score**: Receive 1 point for every letter used in a word.
- **To finish**: Set time limit or pre-set score to be reached.

h	l	p
m		g
d	t	n

c	b	t
l		k
d	r	n

oa story: When two vowels go out walking, the first one does the talking.

d	l	n
c		h
g	r	b

ow story: Walter bumps his chin as he splashes Oscar. They both howl, “Ow!”.

© Letterland International 2020

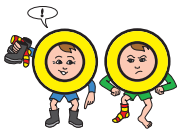
Making Words Game: u, ue, oo

Instructions

- Create as many words as possible using the letters in the square.
- Each word must include the letter(s) in the central box.
- Can be played individually or as a team game.
- Words can be written or simply spelt and then said orally.
- **To score**: Receive 1 point for every letter used in a word.
- **To finish**: Set time limit or pre-set score to be reached.

h	l	d
m		g
p	r	n

g	b	l
c		r
e	t	qu

h	t	m
f		n
b	s	d

ue story: When two vowels go out walking, the first one does the talking.

oo story: When the Boot Twin takes his brother's boots he teases him, '**Oo**, I've got your b**oo**ts!'

© Letterland International 2020

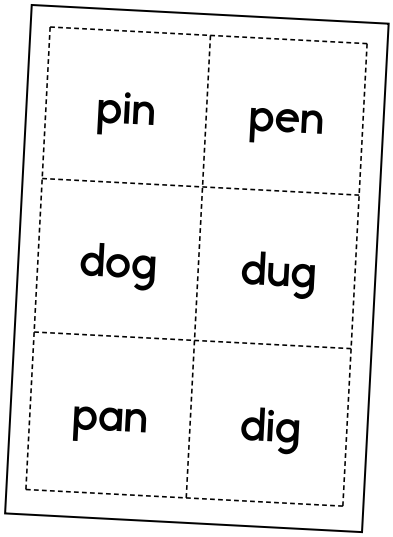
Activity Bank: Short Vowels Bingo

Objectives

- To blend phonemes to read CVC words in non-rhyming sets.

Materials

- Create up to six plain letter Bingo Boards using the words lists below; counters.
  - Sheet 1: **pin pen pan**; **dog dig dug**
  - Sheet 2: **pit pat pet**; **mit mat met**
  - Sheet 3: **hot hat hit**; **ten tan tin**
  - Sheet 4: **bed bad bud**; **bat but bit**
  - Sheet 5: **rug rag rig**; **bug bag big**
  - Sheet 6: **met mat mit**; **ham hum him**



Procedure

- Each child gets a Bingo Board and some counters.
- Put a copy of each word in a hat, and call out one word at a time. You could put each word in a sentence, e.g. "I am happy saying '**a**...' in **hat**".
- The first child to fill their board with counters calls out "Bingo!"

© Letterland International 2020

Objectives

- To read words in context.

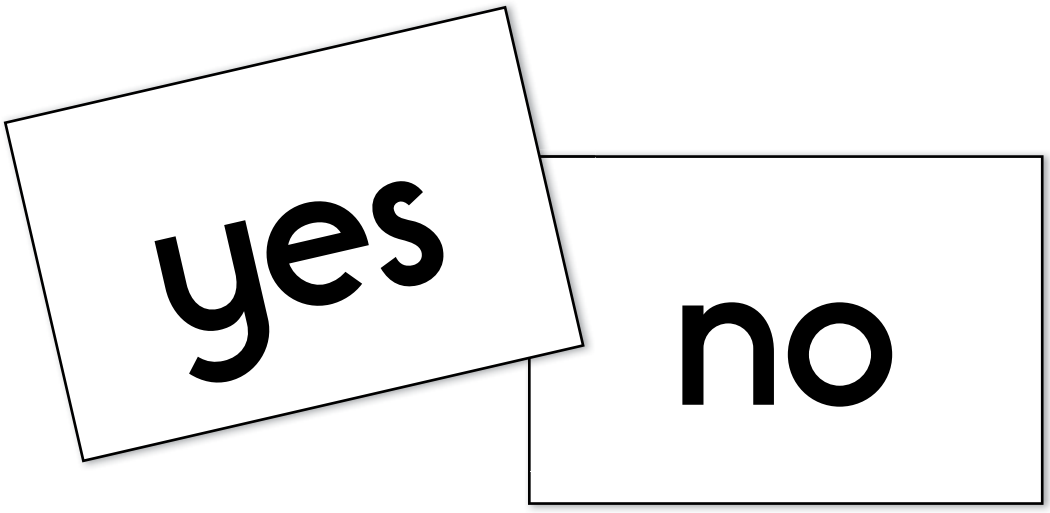
Materials

- Set out the questions shown on the next page on large cards; make 'yes' and 'no' cards for each child.

Procedure

- Give every child a 'yes' and 'no' card.
- Display a silly question.
- Ask the children to read the question and answer it by holding up their 'yes' or 'no' card, or neither card (see note). Display the next question.

Note: These questions may not always have an obvious 'yes' or 'no' answer. Some of them may be matter of opinion, and could provide oppotunities for discussion, reasoning and even starting points for creative writing. Children also love to make up their own silly questions.



© Letterland International 2020

Bouncy Ben's Questions
Is Ben a dog?
Is Ben a cat?
Is Ben a hen?
Is Ben red?
Can Ben run on a bed?

Clever Cat's Questions
Has this cat got six legs?
Is this cat as big as a man?
Can this cat sit on a hill?
Cat this can hop on a bus?
Can this cat fit in a box?

Dippy Duck's Questions
Can this duck run with a fox?
Has this duck got six wings?
Can this duck peck?
Can thic duck lick jam?
Is this duck a big frog?

Firefighter Fred's Questions
Has Fred got a flat hat?
Has Fred got a pet crab?
Has Fred got a long neck?
Is Fred a thin man?
Can Fred pick up big things?

Golden Girl's Questions
Can this girl start her go-cart?
Has this girl got short hair?
Has this girl got big green feet?
Are you a girl?
Have you tried the girl's go-cart?

Harry Hat Man's Questions
Has Harry Hat Man got a hat?
Can Harry Hat Man sing?
Can Harry Hat Man fix a van?
Is Harry Hat Man an egg?

Jumping Jim's Questions
Can Jim jump in a pond?
Is Jim fit and well?
Has Jim got socks on his hands?
Has Jim got ten legs?
Can Jim stand on a clock?

Kicking King's Questions
Can the king kick?
Is the king a sad man?
Has the king got long legs?
Has the king got rings on his hands?
Can the kind stand on a tent?

Munching Mike's Questions
Can Mike play with Clever Cat?
Does Mike eat sharp things each day?
Has Mike got fur?
Is Mike a monster?
Can Mike fly a kite high in the sky?

Noisy Nick's Questions
Can Nick lift up the king?
Is Nick a rabbit?
Is Nick a biy?
Has Nick got a thick jacket?
Can Nick hit things?

Quarrelsome Queen's Questions
Is the queen having toast?
Can the queen make a loud sound?
Has the queen seen a shark on her roof?
Will the queen shout at the king?
Can the queen sleep on a hard bed?

Sammy Snake's Questions
Has Sammy Snake got hairy legs?
Can Sammy Snake stick things with glue?
Does Sammy Snake like to be noisy?
Will Sammy Snake fight with Harry Hat Man?
Is Sammy Snake nine on his next birthday?

© Letterland International 2020

Activity Bank: Sort it Out!

Objective

- To sort pictures according to target sounds.

Materials

- A variety of pictures containing the target sounds.

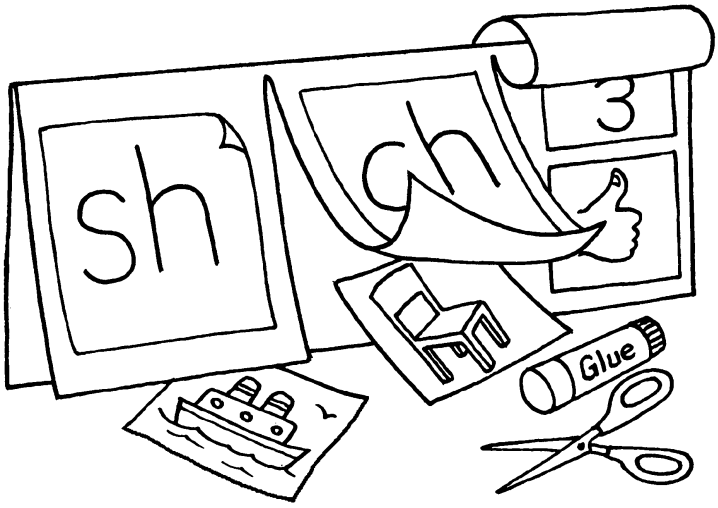
Procedure

a) Whole-class activity

- Choose up to three target sounds and place pictures representing all three sounds in a box.
- Stick three 'pockets' on a flipchart or blackboard. Label the pockets with the Letterland pictograms representing the sounds.
- Select a child to pick a card from the box.
- The child names the picture aloud, identifies the target sound and puts the card in the appropriate pocket.
- The class decides if the card is in the correct pocket.

b) Individual activity

- Provide children with their own page of the photocopiable pictures.
- Help them to make flaps on a piece of construction paper, as shown below.
- Children cut out the pictures one at a time, then stick each picture under the appropriate flap.



© Letterland International 2020

Activity Bank: Who Likes...?

Objective

- To reinforce initial sounds and Letterland character names.

Materials

- *Picture Code Cards, Vocabulary Cards* or a range of objects.

Procedure

- Give each child a *Picture Code Card*.
- Show one *Vocabulary Card* or object at a time. Ask, for example, "Who likes cake?"
- The child holding the appropriate *Picture Code Card* stands up and says, "Clever Cat likes cake. '**c**...' cake".

© Letterland International 2020