

## **Classroom activities to develop grapheme/phoneme correspondences (GPCs) and decoding**

- As you say the phonemes out loud together write the corresponding grapheme in the air to help the children internalise the sound / spelling connections.
- Say a sound, along with an action initially, and ask the children to write the grapheme on a whiteboard. They can keep a tally of the ones they get right.
- Give out sets of cards with the graphemes written on (with accompanying action pictures). Children spread the cards out on the table. Initially they work in pairs. Say a phoneme. Children find the card showing the corresponding grapheme. Repeat and see which pair can do this the fastest.
- **Fire and hire** - Hold up a card with a grapheme on it. Invite the children to identify the sound (using a supporting action, if needed). The person who can produce the sound correctly comes out and holds the card at the front of the class. Repeat with more cards. Tell those at the front that every time they hear you use their sound, they have to quickly lift it above their heads. If they fail to do so, they are 'fired' and they have to 'hire' someone else.  
The children try hard to learn the sound /spelling connections so they can come to the front and have a go and also they don't get 'fired' when it is their turn.
- **Splat the grapheme** - A selection of graphemes are displayed on the board. Divide the class into teams. Two children (one from each team) compete to be the first one to touch the correct graphemes for the phonemes called out. As they become more confident they can play the game in pairs with the selection of graphemes copied onto paper or a mini-whiteboard.
- **Word jumbles** - This is an activity to help with the reading of the colour words (or any words you are focusing on). The letters that are used to spell the words are cut up into pieces. The pieces are spread out across the table in a random order. You say 'go'. The children then need to work as a group to see if they can put them together correctly to spell the words. Can they do it quicker next time?
- **Word hunt** – (Linked to orienteering in PE) This reinforces the reading of chosen words, e.g. colours or numbers (1-6). Places on a map of the school grounds are marked with numbers. The children have to use the map to locate the places and then go there. Once they get there there will be a word written on a card. The children have to read the word and either copy it down and write its meaning, or just write its meaning. Can they find all the words within the time given? Can they do it quicker next time?

- **Word run** – This also reinforces the reading of words. Chosen words are displayed in the form of a list on the wall away from each of the groups. Each group has a list of words at their table with some of the graphemes missing. One member from each group takes it in turn to go up and look at the list of words, chooses one word to focus on, reads it and notices its spelling. They come back and find the word on their group sheet and write in the missing grapheme. Then the next person goes up and chooses a different word. How quickly can the groups do this so all the words are completed?
- **Vowel or consonant?** - This also reinforces the reading of words, e.g. colours. The words can be looked at in terms of their vowels and consonants. (Initially you would need to have a discussion with the children about which letters are vowels and which are consonants.) The words are displayed on the board. E.g. If I were to choose the word 'bleu'. I would say consonne, consonne, voyelle, voyelle. Children look to see which word has that number of consonants and vowels.

**Some of the above activities have come from the following resource:**

- Physical French Phonics – Sue Cave/Jean Haig – Brilliant Publications  
Actions and images for each key sound; a step by step approach to embedding phonics in language learning; video and audio clips to practise the actions and sounds

**Follow-up tasks**

**To do**

- Select some phonemes / graphemes to practise
- Try using an action to support the learning and memory of it
- Try using one of the activities shared today

**To reflect**

- What went well and why?
- What would you do differently another time and why?

**To share (at the next session)**

- Your reflections on the above
- Any other activities you tried which worked

Don't forget to share your ideas/thoughts on the discussion board -

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