Five Minute Literacy Box Activities

Here are some extra phonics activities for children who received the ‘Five Minute Box’ intervention.

The alphabet board is there so that children can match, recognise and say sounds to the letters and the children should be able to say and write each sound as they do in school. They can write out the alphabet in order (without looking at the card) but should also be able to write any given sound in any given order. For example, b, s, l, a, z, m.

The children all know that letters have names and sounds. The names are what we use when we sing the alphabet song. The sounds a letter makes is known as phonics. For example, **a** for apple, **b** for banana, **c** for car.

The children work through the word cards in order starting with card 1.

The children need to be able to say, read, write and spell each word on each card before they can move onto the next card. It is always best to revise words that the children have already covered first, so you can easily start back at card 1 and move forward.

If your child is up for a challenge feel free to try any or all of the following: -

* Write the words on ‘post its’ and hide them around the home for them to find – like a treasure hunt
* Write each word in a sentence or use them to make up a funny story
* Make two copies of the words and play ‘Snap’
* Make two copies of the words and play ‘Pelmanism’ (Memory Game) where all the cards are lying face down and you turn over two cards but they need to match. If they don't match, then the next player turns over two cards and tries to match (trying to memorise where a card is, if it has already been chosen before).
* Write out the words using fancy coloured pens, chalks or paints, using magnetic letters, playdoh, sand, flour, rice or lentils if you have any of these to hand
* Choose an age appropriate book and try to find some of the words within the book. You could either write down the page number the word is on or keep a tally chart.

It is also helpful to keep checking that the children can say ‘the days of the week’ and ‘the months of the year’ in the correct order and also know which day or month comes before or after.

Some of the children have also been working on vowels and consonants so it is good to ask them about these. How many vowels are there? What are the vowels? You could then say random letters and ask them to tell you if the letter is a vowel or consonant.

As an extra challenge you could play a simpler version of ‘Countdown’ and ask the children to choose (for example) 3 consonants and 2 vowels. How many words can they make using only these letters. As an example if they chose b, g, t, a and i, they might write big, at, bag, tig, it. Challenge them to beat their own score. For younger children you could think of a three-letter word and give them the letters but not in the right order and ask them to try to figure out what word would make sense. They might need some help and a few examples to start with. For older children, they could use more vowels and consonant and play it more like ‘Countdown’ where they have a set time limit to make up a list of words. You can play it with them too!

I hope that this information makes sense and is helpful to you. Please do not panic and think that you need to do all of this – you definitely don’t! Please keep reading with your children and use this unprecedented time to help them realise that books *are* great fun – it is just a matter of finding a book that you like. Play board games, sing songs, do jigsaws (amazing for problem solving skills and developing concentration), crossword puzzles and wordsearches too.

Please stay safe and take care,



Mrs Oliver

Support for Learning

Alphabet Board

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| a | b | c | d | e | f |
| g | h | i | j | k | l |
| m | n | o | p | q | r |
| s | t | u | v | w | x |
|  |  | y | z |  |  |

Five Minute Box 1 – Card 1 (Red Card)

|  |  |  |
| --- | --- | --- |
| in | I | of |
| a | the | it |
| and | is | he |

Five Minute Box 1 – Card 2 (Orange Card)

|  |  |  |
| --- | --- | --- |
| at | to | go |
| can | on | see |
| for | my | up |

Five Minute Box 1 – Card 3 (Yellow Card)

|  |  |  |
| --- | --- | --- |
| like | come | said |
| are | you | am |
| we | big | play |

Five Minute Box 1 – Card 4 (Green Card)

|  |  |  |
| --- | --- | --- |
| me | went | all |
| she | no | get |
| was | yes | look |

Five Minute Box 1 – Card 5 (Blue Card)

|  |  |  |
| --- | --- | --- |
| this | away | day |
| not | him | they |
| did | but | going |

Five Minute Box 1 – Card 6 (Indigo Card)

|  |  |  |
| --- | --- | --- |
| some | got | much |
| us | when | had |
| saw | out | will |

Five Minute Box 1 – Card 7 (Purple Card)

|  |  |  |
| --- | --- | --- |
| little | been | that |
| first | want | came |
| about | down | has |

Five Minute Box 1 – Card 8 (Grey Card)

|  |  |  |
| --- | --- | --- |
| put | back | have |
| where | just | our |
| many | as | then |

Five Minute Box 1 – Card 9 (Beige Card)

|  |  |  |
| --- | --- | --- |
| be | one | after |
| very | from | what |
| good | new | her |