

## **Physical Activity Resource Disclaimer**

We hope you find the information on our website and resource useful.

The description of any physical activity contained within this resource is intended as a general guide only. It may not fit your specific situation. You should not rely on the resource to be right for your situation. It is your responsibility to decide whether to carry out the activity at all and, if you do, to ensure that the activity is safe for those participating. You are responsible for carrying out proper risk assessments on the activities and for providing appropriate supervision. We are not responsible for the health and safety of your group or environment so, insofar as it is possible under the law, we cannot accept liability for any loss suffered by anyone undertaking any activity or activities referred to or described in this resource. It is also your responsibility to ensure that those participating in the activity are fit enough to do so and that you or the organisation you are organising it for has the relevant insurance to carry out the physical activity. If you are unsure in any way, we recommend that you take guidance from a suitably qualified professional.



# Sound Family Word Sort

To move and sort cards in hoops.

**Phonic Objective:** To identify and sort different graphemes that represent the same phoneme.

## Resources

- Sound Family Word Cards for focus grapheme
- Blank labels or squares of card or paper
- PE or sorting hoops - 1 per grapheme

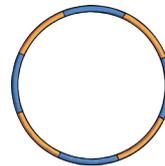
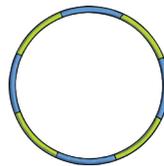
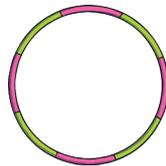
## Large Group Activity - Quick Physically Active Phonics Activity

4-8 minutes

\*Children to work in pairs for this activity to promote reasoning and discussion.

\*Spread the hoops around the space or classroom.

1. Show the children the Sound Family Word Cards and read through them. Identify what the common phoneme is in all of the word cards.
2. **'Which graphemes have been used in the word cards to represent the phoneme?'** When the children have identified the graphemes, show them the grapheme labels and place one in each hoop.
3. Share the word cards between the pairs of children. **'The word cards have been blown around by the wind and have all been muddled up. Help them to get back to their grapheme family by reading the word and then sorting it into the correct hoop.'** As the children are reading and sorting the cards, encourage them to articulate what they notice about which grapheme is used depending on where the phoneme is in the word or what letters precede/follow it.
4. When the children have sorted the cards, stop and ask the children to walk around and check each hoop. As a class decide if the word cards have been sorted correctly.



## Assessment

- Can the children read words containing graphemes that represent the same sound?
- Can the children sort the words according to the graphemes?

## More Ideas to Try

- **Variation 1:** Instead of giving the children the words cards, divide the cards between the hoops at random. Ask the pairs of children to look in each hoop and correct any wrong word cards by sorting them into the correct hoop. Encourage the children to explain to their reasoning to each other.
- **Variation 2:** Use large sheets of paper instead of hoops. Write a grapheme and its rules on each piece of paper. Ask the children to try and think of one word that would belong to each group and to write it on the piece of paper. Discuss which are correct. Why? Why not?