

## Matching Words

### Why do this activity?

This activity will:

- introduce your child to a selection of new written words - both in a picture book and as individual words
- help your child to recognise the individual written words

### Is this activity suitable for my child?

This activity is suitable for your child if he or she has already completed **See and Learn First Written Words** and **See and Learn More Word Pictures** or you are aware that he or she:

- has a beginning sight-word vocabulary
- is able to understand and use phrases with 2 'key' content words.

Please remember to read the **See and Learn First Sentences** guidance in this booklet before you start on this activity

### What do I need?

#### Materials

- ✓ a word-to-word matching baseboard
- ✓ corresponding set of four word cards
- ✓ corresponding **First Sentences** book

#### Vocabulary selection

Work through the words and corresponding book in the order listed on the [Matching Words](#) record sheet.

When you have completed [Matching Words](#) with the first set of 4 words, move on to the next activity ([Selecting Words](#)) with those words. In addition, 'read' the corresponding book with your child so that he/she gets experience of those words in sentences.

When you have completed the [Matching](#), [Selecting](#) and [Naming](#) activities with the first set of words, introduce the next word set and book into the [Matching Words](#) activity, and so on.



## activity 1

## first sentences



### How do I do it?

- 1 Read the **First Sentences** book together:
  - Look at the pictures and read the words to your child.
  - Encourage your child to participate, for example pointing to words as you read them.
- 2 Place the baseboard in front of your child.
- 3 Show the first word card to your child. Point to the word and read it to him/her.
- 4 Ask “where’s .....?” and encourage your child to look at the baseboard to find the matching word.
- 5 Help your child to find the matching word by guiding him/her to the correct word.
- 6 Help your child to place the word card on the baseboard, and read the word to him/her again.
- 7 Repeat steps 3-6 with each of the word cards in turn.
- 8 When your child has matched all four word cards onto the baseboard, praise him/her.
- 9 Ask your child if he/she would like to read the **First Sentences** book(s) again.



### What else could I do?

- When using this activity, take turns matching words.
- Show your child how the individual words on the word cards match the words in the **First Sentences** books by putting them next to one another.
- Put the word cards in a bag, or offer your child a choice of cards as you hold them out in a 'fan' before you match them.
- Make your own pairs of larger matching word cards, using cardboard and felt-tip pens. Stick the cards on the wall with a reusable adhesive. Give your child the second card and ask him/her to go and stick it on the matching word, or alternatively, ask your child to take the matching word off the wall.
- Help your child practise matching the picture cards (used in the **Selecting Words** and **Naming Words** activities) to the word baseboards used in this activity.



### Recording your child's progress

Note the date, activity and words used on the **Session Record**.

On the [Matching Words](#) record sheet:

- ✓ the first time you use each set of words and baseboard, record the date in the 'first used in activity' column
- ✓ when your child matches all of the word cards on the baseboard without your help, record the date in the 'matched without help' column

### When should I move on to the next activity?

When your child can match a set of words by him/herself consistently (i.e. several times), he/she is ready to use this set of words in the next activity - [Selecting Words](#).

Complete the first three of the **First Sentences** activities ([Matching Words](#), [Selecting Words](#) and [Naming Words](#)) with this set of words before introducing the next set of 4 words in [Matching Words](#).

When your child has completed the first three **First Sentences** activities for **all four sets** of words, he/she is ready to move on to the final activity, [Matching Sentences to Pictures](#).

