

## 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](#).



# Selecting Words

## Why do this activity?

This activity will help your child to:

- continue to develop recognition of the written words
- show which written words he/she recognises
- continue to experience the 'sight-words' in three 'key' word sentences

## Is this activity suitable for my child?

When your child has completed the previous [Matching Words](#) activity with a set of four words, he/she can use the set of words in this activity.

### What do I need?

#### Materials

- ✓ a set of picture cards (with written words printed on the back)
- ✓ corresponding **First Sentences** book

#### Vocabulary selection

Work through the sets of books and words in the order listed on the [Selecting Words](#) record sheet.

When you have completed [Selecting Words](#) with the first set of 4 words, move on to the next reading activity ([Naming Words](#)) with those four words.

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

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



## activity 2

## 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 by showing him/her how to point to the words as you read.
- 2** Show each picture card to your child, by looking at the picture and then turning the card over to read the written word.
- 3** Place the cards on the table/floor, with the word-side facing upwards.
- 4** Ask your child to "find .....". Give your child as much help as he/she needs to find the right word.
- 5** Encourage your child to turn the card over and look at the picture.
- 6** Repeat steps 4-5 with the rest of the cards, giving your child praise when he/she finds the right pictures.
- 7** Finish by reading the **First Sentences** book together again.



### What else could I do?

- Lay out a set of 4 word cards and ask your child to find one and post it into a box or tin. Repeat with all of the words.
- Collect objects to go with the words where possible and help your child to match the written words to the objects.



### Recording your child's progress

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

On the **Selecting Words** record sheet:

- ✓ the first time you use a word in this activity, record the date in the 'first used in activity' column
- ✓ when your child selects a word without your help, record the date in the 'selected without help' column

Only do this for the first, second and third cards that you asked your child to find. The fourth card was the final choice so did not give your child an opportunity to show his/her understanding of it. You will need to repeat the activity with this same set of words, and ask your child to find the word cards in a different order to check his/her understanding of all four words.



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

When your child can select 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 - **Naming 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**.



## Naming Words

### Why do this activity?

This activity will help your child to:

- practise reading individual words
- practise reading three 'key' word sentences

### Is this activity suitable for my child?

When your child has completed the previous **Selecting Words** activity with a set of four words, he/she can use the set of words in this activity.

### What do I need?

#### Materials

- ✓ a set of 4 picture cards (with written words printed on the back)
- ✓ corresponding **First Sentences** book

#### Vocabulary selection

Work through the set of words and corresponding book in the order listed on the **Naming Words** record sheet.

When you have completed **Naming Words** with the first set of 4 words, you are ready to introduce the next word set and next book into the **Matching Words** activity, and so on.

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

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



## activity 3

## 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 point at each word and read it (by saying or signing the word).
  - You may need to read each word first to your child.
- 2** Lay down each picture card on the floor/table with the word-side facing up.
- 3** Point at one of the words and encourage your child to read it, e.g. ask him/her "what does this say?" You may need to read the word first. Wait, to give your child the chance to either:
  - reach for or point to a card, or
  - make an attempt at saying the word, or
  - make an attempt at signing the word
- 4** Turn the card over to look at the picture on the other side, and say/sign the word again. Wait again, to give your child another chance to either:
  - reach for or point to a card, or
  - make an attempt at saying the word, or
  - make an attempt at signing the word
- 5** Repeat steps 3-4 with the other three picture cards in turn.
- 6** Finish by reading the **First Sentences** book together again.



### What else could I do?

- Make a 'lift the flap' book, with the picture hidden underneath the written word. Read the word and then lift the flap to see the picture.
- Show each word card to your child. Help him/her to read it aloud and then post it into a box or bag.



### Recording your child's progress

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

On the **Naming Words** record sheet:

- ✓ if this was the first time you used the word in this activity, record the date in the 'first used in activity' column
- ✓ if your child produced any words or signs, record the date in the 'produced sign' or 'produced word' column

There is also a section on the record sheet to note any other words or signs that your child says or signs.

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

- When your child can say or sign the four words in a set consistently (i.e. reads them several times in a row), he/she is ready to move on to the next set of words in the **Matching Words** activity.
- When your child has completed **Naming Words** for all of the sets of 4 words, he/she is ready to move on to the final activity, **Matching Sentences to Pictures**.



# Matching Sentences to Pictures

### Why do this activity?

This activity will help your child to:

- practise reading, understanding and using a range of 16 three 'key' word sentences

### Is this activity suitable for my child?

You should start this activity with your child when they have completed the first three activities ([Matching Words](#), [Selecting Words](#) and [Naming Words](#)) for all of the sets of 4 words.

### What do I need?

#### Materials

- ✓ a set of four **First Sentence** large picture cards
- ✓ the corresponding set of **First Sentences** sentence cards

#### Vocabulary selection

Work through the sets of words in the order listed on the [Matching Sentences to Pictures](#) record sheet.

Work on more than one set in a session if you are able to keep your child interested. You can repeat the activity with the sets in any order.

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



## activity 4

## first sentences



### How do I do it?

- 1 Lay down three or four **First Sentences** large picture cards.
- 2 Give your child one of the **First Sentences** sentence cards.
- 3 Encourage your child to read the words on the card by pointing to the words and helping him/her as necessary.

Your child may only read the 'key' words in the sentence at first, but encourage him/her to learn the entire sentence over time as this will help to teach them the correct grammar for the sentence.

- 4 Help your child place the sentence card on the blank space under the picture on the **First Sentences** large picture card. If your child needs help, repeat the sentence and guide them to the right picture.
- 5 Repeat steps 2-4 with each of the **First Sentences** sentence cards for the other pictures.



### What else could I do?

- Play a 'three words together' memory game with your child, using only the individual word cards from earlier activities. Place four word cards out in front of your child. Ask your child to give you three of them, e.g. "Please give me **duck**, **on** and **chair**".
- Select two toys, e.g. a toy duck and a box. Give your child a relevant three-word sentence card, e.g. "The **duck** is **on** the **box**", and ask your child to carry out the action with the toys.



### Recording your child's progress

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

On the **Matching Sentences to Pictures** record sheet:

- ✓ the first time you use a sentence card and matching large picture card in this activity, record the date in the 'first used in activity' column
- ✓ when your child matches the sentence card to the large picture card without your help, record the date in the 'matched without help' column

To check your child's understanding of 3 'key' word sentences, place all 4 large picture cards from this set in front of your child. Give your child the sentence card for the first sentence in the set (marked with \* on the **Matching Sentences to Pictures** record sheet). Then ask your child to read the sentence independently and match it to the correct picture. This shows 3 'key' word understanding for that sentence.

### When should I move on?

Your child has completed this activity when he/she can consistently match all of the 16 three 'key' word sentences in **See and Learn First Sentences**.

Remember you will need to repeat the activity, reading the cards in different orders for your child to practise his/her understanding of all three 'key' word sentences.

#### Moving on to the next step

When your child has also completed **See and Learn First Sentences**, he/she is ready to move on to the next step of the **See and Learn Language and Reading** programme, **See and Learn More Sentences**.

