



# Games list

## Flashcard games

### What's missing?

Put 6-8 flashcards of objects on the board. Class looks for a minute or two. Take the cards down. Remove one and put the rest back up. Children tell you which one is missing.

**Variation:** As above, but using word cards.

### Guess the object (from Unit 2 onwards)

Put 6-8 flashcards on the board, e.g. hen, duck, sheep, goat, barn + cow, stable + horse, farmer. Make a statement about an object, e.g. *It's a bird. We get eggs from this bird: **the hen***

### There was, there were... (from Unit 5 onwards)

Put 6-8 flashcards on the board for singular and plural items. Children look for a few minutes. Take the cards down. Children write down what objects were on the board.

Ask *What things were there?* Children take turns to answer: **There was a saw. There were nails.** Other children listen and cross off their list anything that is mentioned. Continue until all the objects have been named.

### Where is it?

Put 8 or 10 flashcards on the board in two equal rows. Describe the positions of objects, e.g. *It's next to the hen. It's between the stable and the barn. It's above / below the hen.* Children name the object in that position.

This game can be played in teams. Give a point to the first team to identify the correct object. After a few turns change the objects in game and / or their positions.

## Active games

### Action mime game

Put verb cards on the board, e.g. *kick, throw, open, brush, clean, do, take.*

Put instructions using these verbs on cards and put them face down on your desk, e.g. *Kick a ball. Throw a ball. Open a present. Brush the floor. Clean the window. Do your homework. Take a photo.*

Children take turns to take a card and mime the action. Other children guess the action.

Practise different tenses by asking, e.g. *What is he doing?* while the action is going on. Stop the action and ask *What was he doing?* or *What did he do?*

### Simon says (from Unit 4 onwards)

Play *Simon says*. Give the class an instruction, e.g. *Simon says look at the clock.* Children look at the clock. Give other instructions preceded by *Simon says*. Children carry out the instructions, e.g. *Simon says stand up / sit down / open your books.* When you give an instruction without saying *Simon says...*, e.g. *Clap your hands.* Children do not do the action. Any child who does is out of the game. Play for a few minutes.

### Prepositions game with a ball and a box

Prepare instructions using prepositions: *through, past, under, over, across, into, between, towards, behind, in front of,* e.g. *Roll the ball through the box / past the box / towards the box / across the box.*

*Throw the ball over the box / into the box. Put the ball under the box / behind the box, etc.*

Bring forward a child from each team. The first child reads the instruction and the other does the action. They gain a point if the action is right.

## Word games

### Instructions game (from Unit 4 onwards)

Put verbs on the board or desk face down, e.g. *open, look, say, touch, close, wave, smile, read.* Put the class in two teams: children from each team take turns to turn over a card, show it to their team, who must then make up a correct instruction using the verb on the card, e.g. *Open your bag. Wave to the teacher.* The other team follows the instruction.

**Variation:** (from Unit 8, Grammar onwards)

Play a past tense *Instructions game*. Children carry out instructions on cards. Other children say what they did, e.g. *Ben went out of the door. Anna wrote on the board.*

### Rhyming pairs

Write rhyming pairs with the same spelling pattern on cards. Put them on the board mixed up. Children take turns to match the pairs, e.g. *tower, flower, tall, small, sun, fun, clown, down,* etc.

### Noun chain (Unit 9 Class composition Warm-up)

Do a noun chain on the board. Ask a child from team 1 to write any noun on the board. A child from team 2 must add a noun starting with the last letter of the previous word. Encourage the class to make as long a chain as they can in two minutes, e.g. **e g g o a t t r a i n n u t t a i l**

**Variation:** As above, but teams work on each other's chains. They find and circle each noun. The winning team is the one that circles all the words correctly.

## Verb chain

Play the same as *Noun chain* using verbs,

e.g. **j u m p p u s h h o p p u l l o o k k e e p p a i  
n t t a k e**

## Holiday Bag game

Say *I am going on holiday and in my bag there is ...* name an object, e.g. *a hat*. Prompt a child to say the sentence, the object you said and to add another one, e.g. *I am going on holiday and in my bag there is a hat and a book*. The next child says the sentence, the two objects and adds a third.

Continue in this way until a child either cannot remember all the objects in order, or cannot think of anything to add. They may add any object that could be put into a bag (whether it is something they would take on holiday or not, e.g. *a pen, a ruler, a picture, a sock, an orange*, etc).

## I spy

This game can be played with objects in a picture, on a page or two pages in the book, or just using the classroom itself as a place with different objects in it.

Say *I spy with my little eye, something beginning with ...* name a letter, e.g. *d*. Children must look at the picture or around the class and name objects beginning with that letter, e.g. *door, dress, doll*, etc. Children continue guessing until the right answer is given, or until they cannot name any more objects with the correct letter. In this case, you may wish to give the class a clue to help them identify the correct letter.

## Word card and dictionary games

### Alphabetical order game

Put up 6-8 word cards. Children volunteer to put them in alphabetical order.

Make the game harder by choosing non-consecutive letters or words beginning with the same letter/s.

**Variation:** This can also be played as a team game:

- (1) teams have the same cards
- (2) teams have different cards and change over sets of cards

### Say something!

Stick 6-8 word cards face down on each side of the board.

A pair comes forward. Child 1 turns over a word card on one side. Child 2 turns over a word card on the other side.

The pair thinks of a sentence that uses both cards. Other children also think of a sentence. Give a time limit. Hear the first pair's sentence. Give 2 points for a correct sentence. If it is not correct, or they couldn't think of one, other children may give a correct sentence for one point.

### Dictionary game

Put 6-8 word cards on the board. Say a definition (using the *Dictionary 3* definition if you wish). Children say which word it is. This can be played in teams or pairs.

## Number games

### Turn-over numbers

Choose 10 numbers. These may be consecutive or not.

Make 3 sets of small cards of these numbers. Muddle them. Give any 6 cards to 5 teams. Children place the cards face up on the desk. Read out the numbers you chose in any order. When children hear a number they have, they repeat the number and hold up the card, then turn it face down. Continue until one team has turned over all their cards. This team is the winner.

### Ordinal number order

Bring 6 or more children forward. Give out consecutive ordinal number cards 7th – 12th in muddled order. The children line up in ascending order and show their cards. The class says the ordinals.

**Variation:** As above, but use non-consecutive ordinal numbers from 1st to 31st.

## Spelling practice games

Write up a word with a phoneme the children have learned, e.g. *night*. Children think of as many words as they can with the same sound and spelling, e.g. *right, light*, etc.

Children take turns to write words on the board. They get a point for a correctly spelled word. This game may be played in teams.

### Look, write, check (from Unit 1 onwards)

Write up a word that children have learned to read and write in their Phonics work. Children look. Cover the word. Children write the word. Uncover the word. Children check their spelling.

### Spelling bricks

Write phonemes the children have studied on cards and stick them in the centre of the board, e.g. *igh ow ar ay*

Put letters or consonant blends on the left of the board, e.g. *sn br bl sh r l d p s m b*

Put word endings on the other side, e.g. *k t n*

Children take turns to put two or more cards together to make complete words, e.g.

sn	ow	br	igh	t	d	ar	k
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Make several of each phoneme so that several complete words can be made at a time.