



A FREE RESOURCE PACK FROM EDUCATIONCITY

PlayLive Challenge:

Day 1



English



School Worksheets



Suitability

PlayLive Challenge Week: Day 1 Worksheets

Background to the Packs

This pack has been created to support your students as they look to compete in this year's PlayLive Challenge.

In contrast to previous years, this time around, we've decided to focus on one skill per day in the run up to the Challenge Day itself. The skills we're concentrating on are as outlined below, with this particular pack focusing on the area in bold text:

Day 1 **Sounds in the spoken word**

Day 2 Correct spelling

Day 3 Different word endings

Day 4 Prefixes

Day 5 Suffixes

NOTE: For great materials to help you organise your school's Challenge Day, including promotional posters, instructions, a top score poster, and of course certificates, please refer to the separate PlayLive Challenge Topical Resources pack.

What Does This Pack Include?

In this pack, you will find practical activity ideas for you to undertake with your classes, as well as high quality worksheets, which will help your students improve their understanding of sounds within spoken words.

The worksheets, which come with answer sheets, become gradually more difficult as they progress, and include materials suitable for all primary school students.

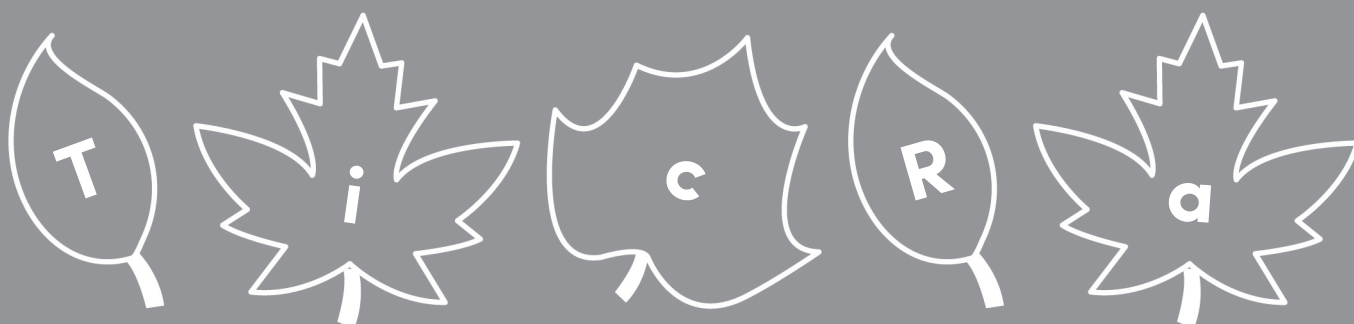
Activity Idea

OUTDOOR ALPHABET LETTER HUNT

This activity is great for encouraging students to sound out spoken words and also brilliant for spelling practice.

What You'll Need:

- Lots of leaves with lower and upper case letters written on them. (Alternatively, you could use pieces of card or other objects to write the letters on.)



How to Play:

- So, there's a bit of preparation needed for this activity, as the leaves will need hiding around the playground or classroom, depending on your preference.
- Then, put your students in small teams and encourage them to search for the leaves you've hidden.
- Once they've gathered all of the leaves, ask them to piece the letters together to make words.

Tip! To challenge students further, you could even set them the task of finding as many words as they can in a given time.

Continued...

PlayLive Challenge Week: Day 1 Worksheets (continued)

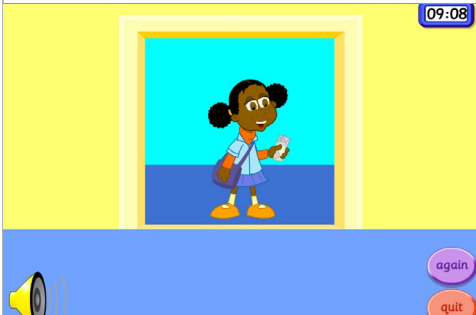


Worksheets

To go to the content, simply click on the title in the index below:

5-7 YEAR OLDS	
Spelling in the Drizzle	
Learning Objective: Spelling Spell by segmenting words into phonemes and representing these with graphemes.	<ul style="list-style-type: none"> • Activity Sheet • Activity Sheet with Answers
7-9 YEAR OLDS	
Snow Hope	
Learning Objective: Spelling Use further prefixes and suffixes and understand how to add them (English Appendix 1).	<ul style="list-style-type: none"> • Activity Sheet • Activity Sheet with Answers • ThinkIt
9-11 YEAR OLDS	
Game Knight 2	
Learning Objective: Spelling Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.	<ul style="list-style-type: none"> • Activity Sheet • Activity Sheet with Answers

Other Resources Linking to the Theme

Before deciding what to include in your lesson, check out our online content relating to sounds in words too. It's simple to find, just enter the name in EducationCity's Search tool!

Activities: Educational Content	ThinkIts: Inspire Creative Ways of Thinking	PlayLive Words: Interactive and Competitive Games
Sounds and Names Content ID: 1497	Phonics: Vowels Content ID: 13905	PlayLive Words Content ID: 25983-25985, 26006-26010
 <p>Match the sounds at the start of two words with Stig.</p>	 <p>Explore short vowel sounds and the long vowel sounds created by split digraphs.</p>	 <p>Release your students onto PlayLive Words to find as many words as they can before the timer runs out.</p>

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Name: _____ Class: _____

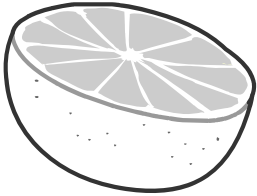
Complete the words below with the correct letters.

g

j

dge

ge



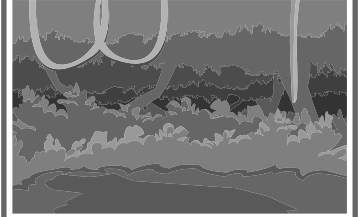
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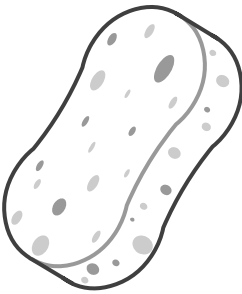
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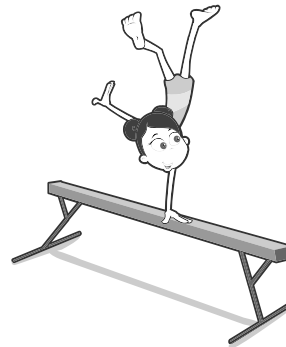
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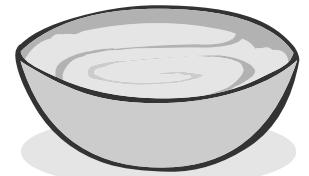
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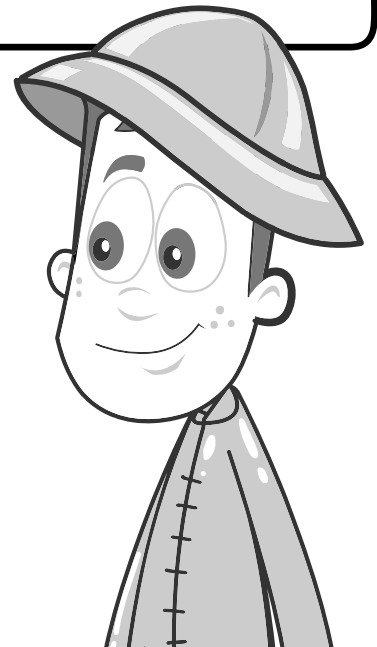
_____ ymnast



porri _____

Think of as many words with the **j** sound as you can to fill the table below.
An example of each has been done for you.

g	j	dge	ge
gem	jar	bridge	change





Name: _____ Class: _____

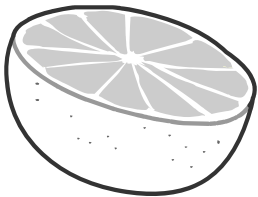
Complete the words below with the correct letters.

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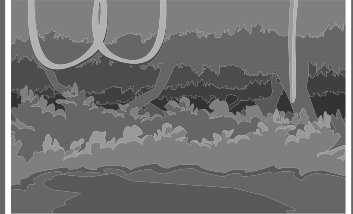
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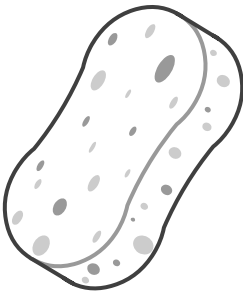
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g iant



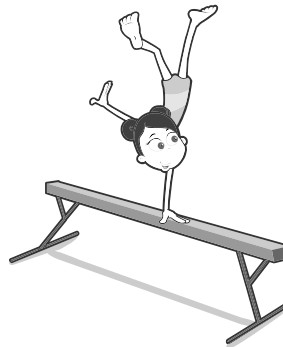
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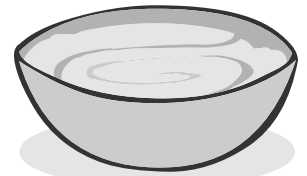
spon **ge**



j am



g ymnast



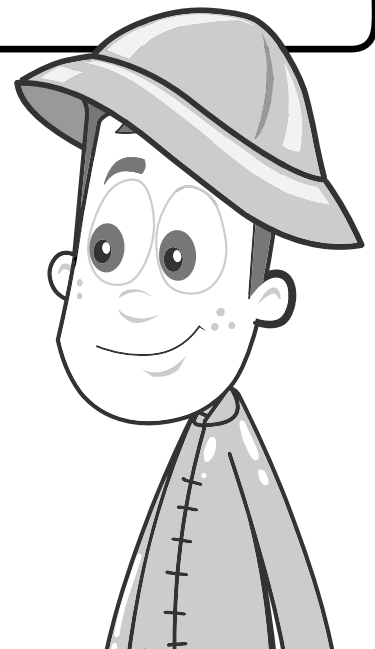
porri **dge**

Think of as many words with the **j** sound as you can to fill the table below.

An example of each has been done for you.

Suggested answers

g	j	dge	ge
gem	jar	bridge	change
gentle	jump	sledge	charge
giraffe	jumper	wedge	large
energy	juggler	fudge	fringe
ginger	jolt	badge	hinge





Name: _____ Class: _____

Use the underlined word in the first sentence to make a new word to complete the second sentence.

- 1 Manu liked to write.
His _____ was very mature and imaginative.
- 2 Klara wondered what clothes she should take on holiday.
She worried about _____ the wrong sort of clothes.
- 3 The comedian made Stig smile.
The comedian noticed Stig was _____ throughout the performance.
- 4 Manu hoped the sun would emerge.
He could see it _____ from behind the clouds.
- 5 Sten liked a good joke.
He was always _____ around.
- 6 Klara had to leave her pet dog in the kennels when she went on holiday.
She hated _____ her dog but she wasn't allowed to take it with her.
- 7 Stig was not sure how to replace the batteries in his new toy.
It was a difficult job _____ the batteries, but he managed it.
- 8 Manu had to wait for a long time for his food to come.
He noticed the waiter _____ with his food.

Match and colour the words which are spelt correctly.

writing

arriving

hopeing

smiling

driveing

writing

driving

arriveing

hoping

hopping

writeing

driving

hoping

arriving





Name: _____ Class: _____

Use the underlined word in the first sentence to make a new word to complete the second sentence.

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He was always joking around.
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She hated leaving her dog but she wasn't allowed to take it with her.
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Match and colour the words which are spelt correctly.

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writing

driving

arriveing

hoping

hopping

writeing

driving

hoping

arriving



Name : _____ Class: _____

Look at these words. They are all spelled differently but they sound similar...

we're

where

were

Work with a partner to make up a sentence using each of the words.

Name : _____

Class: _____

EducationCity

What did you think of? Klara and I made up these sentences:

Where is Sten going with that watering can?

Hi Manu, **we're** going to the cinema.
Do you want to come too?

We **were** supposed to go to the beach, but it started to rain.

Can you think of any other words that sound similar but are spelled differently?



Name: _____ Class: _____

Add the 'ough' words from the list below to complete the text.

doughnuts throughout cough thought ought bought rough fought
breakthrough bough drought tough although ploughing through
bought trough

One sunny afternoon after school, Sten _____ it would be a great idea to go to Bratyn Park for a few hours. He hadn't seen Stig for a while, so he decided he _____ to ask him along too. _____ Stig had a _____, and was feeling a little _____, he couldn't resist the invitation to spend time with his friend.

The park was Sten's favourite place to go to, even _____ it was looking a little parched after the recent _____. They made their way _____ the gates of the park, past the _____ that the deer drank from, and walked towards the river. The river was no more than a trickle, moving slowly through the trees. The _____ of a great oak tree dipped its leaves into the water, and Stig and Sten sat in the tree's shade to eat _____, that Sten had _____ from the shops near school. They could hear the drone of the farmer's tractor _____ a nearby field and, in the distance, they could see deer grazing on the _____, wiry grass that covered the park.

Suddenly, from behind a dense bunch of trees, a young stag made a _____ and ran towards a large stag that had his head down grazing. The noise of the deer's hooves startled him and the older stag turned in surprise; their antlers clashed in a flurry of movement. They _____ for just a few moments before the older stag turned and ran. _____ the tussle, the boys stared in awe.

After all the unexpected excitement, the deer eventually settled back down to grazing. The boys, still chatting about what they had seen, decided it was time to go home.



Name: _____ Class: _____

Can you find three pairs of rhyming words from the 'ough' list?

plough doughnut tough breakthrough trough fought cough bough
bought rough although

1 _____ and _____

2 _____ and _____

3 _____ and _____

4 _____ and _____

5 What are the three remaining words?





Name: _____ Class: _____

Add the 'ough' words from the list below to complete the text.

doughnuts throughout cough thought ought bought rough fought
breakthrough bough drought tough although ploughing through
bought trough

One sunny afternoon after school, Sten thought it would be a great idea to go to Bratyn Park for a few hours. He hadn't seen Stig for a while, so he decided he ought to ask him along too. Although Stig had a cough, and was feeling a little rough, he couldn't resist the invitation to spend time with his friend.

The park was Sten's favourite place to go to, even though it was looking a little parched after the recent drought. They made their way through the gates of the park, past the trough that the deer drank from, and walked towards the river. The river was no more than a trickle, moving slowly through the trees. The bough of a great oak tree dipped its leaves into the water, and Stig and Sten sat in the tree's shade to eat doughnuts, that Sten had bought from the shops near school. They could hear the drone of the farmer's tractor ploughing a nearby field and, in the distance, they could see deer grazing on the tough, wiry grass that covered the park.

Suddenly, from behind a dense bunch of trees, a young stag made a breakthrough and ran towards a large stag that had his head down grazing. The noise of the deer's hooves startled him and the older stag turned in surprise; their antlers clashed in a flurry of movement. They fought for just a few moments before the older stag turned and ran. Throughout the tussle, the boys stared in awe.

After all the unexpected excitement, the deer eventually settled back down to grazing. The boys, still chatting about what they had seen, decided it was time to go home.



Name: _____ Class: _____

Can you find three pairs of rhyming words from the 'ough' list?

plough doughnut tough breakthrough trough fought cough bough
bought rough although

1 plough and bough

2 tough and rough

3 cough and trough

4 fought and bought

5 What are the three remaining words?

although breakthrough doughnut



About EducationCity

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“Teachers have been delighted with the content of this package and most impressed with how easy it is to find appropriate learning and teaching resources and then to use them in a variety of ways.”

Mark Sanderson,

Senior ICT Consultant, Herefordshire Learning and Achievement Service

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