

<b>Steps Activity</b>	<b>Purpose</b>
<b>Wordlist activities</b>	
<b>Find the word</b>	Word recognition, decoding skills, familiarisation with vocabulary
<b>Choose the word</b>	Using the word in context, vocabulary
<b>Word flash</b>	Instant visual recognition, activates the occipito-temporal
<b>Sentence builder</b>	Using the word in context, understanding sentence structure, sequencing
<b>Word search</b>	Visual discrimination, pattern recognition, awareness of word structure
<b>Spelling</b>	Teaches the spelling of the word, visual sequencing, awareness of phonic structure
<b>Chunks</b>	Awareness of onset + rime, awareness of initial sounds/blends, blending, analogical transfer (awareness of and ability to use patterns in language)
<b>Word building</b>	Awareness of onset + rime, awareness of initial sounds/blends, blending, analogical transfer (awareness of and ability to use patterns in language)
<b>Drop</b>	Familiarity with spelling, awareness of phonic pattern, auditory and visual sequencing, ability to visualize word
<b>Spelling Test</b>	Practise with spelling word, checks spelling ability and familiarisation with words in list
<b>Sound Tiles</b>	Phonemic awareness, auditory sequencing, segmentation/blending, phonic knowledge
<b>Sound Boxes</b>	Phonemic awareness, auditory sequencing, segmentation/blending, phonic knowledge
<b>Initial sounds</b>	Awareness of onset + rime, phoneme transposition, analogical transfer
<b>Visual Memory</b>	Visual and spatial memory, focus and concentration, word recognition
<b>Word Grid</b>	Auditory sequential memory, focus and concentration, working memory, listening skills, use of auditory rehearsal techniques
<b>Word Memory</b>	Auditory sequential memory, focus and concentration, working memory, listening skills, spelling of the word
<b>Definitions</b>	Vocabulary, verbal reasoning, comprehension
<b>Homophones</b>	Understanding of homophones, word recognition, vocabulary
<b>Games</b>	
<b>Pop the Balloon</b>	Spatial awareness of the alphabet, alphabet sequencing, ability to 'count on', keyboard knowledge, quick thinking
<b>Blocks</b>	Spatial awareness, fine motor coordination, quick thinking
<b>Vowel Sounds</b>	Phonic knowledge, awareness of medial vowel sounds
<b>Clear the Skies</b>	Phonic knowledge, awareness of medial vowel sounds, spatial awareness
<b>Fireworks</b>	Letter recognition (reversals, etc), directionality, tracking, visual discrimination
<b>Snap</b>	Perceptual organisation, quick thinking, visual recognition
<b>Vowel Ladder</b>	Phonic knowledge, phonemic awareness, medial vowel sounds, initial/end blends
<b>Hangman</b>	Understanding of word structure and phonic patterns, spelling

<b>Four in a Row</b>	Strategic thinking, spelling/homophones knowledge,
<b>General</b>	
<b>Alphabet Section</b>	
<b>Alphabet – Reference</b>	Letter formation, letter sound, letter name, different sounds of letter, phonemic awareness (initial sounds)
<b>Letter Names</b>	Letter names, letter recognition, lower and upper case
<b>Letter Sounds</b>	Letter sounds, letter recognition, lower and upper case
<b>Letter Chunks</b>	Alphabet sequencing
<b>Reversals</b>	Visual discrimination, directionality
<b>Alphabet Order</b>	Visual discrimination, alphabet sequencing, tracking
<b>Number Section</b>	
<b>Numbers – Digits</b>	Number recognition, recognition of number words
<b>Number Chunks</b>	Number sequencing
<b>Number Grid (Levels 1 &amp; 2)</b>	Auditory sequential memory, focus and concentration, use of auditory rehearsal strategies
<b>Number Grid (Level 3)</b>	As above, plus working memory
<b>Reversals</b>	Visual discrimination, number reversals, directionality
<b>Spatial Section</b>	
<b>Directions</b>	Left/right automaticity, spatial concepts (up/down), colour/shape awareness, ability to process several concepts at once
<b>Perception</b>	Spatial awareness, perceptual organisation. Requires the ability to rotate shapes and make spatial judgements
<b>Spelling Section</b>	
<b>Initial Blends</b>	Phonic knowledge, auditory discrimination, phonemic awareness, blending
<b>Endings, -k, -ke, -ck</b>	Phonic knowledge, understanding of silent –e pattern, rule ‘-ck’ after short vowel sound ‘-k’ after long vowel sound.
<b>Silent –e</b>	Understanding of silent –e rule, auditory discrimination long/short vowel sounds, understanding of visual pattern
<b>Short Vowels</b>	Understanding of short vowel patterns, auditory discrimination short vowel sounds, understanding of visual patterns
<b>Useful Stuff</b>	
<b>Colours</b>	Colour recognition, colour words
<b>Days</b>	Sequencing days of week, auditory sequencing skills
<b>Months</b>	Sequencing months of the year, auditory sequencing skills
<b>Spelling Test</b>	
<b>Spelling Test</b>	Schonell spelling test – used for pre-test or post-test. Record of errors