

Digraphs 3



Objective

Spell words containing 'split' digraphs



Equipment

- Large letter cards:
- A set of cards which have the consonant and middle vowel from a 'split digraph' word e.g. 'ga' from gate, 'ca' from cake, 'ho' from hope etc.
- A set of letter 'e' cards (for the final e in split digraph words).
- A set of single consonant cards for the consonant phoneme in the split digraph words e.g. 't' in gate, 'k' in cake, 'm' in time etc



Preparation

- Make a selection of words containing 'split digraphs' that the children have been taught.
- Prepare letter cards for these words (see below).
- Divide the children into two groups.
- In the group 1, children need to be in pairs. One child in the pair has a card with the consonant and vowel from the beginning of a 'split digraph' word. The other child in the pair has a letter 'e' card. The children in the pairs hold hands and wait at the edge of the playing area.



Instructions

- The adult gives a signal and the pairs of children, holding hands, have to chase and capture an individual 'consonant' child.
- If, together with their letters, the consonant they have captured makes a split digraph word, they sit out at the edge of the playing area, holding up their letter cards to 'spell' their split digraph word.
- If the consonant they have captured does not make a real word, they have to let them go and chase another.
- For example, a pair could be given 'ti' and 'e'. They could capture an 'm' to make 'time', a 'd' to make 'tide', an 'l' to make tile etc.
- If they captured an 's', their go would not count, as 'tise' is not a real word.
- When all / most of the children are sitting down in threes, the adult ends the game and selects some of the 'threes' to check with the group to see if they have made a real word.
- NB If the pairs of children think about the sound that their split digraph spells, it will help them to select which 'consonant' children to try to capture.

