

Learning high-frequency words: Matching; Selecting; Naming

This activity aims to develop a pupil's confidence to recognise a word automatically **without** 'sounding out. This activity should be used with high-frequency words. Make a baseboard and a matching set of word cards

Step 1. Matching

Ask the pupil to match the words on the individual cards to the words on the baseboard. If the child cannot find the word on the boarding point to it for them – see pictures A & B below:

A.



B.



Step 2. Selecting

Ask the pupil to select the correct word card from those on top of the words on the baseboard once the adult says the word. Continue until all the word cards are retrieved from the baseboard - see picture C below:

C.



Step 3. Naming

Ask the pupil to read the word when presented with the card. Continue until all word cards are named. See picture D below:

D.



Next level:

- Ask the pupil to pick up, read and match any words they know on a baseboard (6 words maximum).
- Adult to point to an unknown word card and read the word to the pupil (DO NOT ASK THE PUPIL TO 'SOUND OUT' THE WORD).
- Ask the pupil to pick up the unknown word, say the word and match it to the word on the baseboard, reading it again as they place it on the board.
- To reinforce the words:
 - Ask the pupil to give back the cards, reading the words as they do so.
 - For words the pupil has not remembered, the adult says the word and asks the pupil to find the card. *NB: If the pupil still cannot find the word on the board, point, and say it for them*
- Each session continues as above, introducing one or two words as appropriate when the pupil is confident with previously taught words. *(You could allow the pupil to choose their next new word to enable them to take 'ownership' of their learning)*

Other word card activities:

Use a double set of word cards to play '**snap**', '**pairs**' and '**lotto**'.

Write the target words on cards and attach them with a keyring or treasury tag, the pupil can practise reading these in a spare moment, twice a day.

Write these words in the pupil's reading journal so all who work with him are aware of the target words. Remember to praise the pupil whenever these words are read correctly in other contexts (e.g., in a reading book, when reading an instruction), as this is evidence of the pupil generalising their learning.