

At Home

Recognising, reading, spelling and learning new vocabulary / key words.

Main Curriculum References

Actual references will vary with the learner group and the way the resource is used.

preEntry Literacy

Wt/M7.2 With support, use words, signs, symbols, images. Matching their meanings to (a) objects (b) people (c) places

Rw/M8.3 Recognise/read a growing repertoire of familiar words, signs, symbols encountered in daily life.

Wt/M8.1 Understand that (a) words convey information (b) signs convey information (c) symbols convey information (d) images convey information

Ww/M8.1 Write (a) using an appropriate grip (b) making many controlled letter shapes (c) using a conventional sequence of letters correctly from memory such as when writing their own names and other simple words which are well known to them.

Entry 1 Literacy

Rw/E1.1 Possess a limited, meaningful sight vocabulary of words, signs and symbols.

Ww/E1.1 Use and spell correctly some personal key words and familiar words.

Ww/E1.3 Use basic sound-symbol association to help spelling, *as appropriate for needs of the learner* (f) understand the terms vowel and consonant.

Entry 1 ESOL

Rw/E1.1a Possess a limited, meaningful sight vocabulary of words, signs and symbols

Rw/E1.2a Use knowledge of basic sound-letter correspondence to help sound out unfamiliar words.

Ww/E1.1a Use and spell correctly some personal key words and familiar words (i) develop knowledge of context-based personal vocabulary

Ww/E1.1b Use knowledge of basic sound-letter correspondence and letter patterns to aid spelling (iii) use basic sound-symbol correspondence to help spell words they want to write, as appropriate to individual learners (iv) start to use knowledge of common letter patterns in English to spell words they want to write (v) learn the terms vowel and consonant and start to apply them to spelling.

To obtain an editable Word version of this document please send teaching ideas or any adult basic skills resource that you would like to share to

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THANK YOU

Related resources

(All available at www.skillsworkshop.org in the E1 ESOL or E1 literacy areas <http://www.skillsworkshop.org/e1esol.htm> or <http://www.skillsworkshop.org/e1lit.htm>)

- Homes and gardens (M8-E1 Lit and ESOL cards and activities)
- Problems in the home (E1-E2 ESOL PPT)
- Buildings (E1 ESOL PPT)
- Rooms of the house (E1-E2 ICT worksheets)
- Colour the house (M7-M8) *and* Label the house (M7-E1)

Teaching ideas

Exercises 1-4

- Use as 4 individual paper worksheets.
- Laminate all 4 pages and use as a straightforward matching game (students to work in pairs or small groups).
- Use small sub-set of cards and play as a paired memory game. E.g. place 6 picture cards and the 6 matching word cards face down on desk. Students take it in turns to turn over 2 cards. If the cards match the player keeps them and turns over another 2 cards. If the cards don't match they are replaced to the same positions (the other player watching carefully to see where the cards are positioned). Winner is the player who finishes with the most cards.
- For a whole class game (you might want to enlarge pages to A3 in a colour photocopier before laminating) spread the picture cards around the room on desks or table tops. Encourage all the students to stand up – give each a word card. Students walk around the room until they find the matching pictures. They then place their word cards next to the correct picture and get another word card from tutor. Continue until all the words and pictures are correctly matched. Students should then be encouraged to walk round again, writing any new vocabulary / spellings in notebooks to learn before the next session.

This makes a good warm-up activity, encouraging learners to chat to each other at the start of a lesson. It's also good half way through a lesson, allowing students to stretch their legs and become re-energised.

Exercises 5 and 6

- Use as individual paper worksheets. Learner writes in correct names.
- Cut and stick exercise. Learner cuts out words and sticks them in correct places.
- Laminate. Cut out only the words which can then be placed under correct objects.
- Laminate. Learner writes correct words with small dry wipe pen
- Display on whiteboard or smartboard using data projector and complete as a group exercise.

Exercises 7-9

- Use as individual paper worksheets. Learner writes in missing letters. They could also be asked to rewrite the entire word underneath.
- Display on whiteboard or smartboard using data projector and complete as a group exercise.

Exercise 10

- Use as individual paper worksheet. Learner writes down as many objects as possible. To add an element of competition the learner with the longest list wins. (For higher levels the learner loses a point for each incorrect spelling!)
- Display on whiteboard or smartboard using data projector and complete as a group exercise.

Exercise 11

- This is a more challenging spelling activity and could be used as an 'end of unit' informal assessment. It could also be used for higher level (E2) learners who could be encouraged to check their spellings in a dictionary.

Name _____ Date _____

EXERCISE 1







Match the pictures on the left to the words on the right.

	<p>table</p>
	<p>armchair</p>
	<p>wardrobe</p>
	<p>fridge-freezer</p>
	<p>chest of drawers</p>
	<p>bed</p>
	<p>settee</p>

Name _____ Date _____

EXERCISE 2

Match the pictures on the left to the words on the right.

	<p>washing machine</p>
	<p>ironing board</p>
	<p>wheelie bin</p>
	<p>tumble dryer</p>
	<p>vacuum cleaner</p>
	<p>cooker</p>
	<p>television</p>

Name _____ Date _____

EXERCISE 3

Match the pictures on the left to the words on the right.

	<p>oven gloves</p>
	<p>mixer</p>
	<p>radiator</p>
	<p>cutlery</p>
	<p>microwave</p>
	<p>radio cassette player</p>
	<p>mugs</p>

Name _____ Date _____

EXERCISE 4

Match the pictures on the left to the words on the right.

	<p>washing line</p>
	<p>steamer</p>
	<p>lamp</p>
	<p>saucepans</p>
	<p>food processor</p>
	<p>linen box</p>
	<p>telephone</p>

Name _____ Date _____

EXERCISE 5

clock	food mixer	fan heater	radio CD player
vacuum cleaner	pillow	juicer	picture
fan	iron	coffee machine	oven gloves
hairdryer	mirror	toaster	kettle

Write the correct name under each picture.

Name _____ Date _____

EXERCISE 6

blender	camera	radiator	iron
cool box	bathroom cabinet	clock	television
steps	clock	suitcases	deep fat fryer
mobile phone	hairdryer	kettle	barbecue

Write the correct name under each picture.

Name _____ Date _____

EXERCISE 7

Insert the missing letters into each of the words below

m i c _ o w a _ e



c _ _ k e r



w a s h _ _ _ m _ c h i n _



t _ b l e



s _ t t _ e



a r _ c _ a i r



b _ d



Name _____ Date _____

EXERCISE 8

Insert the missing vowels into each of the words below

The five vowels are _ _ _ _ _

f _ _ d p r _ c _ s s _ r



s a _ c e p _ n s



s t _ _ m _ r



l _ n _ n b _ x



t _ l _ p h _ n _



w _ s h _ n g l _ n _



f r _ d g _ f r _ _ z _ r



Name _____ Date _____

EXERCISE 9

Write the letters in the gaps to spell the word.

		
<p>v _ _ _ o</p>	<p>h e a _ e r</p>	<p>t _ _ p _ _</p>
		
<p>h _ i _ d _ y e r</p>	<p>b _ s i n</p>	<p>t o i _ e _</p>
		
<p>_ a _ h</p>	<p>s _ a p</p>	<p>_ _ n k</p>

Name _____ Date _____

EXERCISE 10

Below is a picture of a lounge/sitting room.

What can you see in the room?

Write the names under the picture.

Write as many as possible!



Name _____ Date _____

EXERCISE 11

Write the correct word under each picture.