

A photograph of three children on a playground structure. In the foreground, a child with a blue headband and a dark jacket is smiling. Behind them, another child with a pink headband is also smiling. In the background, a third child in a dark jacket is visible. The structure is made of thick ropes and wooden rails. The background shows trees and a wooden fence.

Jaccari

time to teach

Games, Activities and
Teaching Tips

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Resources

Where do I find resources?

There are literally thousands of resources out there for teaching English - the key is knowing where and how to look. As a Jacari tutor, your first move should be to consult the Jacari website, which includes links to other websites and a Google Drive of resources. The Jacari library in the office also has physical resources, including books and games. You can also use this booklet to make precise online searches to find the right resources - think 'Year 6 reading comprehension gap fill worksheet' rather than 'primary worksheet'.

How do I know if it's the right level?

Over time you will become acquainted with your pupil's level and his/her particular difficulties, but to begin with you can use age, year group, or EAL bands to narrow your search for a resource. Curriculum descriptors for your pupil's Key Stage are available online too, to get an indication of what children their age should be able to do, although be aware that your pupil may be working well below their expected Key Stage. You can also find out what your pupil is learning about at school and even look at some recent homework they have done, and use that as an indicator of their level and a solid starting point for your Jacari lessons.

Speaking

Conversation practice

- Always respond to communication before correcting grammar or pronunciation
- Try not to interrupt whilst your pupil is speaking.
- Model good communication, for example:
“Yesterday I go cinema”
“You **went to the** cinema yesterday? That’s exciting!”

Speaking and listening activities

- Show your pupil a video, a picture or an article, and spark some discussion about it.
- Print out a role-play scenario and practise it with your pupil until you can do it from memory.
- Get theatrical and do some improvising!
- Think of five questions each and interview each other. You could record it and play it back.
- Make your own radio or TV show and pretend to be presenters and guests.



Games

No prep games!

- I-Spy
- Hangman
- Simon Says
- Act it out / charades
 - Pictionary
- Word association

Tongue Twisters (to

practise pronunciation)

Look up some classic tongue twisters and challenge your pupil to say them. They could then make up their own.

Would You Rather?

Take it in turns with your pupil to come up with interesting, funny or disgusting 'would you rather' questions, or print out a list at home for inspiration! Discuss your answers!

Spot the Difference

A useful introduction to unfamiliar vocabulary. Ask your pupil to vocalise what the differences are between the two pictures.

Last Letter

Pick a category such as clothes, animals, countries. Say a word which belongs to that category. The next player must say a word which starts with the last letter of the previous word, e.g. Brazil, Libya, Australia, Afghanistan...

Name 5!

Make cards with different categories, e.g. musical instruments, types of bird, flavours of ice cream, UK cities. Take it in turns to try to name 5 in 20 seconds.

Reading

Learning to read

- Children start to read by recognising the individual sounds of the alphabet.
- CVC words: consonant- vowel-consonant, e.g. cat, dog
- Some very common words are recognised by sight, e.g. the
- After CVC words, children are introduced to blending consonants, and digraphs (a single sound made up of two letters, like oa in boat).
- This progresses to words with a 'magic e'. The magic 'e' at the end of words like 'lake' and 'write' change the middle vowel from a short to a long sound.

Listening to a child read

- Let the child hold the book themselves
- Praise the child when they try to make their reading more interesting, e.g. by using exclamation or special voices.
- Acknowledge punctuation (e.g. pausing for full stops)
- If your child is losing interest, don't force it - be flexible and come back to it another time. It should be enjoyable.
- It's okay to take it in turns to read, or read to them instead, or let them draw a picture of what's going on in the story
- Give plenty of praise and encouragement.
- Be patient!

Correcting reading

- When a child comes across a word they don't know, let them try it out. Encourage them to sound it out, give them a prompt, read the first part of the sentence again, or see if they can work it out from the picture.
- Don't feel like you have to correct everything. Focus on maintaining the flow - you don't need to get the child to sound out every single word they don't know.

Reading comprehension

It is not uncommon for a pupil to read something but retain nothing from the text! For this reason, improving reading comprehension is important.

Talk about the book. Your pupil could predict what it might be about from the title, cover or pictures. You could ask...

- What do you think will happen next? Why?
- What do you think x is feeling at the moment? Why?
- Which word tells us that x is feeling sad/scared/excited..?
- Which characters did you like/dislike? Why?
- Can you think of another word to express...
- What does it mean when the character says...
- Why is it important that x happens?

Comprehension

Reading comprehension activities

- Write about 5 questions on the text/story for your pupil to answer. These can be quick yes/no or more detailed questions.
- Ask your pupil to write three bullet points or a few sentences to summarise the key events of a story or points of an article.
- Help your pupil to map the story they have read - they can draw a storyboard or a visual representation of where the story goes and what happens in it.
- Go through a poem or passage and annotate the interesting bits with your pupil, explaining different parts.
- Highlight the key arguments or aspects of an article.
- Present your pupil with some suggested subheadings and get them to match them to the paragraphs. Or get them to invent their own subheadings.
- Cut out the paragraphs of an article/story into separate cards. Your pupil can then arrange them in a sensible order.



Widening vocabulary

- Make **flashcards** for useful new words you come across: on one set, write the new words and on another set write the word in your pupil's home language, a definition, or a picture. You can then play matching games, snap or pairs with the cards.
- Encourage your child to think about impressive synonyms for common verbs or descriptive words. Build a bank of 'wow' words and introduce them to exciting vocabulary when you discuss topics together.
- Play 'Dictionary detective' and help your pupil navigate reference books to find definitions. Play games like timing how long it takes to find a word, or picking a word at random and using it in a sentence.

Talking points when looking at fiction

- Talk about genres: does your pupil like horror, romance, adventure...
- Talk about different forms of fiction and the differences between them: poetry, novels, plays...
- Talk to your pupil about literary devices like metaphors, similes, alliteration, personification and onomatopoeia, and get them making up their own exciting examples.

Writing

Creative writing prompts

- Story cubes: dice but with symbols or words on. Roll the dice and create stories based on what you roll.
- Writing frames (available online): these help pupils to structure their work and make their work look appealing.
- Character fact-files: you can use a book/film/show your pupil likes, or a story they would like to write.
- Write a comic strip with your pupil.
- Visual prompts: photographs or artwork
- Create a diary entry for a famous person or character.
- Write an alternative ending to a film or book.
- Take inspiration from an existing poem and make up your own version.

Game idea: 20 questions

Think of an object or a famous person. Your pupil must ask questions to work out who or what it is.

The questions must be answered yes or no.

If they guess within 20 questions, they win.

This game can be conversational, or it can be adapted to the book that you are reading, for example: 'think of a Roald Dahl character...'

Games

Boggle

Create a 4x4 grid, with a letter in each square. Pupils list as many words as they can make with the letters. Longer words = more points

Articulate

Rules for this game can be found online. Prompt cards can be personalised to your pupil's level.

Missing Vowel

Pick a category and write out some words or phrases with all the vowels omitted, e.g.

bnn mlkshk = banana milkshake

Get your pupil to guess as many as they can in a time limit.

Anagrams

Scramble the letters of some key words. You could introduce a time limit to make it competitive.

Make a Sentence

Spell a word aloud. For one point, your pupil has to say which word you were spelling out. For another point, they should write a sentence using the word. You could specify that it has to be a particular type of sentence, e.g. a question, or a command, or in the future

Countdown

- Choose nine letters at random.
- Players have 30 seconds to come up with the longest word they can which uses the letters.

Non-fiction

Analysing a non-fiction text

- What is the context of a text?
- Who is the audience for this text? Who will be reading it?
- What is the purpose of this text? Is it to argue, inform, persuade, instruct, entertain, advise?
- What form does this text have? Is it a letter, a presentation, a leaflet, an advert? How does this form affect its content and how we receive it?
- What layout features does this text have? Are there images? Different fonts? Why?
- What internal structure does the text have? Is there a clear introduction and conclusion? A progression of ideas? A for/against section?
- What style or tone will the writing be in? Why?
- What language choices have been made? What are the effects of these choices?

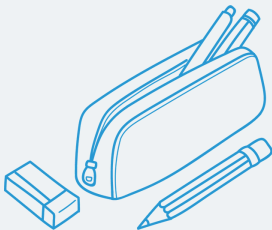
Writing non-fiction texts

- Encourage your pupil to think about what they want the reader to know, feel and do. This will help them plan their text.
- When writing to inform don't forget the key questions: Who, what, why, when, where and how!

Activities

Non-fiction writing activities

- Write a speech for a famous person
- Write a letter to your headteacher asking for change.
- Write a balanced report about possible solutions to a problem or two sides of an argument.
- Write a biography for someone you admire.
- Create an advert and slogan for a new product such as a car or a cereal or a new invention.
- Write a job description for your dream job.
- Write a recipe for your favourite dish.
- Write a review of a book, film, album or play.
- Make a presentation about an interesting topic.
- Make a poster for an upcoming event.
- Make a quiz or a board game and test each other!
- Make a leaflet explaining or advertising something, e.g. a new theme park.



Worksheets

Types of worksheets

- Gap fill activities (write the correct word in the space. For lower ability learners, you might want to put the answers in a box so they can choose between them).
- Multiple choice (similar to most KS1 and KS2 tests).
- Cut and stick (this is very popular - children like moving things around and trying out different solutions).
- Matching-up (draw lines between the matching answers).
- Writing frames (specific boxes for longer writing content).
- Spot the mistake (pupils identify errors and mistakes)
- Sorting (sort words/ideas into different boxes).
- Labelling (annotate a diagram).
- Word searches
- Crosswords

Using flashcards

- You can borrow flashcards from the Jacari library or go online and create your own. Flashcards are great for memory games and vocabulary.

Remember, there are lots of resources out there online - think about what kind of resource you want to use in your teaching and make a specific search to find the best resource. For example, it's better to search for 'Key stage 2 multiple choice worksheet connectives' rather than 'English worksheet'.

More games

My Auntie Went to Paris

Take it in turns to say 'My auntie went to Paris and she bought me...' + an object. The first person chooses one beginning with 'A'. The second person repeats the 'A' word, and adds a word beginning with 'B', continuing through the alphabet. If you forget an object, you're out. You can make it harder by introducing categories or alliteration, e.g. 'an angry alligator, a boring bear..

Scattergories

- Decide 10 different categories, e.g. food and drink, countries, school subjects, colours, TV shows.
- Choose a letter at random.
- Think of something beginning with the chosen letter for each category, e.g. bread, Brazil, biology, blue, Blackadder.
- To make it harder, if you both come up with the same answer, nobody gets any points. You could also get double points for an alliterative answer, e.g. Big Brother.

Tell the Story

- Collect a selection of random words or pictures printed on cards. Turn them face down.
- Get your pupil to pick up a card and start a story by using the word in a sentence.
- Continue the story by picking up a second card. It can be as silly as you like!

Good Luck!

We hope this booklet has inspired you with some exciting ideas for lessons.

Don't forget to visit the library for worksheets, books and games to help make your lessons sparkle.
Be creative, and have fun!



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