

 **Magic Mat – Literacy ideas**

**Resources**

Plastic/ magnetic letters

Alphabet grid

White board

Paper strips

**Activities**

1. Letter matching

 Place the Alphabet grid chart on the table.

* Give the student a plastic letter shape and tell them the sound, then ask them to match this shape to the letter on the grid.
* Initially asking students to match @ 6 letters, slowly increasing over the sessions.
* Give the student a plastic letter shape and ask them to make the sound and match

to the letter grid. Prompt with the sound if they do not know the sound.

1. Letter recognition

Place a selection of @ 6 plastic letters on the table top in an arc shape.

* Draw a letter shape on their back and ask them to point to the correct letter shape from the arc. Repeat each session with different letter combinations in the arc.

Place the letter grid on the table top.

* Place a plastic letter into a ‘feely bag’ , ask them to reach in a feel- can they tell you and then match the letter to the letter grid.
* When several of the letters on the grid are covered up with plastic letters, ask the student ‘Can you give me ‘m’ (say the sound)?’, the student then picks the letter/ sound and passes it back to the adult who places it into the feely bag.

 Repeat until all the letters are done.

* Give the students a blank alphabet grid and ask them to place plastic letters on the top saying each sound as they go.
* Once the alphabet board is completely covered with plastic letters, ask the student to

pick each letter up in alphabetic order and slowly form an arc around the board.

 h i j k l m n o p

 g

 f

 e

 d

 c

 b

 a

Encourage students to say the sound each time they pick up the letter, to form the arc.

1. See it, say it, write it

Place a selection of @ 6 plastic letters in an arc in front of the student.

Give the student a sheet of paper and a pen/ pencil of their choice.

* Draw the letter shape on the student’s back and see if they can write it down. If they need more support, the student can point to the plastic letter shape and then try to

copy write it.

* Say the sound and ask the student to write it down.
* Slowly increase the number of letters in the arc.
1. CVC words

At the start of the session ask the student to arrange the letters in alphabet order in an

arc.

* ask students to find requested ‘sounds’ eg ‘can you find p?’, and the student is expected

to select the correct letter and move it into the middle of the table.

* Give students one letter at a time to find, building 3 letter CVC words eg cat, bat bus etc
* Repeat as above but give the students the first and last letter, and they are to sound out the middle letter, find it to construct the word.
* As above but leave out the initial letter sound for the student to sound out.
* As above but leave out the last letter sound for the student to sound out.
1. Simple word / pattern construction
* Using the letter arc as above, ask students to make simple words they have linked to

their spellings eg at, top, on, mum etc

* As above, ask students to form ‘at’ , then experiment with adding different initial

sounds to make ‘cat’, ‘bat’, ‘mat’, ‘hat’ etc.

* Repeat with words ending with ‘in’, ‘on’, ‘ot’ etc
* Ask students to make a large selection of CVC words.

Using any of the activities in this section, when the student has formed a word using the plastic letters, cover the word with the ‘magic mat’ and see if the students can write or type the word without looking under the mat.

1. Spelling key words

Let students choose a magic mat, and ask them to turn it over.

Show them one card at a time, ask the student to read it, and match it to the word on the

board, until all the words have been covered.

Read the words on the board, and in turn ask the student to give you back each card.

When all cards have been returned to the adult, turn over the board to show the magic mat.

Place the cards on the mat, with the word hidden.

Give the student a pen and paper.

After writing the word, encourage the student to self- check by looking at the word card, encourage students to mark their spelling using a highlighter – highlight each letter spelt correctly. Repeat using the same board, until the student can write and spell all six words confidently.

The adult takes one card at a time and reads the word on it, the student attempts to spell /

write it down. If the student is struggling, flash them the word card briefly to look at.

If the student can read the word, take the card away revealing one piece of the Magic mat.

1. Memory Mission folder

If there is a short period of time at school or home when the student can quickly complete a memory task- try ask them to look in the Memory Mission folder.

Explain that the wizard or spy (their choice) has left a Memory Mission that needs completing

as quickly as possible.

These can include:

* Ordering the days of the week
* Ordering the months of the year
* Ordering simple daily activity sequences
* Recalling their age and birthday
* Date of birth
* Address
* Names of parents / carers
* Naming adults in the class
* Naming 5 children in the class, gradually increasing the number your request 10, 15, etc
* Sequencing school day
1. Print out the Memory Mission Header that can be stuck on a folder and the individual

task can be placed inside.

1. Print out Memory Mission Certificate to give to student each time a Mission has been completed successfully.

Certificates can be generated at

<http://www.123certificates.com/makeit/cool.php>

http://www.senteacher.org/Print/Other/

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