

Dash Game

Context

This class has been working on a theme of descriptions of pictures, building sentences and using adjectival agreements in French. Here they play a team game in which they form sentences using single words on cards. Each child receives a word card. The teacher calls out sentences and as she does so children must decide whether their word is in the sentence which she calls out. If it is, they go out to the front and arrange themselves in the order of the words in the sentence. The first team to build the sentence correctly wins a point.

Exploration

The teacher builds linguistic progression into this activity. She starts by calling out a sentence with only three words: noun, verb, adjective, and gradually changes the complexity and length of the sentences. Children are developing skills of listening, reading and knowledge about language.

Progression can be built into lessons in a variety of ways, including:

- An increase in the amount and complexity of language which children can understand and use;
- A growing understanding of children's own culture and those of others;
- An increase in the range and frequency of use of language learning strategies;
- Increased ability to re-use language in different contexts and topics;
- Growing confidence in dealing with unpredictable language;
- New insights into how language works;
- Increased confidence in deducing meaning using grammatical knowledge;
- Developing independence in language learning and use.

Children are developing skills of listening, reading and knowledge about language. They are learning to manipulate language and re-use words in different sentences - important elements in linguistic progression. There are opportunities here to use ICT with the interactive whiteboard to help children form new sentences.

Links to the KS2 Framework

The children:

- listen for specific words and phrases

O 4.2

[Oracy 4.2](#)

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- read and understand a range of familiar written phrases
- make simple sentences and short texts
- match sound to sentences and paragraphs

L4.1 L5.2 L6.3

[Literacy 4.1](#)

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[Literacy 5.2](#)

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- extend recognition of word classes
- apply knowledge of word order and sentence construction to support the understanding of written text
- manipulate language by changing a single element in a sentence
- recognise the typical conventions of word order in the language
- notice the spelling of familiar words

KAL

[Knowledge about Language](#)

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- plan, prepare and analyse what needs to be done to carry out a task
- direct all their attention to what they need in order to understand spoken or written text
- apply previous knowledge and clues to help understanding

LLS

[Planning, analysing and evaluating ways of learning](#)

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[Applying Prior Knowledge](#)

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Next steps

Children might go on to play this game in pairs or small groups. They could then begin to write sentences with ICT using the word cards as a reference.

Development

- Devise a similar game for your class and build in an element of linguistic progression.
- Look at the learning objectives for Literacy, Years 3 and 4

[Literacy](#)

on Page 72 of the KS2 Framework.

- Track the progression of 1) reading and 2) writing. What stage has your class reached/how can they progress?
- How might you develop children's ability to manipulate language using ICT?