

English Resources

Word Level Starter Activities For KS3

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These sheets may only be copied by the purchasing institution on a single site and for their own use.

Teacher's Notes.

The aim of using starter activities is to get your English lessons off to a fast-paced, well focused start that will engage all the students actively in their learning. The NLS provides explicit targets for Literacy at KS3, which give focus to teaching and assessment. Using these targets as learning objectives in your starter activities can be a good way to introduce topics or to consolidate learning.

This pack aims to give you some ideas for starters, which address these targets. Whether they are used as they stand or adapted to meet the particular needs of your class, they will help you meet all of these targets. This pack takes the Y7 targets as a starting point, many of which could also be used for Y8 and Y9. More specific activities for Y8/9 are also included, particularly when the target extends the knowledge base established in Y7. Repeating starters occasionally can be a very good way of assessing the success of teaching/learning. The activities combine whole class activities, group work and individual work. Many of the activities are easily adjustable which should help with differentiation and many targets have multiple suggestions further allowing for differentiation by task. Use your judgement to decide how best to incorporate differentiation to suit the needs of each class. Different learning styles have been taken into account and you should find activities to suit all students.

All the resources you will need are contained within this pack. Many of the activities can be done simply by writing on the board etc. but the material is **also** devised so that it can easily be photocopied. The OHT sheets can be photocopied onto acetate to create a useful OHT bank, while the word cards can simply be copied onto card (and laminated) to provide a durable set of resources that can be used again and again.

Starter activities are meant to be *student centred* and *fun*. Again it is left to your judgment to decide the level of teacher intervention necessary to each class, but do try to lead your students to make discoveries and draw conclusions for themselves. Your role in starters is to facilitate the learning with the minimum of intervention. This is a very satisfying process and the results should speak for themselves.