

## Word Boundary Activity

**Learning Intention:** To isolate (find) the position of a word in a sentence given orally  
Individual or small group activity

**Resources:** Sentence List  
Picture Cards for target words in these sentences  
Blank Cards (indistinguishable from reverse of picture cards)

To make the task more age appropriate, add context and reinforce other learning, the sentences & pictures may be drawn from reading books and/ or other areas of the curriculum

### Setting out the cards;

A card is put out to represent each word in the sentence.

A picture card is used for a **target word**, placed face down in position corresponding to its position in the sentence (a tick card may be used to represent the target word).

Blank cards are used for all other words.

### Explaining the task:

Tell the child the **target word** you are working on, explain that they have to find it's position in a sentence you are going to read to them.

Model using a simple sentence: placing a finger on each card as you say each word.

Then ask '**which card was...?**'

Encourage them to check by turning the card chosen, if it is correct the picture matching the target word should be there.

### Task

Identify the target word.

Read a sentence, laying out cards to match the word positions.

Ask the child to find the card with the picture to match the word.

### Incorrect Responses

Return the incorrect card to the line of cards.

Repeat the sentence and coach the child to say the sentence whilst also pointing to each card in turn to correspond to each word. Coach them to identify the correct card.

### Progression

Start with single syllable words.

Once the child is confident, gradually introduce syllables, taking care that the child counts words and not syllables.

Increase the number of, and complexity of, multi syllable words as appropriate.