Words Matter Game: User Guide

Login

There are two different login modes for the iLearnRW game – a student can play alone or under the supervision of a teacher.

1.1.1 Independent play (Single Player mode)

If the student is playing the game alone, without teacher supervision, they can login to the software using the single player mode and the software will recommend activities for the student to complete via the events tab in the ghostbook.

## 1.1.2 Teacher guided play (Player & Teacher mode)

If the student is playing the game during a session with a teacher, they can login using the player & teacher play mode and the teacher will have a degree of control over the selection of activities, difficulty/frequency of the words, the use of text-to-speech and the speed/time options.

Character Customisation

Once you have logged in you are able to choose the character that you wish to play the game as. Firstly choose the boy or girl character by clicking on one of the pictures at the top of the screen. You can then change their clothing by using the blue left and right arrows on either side of your chosen character. Once you have finished tap on the green "Done" button to enter the game world.
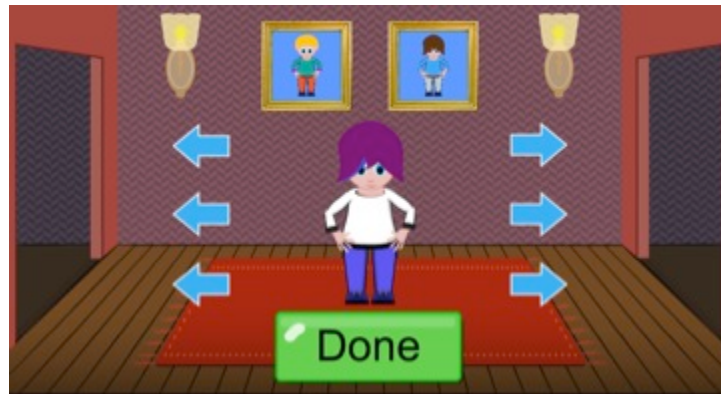
Character Customisation screen

Game World

When you first enter the game world you will appear in the middle of a village. There are two main ways you can access the different games.

1.1 Game Story

The first time you log into the game you will be taken through the game story about why your character happens to be in the world of the dead. Press the blue arrow to move through the story or the pink exit button to proceed to the game world. You can access this story at any time by tapping on the image of Mr Biggles.
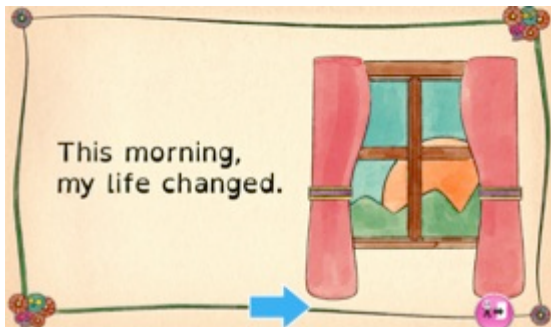

Mr Biggles

1.2 Missions

As you explore the game world you will come across different characters. If you tap on a character you can talk to them and this will start a mission. You can close the conversation using the cancel button at the top right of the conversation. You have two options you can either listen to the character's story, which explains the reason behind the mission by tapping on the left hand icon (character and information speech bubble) or tapping on the right hand icon (with an image representing the game).
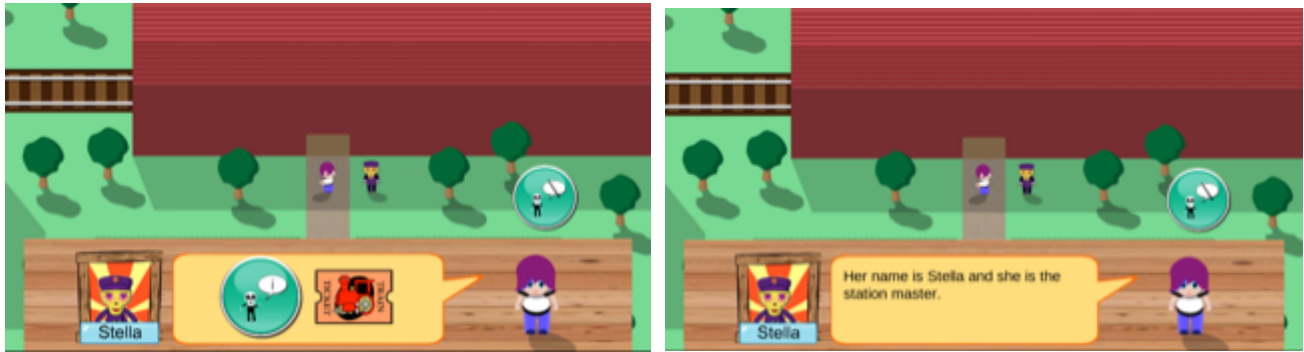
Game World – tap icons to select story or game (left) / story is read aloud (right)

To accept the mission drag the game icon into the left hand box and your character will be taken to the activity. A mission represented a recommended activity that would be beneficial for the student to do at that particular stage, based on the student's current profile.

Game World – drag icon to the left

If the activity chosen is in a different location within the world your character will walk there. If your character does not begin walking there tap the right hand character head on the pop-up at the bottom of the screen (see below) and the character should start walking. If you wish to cancel the mission tap on the red cross at the bottom of the screen.

1.3 Ghostbook

The Ghostbook allows you to see the progress you have made within the iLearnRW game. To access it tap on the Ghost icon in the bottom left hand corner of the screen within the game world.

Ghostbook icon

1.3.1 Contacts

The Contacts page shows a list of characters that you are currently friends with and the other characters are greyed out.

Contacts Page – characters that you are currently friends with

Each character represents a particular skill that you have worked on and in total there are 20 characters to befriend, which are summarized below:

(1) Consonants
- Maya: Identifying single letter consonants
- Gita: Identifying double letter consonants
- Molly: Identifying consonant digraphs and trigraphs

(2) Vowels
- Peter: Identifying short vowel sounds
- Milton: Identifying long vowel sounds
- Owen: Identifying diphthong vowel sounds

(3) Blends and Letter Patterns
- Cherie: Blends and Letter patterns at the end of the word
- Monica: Blends and Letter patterns at the beginning of the word
- Colin: Blends and Letter patterns with vowel patterns combined with consonants
- Conrad: Blends and Letter patterns in the middle of the word
- Timothy: Blends and Letter patterns with silent letters

(4) Syllables
- Pauline: Different ways of splitting words into syllables
- Ella: Multi-syllabic words

(5) Suffixes
- Stella: Adding suffixes to words with no changes
- Finn: Doubling letters before adding a suffix to words
- Jane: Changing letters before adding a suffix to words
- Travis: Dropping letters before adding a suffix to words

(6) Prefixes
- Saul: Adding prefixes to words (where if you remove the prefix you still have a word)
- Drew: Adding prefixes to words (where if you remove the prefix you don't have a word left)

(7) Confusing Letters
- Lauren: Identifying the difference between two confusing letters

A complete breakdown of how these difficulties are split amongst the various Ghostbook characters can be found at the end of this guide.

If you tap on the character's picture then this will take you to their profile, where you can find out more about their story and also your progress within that particular skill. For every skill there are a number of difficulties associated with this, which are represented by a photo album at the bottom right of the profile.

Character Profile page

The number of photos shows the amount of progress towards completing that particular difficulty. If there are no photos within the album then no progress has been made. If the photo album is completely filled with all 4 photos then this means that this particular difficulty has been completed within the game.
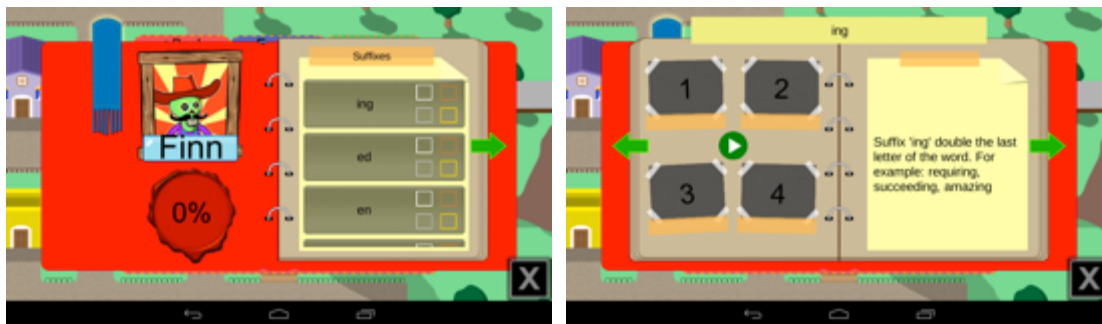
Example of Adding Suffixes to Words skill – on left shows all the associated difficulties and on right shows detail on for the suffix "ing".

To practice a particular difficulty then simply tap on the play button below the photos and you will be taken to an activity, which focuses on that difficulty.

### 1.3.2 Events (recommended for Single Player mode)

You can access the events page within the ghostbook by tapping on the middle tab. This is a list of recommended activities, which are suggested to play for a specific skill based on your current user profile. If you tap on an event you will be transported to a particular location within the game world, where you can play that activity.

1.3.3 Newsfeed

You can access the newsfeed within the ghostbook by tapping on the right hand tab. This is a list of the most recent activities that have been played within the game and includes information about the specific activity, language area (skill), specific difficulty, character and date/time played. If you wish to play the exact same activity again simply tap on the news item.
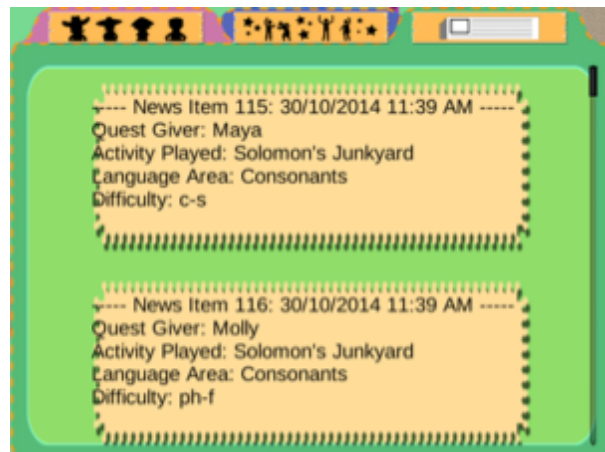
1.4 Activities

The iLearnRW game contains 9 different activities and within each activity a student can practice a number of different skills. Below each of these activities is described in terms of how the gameplay works and also the skills that they target.

Junkyard

Junkyard is a Tetris-based game, where the aim is to help Saul to break down words (by syllable, prefix, suffix) into piles of junk, which then need to be arranged so that the towers of junk don't pile up. If a complete row of junk is made, the special junk machine recycles them.

Targeted skills:

- (4) Syllables

- (5) Suffixes

- (6) Prefixes

Play the game:

The first screen that appears is the tutorial, which demonstrates the game to you. To go forward in the tutorial screens press the blue arrow on the right hand side of the screen and to go back press the blue arrow on the left hand side of the screen. To enter the game, press the pink progression button at the top right of the screen.

A pop-up appears which tells you how to split up the words. Press OK and the game will begin.

A word gradually begins to appear from the top left. While this word is being moved into the middle you are able to rearrange the junk at the bottom of the screen to begin to form rows. To move the junk simply put your finger on the piece you wish to move and drag it. You may need to move other pieces of junk out of the way first if you cannot move a particular piece into the position you want. If you have successfully managed to form a complete row of junk (it does not necessarily have to be at the bottom of the screen) then the row will be sucked away into the pipe on the left hand side of the screen.

Junkyard game – Word to split moves into the middle of the screen

Once the word at the top has reached the middle, two gates close across the screen and you are unable to rearrange the junk at this point. If you finish rearranging the junk before this happens, you can move the word directly to the middle by pressing the green 'Go' icon on the right hand side of the screen. Next you are required to split the word, by swiping up or down with your finger, in one of the following four ways (depending on the skills that is currently being targeted):

- For syllable division swipe the word at each of the syllable split points e.g. tea-cher or un-der-stand.

- For suffixing swipe the word before the suffix e.g. learn-ing or complet-ed

- For prefixing swipe the word after the prefix e,g, dis-advantage or extra-curricular

If you correctly split the word then it will turn into pieces of junk and fall to the bottom of the screen. You can then arrange these pieces into rows again as the next word is starting to appear. If you swipe in the incorrect position three times then you will be shown where the correct split is and the word will turn into black pieces of junk which cannot be moved around – however they can still form part of a row of junk.

The amount of progress you have made through the activity is displayed in the top left hand corner of the screen. If you click on Saul's picture you can find out more information about the task including the language area and specific difficulty you are currently working on as well as the goal of the activity. If you wish to pause the game at any point you can press the pause button in the top right hand corner. From this menu you can return to the tutorial (your game will continue to be paused), exit the game or return to the current game.

Completing the game:
You win the round by splitting all of the words that round. However, if the junk piles up too high (more that six rows) you lose the round. Either way you will receive a feedback screen at the end of the game, which provides a summary of your performance including the number of lines of junk created as well as providing a list of the words that have been split and an indication of whether they were split correctly or incorrectly.

Links with English national curriculum:
The Junkyard game is intended to help children understand and practice how to break words into syllables and also provides the building blocks for spelling words with prefixes or suffixes – covering vocabulary from year 1 to year 6.

Town Square

Town Square is a puzzle-style game, where the aim is to create a path for Maya the Mayor to cross the town square by identifying tiles containing the correct letter or letter pattern (depending on the skill being worked on) and linking them together by swapping the tiles to create a path to meet the character who is waiting to speak with you.

Targeted skills:

- (1) Consonants

- (2) Vowels

- (3) Blends and Letter Patterns

- (7) Confusing Letters

Play the game:

The first screen that appears is the tutorial, which demonstrates the game to you. To go forward in the tutorial screens press the blue arrow on the right hand side of the screen and to go back press the blue arrow on the left hand side of the screen. To enter the game, press the pink progression button at the top right of the screen.

A pop-up appears which tells you which tiles you can walk on. Press OK and the game will begin.

Characters start to appear around the town square, with one character standing by a shaded tile telling you the letter, pattern or word that Maya needs to step on in order to create the path. You should try to move onto an adjacent tile that displays the letter, pattern or word (displayed in a bubble in the top right hand corner) by tapping on it. If you tap on an incorrect tile Maya will not move.
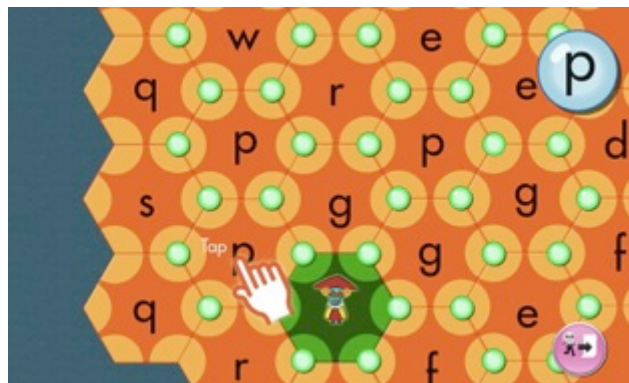
Town Square game – moving the mayor to the next 'p' tile by tapping on it

If there is no adjacent tiles that match you will need to rotate the tiles to move one over. You can do this by double-tapping the blue circle in the middle of the three tiles you wish to rotate – the tiles will rotate clockwise. You can rotate any set of three tiles that displays a blue circle at the centre. You can also reuse tiles that you have already stepped on (i.e. turned green), but you cannot rotate the tile you are currently standing on.

Town Square game – double-tapping to rotate tiles

The aim is to help Maya reach the shaded tile. Once you have achieved this Maya will have a short conversation with the character and then a new character will appear at a different tile and you will have to repeat the same process for a different letter, pattern or word.

You can monitor your progress through the task by viewing the percentage of the task you have completed in the top left corner. If you click on Maya's picture you can find out more information about the task including the language area and specific difficulty you are currently working on as well as the goal of the activity. If you wish to pause the game at any point you can press the pause button in the top right hand corner. From this menu you can return to the tutorial (your game will continue to be paused), exit the game or return to the current game.

Completing the game:
You win the game by completing the required number of paths. You will receive a feedback screen at the end of the game, which provides a summary of your performance including the number of paths completed, the number of missteps, the time taken and level of difficulty the game was played at.

Links with English national curriculum:
The Town Square game is intended to help children identify confusing letters as well as helping to recognise specific graphemes and phonemes within words, covering vocabulary from year 1 to year 6.

Bridge

The aim of Bridge is to help Ella fix weak parts of the word bridges to allow traffic to cross safely, which can be achieved by identifying the specified segment of the word. This could be a consonant, vowel, blend or letter pattern, specific syllable or suffix depending on the skill being worked on.

Targeted skills:

- (1) Consonants

- (2) Vowels

- (3) Blends and Letter Patterns

- (4) Syllables

- (5) Suffixes

Play the game:

The first screen that appears is the tutorial, which demonstrates the game to you. To go forward in the tutorial screens press the blue arrow on the right hand side of the screen and to go back press the blue arrow on the left hand side of the screen. To enter the game, press the pink progression button at the top right of the screen.

A pop-up appears which tells you which elements to focus on. Press OK and the game will begin.

The green box at the bottom of the screen displays the word segment you need to identify in order to fix the bridge. This could be the suffix of a word, a specific vowel or consonant sound, a blend or letter pattern or a syllable segment. Select the correct segment of the word by tapping on each letter or pressing and dragging across multiple letters – this will cause the background to change colour, which confirms that letter has been selected.

Bridge game – select the first syllable of the word

Once you have selected the entire segment, tap the go button in the bottom right hand corner. Ella will then move along the bottom of the bridge and fix all of the bridge segments that were correctly selected, which will then turn green after the red truck has driven over them. If all segments are correctly selected then the traffic will move safely across the bridge and onto the next bridge.

If you do not select all of the correct segments then Ella will be unable to fix all of the segments she needs to, to ensure the bridge is safe to cross. When the red truck drives over the bridge any incorrectly selected letters will turn pink and correct letters that were not selected will turn purple, with their supports falling down. You have three attempts at each word before the bridge is fixed for you.

You can monitor your progress through the task by viewing the percentage of the task you have completed in the bottom left corner. If you click on Ella's picture you can find out more information about the task including the language area and specific difficulty you are currently working on as well as the goal of the activity. If you wish to pause the game at any point you can press the pause button in the top right hand corner. From this menu you can return to the tutorial (your game will continue to be paused), exit the game or return to the current game.

Completing the game:
You win the game by fixing the required number of bridges and safely getting all of the traffic to the other side. You will receive a feedback screen at the end of the game, which provides a summary of your performance including the time taken to complete, the number of completely correct bridges and the number of fallen bridges, and the words associated with these bridges.

Links with English national curriculum:
The Bridge game is intended to help children identify consonants, vowels, blends and letter patterns, syllables and suffixes covering vocabulary from year 1 to year 6.

Field

The aim of Field is to help Finn sort the word plant flowers into the correct machines in order to correctly extract the word energy from them. The flowers can be sorted according to the vowels, syllables, suffixes in the word or confusing letters depending on the skill being worked on.

Targeted skills:

- (2) Vowels

- (4) Syllables

- (5) Suffixes

- (7) Confusing Letters

Play the game:

The first screen that appears is the tutorial, which demonstrates the game to you. To go forward in the tutorial screens press the blue arrow on the right hand side of the screen and to go back press the blue arrow on the left hand side of the screen. To enter the game, press the pink progression button at the top right of the screen.

A pop-up appears which tells you how to decide which machines to move the flowers into. Press OK and the game will begin.

The first word is displayed in the middle of the screen and above the word are a number of flowers that need to be sorted into the correct machine – each word will have 2-3 flowers to be sorted. The aim is to drag each flower to a machine that has a correct statement about the word in the middle. Drag the flower over to the machine until it is highlighted, if you let go of the flower without a machine being highlighted then it will fly back to the middle.

Field game – 2 flowers that need to be sorted into the correct machines

If you drop the flower into one of the correct machines the machine will turn green. If you drop the flower into the incorrect machine it will turn red. Once you have sorted all of your flowers a button saying 'Next Word' will appear at the bottom of the screen and you should select this to move onto the next word. You should then repeat the same exercise for this new word.

Field game – sorting a flower by dragging it into one of the machines

You can monitor your progress through the task by viewing the percentage of the task you have completed in the top left corner. If you tap on Finn's picture you can find out more information about the task including the language area and specific difficulty you are currently working on as well as the goal of the activity. If you wish to pause the game at any point you can press the pause button in the top right hand corner. From this menu you can return to the tutorial (your game will continue to be paused), exit the game or return to the current game.

Completing the game:
You win the game by harvesting the required number of words and sorting the flowers into the correct machines. You will receive a feedback screen at the end of the game, which provides a summary of your performance including the number of words correctly harvested, the number of machines broken and the words associated with these as well as the time taken to complete.

Links with English national curriculum:
The Field game is intended to help children identify vowels, syllables, suffixes and confusing letters, covering vocabulary from year 1 to year 6.

Train Station

The aim of Train Station is to help Stella to label the trains with parts of words to help the passengers find the correct seat. The trains can be labeled by splitting the word into phonemes, syllables or by splitting the word into root + suffix.

Targeted skills:

- (1) Consonants

- (2) Vowels

- (4) Syllables

- (5) Suffixes

Play the game:

The first screen that appears is the tutorial, which demonstrates the game to you. To go forward in the tutorial screens press the blue arrow on the right hand side of the screen and to go back press the blue arrow on the left hand side of the screen. To enter the game, press the pink progression button at the top right of the screen.

A pop-up appears which tells you how to divide the word and label the trains. Press OK and the game will begin.

The first train pulls into the station and the first word is displayed at the top of the screen. This word needs to be used to label the carriages by splitting the word into the required components as follows:

- For syllable division type one syllable per carriage in the correct order
  e.g. tea-cher   or   un-der-stand.

- For suffixing type the root of the word in the first carriage and the suffix in the next carriage
  e.g. learn-ing   or   complet-ed

To type within a specific carriage tap anywhere within that carriage and then use the keyboard at the bottom to type the corresponding word segment. If you make a mistake you can use the backspace button to delete letters. You can also move between carriages using the left and right arrows.

If you have extra carriages that are not labeled then you can remove them by tapping the "remove carriage" button. If you need more carriages to complete your labeling then tap the "add carriage" button and this will add an extra carriage to the end of the train.

Once you have finished labeling all of the carriages press the green tick button. The passengers will then attempt to board the train and if you have labeled the carriages correctly they will get on that carriage and it will turn green. If all of the carriages are labeled correctly the signal will change to green and the train will depart the station.
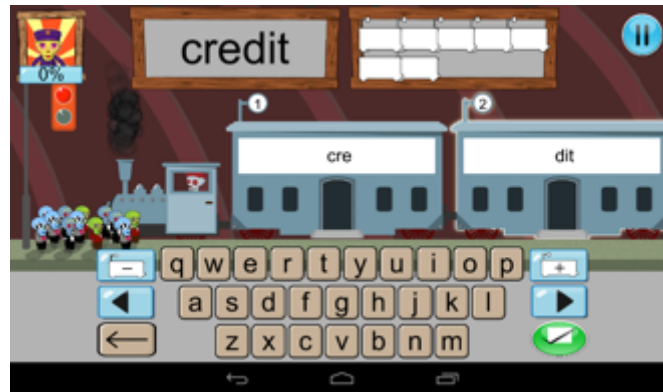
Train Station game – passengers will board correctly labeled carriages

If you incorrectly label a carriage the passengers will not be able to board that carriage and will return to where they were waiting on the platform. The train will remain in the platform and you are able to have another attempt to change the labeling to the correct answer.

You can monitor your progress through the task by viewing the percentage of the task you have completed in the top left corner. If you click on Stella's picture you can find out more information about the task including the language area and specific difficulty you are currently working on as well as the goal of the activity. If you wish to pause the game at any point you can press the pause button in the top right hand corner. From this menu you can return to the tutorial (your game will continue to be paused), exit the game or return to the current game.

Completing the game:
You win the game by correctly labeling the required number of train carriages according to the language skill you are working on. You will receive a feedback screen at the end of the game, which provides a summary of your performance including time taken to complete, the number of correct and incorrectly labeled trains as well as the words associated with these.

Links with English national curriculum:
The Train Station game is intended to help children to split words into phonemes and syllables as well as identify suffix and root of a word – covering vocabulary from year 1 to year 6.

Monkey Hotel

The aim of Monkey Hotel is to help Monica train the monkeys to read by feeding them with bananas as a reward for identifying the correct words or word segments, which are displayed on the board they are holding up.

Targeted skills:

- (1) Consonants
- (2) Vowels
- (3) Blends and Letter Patterns
- (5) Suffixes
- (6) Prefixes
- (7) Confusing Letters

Play the game:

The first screen that appears is the tutorial, which demonstrates the game to you. To go forward in the tutorial screens press the blue arrow on the right hand side of the screen and to go back press the blue arrow on the left hand side of the screen. To enter the game, press the pink progression button at the top right of the screen.

A pop-up appears which tells you which word segment you are working on. Press OK and the game will begin.

The green box at the bottom of the screen displays the word or word segment that you need to identify on the boards that the monkeys are holding up. The windows will open start opening and monkeys will appear holding up boards with correct or incorrect answers. You must throw bananas to the monkeys with the correct answers on by tapping on that monkey. If you get the answer correct the monkey will eat the banana. You have a limited number of bananas to throw and throwing bananas at the wrong monkeys will waste them.
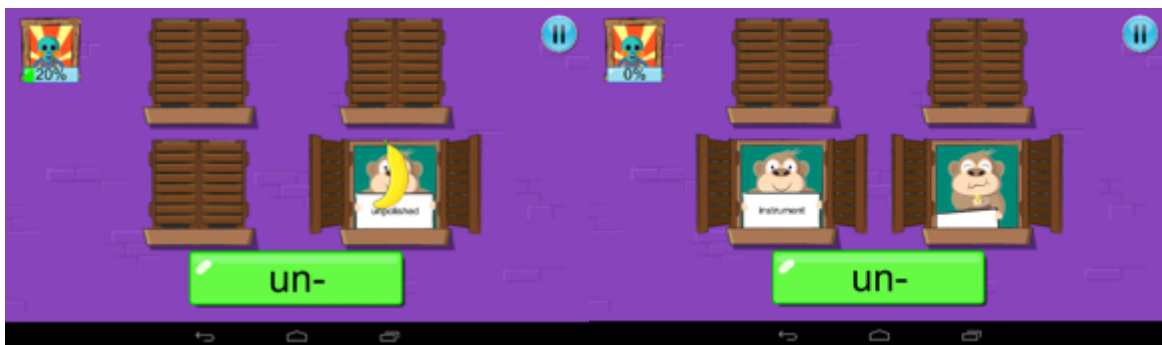
Monkey Hotel game – tap a monkey to throw a banana and if correct the monkey eats the banana

You can monitor your progress through the task by viewing the percentage of the task you have completed in the top left corner. If you click on Monica's picture you can find out more information about the task including the language area and specific difficulty you are currently working on as well as the goal of the activity. If you wish to pause the game at any point you can press the pause button in the top right hand corner. From this menu you can return to the tutorial (your game will continue to be paused), exit the game or return to the current game.

Completing the game:

You win the game by feeding the required number of monkeys correctly according to the language skill you are working on. You will receive a feedback screen at the end of the game, which provides a summary of your performance including the time taken to complete, the number of times the correct monkey was fed, the number of times the incorrect monkey was fed and the number of times the correct monkey was missed as well as the words associated with these.

Links with English national curriculum:

The Monkey Hotel game is intended to help children identify specific phonemes/blends, prefixes and suffixes as well as differentiate between confusing letters – covering vocabulary from year 1 to year 6.

Mail Room

The aim of Mail Room is to help Peter quickly sort the packages into the appropriate mailbags so they go to the correct part of town. You will need to identify individual consonants, vowels, suffixes or prefixes contained within the word on the package label.

Targeted skills:

- (1) Consonants

- (2) Vowels

- (5) Suffixes

- (6) Prefixes

Play the game:

The first screen that appears is the tutorial, which demonstrates the game to you. To go forward in the tutorial screens press the blue arrow on the right hand side of the screen and to go back press the blue arrow on the left hand side of the screen. To enter the game, press the pink progression button at the top right of the screen.

A pop-up appears which tells you what aspects of the words you are trying to match. Press OK and the game will begin.

The first parcel comes along the conveyor belt from the left hand side of the screen and goes into the x-ray machine in the middle. The x-ray machine displays the label on the parcel for a short time, which is a word or word segment.
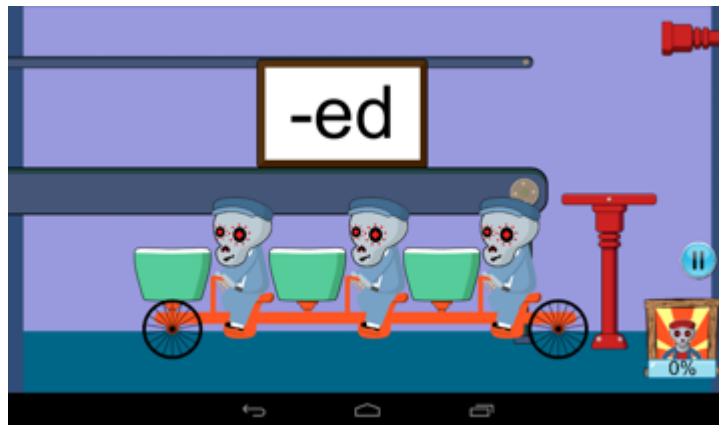
Mail Room game – X-ray machine displays the label on the parcel

The parcel then continues along the conveyor belt and you need to remember what the label said and drag the parcel into the correct mailbag (on the front of the delivery bikes) at the bottom of the screen. These mailbags are also labeled and you can reveal the label by tapping on the mailbag. In order to drop the parcel into the mailbag you need to drag the parcel so it is overlapping with the mailbag and then let go of it. If you have sorted it into the correct mailbag the parcel will stay in the mailbag and turn green.

Mail Room game – Tap on the basket to reveal label (left) and if you drag parcel to correct basket it will turn green (right)

If you drag the parcel into the incorrect mailbag it will turn red and the postmaster will return the parcel back to the conveyor belt. If you do not attempt to sort a parcel after it has exited the x-ray machine then it will continue to go around the conveyor belt.
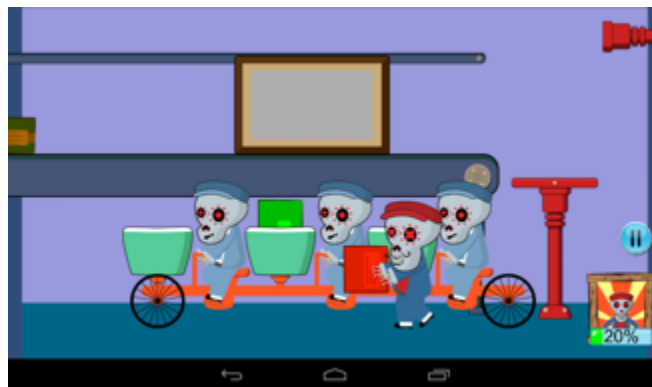
Mail Room game – If you drag parcel to incorrect basket postmaster returns it to the conveyor belt

Once you have correctly sorted all of the parcels into the correct mailbags the postmen will cycle the packages off to be delivered and some new parcels and mailbags will appear on the screen.

You can monitor your progress through the task by viewing the percentage of the task you have completed in the bottom right corner. If you click on Peter's picture you can find out more information about the task including the language area and specific difficulty you are currently working on as well as the goal of the activity. If you wish to pause the game at any point you can press the pause button in the top left hand corner. From this menu you can return to the tutorial (your game will continue to be paused), exit the game or return to the current game.

Completing the game:
You win the game by correctly sorting the required number of parcels into the correct mailbags according to the language skill you are working on. You will receive a feedback screen at the end of the game, which provides a summary of your performance including the time taken to complete, the number of correct pieces of mail sorted, the number of incorrect mail sorted and the words associated with these.

Links with English national curriculum:
The Mail Room game is intended to help children identify specific phonemes, prefixes and suffixes – covering vocabulary from year 1 to year 6.

Music Hall

The aim of Music Hall is to help Milton sing his songs correctly by filling in the gaps in some of his lyrics and to encourage as many people as possible to join in with the performance.

Targeted skills:

- (1) Consonants

- (2) Vowels

- (3) Blends and Letter Patterns

- (4) Syllables

- (5) Suffixes

- (6) Prefixes

Play the game:

The first screen that appears is the tutorial, which demonstrates the game to you. To go forward in the tutorial screens press the blue arrow on the right hand side of the screen and to go back press the blue arrow on the left hand side of the screen. To enter the game, press the pink progression button at the top right of the screen.

A pop-up appears which tells you which parts of the lyrics are missing. Press OK and the game will begin.

The first word will appear from the top of the screen and the words/word segments that you can use to fill in the gaps in the words will appear at the bottom. You need to select the correct word segments from these and drag them to the appropriate gap in order to successfully complete the word. The skull pacer at the top indicates how much time you have left to fill in each gap, you need to fill the in the word segment before the skull reaches that part of the sentence. If you have correctly filled in a word segment then that word will turn green when the skull reaches it. You can speed the skull pacer up by clicking the "Go" button in the bottom right hand corner. If you have successfully completed the entire sentence then another band member will enter from the left and join in with the song. Other music loving characters will also begin to appear at the windows of the building.

Music Hall game – drag the correct word or word segment to complete the lyric

If you do not fill in a gap in time or fill it with an incorrect word segment then it will turn red. If you have more than one band member playing then one of them will leave and also characters at the windows will begin to disappear.
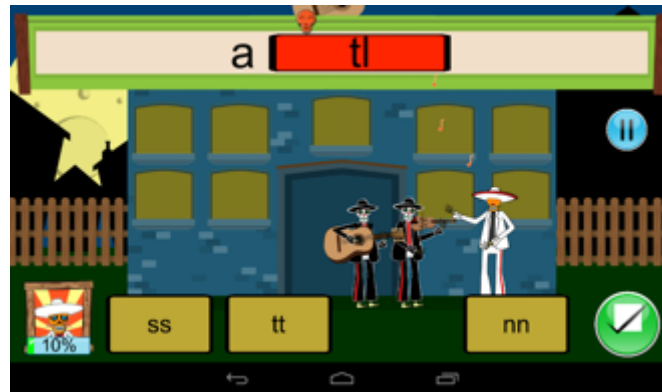
Music Hall game – if the skull pacer reaches the gap before it is filled it will turn red

You can monitor your progress through the task by viewing the percentage of the task you have completed in the bottom left corner. If you click on Milton's picture you can find out more information about the task including the language area and specific difficulty you are currently working on as well as the goal of the activity. If you wish to pause the game at any point you can press the pause button on right hand side of screen. From this menu you can return to the tutorial (your game will continue to be paused), exit the game or return to the current game.

Completing the game:
You win the game by correctly completing the required number of words according to the language skill you are working on. You will receive a feedback screen at the end of the game, which provides a summary of your performance including the number of correct words, the number of incorrect attempts and the words associated with these as well as the number of musicians who have joined the band and the time taken to complete.

Links with English national curriculum:
The Music Hall game is intended to help children to add prefixes and suffixes onto words as well as identify specific syllables, letter patterns/blends and phonemes – covering vocabulary from year 1 to year 6.

Bike Shed

The aim of Bike Shed is to help Pauline deliver the mail to the correct people by knocking on their door the correct number of times.

Targeted skills:

- (4) Syllables

Play the game:

The first screen that appears is the tutorial, which demonstrates the game to you. To go forward in the tutorial screens press the blue arrow on the right hand side of the screen and to go back press the blue arrow on the left hand side of the screen. To enter the game, press the pink progression button at the top right of the screen.

A pop-up appears which tells you how to open the doors to deliver the parcels. Press OK and the game will begin.

The game takes place within the game world and you move your character around by tapping where you want them to walk towards. A blue arrow guides you to the direction you need to head towards to deliver the parcel. You should keep following the blue arrow until you come to a house with a yellow square outside – indicating where the parcel should be delivered.
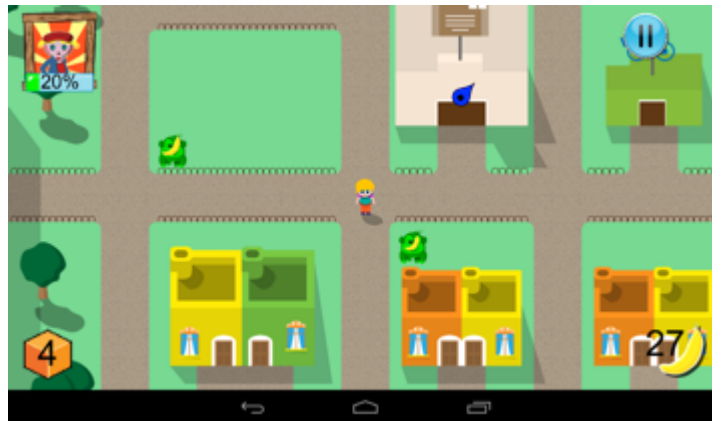
Bike Shed game – blue arrow shows direction of house and yellow arrow shows direction of parcel

When you step onto the yellow square a door will appear on your right hand side, with a word displayed on it. You need to tap on the door for each syllable in the word (e.g. for wa-ter-me-lon you would need to tap four times), with a number of the door displaying the number of times you have tapped.

Bike shed game – tap on the door for each syllable in the word "teacher"

If you have tapped on the door the correct number of times the number will flash green and the door will open. To deliver the parcel you should drag it towards the character that opened the door. Once you have successfully delivered the parcel the blue arrow will reappear to direct you to the next house.

Bike Shed game – to deliver the parcel drag it towards the characters at the door

If you tap on the door an incorrect number of times the number will flash red and the door will not open. You will then need to have another attempt to tap the correct number of times.

Within the game world there are monkeys who are looking to steal your parcels and if they do this you will have to go back and retrieve the parcel from wherever the monkeys drop them. You can distract the monkeys by feeding them bananas. You can do this by tapping on the monkey. However, you need to use your bananas carefully as you only have a limited supply of bananas, shown in the bottom right hand corner of the screen.

You can only deliver parcels that you are currently carrying, with the number of parcels you have displayed in the bottom left hand corner. If you have yet to reach your goal and have no parcels left you will need to pick up more parcels, which can be found within the game world. If you need to find more parcels a yellow arrow will appear to guide you to the location of a parcel. To pick up a parcel simply walk over it.

You can monitor your progress through the task by viewing the percentage of the task you have completed in the top left corner. If you click on Pauline's picture you can find out more information about the task including the language area and specific difficulty you are currently working on as well as the goal of the activity. If you wish to pause the game at any point you can press the pause button in the top right hand corner. From this menu you can return to the tutorial (your game will continue to be paused), exit the game or return to the current game.

Completing the game:
You win the game by successfully delivering the required number of parcels to their recipients. You will receive a feedback screen at the end of the game, which provides a summary of your performance including the time taken to complete the game, the number of packages lost to monkeys, the number of successful deliveries made and the number of wrong deliverables and the words associated with these.

Links with English national curriculum:
The Bike Shed game is intended to help children identify the number of syllables within a word – covering vocabulary from year 1 to year 6.

Literacy Difficulty Reference Guide

(1) Consonants

Maya Maya is in charge of **Single Letter Consonants**. Those are consonant sounds that are spelling with just 1 letter.	• t (pronounce as 't' e.g. **t**o, i**t**) • p (pronounce as 'p' e.g. u**p**, **p**ut) • n (pronounce as 'n' e.g. i**n**, o**n**) • s (pronounce as 's' e.g. **s**o, **s**ay) • c (pronounce as 's' e.g. **c**ity, **c**ell) • d (pronounce as 'd' e.g. **d**o, an**d**) • h (pronounce as 'h' e.g. **h**e, **h**is) • r (pronounce as 'r' e.g. **r**un, **r**ed) • m (pronounce as 'm' e.g. **m**y, **m**e) • b (pronounce as 'b' e.g. **b**e, **b**y) • l (pronounce as 'l' e.g. **l**et, o**l**d) • f (pronounce as 'f' e.g. i**f**, **f**or) • g (pronounce as 'g' e.g. **g**o, **g**et) • k (pronounce as 'k' e.g. as**k**, ma**k**e) • c (pronounce as 'k' e.g. **c**an, **c**ome) • v (pronounce as 'v' e.g. ha**v**e **v**ery) • w (pronounce as 'w' e.g. **w**e, **w**ay) • s (pronounce as 'ʃ' e.g. **s**ugar, **s**ure) • y (pronounce as 'j' e.g. **y**ou, **y**ear) • j (pronounce as 'dʒ' e.g. **j**ust, **j**ob) • g (pronounce as 'dʒ' e.g. **g**ene, a**g**ent) • z (pronounce as 'z' e.g. **z**one, do**z**en) • s (pronounce as 'z' e.g. a**s**, u**s**) • x (pronounce as 'gz' e.g. e**x**ist, e**x**actly) • x (pronounce as 'ks' e.g. si**x**, ta**x**)
Gita Gita is in charge of **Double Letters**.	• tt (pronounce as 't' e.g. li**tt**le, be**tt**er) • pp (pronounce as 'p' e.g. ha**pp**en, a**pp**ear) • nn (pronounce as 'n' e.g. fu**nn**y, ru**nn**er) • ss (pronounce as 's' e.g. pa**ss**, le**ss**) • dd (pronounce as 'd' e.g. a**dd**, o**dd**) • rr (pronounce as 'r' e.g. ca**rr**y, wo**rr**y) • mm (pronounce as 'm' e.g. su**mm**er, co**mm**on) • bb (pronounce as 'b' e.g. lo**bb**y, bu**bb**le) • ll (pronounce as 'l' e.g. a**ll**, wi**ll**) • ff (pronounce as 'f' e.g. o**ff**, o**ff**er) • gg (pronounce as 'g' e.g. e**gg**, stru**gg**le) • ss (pronounce as 'ʃ' e.g. pre**ss**ure) • zz (pronounce as 'z' e.g. ja**zz**)
Sophie	• ph (pronounce as 'f' e.g. **ph**one, **ph**oto) • ck (pronounce as 'k' e.g. ba**ck**, pi**ck**) • ng (pronounce as 'ŋ' e.g. thi**ng**, lo**ng**) • nk (pronounce as 'ŋk' e.g. li**nk**, thi**nk**) • th (pronounce as ' θ ' e.g. **th**ree, **th**rough)

Sophie is in charge of **Consonant Digraphs and Trigraphs**. Those are two or three consonant letters pronounced as one sound.	• sh (pronounce as 'ʃ' e.g. **sh**e, **sh**ould) • dg (pronounce as 'dʒ' e.g. bu**dg**et) • que (pronounce as 'k' e.g. **qu**een) • ch (pronounce as 'tʃ' e.g. mu**ch**, whi**ch**) • tch (pronounce as 'tʃ' e.g. wa**tch**, ca**tch**) • th (pronounce as 'ð' e.g. **th**e, **th**at)

(2) Vowels

 Peter Peter is in charge of words with **Short Vowels**.	• i (pronounce as 'ɪ' e.g. **i**n, **i**t) • a (pronounce as 'æ' e.g. **a**t, **a**s) • o (pronounce as 'ɒ' e.g. **o**f, **o**n) • i (pronounce as 'aɪ' e.g. f**i**ne, ch**i**ld) • e (pronounce as 'e' e.g. g**e**t, l**e**t) • u (pronounce as 'ʌ' e.g. **u**p, b**u**t) • y (pronounce as 'i' e.g. an**y**, ver**y**) • oo (pronounce as 'ʊ' e.g. t**oo**, sch**oo**l) • ea (pronounce as 'e' e.g. h**ea**d, d**ea**d) • o (pronounce as 'ʌ' e.g. **o**ther, an**o**ther) • ice (pronounce as 'ɪs' e.g. off**ice**, serv**ice**) • y (pronounce as 'ɪ' e.g. s**y**stem, g**y**m) • ui (pronounce as 'ɪ' e.g. s**ui**t, fr**ui**t) • ine (pronounce as 'ɪn' e.g. imag**ine**, determ**ine**) • a (pronounce as 'ɒ' e.g. wh**a**t, w**a**nt)
 Monica Monica is in charge of words with **Long Vowels**.	• ar (pronounce as 'a' e.g. f**ar**, c**ar**) • ee (pronounce as 'i' e.g. s**ee**, n**ee**d) • or (pronounce as 'ɔ:' e.g. f**or**, n**or**) • er (pronounce as 'ə' e.g. h**er**, ov**er**) • oo (pronounce as 'u:' e.g. t**oo**, sch**oo**l) • uCe (pronounce as 'ju:C' e.g. min**ute**, t**ube**) • ea (pronounce as 'i:' e.g. m**ea**n, l**ea**ve) • igh (pronounce as 'aɪ' e.g. h**igh**, m**igh**t) • eCe (pronounce as 'i:C' e.g. th**ese**, g**ene**) • ir (pronounce as 'ɜ:' e.g. f**ir**st, s**ir**) • ur (pronounce as 'ɜ:' e.g. t**ur**n, h**ur**t) • ie (pronounce as 'i:' e.g. f**ie**ld, p**ie**ce) • au (pronounce as 'ɔ:' e.g. s**au**ce, c**au**se) • aw (pronounce as 'ɔ:' e.g. l**aw**, dr**aw**) • ore (pronounce as 'ɔ:' e.g. m**ore**, c**ore**) • ew (pronounce as 'ju:' e.g. n**ew**, f**ew**) • ue (pronounce as 'u:' e.g. bl**ue**, tr**ue**) • ear (pronounce as 'ɜ:' e.g. **ear**n, l**ear**n) • ei (pronounce as 'i:' e.g. rec**ei**ve, prot**ei**n) • our (pronounce as 'ə' e.g. y**our**) • ar (pronounce as 'ə' e.g. sug**ar**, ye**ar**) • ui (pronounce as 'u:' e.g. s**ui**t, fr**ui**t) • ey (pronounce as 'i:' e.g. k**ey**)

	• eu (pronounce as 'juː' e.g. n**eu**tral) • eur (pronounce as 'ə') • ine (pronounce as 'iːn' e.g. mach**ine**, magaz**ine**)
  Nigel is in charge of **Diphthongs**. Long vowels that are two vowels squished together.	• y (pronounce as 'aɪ' e.g. b**y**, m**y**) • ie (pronounce as 'aɪ' e.g. d**ie**, l**ie**) • iCe (pronounce as 'aɪC' e.g. t**i**me, l**i**ke) • aCe (pronounce as 'eɪ' e.g. m**a**ke, t**a**ke) • ay (pronounce as 'eɪ' e.g. s**ay**, w**ay**) • oCe (pronounce as 'əʊC' e.g. th**o**se, h**o**me) • ou (pronounce as 'aʊ' e.g. **ou**t, ab**ou**t) • ai (pronounce as 'eɪ' e.g. **ai**m, **ai**d) • ow (pronounce as 'əʊ' e.g. **ow**n, kn**ow**) • ow (pronounce as 'aʊ' e.g. h**ow**, n**ow**) • oa (pronounce as 'əʊ' e.g. r**oa**d, g**oa**l) • o (pronounce as 'əʊ' e.g. g**o**, s**o**) • oi (pronounce as 'ɔɪ' e.g. **oi**l, j**oi**n) • oy (pronounce as 'ɔɪ' e.g. b**oy**, t**oy**) • yCe (pronounce as 'aɪC' e.g. t**y**pe, st**y**le) • ou (pronounce as 'aʊ' e.g. **ou**t, ab**ou**t) • ei (pronounce as 'iː' e.g. rec**ei**ve, prot**ei**n) • eigh (pronounce as 'eɪ' e.g. w**eigh**, **eigh**t) • ey (pronounce as 'eɪ' e.g. h**ey**, surv**ey**) • oe (pronounce as 'əʊ' e.g. t**oe**) • ine (pronounce as 'aɪn' e.g. l**ine**, f**ine**) • air (pronounce as 'eə' e.g. h**air**, p**air**) • are (pronounce as 'eə') • ear (pronounce as 'ɪə' e.g. h**ear**, n**ear**) • ear (pronounce as 'eə' e.g. w**ear**, b**ear**) • eer (pronounce as 'ɪə' e.g. b**eer**, p**eer**) • ere (pronounce as 'ɪə' e.g. h**ere**, m**ere**ly) • ure (pronounce as 'ʊə' e.g. s**ure**, ens**ure**) • oor (pronounce as 'ʊə' e.g. p**oor**) • our (pronounce as 'ʊə' e.g. t**our**)

(3) Blends and Letter Patterns

  Cherie is in charge of **Blends and Patterns at the End of Words**.	• ip (pronounce as 'ɪp' e.g. ch**ip**) • in (pronounce as 'ɪn' e.g. bra**in**) • ad (pronounce as 'æd' e.g. b**ad**, d**ad**) • and (pronounce as 'ænd' e.g. st**and**) • act (pronounce as 'ækt' e.g. cont**act**) • ed (pronounce as 't' e.g. increas**ed**, mix**ed**) • ed (pronounce as 'd' e.g. us**ed**, arm**ed**) • am (pronounce as 'æm' e.g. progr**am**, d**am**) • amp (pronounce as 'æmp' e.g. c**amp**, l**amp**) • im (pronounce as 'ɪm' e.g. h**im**, vict**im**) • elf (pronounce as 'elf' e.g. hims**elf**, sh**elf**)

	- ath (pronounce as 'ɑː θ ' e.g. p**ath**, b**ath**) - oth (pronounce as 'ɒ θ ' e.g. cl**oth**) - ength (pronounce as 'eŋ θ ' e.g. l**ength**, str**ength**) - ic (pronounce as 'ɪk' e.g. bas**ic**) - zz (pronounce as 'z' e.g. ja**zz**) - arch (pronounce as 'tʃ') - ble (pronounce as 'bəl' e.g. sta**ble**) - fle (pronounce as 'fəl' e.g. ri**fle**) - ple (pronounce as 'pəl' e.g. peo**ple**) - tle (pronounce as 'təl' e.g. ti**tle**) - dle (pronounce as 'dəl' e.g. mid**dle**, han**dle**) - kle (pronounce as 'kəl' e.g. an**kle**, tac**kle**) - cle (pronounce as 'cəl' e.g. cy**cle**, arti**cle**) - gle (pronounce as 'gəl' e.g. sin**gle**, strug**gle**) - zle (pronounce as 'zəl' e.g. puz**zle**) - stle (pronounce as 'səl' e.g. ca**stle**) - pt (pronounce as 'pt' e.g. ado**pt**) - nd (pronounce as 'nd' e.g. bo**nd**) - nt (pronounce as 'nt' e.g. wa**nt**) - nch (pronounce as 'ntʃ' e.g. lu**nch**, bu**nch**) - mp (pronounce as 'mp' e.g. ca**mp**, ju**mp**) - nk (pronounce as 'ŋk' e.g. thi**nk**, ba**nk**)
Milton Milton is in charge of **Blends and Patterns at the Start of Words**.	- st (pronounce as 'st' e.g. **st**ress) - sp (pronounce as 'sp' e.g. **sp**ends) - sn (pronounce as 'sn' e.g. **sn**ow, **sn**ap) - sm (pronounce as 'sm' e.g. **sm**all, **sm**ile) - de (pronounce as 'de' e.g. **de**monstrated) - sc (pronounce as 'sk' e.g. **sc**hool) - cr (pronounce as 'kr' e.g. **cr**ime) - dr (pronounce as 'dr' e.g. **dr**op) - pr (pronounce as 'pr' e.g. **pr**ocess) - tr (pronounce as 'tr' e.g. **tr**ipped) - str (pronounce as 'str' e.g. **st**ress) - spr (pronounce as 'spr' e.g. **spr**ing, **spr**ead) - scr (pronounce as 'scr' e.g. **scr**een, **scr**eam) - br (pronounce as 'br' e.g. **br**ight) - bl (pronounce as 'bl' e.g. **bl**ue) - cl (pronounce as 'kl' e.g. **cl**oud) - pl (pronounce as 'pl' e.g. **pl**ane) - sl (pronounce as 'sl' e.g. **sl**eep) - spl (pronounce as 'spl' e.g. **spl**it) - fl (pronounce as 'fl' e.g. **fl**oor) - fr (pronounce as 'fr' e.g. **fr**ame) - gl (pronounce as 'gl' e.g. **gl**ad, **gl**ass) - gr (pronounce as 'gr' e.g. **gr**eat) - thank (pronounce as ' θ œŋk' e.g. **thank**ful)

	• sw (pronounce as 'sw' e.g. **sw**eet) • tw (pronounce as 'tw' e.g. **tw**in, **tw**ice) • dw (pronounce as 'dw') • wa (pronounce as 'wɒ' e.g. **wa**nt, **wa**tch) • tion (pronounce as 'ʃən' e.g. na**tion**, ac**tion**) • swa (pronounce as 'swɒ' e.g. **swa**llow) • shr (pronounce as 'ʃɾ' e.g. **shr**ug, **shr**imp) • wh (pronounce as 'w' e.g. **wh**ite) • c (pronounce as 's' e.g. **c**entury) • sc (pronounce as 's' e.g. **sc**ience) • ch (pronounce as 'k' e.g. **ch**aracter, **ch**emical) • gu (pronounce as 'g' e.g. **gu**est) • sch (pronounce as 'sk' e.g. **sch**ool, **sch**eme) • quarC (pronounce as 'kwɒ') • wor (pronounce as 'wɜ' e.g. **wor**ding) • thr (pronounce as 'θr' e.g. **thr**ow)
 Warren Warren is in charge of words with **Vowel Patterns** combined with consonants.	• Vb (pronounce as 'Vb' e.g. jo**b**, la**b**) • Vlt (pronounce as 'Vlt' e.g. ad**ult**) • Vll (pronounce as 'Vl' e.g. rec**all**) • Vss (pronounce as 'Vs' e.g. brightn**ess**) • Vft (pronounce as 'Vft' e.g. l**eft**, l**ift**) • Vg (pronounce as 'Vg' e.g. b**ig**) • Vsk (pronounce as 'Vsk' e.g. a**sk**, ri**sk**) • Vlk (pronounce as 'Vlk' e.g. m**ilk**, s**ilk**) • Vng (pronounce as 'Vŋ' e.g. stress**ing**) • Vnk (pronounce as 'Vŋk' e,g, th**ink**, b**ank**) • Vck (pronounce as 'Vk' e.g. b**ack**, p**ick**) • Vsh (pronounce as 'Vʃ' e.g. pu**sh**, fi**sh**) • Vx (pronounce as 'Vks' e.g. **six, tax**) • Vff (pronounce as 'Vf' e.g. o**ff**, st**aff**) • Vnch (pronounce as 'Vntʃ' e.g. lu**nch**, bu**nch**) • Vse (pronounce as 'Vz' e.g. expert**ise**) • Vze (pronounce as 'Vz' e.g. anal**yze**) • Vce (pronounce as 'Vɪs' e.g. sp**ace**) • Vnce (pronounce as 'Vns' e.g. d**ance**) • Vge (pronounce as 'Vd' e.g. eng**age**) • Vrge (pronounce as 'Vdʒ' e.g. l**arge**, ch**arge**) • Vnge (pronounce as 'Vndʒ' e.g. chall**enge**, or**ange**) • Vdge (pronounce as 'Vdʒ' e.g. **edge**, j**udge**) • Vtch (pronounce as 'Vtʃ' e.g. wa**tch**, ca**tch**) • alC (pronounce as 'əlC') • olC (pronounce as 'əʊC')

Conrad Conrad is in charge of **Blends and Patterns in the Middle of Words**.	• sk (pronounce as 'sk' e.g. ta**sk**) • ph (pronounce as 'f' e.g. tele**ph**one) • pph (pronounce as 'f' e.g. sa**pph**ire) • xc (pronounce as 'ks' e.g. e**xc**ept, e**xc**ellent) • oh (pronounce as 'əʊ') • cqu (pronounce as 'kwa') • ro (pronounce as 'ra,rə') • ti (pronounce as 'ʃ' e.g. construc**ti**on) • ci (pronounce as 'ʃ' e.g. an**ci**ent)
Timothy Timothy is in charge of **Silent Letters**.	• ve (pronounce as 'v' e.g. resol**ve**) • age (pronounce as 'ɪdʒ' e.g. advant**age**) • ege (pronounce as 'ɪdʒ' e.g. coll**ege**, privil**ege**) • ch (pronounce as 'k' e.g. **ch**aracter, **ch**emical) • kn (pronounce as 'n' e.g. **kn**ow, **kn**ee) • gn (pronounce as 'n' e.g. **gn**ome) • gh (pronounce as 'g' e.g. **gh**ost) • ps (pronounce as 's' e.g. **ps**ychological) • rh (pronounce as 'r' e.g. **rh**ythm) • mb (pronounce as 'm' e.g. bo**mb**, cli**mb**) • bt (pronounce as 't' e.g. de**bt**, dou**bt**) • mn (pronounce as 'm' e.g. colu**mn**, conde**mn**) • wr (pronounce as 'r' e.g. **wr**ite, **wr**ap) • st (pronounce as 's' e.g. li**st**en) • gue (pronounce as 'g' e.g. lea**gue**, collea**gue**) • que (pronounce as 'k' e.g. uni**que**, techni**que**) • ngue (pronounce as 'ŋ' e.g. to**ngue**) • Cre (pronounce as 'tə') • sci (pronounce as 'saɪ' e.g. **sci**entific) • scle (pronounce as 'səl' e.g. mu**scle**) • sure (pronounce as 'ʒə') • zure (pronounce as 'ʒə') • cise (pronounce as 'saɪz' e.g. exer**cise**)

(4) Syllables

Ella Ella is in charge of words with **2 Syllables or More**.	• Words containing only 1 syllable • Words containing only 2 syllables • Words containing only 3 syllables • Words containing only 4 syllables • Words containing only 5 or more syllables
Pauline Pauline is in charge of the	• Closed syllables (e.g. in-to) • Open syllables (e.g. ov-er) • Syllables divided according to the 'vc/cv' pattern (e.g. on-to) • Syllables divided according to the 'v/cv' pattern (e.g. o-pen)

different ways of **Splitting Words into Syllables**.	• Syllables divided according to the 'v/v' pattern (e.g. cre-ate) • Syllables divided according to the 'vc/v' pattern (e.g. sev-en) • Syllables divided according to the 'qu:vc/cv', 'qu:v/cv' or 'qu:v/v' pattern (e.g. ques-tion) • Syllables divided according to the 'ture:vc/cv', 'ture:v/cv' or 'ture:vc/v' pattern (e.g. cul-ture)

(5) Suffixes

 Stella Stella is in charge of **Adding Suffixes**. They are the kind of suffix that is simply added to the word.	• s (e.g. say**s**, get**s**) • ed (e.g. ask**ed,** own**ed**) • es (e.g. go**es**, pass**es**) • less (e.g. end**less**, home**less**) • ness (e.g. like**ness**, great**ness**) • en (e.g. eat**en**, beat**en**) • ing (e.g. do**ing**, go**ing**) • ful (e.g. use**ful**, care**ful)** • ish • ist (e.g. art**ist**, tour**ist**) • y • ly (e.g. dry**ly**, shy**ly**) • ty (e.g. safe**ty**) • er (e.g. new**er**, old**er**) • ed-d (e.g. own**ed**, still**ed**) • ed-t (e.g. ask**ed**, hiss**ed**) • est (e.g. old**est**, shy**est**) • al • Suffix –ing on words longer than one syllable • Suffix –ed on words longer than one syllable • ous (e.g. danger**ous**) • or • able (comfort**able**, reason**able**) • ment (e.g. move**ment**, treat**ment**)
 Finn Finn is in charge of **Doubling Suffxes**. They are the kind of suffix that doubles the last consonant in the word.	• ing (e.g. get**ting**, let**ting**) • ed (e.g. stop**ped**, his**sed**) • en (e.g. forbid**den**) • ish • y • er (e.g. new**er**, old**er**) • ed-d (e.g. can**ned**, job**bed**) • ed-t (e.g. stop**ped**, top**ped**) • est (e.g. hot**test**, wet**test**)

Jane

Jane is in charge of **Change Suffixes**. They are the kind of suffix that changes the end of the word.

- ity
- ility
- es (e.g. tr**ies**, countr**ies**)
- ed (e.g. tr**ied**, stud**ied**)
- ly (e.g. heav**ily**, eas**ily**)
- ness (e.g. bus**iness**, eas**iness**)
- ful (e.g. beaut**iful**)
- less
- er (e.g. earl**ier**, sorr**ier**)
- est (e.g. dr**iest**, bus**iest**)
- ation (e.g. na**tion**, sta**tion**)
- otion (e.g. m**otion**, em**otion**)
- ition (e.g. pos**ition**, cond**ition**)
- ution (e.g. sol**ution**, instit**ution**)
- action (e.g. re**action**, inter**action**)
- ection (e.g. s**ection**, el**ection**)
- iction (e.g. f**iction**, conv**iction**)
- uction (e.g. prod**uction**, constr**uction**)
- ention (e.g. m**ention**, att**ention**)
- asion (e.g. occ**asion**, inv**asion**)
- usion (e.g. concl**usion**, ill**usion**)
- ision (e.g. dec**ision**, telev**ision**)
- osion (e.g. expl**osion**)
- mission (e.g. com**mission**, e**mission**)
- ession (e.g. expr**ession**, depr**ession**)
- ussion (e.g. disc**ussion**)
- version (e.g. con**version**)
- ulsion
- ous
- tious (e.g. ambi**tious**)
- cious (e.g. pre**cious**, cons**cious**)
- ious (e.g. ser**ious**, var**ious**)
- tial (e.g. in**tial**, poten**tial**)
- sion (e.g. deci**sion**, televi**sion**)
- sure
- cial (e.g. offi**cial**, commer**cial**)
- tial (e.g. ini**tial**, poten**tial**)
- ology (e.g. techn**ology**)
- tory
- cian (e.g. musi**cian**, politi**cian**)
- dual
- tual
- sual
- ayor
- ayer
- uous

	- able
Travis Travis is in charge of **Drop Suffixes**. They are the kind of suffix that drops the last letter of the word.	- ing (e.g. us**ing**, hav**ing**) - ed (e.g. tim**ed**, lik**ed**) - y - en (e.g. ris**en**, tak**en**) - er (e.g. tim**er**, fin**er**) - ed-d (e.g. tim**ed**, us**ed**) - ed-t (e.g. lik**ed**, ic**ed**) - est (e.g. pal**est**, rar**est**) - al - ous (e.g. fam**ous**, nerv**ous**) - or - able (e.g. compar**able**)

(6) Prefixes

Saul Saul is in charge of words with **Prefixes**. He only looks after prefixes that you can chop off and get a new word.	- un (e.g. **un**usual) - mis - under - over - pro (e.g. **pro**active) - pre (e.g. **pre**mature) - ad (e.g. **ad**mit, **ad**opt) - con (e.g. **con**trol, **con**cern) - in (e.g. **in**clude, **in**dex) - ex (e.g. **ex**pect, **ex**ist)
Drew Drew is in charge of words with **Prefixes**. He only looks after words that don't have a word left when you chop off the prefix. They are simply regular patterns that share spelling and meaning.	- abb - acc (e.g. **acc**ept, **acc**ording) - aff (e.g. **aff**ect, **aff**air) - agg (e.g. **agg**ressive) - all (e.g. **all**ow, **all**y) - ann (e.g. **ann**ual, **ann**ounce) - app (e.g. **app**ear, **app**ly) - arr (e.g. **arr**ive, **arr**est) - ass (e.g. **ass**et, **ass**ume) - att (e.g. **att**ack, **att**ention) - coll (e.g. **coll**ege, **coll**ect) - corr (e.g. **corr**ect, **corr**espond) - comm (e.g. **comm**on, **comm**unity) - ill (e.g. **ill**egal, **ill**ness) - imm (e.g. **imm**ediately, **imm**igrant) - irr - im (e.g. **im**ply, **im**pact) - ir (e.g. **ir**ony) - sub (e.g. **sub**ject, **sub**stance) - succ (e.g. **succ**ess)

	- suff (e.g. **suff**er, **suff**icient) - sugg (e.g. **sugg**est) - supp (e.g. **supp**ort, **supp**ly) - summ (e.g. **summ**it, **summ**ary) - surr (e.g. **surr**ound) - dis (e.g. **dis**ease, **dis**cuss) - diff (e.g. **diff**iculty) - ob (e.g. **ob**ject, **ob**tain) - off (e.g. **off**ice) - opp (e.g. **opp**onent) - occ (e.g. **occ**ur) - eff (e.g. **eff**ect)

(7) Confusing Letters

 Lauren is in charge of **Confusing Letters**.	- n/h - a/o - r/t - m/n - m/h - b/d - l/r - b/g - d/g - t/f - r/f - b/q - d/q - q/g - k/x

Links with English National Curriculum

The content used within the iLearnRW games directly supports the following English National Curriculum targets.

Spelling Y1:

(1) Consonants
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- The /tʃ/ sound spelt tch
- The /f/ sound spelt ph
- The /k/ sound spelt k

(2) Vowels
- The vowels digraphs and trigraphs ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/iː/), ea (/ɛ/), er (/ə/), ir, ur, oo (/uː/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/iː/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)

(3) Blends and Letter Patterns
- The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- The /ŋ/ sound spelt n before k
- The /tʃ/ sound spelt tch
- The /f/ sound spelt ph

(4) Syllable Division
- Division of words into syllables

(5) Suffixes
- Adding -s and -es to words
- Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word
- Adding –er and –est to adjectives where no change is needed to the root word
- Words ending –y

(6) Prefixes
- Identifying the prefix un-

(8) Irregular Words
- Common exception words

Spelling Y2:

(1) Consonants
- The /s/ sound spelt c
- The /ʒ/ sound spelt s

(2) Vowels
- The /aɪ/ sound spelt –y
- The /ʌ/ sound spelt o
- The /iː/ sound spelt –ey
- The /ɒ/ sound spelt a
- The /ɜː/ sound spelt or

(3) Blends and Letter Patterns
- The /dʒ/ sound spelt ge and dge
- The /n/ sound spelt kn and gn
- The /r/ sound spelt wr
- The /l/ or   l/ sound spelt –le at the end of words (specifically ble, fle, ple, tle, dle, kle, cle, gle, zle)

(5) Suffixes
- Adding –ed, -ing, -er and –est to a root word ending in –y with a consonant before it
- Adding –ed, -er, -est and –y to words ending in –e with a consonant before it
- Adding –es to nouns and verbs ending in –y
- Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
- Identifying –ment, -ness, -ful, -less and –ly suffixes
- Words ending in –tion

(8) Irregular Words
- Common exception words

Spelling Y3 and 4:

(2) Vowels
- The /ɪ/ sound spelt y
- The /eɪ/ sound spelt ei, eigh and ey

(3) Blends and Letter Patterns
- Words with the /k/ sound spelt ch
- Words with the /ʃ/ sound spelt ch
- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que
- Words with the /s/ sound spelt sc

(5) Suffixes
- Adding suffixes beginning with vowel letters to words of more than one syllable
- The suffix -ation
- The suffix –ly
- The suffix –sion (specifically asion, usion, ision, osion)
- The suffix –ous
- Endings which sound like /   n/, spelt –tion, –sion, –ssion, –cian
- The ending sounding like /ʒə/ spelt –sure
- The ending sounding like /ʒən/ spelt –sion
- The ending sounding like /ʃən/ spelt –tion and sion

(6) Prefixes
- The prefixes in-, dis- and mis-, in-, il-, im-, ir-, and sub-

Spelling Y5 and 6:

(2) Vowels
- Words with the /i:/ sound spelt ei after c

(5) Suffixes
- Endings which sound like /ʃes/ spelt –cious or –tious
- Endings which sound like /ʃəl/
- Words ending in -able
- The ending sounding like /ʃəl/ spelt –cial and –tial

(8) Irregular Words
- Words with 'silent' letters