

Letter Sound /p/

Flashcards: Revise the letter sounds /s/, /a/, /t/, /i/. The children look at each letter, say the sound and do the action.

Introducing the letter sound: Use a story such as the one below, along with the action.

It is Paul's birthday and his friends Ping, Pavlo and Pat have come to his party. They play Musical Chairs and Pass the Parcel and then Paul opens some of his presents. "Perfect!" says Paul, as he unwraps a toy polar bear, "That is my favourite animal!" Then they sit down to drink fizzy pop and eat some party food: peanut butter sandwiches, popcorn, apple pie and cupcakes. While they are eating, Paul's mother produces a big pink cake with five candles on it. Paul tries to blow out the candles, but every time he puffs one out, it lights up again. They are trick candles! Everyone laughs and tries to puff out the candles: "p, p, p, p."

Action: The children hold up their finger as if it is a candle and pretend to puff it out, saying *p, p, p, p*.

Letter formation: Explain how the letter for /p/ is written, pointing out that it has a tail that goes down under the line. The children form the letter in the air and then practise writing <p>, <s>, <a>, <t> and <i> in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Blend the words on the lesson page with the class: *pit, pat, tip, tap*. The children point to the dot underneath each sound as they say it.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class: *panda, yogurt, pen, parrot*. The children listen for the word that does not start with the sound /p/ and cross out its picture [*yogurt*].

Word bank: *pat, pip, pit, sap, sip, tap, tip, spat, spit*. Use the word bank regularly to practise blending. It can also be used to do auditory segmenting: Say a word and then sound it out with the class, holding up a finger for each sound.

Dictation: Call out the sounds /p/, /i/, /t/, /a/, /s/ and ask the children to write the letter for each one.

Answers



ACTION
Hold up your finger as if it is a candle and pretend to puff it out, saying *p, p, p, p*.



p p p p p p p p p p
s s s a a a t t t i i i

pit
...

pat
...

tip
...

tap
...

Say the word for each picture. Three have a /p/ sound at the beginning. Cross out the one that does not.







Developing accuracy and fluency: The children take home a sound book to read with their parents and bring back the next day.

Further ideas: Sing the /p/ song from Jolly Songs. Use feathers to make a parrots collage. Paint pictures of porcupines or pink poodles. Pin up the /p/ section of the Wall Frieze.