

Letter Sound /c k/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/.

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

The Khan family is on a trip to Spain. In the morning, they hire a car and visit a castle, high on a cliff. On the way back, they pass a cow grazing, some people having a picnic, and a donkey drinking from a bucket of water. "I think it's time for a snack," says Mrs Khan, "Let's go to the courtyard café by the beach." They sit outside to eat and watch a cat and her kittens play nearby. As the clock strikes four, some Spanish dancers appear, clicking their castanets: "c, k, ck, ck." They start to dance and clap to the music, swirling their bright crimson dresses. The children spot a crab clicking its claws on the sand: "c, k, ck, ck." "Look, the crab is joining in too," they laugh.

Action: The children pretend to play Spanish castanets and snap their fingers in the air, saying *c, k, ck, ck*.

Letter formation: Explain how a caterpillar /c/ and a kicking /k/ are written. Point out that kicking /k/ is a tall letter. The children form the letters in the air and then practise writing them 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: *kit, cap, pick, sack*. The children point to the dot underneath each sound as they say it. Explain that when two letters making the same sound are next to each other, you only say the sound once: /p-i-ck/ and /s-a-ck/, not /p-i-c-k/ and /s-a-c-k/.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class. The children listen and write the letter for the first sound in each word [*cat, crab, kangaroo, penguin*].

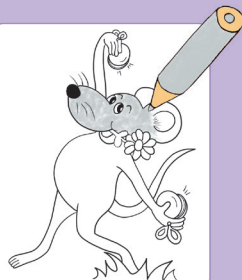
Word bank: *act, can, cap, cat, kin, kit, kick, kiss, pack, pick, sack, sick, tack, tick, scan, skip, skin, tact, snack, stack, stick, attic, panic, napkin, picnic; a sick cat*. Use the word bank regularly to practise blending. It can also be used to do auditory segmenting: Say a

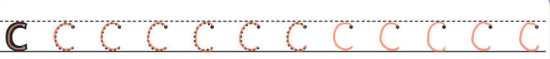
Answers

Cc Kk



ACTION
Snap your fingers together in the air as if you are playing castanets, and say c, k, ck, ck.






kit
...

cap
...

pick
...

sack
...

Say the word for each picture and write the letter for the first sound. Three start with caterpillar /c/ or kicking /k/, but one does not.






word and then sound it out with the class, holding up a finger for each sound.

Dictation: Ask the children to write a caterpillar /c/ and a kicking /k/. Then say the words *it* and *at*. For each one, ask the children to listen for the sounds and write the word. Afterwards, sound out the words for the children, writing the letters on the board so that they can check their work.

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 /c k/ song from Jolly Songs. Create a cats and kittens collage. Make castanets from folded paper plates (decorate plain plates or use patterned ones). Pin up the /c k/ section of the Wall Frieze.

Letter Sound /e/

Flashcards: Revise the letter sounds already taught:
/s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/.

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

Every summer, Eric and his family spend seven days at Ten Acre Farm. In the morning, everyone gets up early to watch the cows being milked. Then Eric likes to help with the chores. He fetches water from the well and gives it to the cows to drink. Then he feeds the hens and collects the eggs for breakfast. Back in the kitchen, he gives the eggs to Ellie, the farmer's wife. "How would you like your eggs today?" asks Ellie. "I'd like fried eggs," Eric replies. Ellie takes an egg and taps it gently on the side of the pan: "e, e, e." Then she cracks it open: "e!" Eric watches Ellie and pretends to crack open the eggs too, saying, "E...e...e...e...eggs!"

Action: The children pretend to crack open an egg. They tap with one hand saying e, e, e, and then mime opening the eggshell, saying e.

Letter formation: Explain how the letter for /e/ is written, pointing out that it is unusual because it does not start at or near the top of the letter, but halfway up. The children form the letter in the air and then practise writing <e>, <t>, <i>, <p>, <n>, <c> and <k> 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: *ten*, *pet*, *tent*, *neck*. The children point to the dot underneath each sound as they say it. Remind them that when two letters making the same sound are next to each other, you only say the sound once: /n-e-ck/, not /n-e-c-k/.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class. The children listen and write the letter for the first sound in each word [egg, statue, elbow, elephant].

Word bank: *net, pen, pet, set, ten, neck, peck, kept, nest, pest, sent, step, tent, test, speck, spent, tennis, insect, inspect; a pet cat.* Use the word bank regularly

Answers

E e

ACTION

Pretend to crack an egg against the side of a pan with one hand. Use both hands to open the shell, saying e, e, e, e.

e e e e e e e e e e e
t t i p p n n c c k k

ten

...

pet

...

tent

...

neck

...

Say the word for each picture and write the letter for the first sound. Three start with /e/, but one does not.

e

s

e

e

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: Dictate the letter sounds /e/, /c k/, /n/, /p/ and the words *net* and *pen*. Remind the children that the sound /c k/ can be written as a caterpillar /c/ or a kicking /k/. Afterwards, sound out each word for the children, writing the letters on the board so that they can check their work.

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 /e/ song from Jolly Songs. Draw pictures of animals that hatch from eggs. Plant cress or mustard seeds in empty eggshells. Pin up the /e/ section of the Wall Frieze.

Letter Sound /h/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/.

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

It is the school's summer fun day, and the children are outside, having lots of races. There are running races, jumping races and hopping races. Helen, Harry, Hanif and Harriet are in the hopping race. They line up in a row, ready for Mr Heath to start the race. "One, two, three, GO!" he shouts, waving his hat high in the air. Helen, Harry, Hanif and Harriet hop, hop, hop as fast as they can, but hopping is hard work on a hot day. By the time the children get to the finishing line, they are huffing and puffing: "h, h, h, h!" They sit down on the grass to cool down and Miss Hopkins gives them a nice cold drink. "Well done, everyone," she says, "That was very hard!"

Action: The children pretend to pant, holding their hand up to their mouth and saying *h, h, h, h*.

Letter formation: Explain how the letter for /h/ is written, pointing out that it is a tall letter. The children form the letter in the air and then practise writing <h>, <i>, <p>, <n>, <c>, <k> and <e> 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: *hip*, *hat*, *hen*, *hiss*. The children point to the dot underneath each sound as they say it. Remind them that when two letters making the same sound are next to each other, you only say the sound once: /h-i-ss/, not /h-i-s-s/.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class. The children listen and write the letter for the first sound in each word [*h*edgehog, *h*ill, *h*and, *t*ennis].

Word bank: *hat*, *hen*, *hip*, *hit*, *hiss*, *hint*, *hectic*; *a hen in a pen*. 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.

Answers

H h

ACTION
Hold your hand up to your mouth as if you are out of breath, and say *h, h, h, h*.



h h h h h h h h h h
i p p n n c c k k e e

hip
...
hat
...
hen
...
hiss
...

Say the word for each picture and write the letter for the first sound. Three start with /h/, but one does not.


h


h


h


t

10

Dictation: Dictate the letter sounds /h/ /e/, /c k/, /n/ and the words *hat* and *hen*. Remind the children that the sound /c k/ can be written as a caterpillar /c/ or a kicking /k/. Afterwards, sound out each word for the children, writing the letters on the board so that they can check their work.

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 /h/ song from Jolly Songs. Have a hopping race. Make pictures of hedgehogs with handprint prickles. Pin up the /h/ section of the Wall Frieze.

Letter Sound /r/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/.

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

Robert's family has a playful new puppy, but they cannot decide what to call him: Rocky, Rebel or Rover. It is raining, so the puppy follows Robert up to his bedroom to play. The puppy sniffs around the room and finds a racing car, a rocket, some roller skates, a toy rabbit and a rocking horse. Then he goes under the bed and pulls out an old blanket. He grips the blanket in his teeth and shakes it from side to side: "Rrrrrr!" "Rrrrrr!" Robert tries to take it away, but the puppy hangs on tightly until the blanket rips into rags. "Oh no!" says Robert, holding the blanket up. "Well, I know what to call you now." And from that day on, the puppy is known as Rags.

Action: The children shake their heads, like a puppy with a rag, making a continuous /rrrrrr/ sound.

Letter formation: Explain how the letter for /r/ is written. The children form the letter in the air and then practise writing <r>, <p>, <n>, <c>, <k>, <e> and <h> 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: *rip*, *rat*, *rest*, *trap*. 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. The children listen and write the letter for the first sound in each word [*r*ain, *r*abbit, *h*en, *r*ocket].

Word bank: *ran*, *rap*, *rat*, *rip*, *rack*, *rent*, *rest*, *risk*, *trap*, *trek*, *trip*, *crack*, *press*, *prick*, *track*, *trick*, *crept*, *crisp*, *print*, *scrap*, *strap*, *strip*, *stress*, *spirit*, *strict*; *cracks in a pan*. 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: Dictate the letter sounds /r/, /h/ /e/, /c k/ and the words *rip* and *rat*. Remind the children that

Answers

R r

ACTION
Pretend to be a puppy pulling a rag and shake your head from side to side, saying rrrrr.

rip
...

rat
...

rest
....

trap
....

Say the word for each picture and write the letter for the first sound. Three start with /r/, but one does not.

r

r

h

r

the sound /c k/ can be written as a caterpillar /c/ or a kicking /k/. Afterwards, sound out each word for the children, writing the letters on the board so that they can check their work.

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 /r/ song from Jolly Songs. Paint pictures of rockets. Use pieces of rag to make a dog collage. Pin up the /r/ section of the Wall Frieze.

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Letter Sound /m/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/.

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

Milly and Molly have come over for dinner with Mrs Morris and her son, Marvin. When Mrs Morris calls “Dinnertime!” the children wash their hands and sit down at the table, ready to eat their meal. “Mmmm, I’m really hungry!” says Marvin, rubbing his tummy. “I hope it’s spaghetti and meatballs.” “Mmmm, I’m hungry, too,” says Molly. “I hope it’s tomato soup.” “Well, I hope it’s chicken and mushroom pie,” says Milly, and they all rub their tummies, hungrily. In a few minutes, Mrs Morris brings in a large dish, heaped full of tasty food. “Lamb and peas,” say the children. “We like that meal most of all. Mmmmmmm!”

Action: The children rub their tummies and make a continuous /mmmmmm/ sound.

Letter formation: Explain how the letter for /m/ is written. The children form the letter in the air and then practise writing <m>, <n>, <c>, <k>, <e>, <h> and <r> 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: *men, him, miss, man*. The children point to the dot underneath each sound as they say it. Remind them that when two letters making the same sound are next to each other, you only say the sound once: /m-i-ss/, not /m-i-s-s/.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class. The children listen and write the letter for the first sound in each word [*m*ug, *r*obot, *m*ilk, *m*oon].

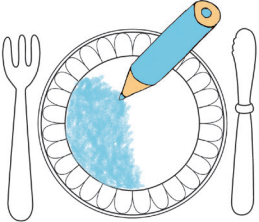
Word bank: *hem, him, imp, man, map, mat, men, met, ram, rim, mass, mess, miss, camp, mint, mist, ramp, stem, trim, smack, mimic, stamp, tempt, tramp; a man in a hat*. Use the word bank regularly to practise blending. It can also be used to do auditory segmenting: Say a word and then sound it out with the class, holding up a finger for each sound.

Answers

M m



ACTION
Rub your tummy as if you can see some tasty food, and say mmmmm.



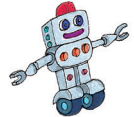
m m m m m m m m m m

n n c c k k e e h h r r

men
...
him
...
miss
...
man
...

Say the word for each picture and write the letter for the first sound. Three start with /m/, but one does not.


m


r


m


m

12

Dictation: Dictate the letter sounds /m/, /r/, /h/, /e/ and the words *map* and *rim*. Afterwards, sound out each word for the children, writing the letters on the board so that they can check their work.

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 /m/ song from Jolly Songs. Make masks out of different materials. Stick magazine pictures onto paper plates to make a collage of many meals. Pin up the /m/ section of the Wall Frieze.

Letter Sound /d/

Flashcards: Revise the letter sounds already taught: /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/.

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

Dan is tidying his toy cupboard. He pulls out a teddy bear, his old donkey, a box of dominoes and a duck. Next, he sees his yellow digger and takes it out for a drive. Suddenly, he hears his dad calling. "Dan, have you finished yet?" "Not yet," says Dan, as he finds a bag of marbles and some dice. Soon Dad is calling again. "Dan, have you finished yet?" "No, not yet," he answers. Then Dan finds his old red and blue drum. He marches up and down, banging the drum: "d, d, d, d!" Dad comes in to see what is happening. "Dan, do you know you have spent all day tidying your cupboard?" Dan smiles. "I've found lots of things I had forgotten all about," he replies.

Action: The children pretend to be playing a drum, moving their hands up and down and saying *d, d, d, d*.

Letter formation: Explain how the letter for /d/ is written, pointing out that it starts with a caterpillar /c/ and is a tall letter. The children form the letter in the air and then practise writing <d>, <c>, <k>, <e>, <h>, <r> and <m> 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: *dip*, *red*, *dad*, *hand*. 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. The children listen and write the letter for the first sound in each word [*d*og, *d*ice, *m*ole, *d*ress].

Word bank: *add*, *and*, *dad*, *den*, *did*, *dim*, *din*, *dip*, *end*, *had*, *hid*, *kid*, *mad*, *pad*, *red*, *rid*, *sad*, *deck*, *damp*, *dent*, *desk*, *disk*, *drip*, *hand*, *sand*, *mend*, *send*, *skid*, *tend*, *dress*, *spend*, *stand*, *timid*, *intend*, *dentist*, *drastic*, *handstand*; *a red dress*. 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.

Answers

D d

ACTION
Move your hands up and down as if you are beating a drum, and say d, d, d, d.

d d d d d d d d d d d d d d d d
c c k k e e h h r r m m

dip
...
red
...
dad
...
hand
...

Say the word for each picture and write the letter for the first sound. Three start with /d/, but one does not.

d **d** **m** **d**

13

Dictation: Dictate the letter sounds /d/, /m/, /r/, /h/ and the words *sad* and *dip*. Afterwards, sound out each word for the children, writing the letters on the board so that they can check their work.

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 /d/ song from Jolly Songs. Play a game of dominoes. Make dinosaurs from modelling clay. Pin up the /d/ section of the Wall Frieze.

Extra support: Now is a good time to assess and identify any children who are struggling to remember the letter sounds, blend words, write letters or identify the sounds in words. Early intervention is extremely important. See pages 29 to 33 for more information.