

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.