

Letter Sound /n/

Flashcards: Revise the letter sounds /s/, /a/, /t/, /i/, /p/. 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 Sunday afternoon and Nicola has gone fishing with her grandfather. While Grandpa sets up his fishing rod, Nicola puts her net in the pond and places a big bucket on the ground. "Now remember, Nicola," says Grandpa, "don't make any noise, or you will scare the fish away." Nicola sits very still and watches the birds and insects. She sees a line of little ants, a big white swan and a brown and green newt. It is very peaceful; all she can hear are the robins singing. Suddenly, a plane flies over the pond, doing a noisy loop-the-loop. "What a nasty noise!" says Grandpa, but Nicola laughs. She holds out her arms and pretends to fly like the plane: "nnnnnn!"

Action: The children put their arms out and pretend to be a nasty noisy plane, making a continuous /nnnnnn/ sound.

Letter formation: Explain how the letter for /n/ is written. The children form the letter in the air and then practise writing <n>, <a>, <t>, <i> and <p> 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: *tin*, *ant*, *nip*, *pan*. 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: *box*, *net*, *nest*, *neck*. The children listen for the word that does not start with the sound /n/ and cross out its picture [*box*].

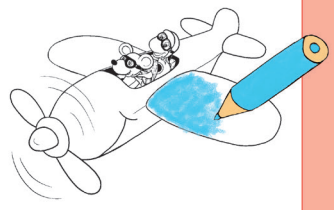
Word bank: *an*, *in*, *ant*, *nap*, *nip*, *nit*, *pan*, *pin*, *tan*, *tin*, *pant*, *snap*, *snip*, *span*, *spin*, *tint*, *insist*; a *pin*. Use the word bank regularly to practise blending. It can also be used to do auditory segmenting: Say a word and then sound it out with the class, holding up a finger for each sound.

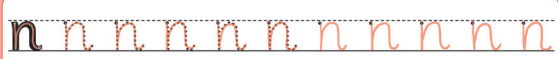
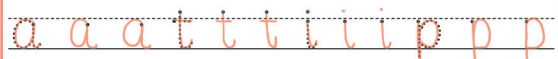
Answers

N n



ACTION
Pretend to be a plane with your arms out like wings, and say nnnnnn.



tin
...

ant
...

nip
...

pan
...

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



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

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 /n/ song from Jolly Songs. Make nests from twigs and moss. Draw pictures of some nasty noisy things. Pin up the /n/ section of the Wall Frieze.