

Letter Sound /a/

Flashcards: Revise the letter sound /s/. The children look at the letter, say the sound and do the action.

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

The Smith family is having a picnic. They spread out a big picnic blanket and lay all their food on it. Adam unpacks the apples and Annie helps to make the jam sandwiches. As they start eating, Annie rubs her arm. "Something is tickling me," she says. "Something is tickling me, too," says Adam, eating his apple. All of a sudden, Annie shouts, "A...a...a...a!" They all look at Annie and see some ants crawling up her arm. Everyone jumps up quickly. There are ants everywhere! "Oh dear," says Dad. "We must have put the blanket over an ants' nest." They pack up their things and move to a nicer spot.

Action: The children pretend that ants are crawling up their arm and say *a, a, a, a*.

Letter formation: Explain how the letter for /a/ is written. The children form the letter in the air and then practise writing <a> and <s> in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Say the sounds /s/ and /a/ with the children and encourage them to point to the dot under each sound in their books as they do so. Then do some auditory blending. Call out the sounds in a word and ask the class to blend them together and say the word. For example, say the sounds in *ant* – /a-n-t/ – and encourage the children to call out 'ant'.

Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class: *ant*, *arrow*, *sock*, *apple*. The children listen for the word that does not start with the sound /a/ and cross out its picture [*sock*].

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

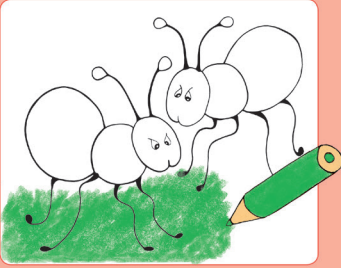
Developing accuracy and fluency: The children take home a sound book to read with their parents and bring back the next day.

Answers

A a



ACTION
Wiggle your fingers up your arm as if ants are crawling on you, and say a, a, a, a!






S

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a

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







3

Further ideas: Sing the /a/ song from Jolly Songs. Cut some apples in half and use them to print colourful shapes. Paint large letter <a>s cut out of paper or card and make mobiles or a collage. Pin up the /a/ section of the Wall Frieze.

Letter Sound /i/

Flashcards: Revise the letter sounds /s/, /a/ and /t/. 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.

Zack has a white pet mouse, who lives in a cage on his bedroom desk. One day, Zack forgets to close the cage door properly and the little mouse escapes. She runs along the desk and knocks over a bottle of ink. Crash! The lid comes off and the ink spills everywhere! It even splashes the little mouse; “i, i, i, i,” she squeaks and scampers off to a mouse hole close by. Zack follows the inky paw prints across the carpet, but he cannot find the little mouse. Safe in her hiding place, she sits and scrubs her fur, but the ink will not come off. She decides that from now on she will make the mouse hole her home and call herself Inky Mouse.

Action: The children pretend to be a mouse stroking its whiskers and say *i, i, i, i*.

Letter formation: Explain how the letter for /i/ is written. The children form the letter in the air and then practise writing <i>, <s>, <a> and <t> in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Ask the children to look at the words *it* and *sit* in their books. Say the sounds with the class, and then blend the sounds together to read the word. 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: *insects*, *ink*, *octopus*, *igloo*. The children listen for the word that does not start with the sound /i/ and cross out its picture [*octopus*].

Dictation: Call out the sounds /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.

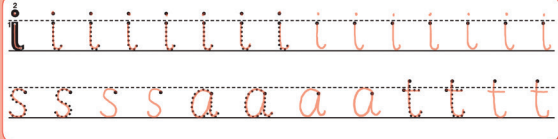
Answers







ACTION
Wiggle your fingers at the end of your nose as if you are a mouse stroking its whiskers, and squeak *i, i, i, i*.



it

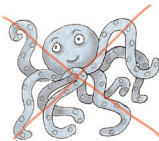
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sit

...

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






5

Further ideas: Sing the /i/ song from Jolly Songs. Make pictures from inky fingerprints. Look for the letter <i> in books or on posters in the classroom. Pin up the /i/ section of the Wall Frieze.

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*].

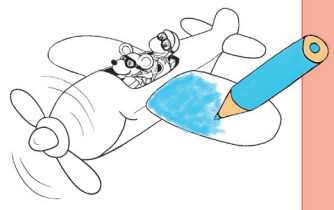
Word bank: *an*, *in*, *ant*, *nap*, *nip*, *nit*, *pan*, *pin*, *tan*, *tin*, *pant*, *snap*, *snip*, *span*, *spin*, *tint*, *insist*; a *pin*. Use the word bank regularly to practise blending. It can also be used to do auditory segmenting: Say a word and then sound it out with the class, holding up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

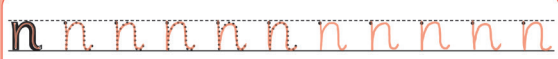
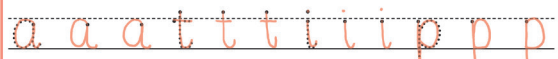
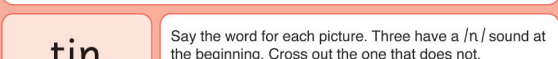
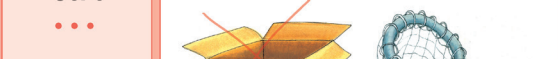
Answers

N n



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



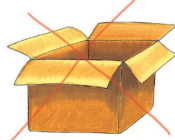
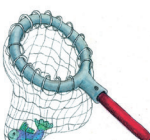

tin
...

ant
...

nip
...

pan
...

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



7

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.

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.

Letter Sound /s/

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

Sam has a dog called Samson. One sunny morning, Sam takes Samson for a walk down by the stream. While Samson snuffles about in the grass, Sam looks around. He sees a swan swimming past a snail on a stone. He also spots a toadstool, some spiders, a small mouse and a bird on her nest. Sam picks up a stick and throws it for Samson to fetch. Samson chases after it and sniffs around for the stick in the grass. Suddenly, he starts barking, "Woof, woof, woof!" Sam skips over to see what Samson has found. In front of Samson is a large, spotty snake. It is sitting up and hissing, "Ssssss!" Sam grabs hold of Samson and the snake slithers slowly away.

Action: The children weave their hand like a snake, while making a continuous /ssssss/ sound.

Letter formation: Explain how the letter for /s/ is written. The children form the letter in the air and then practise writing it in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Say the sound /s/ with the children and encourage them to point to the dot under the <s> in their books as they do so. Then do some auditory blending. Call out the sounds in a word and ask the class to blend them together and say the word. For example, say the sounds in *sun* – /s-u-n/ – and encourage the children to call out 'sun'.

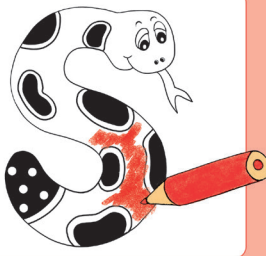
Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class: *sun*, *spider*, *snail*, *tree*. The children listen for the word that does not start with the sound /s/ and cross out its picture [*tree*].

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 /s/ song from Jolly Songs. Make snake shapes from dough or modelling clay. Paint <s> snakes cut out of paper or card and make mobiles or a collage. Pin up the /s/ section of the Wall Frieze.

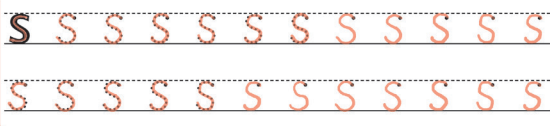
Answers







ACTION
Weave your hand in an <s> shape like a snake, and say ssssss.





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






2

Letter Sound /t/

Flashcards: Revise the letter sounds /s/ and /a/. 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 a sunny day, and Tom and Tamiko are playing outside with their toys. At first, they sit in the tent and play with a toy train, a spinning top and a teddy bear. Then they think about what to do next. "I know," says Tamiko, "let's play a game of tennis!" The two children grab their rackets and start to play over by the tulips. Each time the ball hits the racket, it makes a noise. They have a great time, taking turns to hit the ball to each other: "t, t, t, t." A cat, a toad and a tortoise are watching them play. The animals turn their heads from side to side as they watch the ball go back and forth, just like people at a tennis match: "t, t, t, t."

Action: The children pretend to watch a game of tennis, turning their heads from side to side as they say t, t, t, t.

Letter formation: Explain how the letter for /t/ is written, pointing out that it is a tall letter and starts slightly higher up than the letters <s> and <a>. The children form the letter in the air and then practise writing <t>, <s> and <a> in their books. They write over the dotted letters and then try again, using the starting dots.

Blending: Ask the children to look at the words *at* and *sat* in their books. Say the sounds with the class, and then blend the sounds together to read the word. The children point to the dot underneath each sound as they say it.

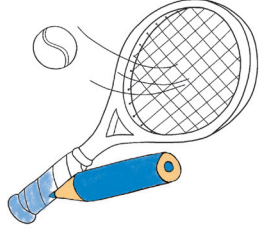
Identifying the sounds: Look at the four pictures at the bottom of the lesson page. Say the word for each one with the class: *tent*, *squirrel*, *teddy (bear)*, *tortoise*. The children listen for the word that does not start with the sound /t/ and cross out its picture [*squirrel*].

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

Developing accuracy and fluency: The children

Answers

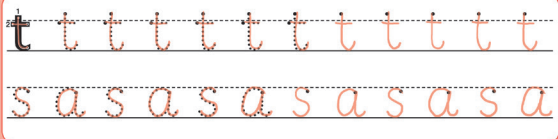
T t





ACTION

Turn your head from side to side as if you are watching tennis, and say t, t, t.



at

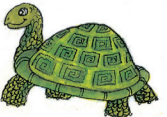
sat

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









take home a sound book to read with their parents and bring back the next day.

Further ideas: Sing the /t/ song from Jolly Songs. Make model tortoises from modelling clay. Ask the children to bring in their teddies and have a teddy bear day. Pin up the /t/ section of the Wall Frieze.

40