



LESSON 2 /a/

1 ALPHABET FUN (2-3 mins)

- Begin by reciting in a lively way the 'Alphabet rhyme' on photocopiable page 25.
- Encourage the children to do the actions for each letter and ensure that they understand that these are the names of the letters.

2 REVIEW (5-6 mins)

Hear it

- Using the phoneme card /s/ (see photocopiable page 42), describe the picture emphasising the initial sound, 'snake'. Then say the alliterative phrase 'Snakes on slippery sand' and ask the children to repeat it with the action.

Say it

- Using several words containing the phoneme /s/, say these slowly in 'robot talk': /s/u/n/, /s/a/n/d/, /s/i/t/. Ask the children to blend the phonemes into words and tell their partners.
- Now ask the children to talk in 'robot talk'. Say a word, for example, 'sad', and ask them to segment it using 'robot talk' first to a partner and then all together.

Read it

- Hold up a letter card for 's', and ask the children to tell you the sound (phoneme) it makes.

Write it

- Say the phoneme /s/ and ask the children to write the corresponding letter on their individual whiteboards. Invite them to show you what they have written for a quick assessment.

3 NEW LETTER SOUND /a/ (6-8 mins)

Hear it

- Show the card for the phoneme /a/ and describe the picture. Ask the children to say the sounds they can hear. Explain that we call this phoneme a vowel. Explain that this is a special letter and we have short and long vowel phonemes. We need a vowel in every word.
- Read the alliterative phrase 'Ants and apples'

emphasising the initial sound – 'ants' and 'apples'.

- Teach the corresponding action as you say the phrase (fingers crawl up to mouth and then pretend to munch an apple).

Now or later

- Play the 'Yes/no game' (see page 46) for the letter 'a' for reinforcement by saying words that either do or do not begin with 'a'.

Say it

- Ask the children to repeat the phoneme /a/ /a/ /a/. Reinforce correct pronunciation and explain we open our mouths wide and make a loud sound, as if something is nipping us /a/a/a/. Model stretching the sound. Practise saying it several times.
- Say several words containing the phoneme /a/ in initial and medial position using 'robot talk': /a/t/, /a/n/t/, /r/a/t/. Ask the children to blend the phonemes into words and tell their partner. Although you have not taught all these sounds, it is good practice at beginning blending.

Read it

- Display the 'a' letter card next to the 's' card and ask the children to read the two letters separately saying their sounds (rather than names). Display on an easel or pocket chart.

Write it

- Now say the phoneme /a/ again and ask the children to write the letter. Demonstrate first by using your finger in the air, then on the board or easel. Ask the children to draw the letter in the air, and emphasise the correct letter formation and starting point. Invite them to practise and then to write on their whiteboards and show you.
- Now try and begin the process of segmenting sounds. Say a word containing the phoneme /a/ (for example, 'at'). First ask the children to tell their partner how many phonemes in the word by counting on their fingers and then to hold up the correct number of fingers. Explain that you will be learning the sound /t/ next time.