

## Lesson 1: the alphabet

### Objectives

- To know that letters have names and are organised in a particular order
- To organise words into alphabetical order
- To use a dictionary to locate initial letters

### Letters and sounds

The alphabet

### Key words

Alphabet, letter, upper case, lower case, alphabetical order

### Resources

- Upper and lower case plastic letters
- Alphabet display
- Alphabet read in English  
(<http://www.youtube.com/watch?v=8KjezV-IK4s&feature=related>)
- Pointy finger on a stick
- Alphabet song  
([http://www.youtube.com/watch?v=IKfCyoNCUkM&feature=PlayList&p=5F01BC70B36F0026&playnext\\_from=PL&playnext=1&index=2](http://www.youtube.com/watch?v=IKfCyoNCUkM&feature=PlayList&p=5F01BC70B36F0026&playnext_from=PL&playnext=1&index=2))
- Percussion instruments
- Alphabet picture cards (with words)
- Simple dictionaries
- Stop watch

### Revisit

- Give out the sets of letters, one per pair. Ask students what letters do they already know. Do they know any letter names? Ask students to sort them into alphabetical order. See if they know the difference between upper and lower case. (Assessment for learning activity)

### Teach

- Introduce the learning objectives. Use the alphabet display or display the upper and lower case alphabet on the IWB. Point to the letters with the pointy finger and ask students to say their names. Recast any incorrect names and model those that students do not know.

### Practice

- Ask students to organise their letters into two rows of upper and lower case in alphabetical order. Ask them to practice pointing at the letters and saying their names in pairs.
- Ask students to find the initial letter of their name and then line up in alphabetical order.
- Play the alphabet song and demonstrate pointing to the letters as they are sung. Ask students to sing along and point to the letters.
- Ask students to select from the percussion instruments and make up their own alphabet song/ rap in groups.
- Alphabet quiz. Organise students into 2 teams. Ask each team in turn a quiz question and score a point for each correct answer. The team with the most points is the winner.

### Alphabet quiz questions

1. What is the first letter of the alphabet?
2. What is the last letter of the alphabet?
3. What two letters are in the middle?
4. What letter comes after o?
5. What letter comes before f?
6. What is the fifth letter?
7. What letter is this? (show a letter)
8. Is this upper or lower case? (show a letter)
9. Can you show me a letter w?
10. What letter does your name begin with?

### Apply

- Demonstrate putting words into alphabetical order using 3 word cards. Ask students to work in pairs and put their cards in order.
- Demonstrate how to locate the first letter of a word in a dictionary. Give each student a dictionary. Ask students to find a page with words beginning with N. Use the stop watch and only give them a fixed number of seconds. Encourage them to be as quick as possible. Repeat for other letters.

### Assess

- Ask students to say/ sing/ rap the alphabet.

Alphabet picture cards

pen



red



bag



yellow



door



green



car



jumper



ball



orange



pink



rice



## Lesson 2: single letter sounds

### Objectives

- To know that letters have names and sounds
- To orally blend and segment the sounds of spoken words
- To be able to write the grapheme for the phoneme

### Letters and sounds

Phonemes: s a t p i n m d g o r

Tricky words: a, and

CVC words: eg cat, dog, mat, pin

### Key words

Letter, phoneme (sound), grapheme

### Resources

- alphabet letters display
- Logos: Mc Donalds, Nike, Sainsbury's, Adidas
- Picture cards
- Magnetic alphabet letters and boards
- Mini whiteboards with lines
- Picture and caption cards

### Revisit

- Display the alphabet on the IWB. Point to letters randomly and ask students to say their names.

### Teach

- Introduce the learning objectives. Say that letters have a sound as well as a name. Select the letters s a t p i n m d g o and say the phonemes. Display the logs. Ask students if they know them. Ask which is the initial sound. Which letter represents the sound?
- Show students the picture cards (cat, rat, mat, dog, man, map, pin, tap, ten, pig). Ask students if they know the name. Say the name, orally segment: c-a-t and then blend again. Ask students to repeat. Repeat for the other words.

### Practice

- Give out the picture cards. Ask students to practice orally blending and segmenting the sounds.
- Demonstrate selecting a letter for each sound in the word cat. Say the word, segment orally then blend orally. Repeat for the other words.
- Give out the magnetic letters and boards. Ask students to practise making the words to go with the picture cards.
- Demonstrate writing the word dog showing how the letters join. Say the word aloud as you write. Ask students to point to the picture of a dog.
- Give out the mini whiteboards. Ask students to practice writing the word dog.
- Repeat demonstration and practice for other words.

### Apply

- Give out the caption and picture cards. Demonstrate reading a caption card and then matching it to the correct picture.

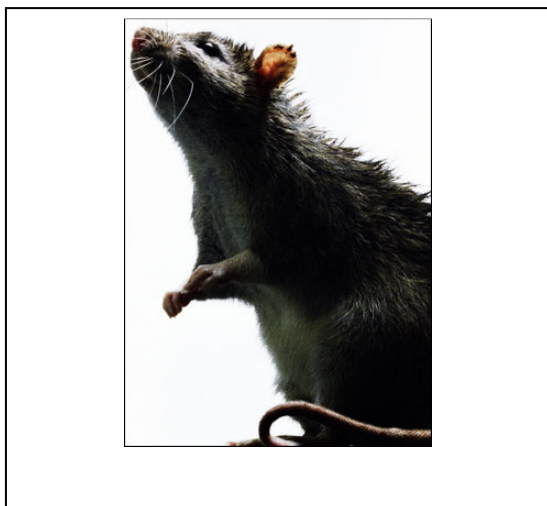
## Racing to Literacy

- Ask students to work in pairs and practise segmenting and blending to read the other cards and match the picture.

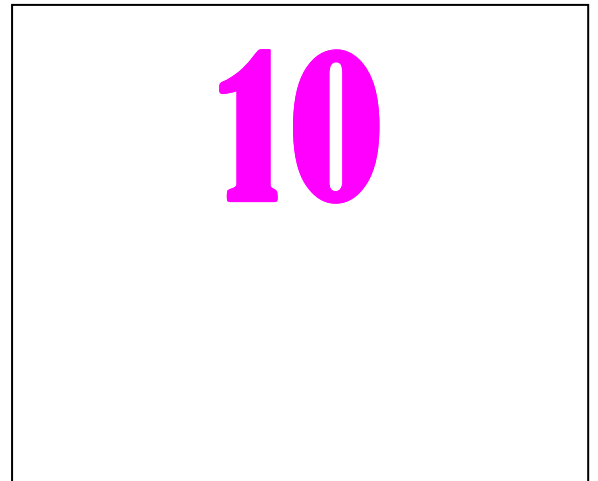
### **Assess**

- Give out the mini whiteboards. Show students a picture card. Ask them what it is. Say the word. Ask them to orally segment the word and write it. Ask students to hold up their words on a count of three.

10 picture cards



# Racing to Literacy





captions

ten pigs

a pin in a map

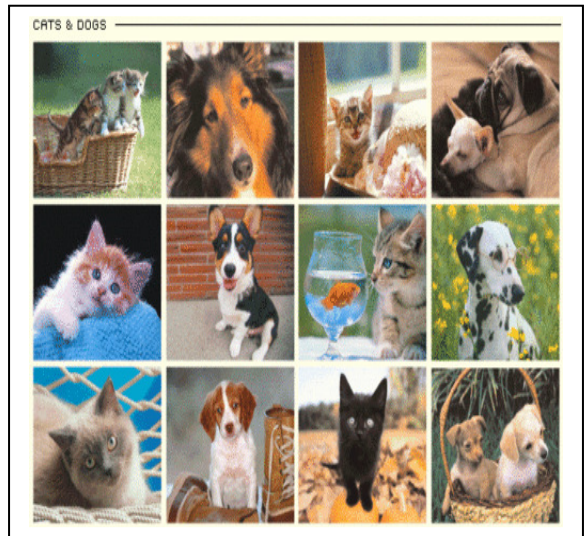
a cat on a mat

cats and dogs

a man and a map

a sad rat

**pictures for captions**



## Lesson 3: single letter sounds and digraphs

### Objectives

- To orally blend and segment new sounds
- To blend and segment the sounds for reading
- To be able to write the grapheme for the phoneme

### Letters and sounds

Phonemes: c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Tricky words: the, off, of, his, l, no, go, to,

CVC words: eg back, sack, kick, mess, bell, sell, hot, kill,

CCVC words: eg clock, tram

CVCC words: eg bank, sink

### Key words

Letter, phoneme (sound), digraph, grapheme

### Resources

- Rhyming word cards
- Picture cards
- Circle the phonemes sheet
- Phoneme frame – blank and example
- Text: Bill has got a ticket

### Revisit

- Display the words: cat, hat, sit on the IWB. Say the words and ask students which words have the same end sound. Give out the rhyming word cards. Ask students to find words that rhyme and match them. It is not important whether students know the meaning of the words as the focus of the activity is to revisit blending and segmenting the phonemes they know.

### Teach

- Introduce the learning objectives. Display the new graphemes on the IWB. Point to the grapheme and say the sound. Ask students to repeat. Explain that some sounds (phonemes) are represented by one letter, and some sounds are represented by more than one letter. For example ck: two letters but one sound.
- Introduce a new word by showing a picture card. Ask what is it? For example a back. How many sounds? Ask students to orally segment and count the phonemes on their fingers. B-a-ck has one, two, three sounds. Introduce the other words in the same way.

### Practice

- Give out the circle the phonemes sheets. Display on the IWB. On the first word demonstrate circling the separate sounds while segmenting them.
- Ask students to work in pairs and circle the phonemes on their word sheet.
- Display the correct version on the IWB. Show students that ck comes at the end of a word but never at the start.

### Apply

- Give out the phoneme frames. Demonstrate writing a word with one phoneme in each square. Say a word and ask students to repeat and segment then write in the phoneme frame. Repeat for another 5 words.

### Assess

- Give out the text. Ask students to read it in pairs. Listen to students as they segment and blend.

Rhyming word cards 1

nod

pod

dot

pot

bag

tag

man

pan

sad

bad

Rhyming word cards 2

cat

hat

pig

dig

sit

pit

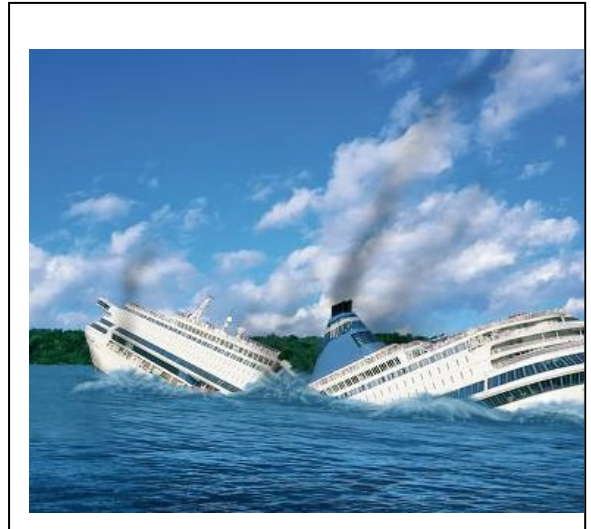
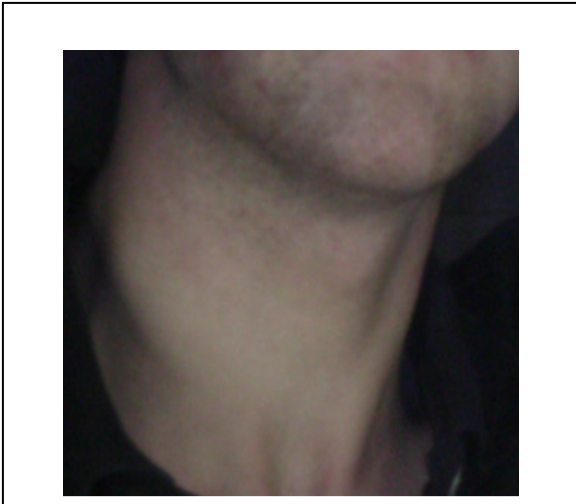
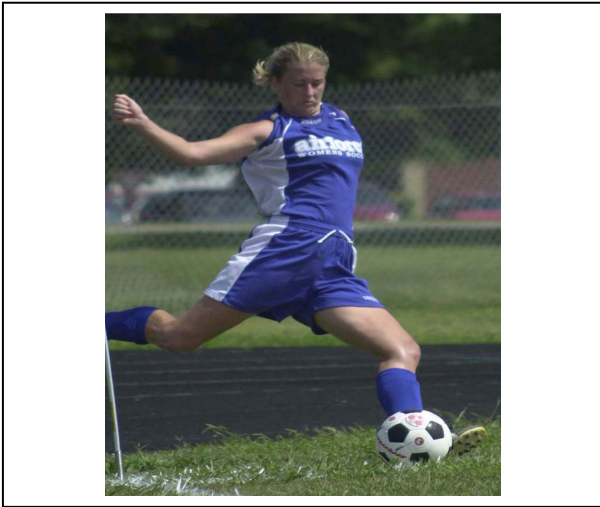
dog

bog

top

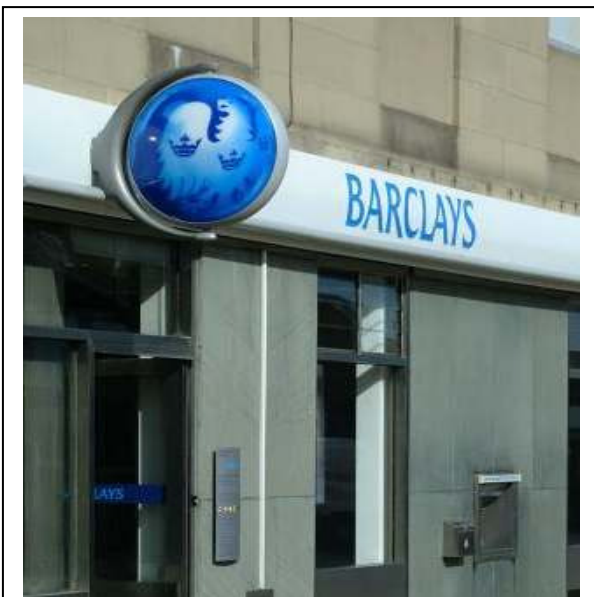
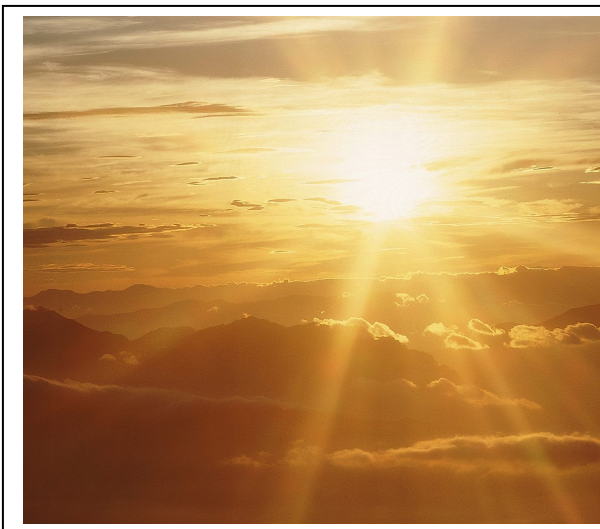
hop

Picture cards 1





Picture cards 2



Circle the phonemes

kick

milk

sink

bell

clock

kiss

bus

sun

hill

bank

neck

hot



### Phoneme frame


Phoneme frame: example

s	i	n	k
k	i	ck	
b	e	ll	
b	u	s	
c	l	o	ck
m	i	l	k



## Bill has got a ticket

It is one o'clock. Bill has got a ticket. It is in his pocket. He is going to see Arsenal and Millwall. He gets on a bus.

His team is Arsenal. Arsenal kick off. Arsenal gets a goal. But Millwall get two.

Bill is sick. His team did not win. He goes back. His mum and dad are in. His dad says, 'It's ok. Never mind Bill.'

Tricky words to learn:

off  
one  
two  
goes  
says  
his



## Lesson 4: more digraphs

### Objectives

- To orally blend and segment new sounds
- To blend and segment the sounds for reading
- To be able to write the grapheme for the phoneme

### Letters and sounds

Phonemes: ch, sh, th, ing

Tricky words: was, saw, eat, said, there

### Key words

Letter, phoneme (sound), digraph, grapheme

### Resources

- Teacher word list
- phoneme frames
- picture cards
- word cards
- blu tac
- text: The King and the Ring

### Revisit

- Display the phonemes learned in the previous lesson on the IWB. Say the phoneme and ask students to repeat.
- Give out the phoneme frames. Read the first word from the teacher word list and ask students how many phonemes. Ask them to segment orally and count. Ask them to write the word in the phoneme frame. Ask them to show and check their responses. Select more words from the list and repeat.

### Teach

- Introduce the learning objectives. Display the new graphemes on the IWB. Point to the grapheme and say the sound. Ask students to repeat. Explain that these sounds (phonemes) are represented by two letters. Two letters but one sound.
- Introduce a new word by showing a picture card. Ask what is it? For example a ring. How many sounds? Ask students to orally segment and count the phonemes on their fingers. R-i-ng has one, two, three sounds. Introduce the other words in the same way.

### Practice

- Give out the picture cards and word cards. Ask students to work in pairs and match the cards. Then sort the cards into four phoneme groups.
- Display the text: The King and the Ring on the IWB. Read the text aloud. Give each pair a different phoneme. Ask them to take out the pictures for their phoneme. Give out the blu tac.
- Read the text again. Ask the students to listen for their words and come to the front and stick their picture on the wall the when they hear it.
- Ask students to identify any tricky words. Point to them and say them aloud. Ask students to identify which parts of the words are tricky and circle that part.

### Apply

- Give each pair a different section of the story. Ask them to practice reading it together.

### Assess

- Listen to the students read the story in sequence.

**Phoneme frame**


Phoneme frame: example

a					
i	n				
b	o	x			
p	i	ll			
s	t	i	ck		
s	t	a	m	p	

**words for revisiting: numbers of phonemes**

<b>one</b>	<b>two</b>	<b>three</b>	<b>four</b>	<b>five</b>	<b>six</b>
a	in	mug	tent	stamp	laptop
	at	tag	slip	stink	crunch
	on	sack	went	lunch	
		pick	belt	blink	
		pill	wind		
		box	lost		
			stick		
			clock		
			cost		
			glass		
			swim		
			frog		
			stop		
			smell		

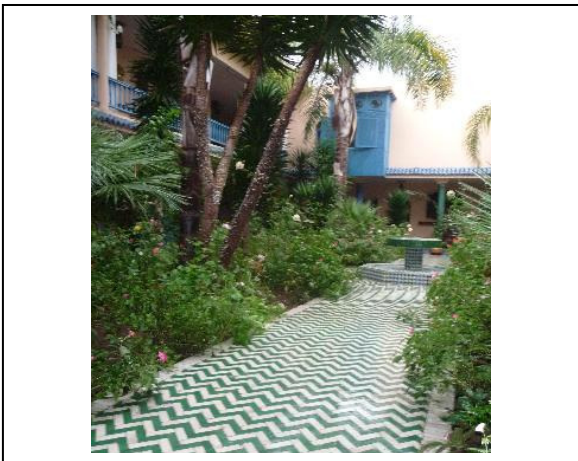
Pictures for digraphs 1







Pictures for digraphs 2



Digraph word cards

wish

bang

shell

long

dish

rich

path

chips

thin

chin

ring

bench

king

children

## The King and the Ring

Long ago a king lived in Scotland.

He went into his garden. He sat on bench. He had a dish of egg and chips on his lap. But he did not eat. He was sad.

His chin sank into his chest. He started to think. He was not rich. He did not have children.

Then he saw a ring on the path. He picked it up. There was a BIG bang! The ring turned into a thin man with a black hat and a long black dress.

In the man's hand was a shell. 'Rub the shell and wish,' he said. The king did.

**BANG!**

Lots of children ran into the garden.  
And the king was rich. He was no longer sad.



## Lesson 5: alternative graphemes

### Objectives

- To orally blend and segment new sounds
- To blend and segment the sounds for reading
- To be able to write the grapheme for the phoneme

### Letters and sounds

Phonemes: /w/, /f/, /ch/ graphemes: wh, ph, tch

Tricky words: phone, photo, who, where, what

### Key words

Letter, phoneme (sound), digraph, trigraph, grapheme

### Resources

- Picture of King Kong, chimp, swan, fish
- Tongue twisters
- Big pointy finger
- Labelled picture sheet: phone, photo, elephant, match, pitch, watch, graph
- what, when, where, why, who sheet
- Matching questions and answers cards
- Mystery objects sheet
- Questions sheet
- Mini whiteboards

### Revisit

- Display pictures on tables, wall or IWB. Display the tongue twisters on the IWB. Say the first one aloud while pointing at the words. Ask students to join in and say them again. Repeat faster. Repeat for the other tongue twisters.
- Give out the tongue twister sheets. Ask students to practise saying the first one quickly in pairs. After a minute call 'all change' and ask them to practice the next one. Repeat until they have practised them all.

### Teach

- Introduce the learning objectives. Display the new graphemes on the IWB. Point to the grapheme and say the sound. Ask students to repeat. Ask students what other graphemes make these sounds. Explain that these are other less common ways of writing the sounds. These (phonemes) are represented by two or three letters. Two or three letters but one sound.
- Give out the labelled picture sheets. Display the pictures on the IWB. Introduce a new word. Ask what it is. For example a photo. Ask students to identify how many phonemes (4). Show the word *photo*. Ask where is the /f/ sound and circle the digraph ph. What other sounds can they identify? Circle the n. Ask students to circle their sheets. Teach the rest as a tricky word. They will learn the split digraph o-e and long /oa/ vowel sound in lesson 10. Repeat for *phone* and *watch*. The other words can be sounded out using the phonemes that they know.
- Display the words: *what*, *where*, *when*, *why* and *who* on the IWB. Say the first word. Ask students to repeat the word and count the phonemes on their fingers. Circle the phonemes that students know. For example what: wh and /t/. Say the a is tricky. It looks like /a/ but sounds like /o/. When can be sounded out. Say where and why are tricky words but we can circle the wh phoneme. Who is a tricky word and must be learned.

## Racing to Literacy

- Display the questions and answers sheet. Say that the wh words are all question words. Read the questions. Then read the answers. Say the first question again. Read all of the answers. Ask students which is the correct answer. Repeat for the other questions.

### Practice

- Give out the question and answer cards. Ask students to work in pairs and match them.
- Give out the mystery objects sheets. Ask students to look at their labelled picture sheets. Demonstrate by reading the first clue on the mystery object sheet. Ask students which picture they think it refers to. Write the name of the object on the mystery objects sheet.
- Ask students in pairs to read the other clues and write the names of the objects.

### Apply

- Give out one question sheet to each pair. Ask student A to look at the sheet and ask student B a question. Student B answers. Demonstrate to the group with one student. A and B then swap roles and repeat for all questions.

### Assess

- Give out the mini whiteboards. Say one of the ph, wh, tch words learned in the lesson. Ask students to write the word on the mini whiteboard and show it on a count of three. Repeat for another 5 words.

Tongue Twisters

She sells shells.

Thin thing.

Chimps chomp chips.

Fantastic fresh fish.

Pick a pink pen.

Six swans swim.

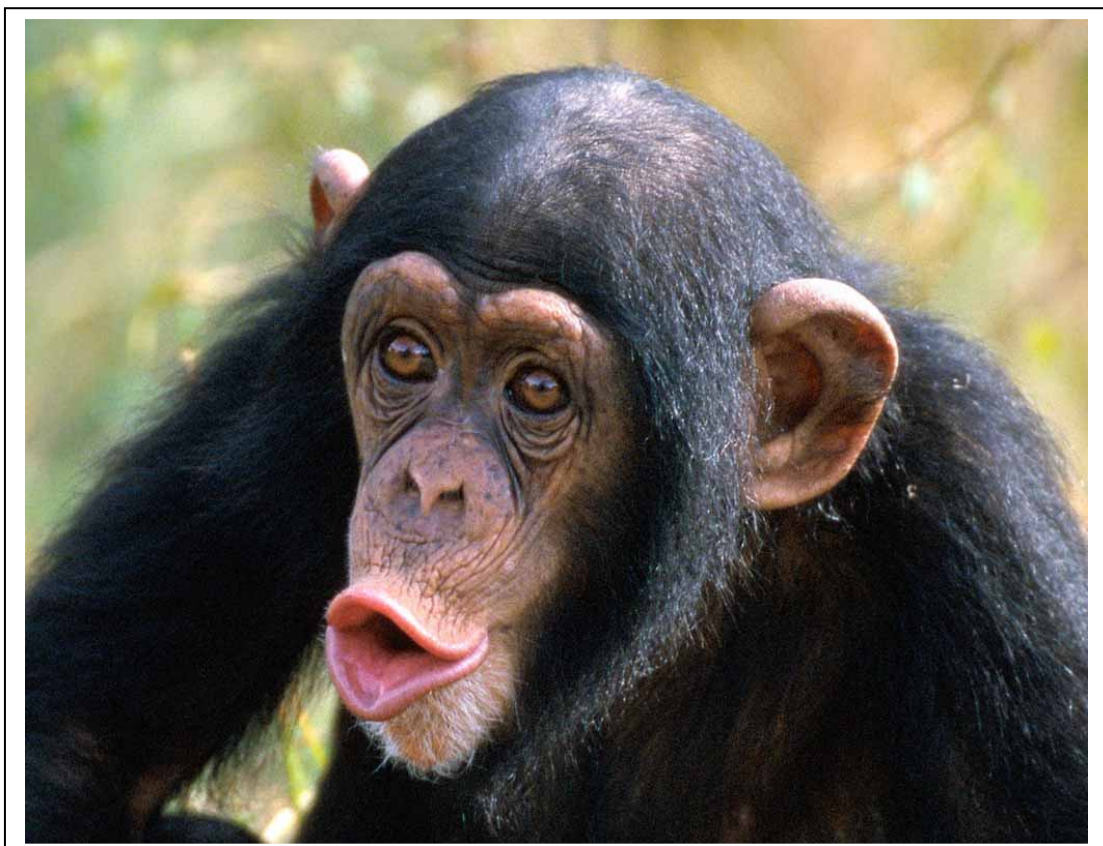
King Kong sings a song.



## King Kong



## Chimp



swan

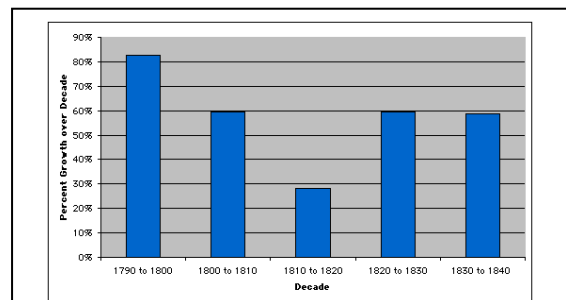
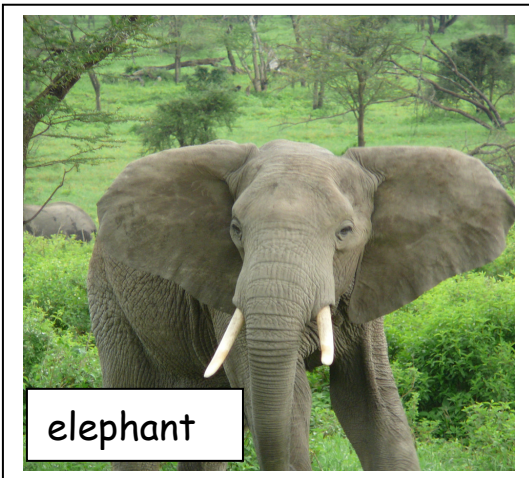


fish

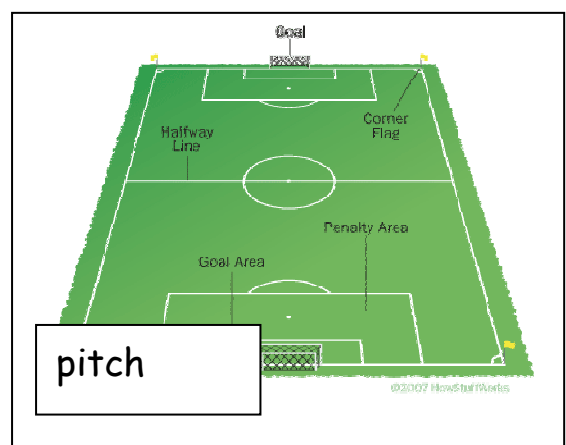




Racing to Literacy  
Labelled pictures



graph



Question words

when

what

why

where

who

Question cards

What is your name?

When is your birthday?

Who is your favourite singer?

Where are you from?

Why are you at school?

Answer cards

Mohammed

10 September

Michael Jackson

Afghanistan

to study

## Mystery objects



**1. What is it?**

It has numbers on it.

Answer \_\_\_\_\_

**2. What is it?**

It is from Africa and India.

Answer \_\_\_\_\_

**3. What is it?**

It tells you information.

Answer \_\_\_\_\_

**4. What is it?**

It has a picture on it.

Answer \_\_\_\_\_

**5. What is it?**

It gets hot.

Answer \_\_\_\_\_

**6. What is it?**

It is green.

Answer \_\_\_\_\_

**7. What is it?**

It tells you the time.

Answer \_\_\_\_\_

## Questions

1. What is your name?
2. Where are you from?
3. When is your birthday
4. Why are you in London?
5. Who is your favourite singer?

## Questions

1. What is your name?
2. Where are you from?
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## Lesson 6: revision

### Objectives

- To orally blend and segment new sounds
- To blend and segment the sounds for reading
- To be able to write the grapheme for the phoneme

### Letters and sounds

Phonemes: all previously learned

Tricky words:

### Key words

Letter, phoneme (sound), digraph, trigraph, split vowel digraph, grapheme

### Resources

- Word bingo cards (laminated)
- Non-permanent OHT pens
- Yes-No questions sheet
- Picture: man robbing bank
- Text: Man Robs Bank
- Sentence substitution sheet

### Revisit

- Give out the bingo cards and pens. Ask students to listen for any of the words on their card. If they hear a word they should draw a line through it. Select words randomly and read aloud clearly but naturally. When a student has crossed all words out they shout Bingo! Check their card. The first to do this correctly is the winner.

### Teach

- Introduce the learning objectives. Display all of the graphemes learned so far on the IWB. Very quickly point to each in turn and ask students to say the phoneme. Make sure all students remember the sounds.

### Practice

- Give out one set of Yes-No questions to each pair. Ask students to read and write either yes or no in the box.
- Yes-No quiz. Display the questions on the IWB. Ask the Yes-No questions alternating between the pairs of students. Give one point for each correct response. The pair with the most points wins.

### Apply

- Display picture of man robbing bank on IWB. Ask students what can you see? Elicit the word rob. Give out copies of the text: Man Robs Bank and display on the IWB. Point to the words in turn and ask students to read with you.
- Ask students to read the text in pairs and match the who, what, when, where to the correct words in the circles.

### Assess

- Give out the sentence substitution sheets. Read the first sentence. Demonstrate how to substitute words to make new sentences. For example: She fed the dog. Zack fed the cat. Zack hid the dog. He hid the dog. Write the new sentences on the IWB.
- Ask students to make as many new sentences as possible with the other sentences in the chart.

Word bingo 1

land	think	trip
next	cost	desktop

thank	chest	from
went	sing	lunchbox

camp	blink	help
jump	crisps	laptop



Word bingo 2

clap	link	step
next	song	desktop

thank	chest	fell
went	spin	lunchbox

camp	chin	help
pill	crisps	laptop

Yes-No Questions

		Yes or no?
1.	Is the sun red?	
2.	Can fish swim?	
3.	Do chimps bark?	
4.	Do cats drink milk?	
5.	Do dogs have hands?	
6.	Are zebras pink?	
7.	Can sharks sing?	
8.	Do people have 4 legs?	
9.	Do mums have children?	
10.	Do elephants have a trunk?	

**bank robber picture**



# Man Robs Bank



A man ran into the HSBC bank in Catford at 9 am on Monday.

He had a gun. He said, 'I want all of your cash'.

When the bank manager rang 999 the man ran off.

Who?  
What?  
When?  
Where?

robs a bank

in Catford

a man

on Monday at 9am

**Sentence substitution**

1	Zack fed the dog.	<b>She</b>	<b>cat</b>	<b>hid</b>	<b>he</b>
2	The man went to the bank.	<b>Woman</b>	<b>ran</b>	<b>shop</b>	<b>they</b>
3	The shop is on the corner.	<b>Hill</b>	<b>pub</b>	<b>left</b>	<b>man</b>
4	The children sat on the carpet.	<b>Bench</b>	<b>fell</b>	<b>bed</b>	<b>we</b>

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_