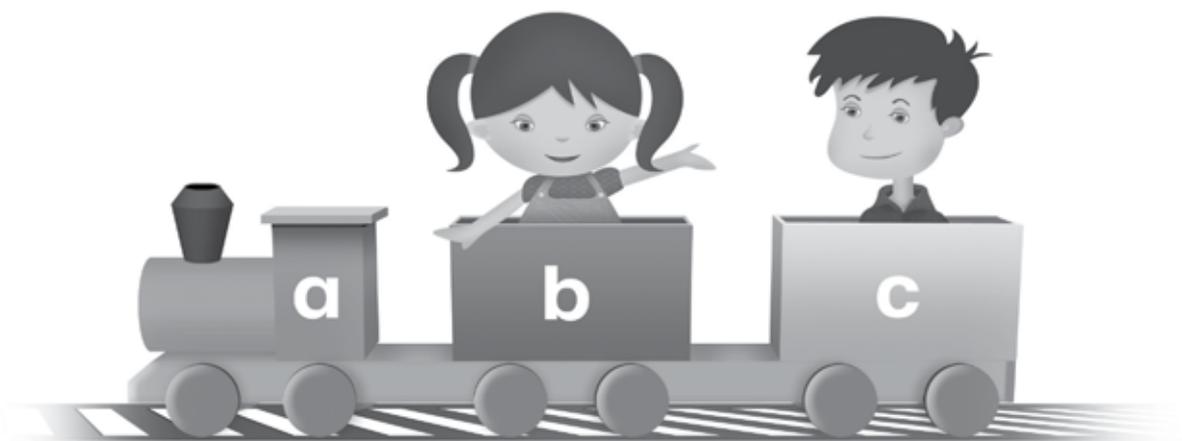


Teaching Guide

English for Early Learners

Nursery

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Introduction

English for Early Learners introduces English to young children through a wide range of listening, speaking, reading, and writing activities. It is a pre-primary series of three sets of materials for **Pre-Nursery**, **Nursery** and **Kindergarten** aged children. For each stage there is a Student Book with CD, Teaching Guide, and classroom Resources (including flash cards and wall charts). The materials take children through from basic skills such as developing hand-eye co-ordination and sounding out the English alphabet, to writing letters and words, reading simple sentences with support, and recognising rhyming words.

The materials have been developed with a focus on Pakistan's *National Curriculum for Early Childhood Education (ECE)* and England's phonic-based English Curriculum. The ECE Expected Learning Outcomes linked to Language and Literacy competencies are at the core of this series. Objectives throughout the lesson plans are based on these, as are many of the subject areas for learning English vocabulary. Many lessons offer the opportunity to teach competencies in other Key Learning Areas of the ECE too, including Personal and Social Development, Basic Mathematical Concepts, the World Around Us, and Creative Arts.

The essential value of play is at the core of this series, incorporating countless opportunities to explore the English language in a playful context and through child-led activities. Songs, rhymes, and stories have been included to further capture the interest of the youngest of children, and to offer lots of opportunities for them to enjoy the shared experience of speaking (or singing) and listening to English letter sounds and words—building a foundation for future writing.

Helpful Hints

As recommended in Pakistan's *National Curriculum for Early Childhood Education (ECE)* the **environment** for learning should be pleasant and stimulating, and if possible, there should be Learning Corners for specific activities and the storage of relevant resources. Those especially relevant to teaching English are corners for language, the library and art. Labelling these corners and resources introduces the English language naturally into the environment. Where space allows, a specific area should be available for the children to gather for song, role-play, story-time, and other teacher-led activities.

Display areas for the resources supplied in this series (e.g. alphabet chart and posters) are vital. It is also important to have areas to display children's work attractively and prominently.

The teaching of English in this series uses a **phonics-based approach**, as recommended by the Early Years Foundation Stage of the English National Curriculum. Phonics involves teaching the children the sounds of letters in the English alphabet. Each letter has both a name and a sound, and the phonics approach emphasizes the sound instead of the name. For example children are encouraged to sound out 'a' as in 'apple' when reading. Simple, consonant-vowel-consonant (cvc) words are read by sounding out each letter, left to right, and then blending (e.g. c-a-t). Children also learn how two letters (or more) can make one sound, for example 'ck' (d-u-ck), 'oo' (b-oo-t) and 'sh' (sh-o-p).

Teaching Resources

- Teaching Guides
- Wallcharts
- Flash cards

Teaching Guides

The Teaching Guides follow the same lesson plan format, with suggested times for each section. However, these plans should be used flexibly, and teachers are encouraged to alter elements according to individuals' or whole class understanding.

- **starter** – teacher-led opener to gain the children's attention and introduce the lesson focus/topic
- **whole class** – teacher-led activities involving the whole class working together
- **group/paired/individual work** – how many children work together in this section can be altered according to pupil ability; this section provides an opportunity to assess children's understanding
- **review** – a review of the lesson provides a chance to assess whole class understanding, and elements can be repeated in this section as a result of observations made during group/paired/individual work

Lesson objectives and linked assessments are provided for each lesson. Resources are also listed – including the Resource sheets within the Teaching Book. The Resource sheets should be photocopied and the other resources gathered before the lesson begins. The children will need their Student Books for the majority of the lessons.

Grids for Pakistan's Early Childhood Education competencies and a general assessment sheet are on pages 112 to 117. These can be photocopied for each child so that the teacher can record children's progress and achievements.

Wallcharts (2)

- Alphabet wallchart
- Rhyming words

Flash cards (48)

Letter cards and picture cards.

Each lesson plan indicates when and how each resource should be used. However, these can also be used imaginatively by teachers, and for revision according to individual children's and class needs.

Student Book

The Student Book contains a wide range of activities suitable for the level, including letter formation, and reference material that the children can return to, such as the alphabet in Unit 1; how letters are formed on the Writing practice pages in each unit; rhymes and stories to read with support in a number of units. The word list at the end of the book can be used to record learning, and also for revision of frequently used words, at home or in class.

Individual children will work on the activities at different speeds, so some may need additional time and support to complete the activities.

All children are likely to need support in understanding what is required of them for each activity at this level. Before starting work, ensure all the children understand the instructions. Circulate to check their progress.

Interactive CD with Student Books

Each Student Book is accompanied by an interactive CD. There are nine Topics in the CD which are based on the units taught in the textbook. Additional stories and activities are also included in the CD, which will help students to revise and learn the concepts taught in class.

CD contents	
Topic 1 – My alphabet	Unit 1
Topic 2 – Learn to write Topic 3 – Alphabet games	Unit 10
Topic 4 – I am a/an...	Unit 11
Topic 5 – Reading together	Unit 12
Topic 6 – Can you read alone?	Unit 13
Topic 7 – Time to rhyme	Units 6 and 14
Topic 8 – Families	Unit 15
Topic 9 – Story time	Unit 16

Notes on Assessment

During the lessons make mental notes on elements children find difficult so that they can return to the activity. The Student Books will provide a good record of their writing progress.

The Record Sheets at the end of the Teaching Guide can be photocopied and filled in for each child. The Assessment focuses on this are based on individual learning outcomes and the skills taught across each unit.

Unit 1 My alphabet

Lesson 1

Objectives

- To introduce English through children's own names
- To introduce the English alphabet

Resources

- Resource sheet 1: Before the lesson photocopy the sheet on card and write each of the children's names (and your own name) in upper and lower case, e.g. Azra. Cut out the name labels. They can be attached with safety pins to clothing or with string around their wrists. Alternatively use sticky labels.
- My alphabet wallchart
- Student Books

Starter (5 minutes)

1. Give the children their name labels, explaining that their names are written using English letters.

Whole class (15 minutes)

1. Show the children your name label, slowly reading and pointing at the letters from left to right.
2. Tell them that they are going to begin to learn the English letters that make up their names.
3. Tell them that all the letters are in the English alphabet and each letter makes a sound. Introduce the, My alphabet wallchart if they are unfamiliar with it.
4. Can children find the first letter of their names on the alphabet wallchart? Start with yours, and then encourage individuals to find their initial letter on the wallchart in front of the class. To help, write their first letter on the board for easy reference, and for the rest of the class to see.

Individual work (15 minutes)

1. Give the children their Student Books and encourage them to attempt writing their name on page iii, using their name labels to help them. (This can be completed in a later lesson if necessary.)

Review (5 minutes)

Ask children to find their initial letter on the alphabet wallchart. Identify the picture that goes with their initial letter on the chart.

Assessment

Note children's familiarity with the English alphabet.

Note children's ability to hold a pencil correctly in their attempt to write their name in the Student Book.

Do the children attempt to write their names from left to right?

Lesson 2

Objectives

- To introduce the English alphabet through song
- To explain that letters have names and sounds

Resources

- My alphabet wallchart
- CD: My alphabet song, Topic 1 or lyrics (Resource sheet 2)

Starter (5 minutes)

1. Re-introduce the alphabet wallchart.
2. Ask the children to listen to the alphabet song or sing it to them yourself. Point to each relevant letter throughout.

Whole class (15 minutes)

1. Play the song again, encouraging the children to join in as best they can, praising their efforts.
2. Explain how each letter has both a name and a sound. Give examples: Point to Bb and say: *This is b and makes the sound /b/ as in 'b-all'. This is c and makes the sound /c/ as in 'c-at'.*
3. Point to some of your examples and challenge children to remember the letter and sound.

Group and individual work (15 minutes)

1. Help the children to find pages 2–5 in their Student Books. Ask them to work in small groups to share the alphabet. Encourage them to try to remember any of the letters and sounds.
2. Individual children can complete Activity 1 in class or as homework. Ensure they understand the instructions.

Review (5 minutes)

1. Ask children to point to their favourite letter on the alphabet wallchart and to sound it out.

Assessment

Do the children join in the song? Note children who are less confident so that they can be given more support in later lessons.

Note children's understanding of the difference between letters and sounds.

Can children accurately copy a letter for Activity 1?

Lesson 3

Objectives

- To explain that letters have names and sounds
- To begin to recognize letters
- To copy a letter of the alphabet

Resources

- My alphabet wallchart displayed
- CD: My alphabet song, Topic 1 or lyrics (Resource sheet 2)
- Student Book

Starter (5 minutes)

1. Play the alphabet song, pointing to each letter and picture throughout and encouraging the children to join in.

Whole class (15 minutes)

1. Tell the children that they can act out the alphabet song. Re-play the song or sing it again to them, completing the actions outlined on Resource sheet 2.
2. Explain how each letter has both a name and a sound. Start with Aa: Point to Aa on the Alphabet Wallchart and say: *This is /a/ and makes the sound a-lligator.* Do the action to accompany the sound (opening and closing your arms to look like the snapping jaws of an alligator). Continue with Bb (b-all: bouncing a ball) and Cc (c-at: cuddling a cat).

Group and individual work (15 minutes)

1. Provide groups of children with the letter cards (a, b, and c) and the picture cards (alligator, ball, and cat). The children takes turns to pick one letter card, sound out the letter, and match it to the correct picture card, saying for example: */a/ is for alligator.*
2. Individually children can complete Activity 1 if they have not finished it.

Review (5 minutes)

1. Hold up one of the three letter cards and challenge children to remember the letter and sound.

Assessment

Do the children join in the song? Note children who are less confident so that they can be given more support in later lessons.

Note children's understanding of the difference between letters and sounds.

Can children accurately copy a letter for Activity 1?

Lesson 4

Objectives

- To introduce the English alphabet through song
- To introduce letter sounds and blending
- To explain the meaning of the words 'letter' and 'word'
- To review Unit 1 achievements

Resources

- CD: My alphabet song in Topic 1
- Flash cards: s, r, z
- Picture cards: snake, lion, bee
- Alphabet wallchart displayed
- Student Books

Starter (5 minutes)

1. Say: *Can you remember the, My alphabet song?* Then, play or sing the song, pointing to each letter, encouraging the children to join in with the words and actions.

Whole class (20 minutes)

1. Remind the children that each letter in the alphabet has a name and a sound. Explain that some of the letter sounds are like animal noises.
2. Show the 's' flash card. Ask what animal sound the letter makes. Give the children a clue – show them the snake picture card. Encourage the children to sound out and lengthen *ssss* and hiss like a snake.
3. Show the 'r' flash card. Ask what animal sound the letter makes. Give them a clue – show them the lion picture card. Encourage the children to sound out and lengthen *rrrrr* and to roar like a lion.
4. Show the 'z' flash card. Ask what animal sound the letter makes. Show them the bee picture card. Encourage the children to sound out and lengthen *zzz* and to buzz like a bee.
5. Have fun by holding up each of the three letter cards or picture cards in turn, getting the children to move around like each animal, and sounding out the correct letter to hiss, roar, or buzz.

Individual work (10 minutes)

1. Activity 2 gives the children an opportunity to work alone, matching the animals to their sounds, and to practise writing three letters (z, s, and r).

Review (5 minutes)

1. Show the three picture cards in quick succession, encouraging the children to make the correct animal sound and move around like the animal.

Assessment

Do the children join in with the alphabet song?

Are the children able to link the correct sounds to the letters?

Do they hold their pencil correctly and correctly match the animal sounds in Activity 2?

Lesson 5

Unit 1 Assessment

Objective

- To re-visit activities in Unit 1

Resources

- CD: My alphabet song in Topic 1
- Flash cards: s, r, z
- My alphabet wallchart displayed
- Student Books

Starter (5 minutes)

1. Praise the children for their work in the previous lessons and for remembering the English alphabet.

Whole class (20 minutes)

1. Play or sing the My alphabet song, encouraging the children to join in and copy the actions. Praise their efforts again.
2. Ask children, in turn, to identify the letters that make the /s/, /r/ and /z/ sounds on the My alphabet wallchart.
3. Can children find the first letter of their name on the chart, or on pages 2–5 of their Student Books?
4. Ask volunteers to point to other letters on the wallchart and to name and sound out each letter, using the alphabet song as a reminder.

Group and individual work (15 minutes)

1. Group work: Organize the children into groups of three. Put copies of the three letter cards face down in a pile on each group's table. Each child takes a card in turn and makes the sound of the letter. Can the others extend the letter sound to make the sound of an animal?
2. Individual work: Complete unfinished activities (writing their name at the front of the book; Activities 1 and 2).

Assessment

Do the children join in with the alphabet song?

Are the children able to link the correct sounds to some letters?

Do they recognize letters, for example, finding the initial letter from their own name on the My alphabet wallchart?

Do the children hold their pencil correctly and attempt to form letters correctly in the written activities?

Lesson 6

Objectives

- To introduce the sounds and shapes of the letters a, b, c
- To introduce simple vocabulary with initial letters a, b, c

Resources

- Flash cards: a, b, c
- Picture cards: alligator, ball, cat
- CD: My alphabet song in Topic 1
- Three soft toys (or pictures of character animals)
- Resource sheet 3: Before the lesson photocopy the sheet on card and cut out the letters and pictures (each group of three children will need a set of letters and pictures)
- Student Books

Starter (5 minutes)

1. Remind the children of the last lesson, focusing on the alphabet. Can any children remember any of the letter sounds in the alphabet?
2. Play the alphabet song on the CD and encourage the children to join in with the song and the actions (Resource sheet 2).
3. Tell the children that they are going to learn the first three letters of the alphabet.

Whole class (20 minutes)

1. Show the 'a' flash card; repeat the short /a/ sound in a lively sing-song voice and encourage the children to join in.
2. Show the alligator picture card. Stress the /a/ through repetition as you say the word: *a-a-alligator*.
3. Repeat for the other picture and words cards (*b-b-ball; c-c-cat*).
4. Write the capital letters A, B, and C. Remind the children that they have the same sound but are upper case (big) letters that are used for writing names.
5. Use children's or soft toys' names to sound out names with the same initial sounds (/a/, /b/, /c/); for example say: This is A-A-Adam, B-B-Batool, C-C-Colin.

Group work (10 minutes)

1. Give each group a set of shuffled letter and picture cards (see Resource sheet 3) and ask them to match each letter card to the correct picture.
2. Help individuals to sound out the words on page 8 of the Student Book. Emphasize the initial sound of each word.

Review (5 minutes)

Show the children one letter and matching picture card for a, b, and c at a time. Help them to remember the sound of the letter by using the picture card as a prompt; for example say: *a is for a-a-alligator*.

Assessment

Do the children sound out a, b, and c correctly?

Lesson 7

Objectives

- To teach how to form and write the letters Aa
- To introduce initial letter 'a' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Aa
- CD: Learn to write, Topic 2
- My alphabet wallchart
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Tell the children that they are going to learn to write some letters of the alphabet. Remind them of the fun things you can do when you learn to write, e.g. write stories, letters to friends, and their names.
3. Explain that they are going to start by learning to write the letter 'a'. Play the Introduction to Letter Aa on the CD.

Whole class (15 minutes)

1. Point to Aa on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, a ... /a/ for alligator!* Do the snapping alligator action with the children.
2. Show the children how to write the lower case 'a' on the board. Sound out /a/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
5. Show the children how to write the upper case 'A' on the board. Sound out /a/ as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Aa by playing Topic 2 on the CD

Individual work (15 minutes)

1. Ask the children to complete Activity 3. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /a/ sound.
2. Return to page 8 of the Student Book and help individual children to sound out the 'a' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begin with /a/. (ant, alligator)

Ask the children if they can name any fruit that begins with /a/. (apple)

Ask individual children to copy the upper and lower case 'A' and 'a' on the board.

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'a' words?

Do they remember any of the new vocabulary?

Lesson 8

Objectives

- To teach how to form and write the letters Bb
- To introduce initial letter 'b' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Bb
- CD: Learn to write, Topic 2
- Student Books
- Picture cards: bus, bag, bat

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions (Resource sheet 2).
2. Explain that they are going to learn to write the letter 'b'. Play the Introduction to Letter Bb on the CD.

Whole class (15 minutes)

1. Point to Bb on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /b/ ... /b/ for ball!* Do the bouncing ball action with the children.
2. Show the children how to write the lower case 'b' on the board. Sound out /b/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
5. Show the children how to write the upper case 'B' on the board. Sound out /b/ as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Bb by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 4. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /b/ sound.
2. Return to page 8 of the Student Book and help individual children to sound out the 'b' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begin with /b/. (bee, buffalo, bear)

Ask the children if they can name any fruit that begins with /b/. (banana)

Ask individual children to write the upper and lower case 'B' and 'b' on the board.

Hold up the bus, bat, and bag picture cards one at a time, asking: *What /b/ word is this?*

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'b' words?

Do they remember any of the new vocabulary?

Lesson 9

Objectives

- To teach how to form and write the letters Cc
- To introduce initial letter 'c' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Cc
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'c'. Play the Introduction to letter Cc on the CD.

Whole class (15 minutes)

1. Point to Cc on the My alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /c/ ... /c/ for cat!* Do the cuddling the cat action with the children.
2. Show the children how to write the lower case 'c' on the board. Sound out /c/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
5. Show the children how to write the upper case 'C' on the board. Sound out /c/ as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Cc by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 5. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /c/ sound.

- Return to page 8 of the Student Book and help individual children to sound out the 'c' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begin with /c/. (cat, cow)

Ask the children if they can name any vegetable that begins with /c/. (carrot)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'c' words?

Do they remember any of the new vocabulary?

Lesson 10

Unit 2 Assessment

Objective

- To re-visit activities in Unit 2

Resources

- Flash cards: a, b, c
- Picture cards: alligator, ball, and cat
- Resource sheet 3 (one set for each group of children)
- Resource sheet 4: Picture cards: ant, axe, bat, bag, cup, cap. Before the lesson photocopy the sheet on card and cut them out so that there is one set for each group of three children.
- Student Books

Starter (5 minutes)

- Praise the children for their work in the previous lessons and for writing the letters a, b, and c.

Whole class (20 minutes)

- Hold up the letter and then the matching picture cards in random order, encouraging the children to call out the letter sound, e.g. /a/ is for *alligator*. Show them faster as the children gain confidence.
- Ask children to copy your own upper and lower case letters (Aa, Bb, Cc) on the board.

Group work (15 minutes)

- Group work: Organize the children into groups of three. Give each group shuffled sets of letter cards (Resource sheet 3) and picture cards (Resource sheet 4). Children take turns to pick a letter card, sound it out, then search for a matching picture, saying for example: /a/ is for *axe*.
- Individual work: Children complete Activity 6. Ensure that the children understand the instructions.
- Individual work: Children complete Activity 7 and the writing practice task as homework or in class by faster-working children.

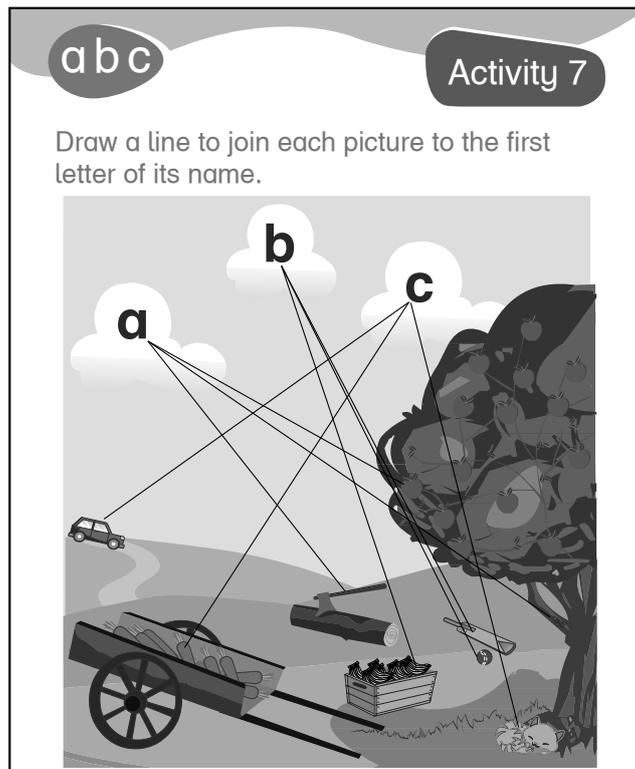
Assessment

Do children recognize the first initial letter in words beginning with a, b and c?

Do children remember new vocabulary and colour the pictures correctly in Activity 6?

Do the children form the upper and lower case letters correctly?

Answer key



- a ant, apple, axe
- b bat, ball, box, bananas
- c cart, carrots, cat, car

Lesson 11

Objectives

- To introduce the sounds and shapes of the letters d, e, f, g
- To introduce simple vocabulary with initial letters d, e, f, g

Resources

- Flash cards: d, e, f, g
- Picture cards: door, elephant, flag, goat
- CD: My alphabet song in Topic 1
- Four soft toys (or pictures of character animals)
- Resource sheet 5: Before the lesson photocopy the sheet and cut out the letters and pictures (each group of three children will need a set of letters and pictures)
- Student Books

Starter (5 minutes)

1. Remind the children of the last lesson, focusing on the letters a, b, and c. Point to the letters on the alphabet chart and ask them to sound out the letter and do the action, e.g. /a/ is for *alligator* (opening and closing arms to look like the snapping jaws of an alligator).
2. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
3. Tell the children that they are going to learn more letters of the alphabet: d, e, f, and g.

Whole class (20 minutes)

1. Show the letter card 'd'; repeat the short /d/ sound in a lively sing-song voice and encourage the children to join in.
2. Show the door picture card. Stress the /d/ through repetition as you say the word: *d-d-door*.
3. Repeat for the other picture and words cards (*e-e-elephant, f-f-flag, g-g-goat*).
4. Write the capital letters E, F, G, and H. Remind the children that they have the same sound but are upper case (big) letters that are used to write names.
5. Use children's or soft toy names to sound out names with the same initial sounds (e, f, g, h); for example say: This is E-E-Emma, F-F-Fred, G-G-Guda.

Group work (10 minutes)

1. Give each group a set of shuffled letter and picture cards (Resource sheet 5) and ask them to match each letter card to the correct picture.
2. Help individuals to sound out the words on page 14 of the Student Book. Emphasize the initial sound of each word.

Review (5 minutes)

Show the children one letter and matching picture card for d, e, f, and g at a time. Help them to remember the sound of the letter by using the picture card as a prompt; for example say: /d/ is for *d-d-door*.

Assessment

Do the children sound out d, e, f, and g correctly?

Lesson 12

Objectives

- To teach how to form and write the letters Dd
- To introduce initial letter 'd' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Dd
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Remind the children of the letters they have learnt to write by writing Aa, Bb, and Cc on the board. Ask children to copy a letter of their choice on the board.
3. Explain that they are going to learn another letter today (Dd). Play the Introduction to letter Dd on the CD.

Whole class (15 minutes)

1. Point to Dd on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /d/ ... /d/ for door!* Do the knocking on a door action with the children.
2. Show the children how to write the lower case 'd' on the board. Sound out /d/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
5. Show the children how to write the upper case 'D' on the board. Sound out /d/ as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Dd by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 8. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /d/ sound.
2. Return to page 15 of the Student Book and help individual children to sound out the 'd' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begin with /d/. (dog, duck, donkey)

Ask the children if they can name any fruit that begins with /d/. (dates)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'd' words?

Do they remember any of the new vocabulary?

Lesson 13

Objectives

- To teach how to form and write the letters Ee
- To introduce initial letter 'e' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Ee
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'e'. Play the Introduction to Letter Ee on the CD.

Whole class (15 minutes)

1. Point to Ee on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /e/ ... /e/ for elephant!* Do the trunk-like action with your arm with the children.
2. Show the children how to write the lower case 'e' on the board. Sound out /e/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
5. Show the children how to write the upper case 'E' on the board. Sound out e as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Ee by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 9. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /e/ sound.
2. Return to page 15 of the Student Book and help individual children to sound out the 'e' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name any animals that begin with /e/. (elk, elephant)

Ask the children if they can name some foods that begin with /e/. (egg).

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'e' words?

Do they remember any of the new vocabulary?

Lesson 14

Objectives

- To teach how to form and write the letters Ff
- To introduce initial letter 'f' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Ff
- CD: Learn to write, Topic 2
- A flag to wave, if available
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'f'. If you have a flag available wave it. Teach the word 'flag' emphasising the /f/ sound.
3. Play the Introduction to letter Ff on the CD.

Whole class (15 minutes)

1. Point to Ff on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /f/ ... /f/ for flag!* Do the waving the flag action with the children.
2. Show the children how to write the lower case 'f' on the board. Sound out /f/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
5. Show the children how to write the upper case 'F' on the board. Sound out /f/ as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Ff by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 10. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /f/ sound.
2. Return to page 15 of the Student Book and help individual children to sound out the 'f' words, emphasising the initial letter sound.

Review (5 minutes)

Introduce the word 'fruit' (emphasising the /f/ sound) by having a quiz – how many fruits can the children name?

Ask the children if they can name some animals that begin with /f/? (frog, fish, fox)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'f' words?

Do they remember any of the new vocabulary?

Lesson 15

Objectives

- To teach how to form and write the letters Gg
- To introduce initial letter 'g' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Gg
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'g'. If you have a bunch of grapes or some guavas to show the children, explain that both begin with the letter sound 'g'.
3. Play the Introduction to letter Gg on the CD.

Whole class (15 minutes)

1. Point to Gg on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /g/ ... /g/ for goat!* Do a chewing like a goat action with the children.
2. Show the children how to write the lower case 'g' on the board. Sound out /g/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
5. Show the children how to write the upper case 'G' on the board. Sound out /g/ as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Gg by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 11. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /g/ sound.
2. Return to page 15 of the Student Book and help individual children to sound out the 'g' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begin with /g/. (goat, goose)

Ask the children if they can name some fruits that begin with /g/. (guava, grapes)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'g' words?

Do they remember any of the new vocabulary?

Lesson 16

Unit 3 Assessment

Objective

- To re-visit activities in Unit 3

Resources

- Flash cards: d, e, f, g
- Picture cards: door, elephant, flag, and goat
- Resource sheet 6: Before the lesson photocopy the sheets on card and cut them out so that there is one set for each group of three children.
- Student Books

Starter (5 minutes)

1. Praise the children for their work in the previous lessons and for writing the letters d, e, f and g.

Whole class (20 minutes)

1. Hold up the letter and then the matching picture cards in random order, encouraging them to call out the letter sound, e.g. /d/ is for door. Show them faster as the children gain confidence.
2. Ask children to copy your own upper and lower case letters (Dd, Ee, Ff, Gg) on the board.
3. If time, explain to the children that you want to go to an English shop to buy some food. Ask: *What shall I buy?* Encourage them to call out food words they have learnt so far.

Group work (15 minutes)

1. Group work: Give the groups of children copies of the animal cards from Resource sheet 6. Put the cards face down. Each child picks a card and pretends to be the animal. Can the others name the animal?
2. Individual work: Children complete Activity 12 and the writing practice task. Ensure that the children understand the instructions.

Assessment

Do children recognize the first initial letter in words beginning with d, e, f, and g?

Do children remember new vocabulary, especially the animal and food words?

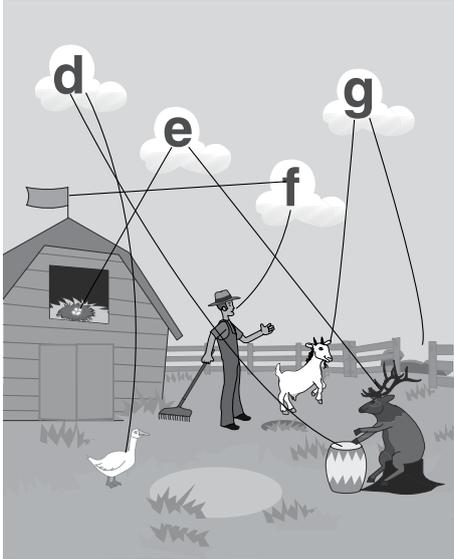
Do the children form the upper and lower case letters correctly?

Answer Key

defg

Activity 12

Draw a line to join each picture to the first letter of its name.



The illustration shows a farm scene with a barn, a farmer, a duck, a goat, and a deer. Lines connect the letters 'd', 'e', 'f', and 'g' in clouds to the corresponding objects: 'd' to duck, 'e' to egg, 'f' to farmer, and 'g' to goat.

- d drum, duck
- e elk, egg
- f farmer, flag
- g goat, gate

Lesson 17

Objectives

- To introduce the sounds and shapes of the letters h, i, j, k
- To introduce simple vocabulary with initial letters h, i, j, k

Resources

- Flash cards: h, i, j, k
- Picture cards: hat, ink, jug, kite
- CD: My alphabet song in Topic 1 on the CD
- Resource sheet 7: Before the lesson photocopy and cut out the characters' faces. Write their names on each: Habbiba, Iman, Jill, Kevin. Attach each to a stick so they can be held up to the class.
- Resource sheet 8: Before the lesson photocopy the sheet and cut out the letters and pictures (each group of three children will need a set of letters and pictures).
- Student Books

Starter (5 minutes)

1. Remind the children of the last lesson, focusing on the letters d, e, f, and g. Point to the letters on the alphabet chart and ask them to sound out the letter and do the action, e.g. /f/ is for flag (waving a flag).
2. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
3. Tell the children that they are going to learn more letters of the alphabet: h, i, j, and k.

Whole class (20 minutes)

1. Show the letter card 'h'; repeat the short /h/ sound in a lively sing-song voice and encourage the children to join in.
2. Show the hat picture card. Stress the /h/ through repetition as you say the word: *h-h-hat*.
3. Repeat for the other picture and words cards (*i-i-ink, j-j-jug, k-k-kite*).
4. Write the capital letters H, I, J, and K. Remind the children that they have the same sounds but are upper case (big) letters used for writing names.
5. Introduce the characters' names by asking what they are called (Resource sheet 7), for example say: *Hello, what is your name?* Then pretend to listen as you hold the character your ear before repeating: *Your name is Habbiba!* Emphasize the initial sound each time: *Your name is H-H-Habbiba, I-I-Iman, J-J-Jill, K-K-Kevin.*

Group work (10 minutes)

1. Give each group a set of shuffled letter and picture cards (Resource sheet 8) and ask them to match each letter card to the correct picture.
2. Help individuals to sound out the words on page 22 of the Student Book. Emphasize the initial sound of each word.

Review (5 minutes)

Show the children one letter and matching picture card for h, i, j, and k at a time. Help them to remember the sound of the letter by using the picture card as a prompt; for example say: /h/ is for h-h-hat.

Hold up the character puppets: Can the children sound out the initial letter of each of their names?

Assessment

Do the children sound out h, i, j, and k correctly?

Lesson 18

Objectives

- To teach how to form and write the letters Hh
- To introduce initial letter 'h' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Hh
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Remind the children of the last letters they have learnt to write by writing Dd, Ee, Ff, and Gg on the board. Ask children to copy a letter of their choice on the board.
3. Explain that they are going to learn another letter today (Hh). Play the Introduction to Letter Hh on the CD.

Whole class (15 minutes)

1. Point to Hh on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /h/ ... /h/ for hat!* Do the putting on and taking off a hat action with the children.
2. Show the children how to write the lower case 'h' on the board. Sound out /h/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
5. Show the children how to write the upper case 'H' on the board. Sound out /h/ as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Hh by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 13. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /h/ sound.

- Return to page 22 of the Student Book and help individual children to sound out the 'h' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begin with /h/. (hen, horse)

Ask the children if they can mime an 'h' word. Can the other children guess what it is?

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'h' words?

Do they remember any of the new vocabulary?

Lesson 19

Objectives

- To teach how to form and write the letters li
- To introduce initial letter 'i' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter li
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

- Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
- Explain that they are going to learn to write the letter 'i'. Play the Introduction to letter li on the CD.

Whole class (15 minutes)

- Point to li on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /i/ ... /i/ for igloo!*
- Show the children how to write the lower case 'i' on the board. Sound out /i/ as you write it.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- Show the children how to write the upper case 'I' on the board. Sound out /i/ as you write it.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Show the children how to write li by playing Topic 2 on the CD.

Individual work (15 minutes)

- Ask the children to complete Activity 14. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /i/ sound.

- Return to page 22 of the Student Book and help individual children to sound out the 'i' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begins with /i/. (iguana, insect)

Ask the children if they can mime an /i/ word. Can the other children guess what it is?

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'i' words?

Do they remember any of the new vocabulary?

Lesson 20

Objectives

To teach how to form and write the letters Jj

To introduce initial letter 'j' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Jj
- CD: Learn to write, Topic 2
- A jug of water, cup, and soft toy, if available
- Student Books

Starter (5 minutes)

- Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
- Explain that they are going to learn to write the letter 'j'. If you have a jug available take it and pour water into a cup for a soft toy to drink. Teach the word 'jug' emphasising the /j/ sound.
- Play the Introduction to letter Jj on the CD.

Whole class (15 minutes)

- Point to Jj on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /j/ ... /j/ for jelly!* Ask: Do you like to eat jelly? Do the eating the jelly action with the children.
- Show the children how to write the lower case 'j' on the board. Sound out /j/ as you write it.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- Show the children how to write the upper case 'J' on the board. Sound out /j/ as you write it.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Show the children how to write Jj by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 15. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /j/ sound.
2. Return to page 22 of the Student Book and help individual children to sound out the 'j' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some food begin with /j/. (jelly)

Hold a quiz: How many /j/ words and names can they call out?

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'j' words?

Do they remember any of the new vocabulary?

Lesson 21

Objectives

To teach how to form and write the letters Kk

To introduce how two letters together (ck) can make one sound

To introduce initial letter 'k' vocabulary and 'ck' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Kk
- CD: Learn to write, Topic 2
- A kite if available
- Student Books
- Word card: Jack

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'k'.
3. Play the Introduction to letter Kk on the CD.

Whole class (15 minutes)

1. Point to Kk on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /k/ ... /k/ for kite!* Show the children your kite. Do a flying a kite action with the children.
2. Explain to the children that when they are written together, the two letters 'c' and 'k' make the same sound. Show the children the word cards for 'Jack'. Sound out the word to demonstrate how 'ck' are two letters but make the /k/ sound (*J-a-ck*).
3. Show the children how to write the lower case 'k' on the board. Sound out /k/ as you write it.

4. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
5. Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
6. Show the children how to write the upper case 'K' on the board. Sound out /k/ as you write it.
7. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
8. Show the children how to write Kk by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 16. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial *a* sound.
2. Return to page 22 of the Student Book and help individual children to sound out the 'k' and 'ck' words, emphasising the initial letter sound /k/ and how the two letters 'c' and 'k' together make the same sound.

Review (10 minutes)

Ask the children if they can name some animals that begin with /k/. (koala, kangaroo)

Show the children the word card 'Jack'. Ask: *Which two letters make the /k/ sound?* If necessary remind the children that when written together, 'c' and 'k' make one sound /k/.

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'k' words?

Do they remember any of the new vocabulary?

Do they understand that the two letters (ck) make one sound?

Lesson 22

Unit 4 Assessment

Objective

- To re-visit activities in Unit 4

Resources

- Flash cards: h, i, j, k
- Picture cards: house, ink, jug, kite
- Resource sheet 8: Before the lesson photocopy the sheets on card and cut out the letters only so there is one set for each group of three children.
- Resource sheet 9: Before the lesson photocopy the sheets on card and cut out the cards so there is one set for each group of three children.
- Student Books

Starter (5 minutes)

1. Praise the children for their work in the previous lessons and for writing the letters h, i, j, k.

Whole class (20 minutes)

1. Hold a quiz. Mime one of the h, i, j, and k animal words they have learnt, such as a hen. Give them the initial letter as a clue, e.g. *This animal begins with /h/*. Repeat for other animals, from a–k.
2. Ask children to copy your own upper and lower case letters (Hh, Ii, Jj, Kk) on the board.
3. If time, ask the children what they would buy if they went to a shop. List the words after each child has correctly remembered a word. Prompt by pointing to their chosen word and sounding the initial letter.

Group work (15 minutes)

1. Group work: Give the groups of children copies of the letter cards from Resource sheet 8. Then give them the picture and word cards from Resource sheet 9 and ask them to find the words that begin with these letters. Demonstrate looking for an /h/ word and matching it with the 'h' card.
2. Individual work: Children complete Activity 17 and the writing practice task. Ensure that the children understand the instructions.

Assessment

Do children recognize the initial letter in words beginning with h, i, j, and k?

Do children remember new vocabulary?

Do the children form the upper and lower case letters correctly?

Can the children find the 'ck' words in Activity 17?

Answer key

- h horse, hat, hen
- i iguana, ink
- j jug, jet
- k king, kite
- k jack, duck

hijk ck

Activity 17

Draw a line to join each picture to the first letter of its name. Can you find the ck pictures?

Lesson 23

Objectives

- To introduce the sounds and shapes of the letters l, m, n, o
- To introduce simple vocabulary with initial letters l, m, n, o
- To introduce vocabulary for parts of the body

Resources

- Flash cards: l, m, n, o
- Picture cards: lion, mum, net, ox
- CD: My alphabet song in Topic 1
- 4 soft toys or pictures of characters to name
- Resource sheet 10: Before the lesson photocopy the sheet and cut out the letters and pictures (each group of three children will need a set of letters and pictures)
- Student Books

Starter (5 minutes)

1. Remind the children of the last lesson, focusing on the letters h, i, j, and k. Point to the letters on the alphabet wallchart and ask them to sound out the letter and do the action, e.g. *l is for lion*.
2. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
3. Tell the children that they are going to learn more letters of the alphabet: l, m, n, and o.

Whole class (20 minutes)

1. Show the letter card 'l'; repeat the short /l/ sound in a lively sing-song voice and encourage the children to join in.
2. Show the lion picture card. Stress the /l/ through repetition as you say the word: *l-l-lion*. Can they remember the sound a lion makes? (*rrrrr* – see Lesson 4)
3. Repeat for the other picture and words cards (*m-m-mum, n-n-net, o-o-ox*).
4. Write the capital letters L, M, N, and O. Remind the children that they have the same sound but are upper case (big) letters for names.
5. Use children's or soft toy names to sound out names with the same initial sounds (l, m, n, o); for example say: This is L-L-Lisa, M-M-Mick, N-N-Ned and O-O-Omera.

Group work (10 minutes)

1. Give each group a set of shuffled letter and picture cards from Resource sheet 10 and ask them to match each letter card to the correct picture.
2. Help individuals to sound out the words on page 29 of the Student Book. Emphasize the initial sound of each word.

Review (5 minutes)

Show the children one letter card for l, m, n, and o at a time. Help them to remember the sound of the letter by using the picture card as a prompt; for example say: */l/ is for l-l-lion*.

Ask the children if they can name the parts of the body that begin with /l, m, n/. (legs, lips, mouth, nose, neck)

Assessment

Do the children sound out l, m, n, and o correctly?

Lesson 24

Objectives

- To teach how to form and write the letters Ll
- To introduce initial letter 'l' vocabulary
- To learn vocabulary for parts of the body

Resources

- My alphabet wallchart
- CD: Introduction to the Letter Ll
- CD: Learn to write, Topic 2
- Student Books

Starter (10 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Remind the children of the last letters they have learnt to write by writing Hh, li, Jj, and Kk on the board. Ask children to copy a letter of their choice on the board.
3. Explain that they are going to learn another letter today (Ll). Point to your lips and say: /l/ is for lips; point to your leg and say: /l/ is for leg. Then say: /l/ is for lion.
4. Play the Introduction to Letter Ll on the CD.

Whole class (10 minutes)

1. Point to Ll on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /l/ ... l for lion!* Do the roaring lion action with the children.
2. Show the children how to write the lower case 'l' on the board. Sound out /l/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
5. Show the children how to write the upper case 'L' on the board. Sound out /l/ as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Ll by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 18. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /l/ sound.
2. Return to page 29 of the Student Book and help individual children to sound out the 'l' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begins with /l/. (lion, leopard)

Ask the children if they can name any part of the body that begins with /l/. (leg, lips)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'l' words?

Do they remember any of the new vocabulary?

Lesson 25

Objectives

- To teach how to form and write the letters Mm
- To introduce initial letter 'm' vocabulary

Resources

- CD: Introduction to the Letter Mm
- CD: Learn to write, Topic 2
- Student Books
- Resource sheet 7: Before the lesson photocopy and cut out the characters' faces. Write on each: Mum, Dad, Nadia, Ollie. Attach each to a stick so they can be held up to the class during Lessons 25–27.

Starter (10 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'm'. Point to your mouth and say: /m/ is for mouth; then say: /m/ is for mum, and hold up Mum from Resource sheet 7.
3. Play the Introduction to letter Mm on the CD.

Whole class (15 minutes)

1. Point to Mm on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /m/ ... /m/ is for **mum!*** Do the action of a mother cradling her child with the children.
2. Show the children how to write the lower case 'm' on the board. Sound out /m/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
5. Show the children how to write the upper case 'M' on the board. Sound out /m/ (*M-M-Mum*) as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Mm by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 19. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /m/ sound.
2. Return to page 29 of the Student Book and help individual children to sound out the /m/ words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name any part of the body that begins with /m/. (mouth) Ensure they know the difference between the mouth and the lips.

Ask the children if they can name some fruits that begin with /m/. (melon, mango)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'm' words?

Do they remember any of the new vocabulary?

Lesson 26

Objectives

- To teach how to form and write the letters Nn
- To introduce initial letter 'n' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Nn
- CD: Learn to write, Topic 2
- Student Books
- Nadia character from Resource sheet 7 (see Lesson 25)

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'n'. Point to your nose and say: /n/ is for nose.
3. Play the Introduction to letter Nn on the CD.

Whole class (15 minutes)

1. Point to Nn on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /n/ ... /n/ for nest!*
2. Show the children how to write the lower case 'n' on the board. Sound out /n/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences. Show the Nadia character to the children and point to the uppercase N.
5. Show the children how to write the upper case 'N' on the board. Sound out /n/ (*N-N-adia*) as you write it.

6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Nn by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 20. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /n/ sound.
2. Return to page 29 of the Student Book and help individual children to sound out the 'n' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name any part of the body that begins with /n/. (nose)

Show the children the characters from Resource sheet 7. *Can they find the character whose name begins with 'N'?* (Nadia)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'n' words?

Do they remember any of the new vocabulary and name?

Lesson 27

Objectives

- To teach how to form and write the letters Oo
- To introduce initial letter 'o' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Oo
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'o'.
3. Play the Introduction to letter Oo on the CD.

Whole class (20 minutes)

1. Point to Oo on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /o/ ... /o/ for orange!* Mimic peeling and eating an orange.
2. Introduce the words 'on' and 'off' too. Say: */o/ is for 'on'* and switch the classroom light on. Say */o/ is for 'off'* and switch the classroom light off. Encourage the children to repeat the phrases.
3. Show the children how to write the lower case 'o' on the board. Sound out /o/ as you write it.
4. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.

5. Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences. Show the Ollie character to the children and point to the uppercase 'O'.
6. Show the children how to write the upper case 'O' on the board. Sound out /o/ (*O-O-llie*) as you write it.
7. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Oo by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 21. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /o/ sound.
2. Return to page 29 of the Student Book and help individual children to sound out the 'o' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begin /o/. (ox, ostrich, otter)

Show the children the characters from Resource sheet 7. Can they find the character whose name begins with 'O'? (Ollie)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'o' words?

Do they remember any of the new vocabulary?

Lesson 28

Unit 5 Assessment

Objective

- To re-visit activities in Unit 5

Resources

- Flash cards: l, m, n, o
- Picture cards: lion, mum, net, and ox
- Resource sheet 10: Before the lesson photocopy the sheets on card and cut them out so that there is one set for each group of three children.
- Student Books

Starter (5 minutes)

1. Praise the children for their work in the previous lessons and for writing the letters l, m, n and o.

Whole class (20 minutes)

1. Hold up the letter and then the matching picture cards in random order, encouraging them to call out the letter sound, e.g. *ll is for lion*. Show them faster as the children gain confidence.
2. Ask children to copy your own upper and lower case letters (Ll, Mm, Nn, Oo) on the board.
3. If time, show the characters from Resource sheet 7. Can they sound out the initial letter of each name? (D-Dad, M-Mum, N-Nadia, O-Ollie)

Individual work (15 minutes)

1. Individual work: Children complete Activity 22 and the writing practice task. Ensure that the children understand the instructions.

Assessment

Do children recognize the initial letter in words beginning with l, m, n, and o?

Do children remember new vocabulary?

Do the children form the upper and lower case letters correctly?

Answer key



- l lamp, lemon, lion
- m man, mother, mat
- n nose
- o ox, orange

Unit 6 Time to rhyme

Lesson 29

Objectives

- To introduce rhyming words
- To teach a rhyme
- To help children recognize rhyming words

Resources

- CD: Time to rhyme, Hickory Dickory Dock Topic 7
- Student Books
- Wallchart – Rhyming words

Starter (10 minutes)

1. Play Hickory Dickory Dock on the CD. Encourage the children to clap to the rhythm of the song with you.
2. Talk about the rhymes they already know. Which is their favourite? Ask children to recite their favourite rhyme.

Whole class (15 minutes)

1. Replay Hickory Dickory Dock again.
2. Write the words 'dock' and 'clock' on the board. Talk about how they rhyme and point to same end sound (-ock).
3. Write the word 'bat' on the board. Can they give a word that rhymes with 'bat'? (cat) Write 'cat' on the board and underline 'at' in each word. Repeat for 'bag' (flag); 'drum' (mum);
4. Help the children find page 37 in their Student Books. Read the words together. Have fun reading them faster and faster.
5. Help the children to read the words on the Rhyming words wallchart.

Individual and group work (10 minutes)

1. Ask the children to complete Activity 23. Encourage them to read the words aloud to check which rhyme.
2. Children can work in pairs to prepare a reading of Hickory Dickory Dock, taking turns to read a line.

Review (5 minutes)

Ask the children to think of words that rhyme with men (hen, pen, ten); pat (cat, mat, fat, rat, sat); bun (fun, sun, run). Write the children's suggestions on the board. If children make words up still praise them if they rhyme, e.g. hen/sen, cat/dat.

Ask children who have prepared a reading of Hickory Dickory Dock to perform it to the class.

Assessment

Can the children recognize the rhyming words?

Do they hear the rhymes as well as spot the common spellings?

Do the children remember vocabulary from previous lessons?

Lesson 30

Objectives

To help students to recognize and match rhyming words

To consolidate spellings of words

Resources

- CD: My alphabet song in Topic 1
- My alphabet wallchart
- Wallchart – Rhyming words

Starter (5 minutes)

1. Ask volunteers to share another rhyme with the class, or recite one that you know (such as ‘Jack and Jill’ or ‘Humpty Dumpty’). Identify the words that rhyme.

Whole class (15 minutes)

1. Tell the children that they are going to have a rhyme quiz.
2. Call out a word and see if the children can call out a word that rhymes. Refer them to the alphabet wallchart to help them, e.g. *Find me a word that rhymes with bat* (write ‘bat’ on the board and point to the alphabet wallchart – the answer could be cat or hat). Write the answer on the board.
3. Repeat with the word bag (flag); continue with: boat (goat), bug (jug). Underline the matching endings of the words that rhyme (e.g. boat goat).

Individual and group work (10 minutes)

1. Ask the children to complete Activity 24 and the writing practice task.
2. Children then attempt to copy the rhyming sentences for writing practice.

Review (5 minutes)

Can the children think of any other pairs of rhyming words? If necessary prompt by saying, e.g. *What rhymes with hat?*

Assessment

Can the children recognize the rhyming words?

Do they hear the rhymes as well as identify common spellings?

Can the children remember rhyming word pairs?

Can the children spell words correctly?

Answer key

..at ..ot ..ip **Activity 23**

Circle the word that rhymes with cat.



bat ball pot

Circle the word that rhymes with hen.



hot hat **pen**

Circle the word that rhymes with lip.



pip pen pot

Circle the word that rhymes with pot.



pin pat **cot**

Lesson 31

Objectives

- To introduce the sounds and shapes of the letters p, q, r, s
- To introduce simple vocabulary with initial letters p, q, r, s
- To explain that the letters qu together make one sound

Resources

- My alphabet wallchart
- Flash cards: p, q, r, s
- Picture cards: parrot, queen, rabbit, snake
- CD: My alphabet song in Topic 1
- 4 soft toys or pictures of characters to name
- Resource sheet 11: Before the lesson photocopy the sheet and cut out the letters and pictures (each group of three children will need a set of letters and pictures)
- Student Books

Starter (5 minutes)

1. Remind the children of the last lesson, focusing on the letters l, m, n, and o. Point to the letters on the alphabet wallchart and ask them to sound out the letter and do the action, e.g. *l is for lion* (while miming the roar or a lion).
2. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
3. Tell the children that they are going to learn more letters of the alphabet: p, q, r, and s.

Whole class (20 minutes)

1. Show the 'p' letter card; repeat the short /p/ sound in a lively sing-song voice and encourage the children to join in. Show the 'p' picture card. Stress the /p/ through repetition as you say the word: *p-p-parrot*.
2. Show the 'q' letter card; repeat the short /qu/ sound in a lively sing-song voice and encourage the children to join in. Show the 'q' picture card. Stress the /q/ through repetition as you say the word: *qu-qu-queen*. Explain that 'q' and 'u' together make the same sound /q/.
3. Repeat for the other picture and words cards (*r-r-rabbit, s-s-snake*).
4. Write the capital letters P, Q, R, and S. Remind the children that they have the same sound but are upper case (big) letters for names.
5. Use children's or soft toy names to sound out names with the same initial sounds (p, q, r, s); for example say: This is P-P-Pam, Q-Q-Qamar, R-R-Ron and S-S-Sara.

Group work (10 minutes)

1. Give each group a set of shuffled letter and picture cards from Resource sheet 11 and ask them to match each letter card to the correct picture.
2. Help individuals to sound out the words on page 41 of the Student Book. Emphasize the initial sound of each word.

Review (5 minutes)

Show the children one letter card for p, q, r, and s at a time. Help them to remember the sound of the letter by using the picture card as a prompt; for example say: /p/ is for p-p-parrot.

Assessment

Do the children sound out p, q, r, and s correctly?

Lesson 32

Objectives

- To teach how to form and write the letters Pp
- To introduce initial letter 'p' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Pp
- CD: Learn to write, Topic 2
- Student Books

Starter (10 minutes)

1. Play the alphabet song, encouraging the children to join in with the words and the actions.
2. Explain that they are going to learn another letter today (Pp). Do the action for a parrot with flapping wings and say: /p/ is for parrot and point to the alphabet wallchart.
3. Play the Introduction to Letter Pp on the CD.

Whole class (10 minutes)

1. Point to Pp on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /p/ ... /p/ is for parrot!* Do the flapping parrot action with the children.
2. Show the children how to write the lower case 'p' on the board. Sound out /p/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
5. Show the children how to write the upper case 'P' on the board. Sound out /p/ as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Pp by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 25. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /p/ sound.
2. Return to page 41 of the Student Book and help individual children to sound out the 'p' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begin with /p/. (parrot, panda)

Ask the children if they can name a juicy fruit that begins with /p/. (pineapple, pear, plum, peach)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'p' words?

Do they remember any of the new vocabulary?

Lesson 33

Objectives

- To teach how to form and write the letters Qq
- To introduce initial letter 'q' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Qq
- CD: Learn to write, Topic 2
- Student Books
- Resource sheet 12: Before the lesson photocopy and cut out the characters' faces. Write on each: Queen, King, Prince, Princess. Attach each to a stick so they can be held up to the class.

Starter (10 minutes)

1. Explain that they are going to learn another letter today (Qq). Say: /qu/ is for queen, and hold up Queen from Resource sheet 12.
3. Play the Introduction to Letter Qq on the CD.

Whole class (15 minutes)

1. Point to Qq on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, Q ... q is for queen!* Hold the queen puppet up.
2. Show the children how to write the lower case 'q' on the board. Sound out /q/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
5. Show the children how to write the upper case 'Q' on the board. Sound out /q/ (*Q-Q-Qaiser*) as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Qq by playing Topic 2 on the CD.

Individual work (15 minutes)

1. Ask the children to complete Activity 26. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /q/ sound.

- Return to page 42 of the Student Book and help individual children to sound out the 'q' words, emphasising the initial letter sound.

Review (5 minutes)

Write on the board 'Quick Quiz'. Ask the children to shout out any /q/ words they know. Can they help you to spell them?

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'q' words?

Do they remember any of the new vocabulary?

Lesson 34

Objectives

- To teach how to form and write the letters Rr
- To introduce initial letter 'r' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Rr
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

- Explain that they are going to learn another letter today (Rr) and say: /r/ is for r-r-ring, r-r-rose, r-r-rabbit.
- Play the Introduction to letter Rr on the CD.

Whole class (15 minutes)

- Point to Rr on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /r/ ... /r/ for rug!*
- Show the children how to write the lower case 'r' on the board. Sound out /r/ as you write it.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- Show the children how to write the upper case 'R' on the board. Sound out /r/ (*R-R-ana*) as you write it.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Show the children how to write Rr by playing Topic 2 on the CD.

Individual work (15 minutes)

- Ask the children to complete Activity 27. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /r/ sound.

- Return to page 41 of the Student Book and help individual children to sound out the 'r' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name some animals that begin with /r/. (rabbit, rat)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'r' words?

Do they remember any of the new vocabulary?

Lesson 35

Objectives

- To teach how to form and write the letters Ss
- To introduce initial letter 's' vocabulary

Resources

- My alphabet wallchart
- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Ss
- CD: Learn to write, Topic 2
- Student Books
- Pair of child-safe scissors (or picture of scissors)

Starter (5 minutes)

- Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
- Explain that they are going to learn to write the letter 's'.
- Play the Introduction to letter Ss on the CD.

Whole class (20 minutes)

- Point to Ss on the alphabet wallchart. Ask: *What is this?* Praise and say: *Yes, /s/ ... /s/ for star!*
- Show the children a pair of scissors. Say: *'s' is for 'scissors'*. Mimic using scissors or pretend to use the scissors and say: *Scissors go 'snip snip'*.
- Show the children how to write the lower case 's' on the board. Sound out /s/ as you write it.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- Show the children how to write the upper case 'S' on the board. Sound out /s/ (*S-S-Sid*) as you write it.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Show the children how to write Ss by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 28. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /s/ sound.
2. Return to page 41 of the Student Book and help individual children to sound out the 's' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name any animal that begins with /s/. (snake)

Ask: *What sound does a snake make? (ss)* Show them the scissors and say: *What sound do these make? (snip-snip)*

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 's' words?

Do they remember any of the new vocabulary?

Lesson 36

Unit 7 Assessment

Objective

- To re-visit activities in Unit 7

Resources

- Flash cards: p, q, r, s
- Picture cards: parrot, queen, rabbit and snake
- Resource sheet 11: Before the lesson photocopy the sheets on card and cut them out so that there is one set for each group of three children.
- Student Books
- Resource sheet 12: Before the lesson photocopy the sheets on card and cut them out so that there is one set for each group of three children. Attach a stick to the back of each so the faces can be used like puppets.

Starter (5 minutes)

1. Introduce the characters' names from Resource sheet 12: This is the King/Queen/Prince/Princess. Emphasize the initial sound each time.

Whole class (20 minutes)

1. Hold up the letter and then the matching picture cards in random order, encouraging them to call out the letter sound, e.g. /p/ is parrot. Show them faster as the children gain confidence.
2. Ask children to copy your own upper and lower case letters (Pp, Qq, Rr, Ss) on the board.

Group work (15 minutes)

1. Group work: Give children the puppets from Resource sheet 12 and encourage each to role play a King, Queen, Prince, or Princess. Encourage them to say what they are to each other. Prompt with the initial letter of each.
2. Individual work: Children complete Activity 29 and the writing practice task. Ensure that the children understand the instructions.

Assessment

Do children recognize the initial letter in words beginning with p, q, r, and s?

Do children remember new vocabulary?

Do the children form the upper and lower case letters correctly?

Answer key



p pot, parrot, pineapple, plate, pot

q queen, quilt

r rat, rabbit, rug

s snake, sun

Lesson 37

Objectives

- To introduce the sounds and shapes of the letters t, u, v, w
- To introduce simple vocabulary with initial letters t, u, v, w
- To ask and answer 'What?' questions

Resources

- Flash cards: t, u, v, w
- Picture cards: tap, umbrella, van, window, tree, tin, urn, vest, well, wall
- CD: My alphabet song in Topic 1
- Resource sheet 13: Before the lesson photocopy the sheet and cut out the letters and pictures (each group of three children will need a set of letters and pictures)
- Student Books

Starter (5 minutes)

1. Remind the children of the last lesson, focusing on the letters p, q, r, and s. Point to the letters on the alphabet wallchart and ask them to sound out each letter and do the action, e.g. /p/ is for parrot (while flapping your arms like a parrot's wings).
2. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
3. Tell the children that they are going to learn more letters of the alphabet: t, u, v, and w.

Whole class (20 minutes)

1. Show the letter card 't'; repeat the short /t/ sound in a lively sing-song voice and encourage the children to join in.
2. Show the 'tap' picture card. Stress /t/ through repetition as you say the word: *t-t-tap*.
3. Repeat for the other picture and words cards (*u-u-umbrella, v-v-van, w-w-window*).
4. Write the capital letters T, U, V, and W. Remind the children that they have the same sound but are upper case (big) letters for names.
5. Write four lists on the board for children's names using each initial letter; write and read out the names, emphasising the initial letter: T-T-Tom, U-U-Uzman, V-V-anita, W-W-Wasim.
6. Explain that in English, V is pronounced by putting the upper teeth over the lower lip. W is pronounced by pushing the lips forward.

Group work (10 minutes)

1. Give each group a set of shuffled letter and picture cards from Resource sheet 13, and ask them to match each letter card to the correct picture.
2. Help individuals to sound out the words on page 48 of the Student Book. Emphasize the initial sound of each word.

Review (5 minutes)

Show all the picture cards listed in the Resources, one at a time. After showing each ask: *W-W-What is it?* Can the children remember the word for each? Can they at least remember the initial letter?

Explain that in English, V is pronounced by putting the upper teeth over the lower lip. W is pronounced by pushing the lips forward.

Assessment

Do the children sound out t, u, v, and w correctly?

Do they remember some new vocabulary?

Lesson 38

Objectives

- To teach how to form and write the letters Tt
- To introduce initial letter 't' vocabulary
- To practise answering 'What is it?' questions and extend vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Tt
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 't'.
3. Play the Introduction to letter Tt on the CD.

Whole class (20 minutes)

1. Point to Tt on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /t/ ... /t/ for tin!* Pretend open and close the lid of an imaginary tin.
2. Show the children how to write the lower case 't' on the board. Sound out /t/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names, such as Tom and the beginning of new sentences.
5. Show the children how to write the upper case 'T' on the board. Sound out /t/ (*T-T-Tom*) as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Tt by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 30. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /t/ sound.
2. Return to page 48 of the Student Book and help individual children to sound out the 't' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children to name some things that begin with /t/. (train, tree)

Ask the children if they can name any animal that begins with /t/. (tiger, turtle, tortoise)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 't' words?

Do they remember any of the new vocabulary?

Lesson 39

Objectives

- To teach how to form and write the letters Uu
- To introduce initial letter 'u' vocabulary
- To practise answering 'What is it?' questions and extend vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Uu
- CD: Learn to write, Topic 2
- Student Books
- Picture cards: umbrella, urn, uncle
- An umbrella

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'u'.
3. Play the Introduction to letter Uu on the CD.

Whole class (20 minutes)

1. Point to Uu on the alphabet wallchart. Ask: *What is this?* Praise and say: *Yes, /u/ ... /u/ for umbrella!* Show them the umbrella and put it up.
2. Put the umbrella down and fold it, and say: *The umbrella is down;* then put it up and say: *The umbrella is up.* Repeat until the children are familiar with 'up' and 'down'. The children can have fun commanding you to put it up or down.
3. Show the children how to write the lower case 'u' on the board. Sound out /u/ as you write it.
4. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
5. Remind the children that each letter has an upper case (big) letter for names, such as Unca and the beginning of new sentences.
6. Show the children how to write the upper case 'U' on the board. Sound out /u/ (*U-U-Unca*) as you write it.
7. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
8. Show the children how to write Uu by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 31. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /u/ sound.
2. Return to page 48 of the Student Book and help individual children to sound out the 'u' words, emphasising the initial letter sound.

Review (5 minutes)

Show the children the umbrella and ask: *What is it?* (an umbrella)

Show the children the picture cards – ask: *What is it?* Show the cards quickly, repeating the same cards over again to check which children need more support.

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'u' words?

Do they remember any of the new vocabulary?

Lesson 40

Objectives

- To teach how to form and write the letters Vv
- To introduce initial letter 'v' vocabulary
- To practise answering 'What is it?' questions and extend vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the letter Vv
- CD: Learn to write, Topic 2
- Student Books
- Picture cards: violin, vest

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'v'.
3. Play the Introduction to letter Vv on the CD.
4. Explain that in English, V is pronounced by putting the upper teeth over the lower lip. W is pronounced by pushing the lips forward.

Whole class (20 minutes)

1. Point to Vv on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: Yes, /v/ ... /v/ for van! Use your hands to mime driving a van.
2. Show the children how to write the lower case 'v' on the board. Sound out /v/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.

4. Remind the children that each letter has an upper case (big) letter for names, such as Victor and the beginning of new sentences.
5. Show the children how to write the upper case 'V' on the board. Sound out /v/ (V-V-Viv) as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Vv by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 32. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /v/ sound.
2. Return to page 44 of the Student Book and help individual children to sound out the 'v' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name any things that start with /v/? (van, violin)

Show the children the picture cards – ask: *What is it?* Show the cards quickly, repeating the same cards over again to check which children need more support.

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'v' words?

Do they remember any of the new vocabulary?

Lesson 41

Objectives

- To teach how to form and write the letters Ww
- To introduce initial letter 'w' vocabulary
- To practise answering 'What is it?' questions and extend vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the Letter Ww
- CD: Learn to write, Topic 2
- Student Books
- Picture cards: window, web, wind

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'w'.
3. Play the Introduction to Letter Ww on the CD.
4. Explain that in English, V is pronounced by putting the upper teeth over the lower lip. W is pronounced by pushing the lips forward.

Whole class (20 minutes)

1. Point to Ww on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /w/ ... /w/ for window!* Use your hands to frame a window shape and look through it.
2. Point to a window in the classroom or ask them to make a window with their hands. Ask: *What can you see through the window?* Encourage the use of learnt vocabulary, e.g. tree, van, wall, boy, girl, man.
3. Show the children how to write the lower case 'w' on the board. Sound out /w/ as you write it.
4. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
5. Remind the children that each letter has an upper case (big) letter for names, such as Will and the beginning of new sentences.
6. Show the children how to write the upper case 'W' on the board. Sound out /w/ (*W-W-Wasim*) as you write it.
7. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
8. Show the children how to write Ww by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 35. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /w/ sound.
2. Return to page 48 of the Student Book and help individual children to sound out the 'w' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name any things that begin with /w/. (wind, windmill, well)

Show the children the picture cards – ask: *What is it?* Show the cards quickly, repeating the same cards over again to check which children need more support.

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'w' words?

Do they remember any of the new vocabulary?

Lesson 42

Unit 8 Assessment

Objective

- To re-visit activities in Unit 8

Resources

- Flash cards: t, u, v, w
- Picture cards: tap, umbrella, van, window
- Resource sheet 14: Before the lesson photocopy the sheets on card and cut them out so that there is one card for each child.
- Student Books

Starter (5 minutes)

1. Praise the children for their work in the previous lessons and for writing the letters t, u, v, and w.

Whole class (25 minutes)

1. Hold up the letter and then the matching picture cards in random order, encouraging the children to call out the letter sound, e.g. /u/ is for umbrella. Show them faster as the children gain confidence.
2. Ask children to copy your own upper and lower case letters (Tt, Uu, Vv, Ww) on the board.
3. Give out the cards from Resource sheet 14 so each child has one picture. Ask them to answer 'What is it?' in English and to go to the correct corner of the room (e.g. words beginning with 't' to stand by the blackboard, 'u' by the door, etc.)

Individual work (10 minutes)

1. Children complete Activity 34 and the writing practice task. Ensure that the children understand the instructions.

Assessment

Do children recognize the initial letter in words beginning with t, u, v and w?

Do children remember new vocabulary?

Do the children form the upper and lower case letters correctly?

Answer key

- t tree, tiger
u umbrella
v van
w wind, window, web, well

t u v w

Activity 34

Draw a line to join each picture to the first letter of its name.

The illustration shows a scene with a tree, a tiger in a van, a house with a spiderweb, a person with an umbrella, and a well. Lines connect the letters to the pictures: 't' to the tree, 'u' to the umbrella, 'v' to the van, and 'w' to the well.

Lesson 43

Objectives

- To introduce the sounds and shapes of the letters x, y, z
- To introduce simple vocabulary containing the letters x, y, z

Resources

- Flash cards: x, y, z
- Picture cards: x-ray, yell, zip
- CD: My alphabet song in Topic 1
- Resource sheet 15: Before the lesson photocopy the sheet and cut out the letters and pictures (each group of three children will need a set of letters and pictures).
- Student Books

Starter 5 minutes

1. Remind the children of the last lesson, focusing on the letters t, u, v, and w. Point to the letters on the alphabet chart and ask them to sound out the letter and do the action, e.g. /t/ is for tin.
2. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
3. Tell the children that they are going to learn more letters of the alphabet: x, y, and z.

Whole class (10 minutes)

1. Show the letter card 'x'; repeat the short 'x' sound in a lively sing-song voice and encourage the children to join in, making the shape of an 'x' by crossing your arms.
2. Show the x-ray picture card. Stress the 'x' through repetition as you say the word: *x-x-x-ray*.
3. Repeat for the other picture and words cards (*y-y-yo-yo*, *z-z-zip*).
4. Write the capital letters X, Y, and Z. Remind the children that they have the same sound but are upper case (big) letters for names.
5. Write names on the board for upper case Y and Z as examples, such as Yamin and Zakia.

Individual and Group work (20 minutes)

1. Help individuals to sound out the words on page 55 of the Student Book. Emphasize the initial sound of each word.
2. Give each group a set of shuffled letter and picture cards from Resource sheet 15 and ask them to match each letter card to the correct picture.

Review (5 minutes)

Write the words fox, yacht, and zebra on the board. Ask the children to call out the word that begins with 'y' and then 'z'. Next, ask: *Can you find the letter 'x'? Which word is it in?* Help them to sound out f-o-x letter by letter. Do they correctly sound out /x/ at the end?

Assessment

Do the children sound out x, y, and z correctly?

Do they remember some new vocabulary?

Can they find the /x/ sound at the end of the word 'fox'?

Lesson 44

Objectives

- To teach how to form and write the letters Xx
- To introduce letter 'x' vocabulary
- To introduce 'yes' and 'no' and extend vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the letter Xx
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'x'.
3. Play the Introduction to letter Xx on the CD.

Whole class (20 minutes)

1. Point to Xx on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /x/ ... /y/ for X-ray!*
2. Show the children how to write the lower case 'x' on the board. Sound out /x/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
5. Show the children how to write the upper case 'X' on the board. Sound out /x/.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Xx by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 35. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the /x/ sound.
2. Return to page 55 of the Student Book and help individual children to sound out the words with the 'x' sound.

Review (5 minutes)

Ask the children if they can name any things that have the /x/ sound in it. (exit, box, axe)

Assessment

Are the children able to form the letters correctly?

Do they recognize the 'x' words?

Do they remember any of the new vocabulary?

Lesson 45

Objectives

- To teach how to form and write the letters Yy
- To introduce initial letter 'y' vocabulary
- To learn 'yes' and 'no' and extend vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the letter Yy
- CD: Learn to write, Topic 2
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Explain that they are going to learn to write the letter 'y'.
3. Play the Introduction to letter Yy on the CD.

Whole class (20 minutes)

1. Point to Yy on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: *Yes, /y/ ... /y/ for yo-yo!* Do the actions of playing with a yo-yo.
2. Show the children how to write the lower case 'y' on the board. Sound out /y/ as you write it.
3. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
4. Remind the children that each letter has an upper case (big) letter for names, such as Yasmin and the beginning of new sentences.
5. Show the children how to write the upper case 'Y' on the board. Sound out /y/ (*Y-Y-Yasmin*) as you write it.
6. Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
7. Show the children how to write Yy by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 36. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /y/ sound.

- Return to page 55 of the Student Book and help individual children to sound out the 'y' words, emphasising the initial letter sound.

Review (5 minutes)

Ask the children if they can name any animal that begins with /y/. (yak)

Ask the children if they can name any vegetable that begins with /y/. (yam)

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'y' words?

Do they remember any of the new vocabulary?

Lesson 46

Objectives

- To teach how to form and write the letters Zz
- To introduce initial letter 'z' vocabulary

Resources

- CD: My alphabet song in Topic 1
- CD: Introduction to the letter Zz
- CD: Learn to write, Topic 2
- Student Books
- Paper sheets, e.g. old newspapers, to stand on

Starter (5 minutes)

- Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
- Explain that they are going to learn to write the letter 'z'.
- Play the Introduction to letter Zz on the CD.

Whole class (20 minutes)

- Point to Zz on the alphabet wallchart. Ask: *What sound does this make?* Praise and say: Yes, /z/ ... /z/ for zip! Find out how many children have zips on their clothes.
- Write the word 'zigzag' on the board and draw a zigzag shape. Can the children make a zigzag line all round the classroom? If necessary, put newspapers down in a zigzag line for them to stand on.
- Show the children how to write the lower case 'z' on the board. Sound out /z/ as you write it.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Remind the children that each letter has an upper case (big) letter for names, such as Zakia and the beginning of new sentences.
- Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- Show the children how to write Zz by playing Topic 2 on the CD.

Individual work (10 minutes)

1. Ask the children to complete Activity 37. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasising the initial /z/ sound.
2. Return to page 55 of the Student Book and help individual children to sound out the 'z' words, emphasising the initial letter sound.

Review (5 minutes)

Draw a zigzag and ask: *What is it?* (a zigzag) Write 'zigzag' on the board and ask how many 'z' letters there are.

Show the children the picture cards – ask: *What is it?* Show the cards quickly, repeating the same cards over again to check which children need more support.

Assessment

Are the children able to form the letters correctly?

Do they recognize the initial 'z' words?

Do they remember any of the new vocabulary?

Lesson 47

Objectives

- To introduce the words 'yes' and 'no'
- To practise answering questions 'Is it a/an...?' 'Is it in...?' and 'Do you like...?'
- To revise simple vocabulary

Resources

- Student Books
- A soft toy or character from Resource sheet 7
- Resource sheet 16: Before the lesson photocopy the sheet and cut out the pictures.

Starter (10 minutes)

1. Write 'yes' and 'no' on the board and sound and blend the words to the class, emphasising the initial letter of each. For example, ask: *What sound does this letter make?* (point to 'y')
2. Explain that these words are very useful to know to answer questions, such as 'Do you like...?'
3. Introduce your soft toy or character to the class and say, for example: *Let's find out what Ted likes.* Ask the character 'Do you like...?' questions, pretending to listen to the character's yes or no answer and passing it on to the class. Encourage the children to ask questions, too, reporting the answers to the class.

Whole class (15 minutes)

1. Encourage the children to ask you 'Do you like...?' questions, using the names of fruit, food, or vegetables.

2. Introduce another question. Write 'Is it in the...?' on the board. Sound out and blend each word as you do so. Show the children the dog, parrot, lion, and eggs picture cards from Resource sheet 16, holding each in turn and asking *Is it a ...?* so that the children can answer 'Yes' or 'No'. For example show the dog and ask: *Is it a lion?* (no) Then hold up the parrot and say: *Is it a parrot?* (yes) Continue showing and asking faster and faster for fun.
3. Introduce another question. Write 'Is it in the...?' on the board. Sound out and blend each word as you do so. Explain the meaning of the question by showing the dog and dog-in-a-box cards from Resource sheet 16. Ask questions so the children can answer 'Yes' or 'No', for example: *Is it in a bag?* (no) *Is it in a box?* (yes)

Group and individual work (10 minutes)

1. Encourage the children to work in small groups or pairs, asking each other 'Do you like...?' questions, and answering with 'Yes' or 'No'.
2. Ask the children to complete Activity 39. Check the children know what they have to do.

Review (5 minutes)

Use pictures or objects in the classroom to ask the children questions that require a 'yes' or 'no' answer, e.g. *Is it a table? Is it a boy? Is it under the table? Is it a van?*

Assessment

Are the children able to use the words 'yes' and 'no' correctly?

Do they understand the questions and answer appropriately?

Do they remember learnt vocabulary?

Lesson 48

Unit 9 Assessment

Objective

- To re-visit activities in Unit 9

Resources

- Flash cards: x, y, z
- Picture cards: x-ray, yo-yo, zip
- Resource sheet 15
- Student Books
- Resource sheet 16: Before the lesson photocopy the right-hand pictures on card and cut them out so there is a set for all the children working in pairs or groups of three.

Starter (5 minutes)

1. Praise the children for their work in the previous lessons and for writing the letters x, y, and z and for learning the words 'yes' and 'no'.

Whole class (25 minutes)

1. Hold up the letter and then the matching picture cards from Resource sheet 15 in random order, encouraging them to call out the letter sound, e.g. /x/ is for x-ray. Show them faster as the children gain confidence.
2. Ask children to copy your own upper and lower case letters (Xx, Yy, Zz) on the board.
3. Ask children some questions demanding 'yes' or 'no' answers, e.g. *Is it a ...? Is it in a...? Do you like ...?*

Individual work (10 minutes)

1. Children complete Activity 38 and the writing practice task. Ensure that the children understand the instructions.
2. Children work in pairs or groups of three. Using the cards from Resource sheet 16, encourage them to take turns to pick up a card and ask *Is it a...?* or a *Is it in a...?* while the others answer 'yes' or 'no'.

Assessment

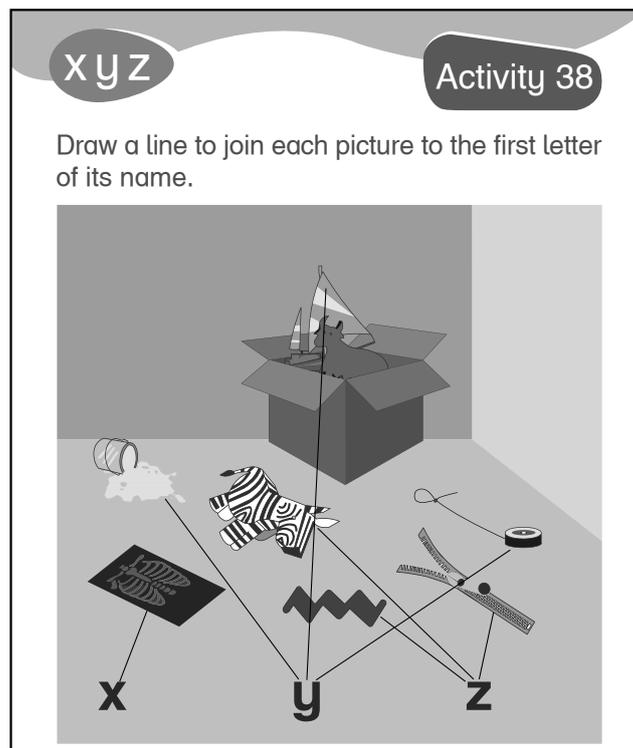
Do children recognize the first initial letter in words beginning with x, y, z?

Do children remember new vocabulary?

Do the children form the upper and lower case letters correctly?

Are they able to ask 'It it...?' questions and answer them appropriately?

Answer key



x x-ray

y yo-yo, yacht, yellow, yak

z zigzag, zebra, zip

Unit 10 Alphabet games

Lesson 49

Objectives

- To revise writing the lower case letters of the alphabet
- To revise letter sounds

Resources

- Student Books
- A cotton scarf to use as a safe blindfold

Starter (5 minutes)

1. Remind the children that they have learnt to write *all* the letters of the alphabet, including both lower and upper case letters. Write examples on the board, e.g. Aa, Kk.
2. Explain that they are going to play some games to see if they have remembered the lower case letters.

Whole class (20 minutes)

1. Challenge the children to write the letters in the air. Call out a letter sound, then watch them attempt to write the letter in the air with an imaginary pencil. Afterwards, write the letter on the board to remind them how to form the letter correctly. Continue with more letters.
2. Have fun playing blindfold letter writing. Ask volunteers to play. Write a lower case letter on the board. Blindfold the volunteer and challenge the child to write the letter again. Afterwards, remove the blindfold and compare! Then ask them to have another go without the blindfold. Encourage the children to praise each volunteer's efforts.

Group work (10 minutes)

1. Individuals work on Activity 40. Ensure the children understand the instructions.
2. Working in groups of three or four, the children take turns to call out a letter for the other children to write.

Review (5 minutes)

Each child in the class takes a turn to copy a lower case letter of the alphabet on the board, and sound out the letter.

Assessment

Do the children form the lower case letters correctly?

Do the children sound out the letters correctly?

Do the children link the letters to their sounds?

Lesson 50

Objectives

- To revise the order of the letters of the alphabet
- To revise letter sounds

Resources

- CD: My alphabet song in Topic 1
- CD: Alphabet games, Topic 3
- Lower case alphabet written on the board in a line for the children's reference
- Soft toy
- Resource sheet 17: Before the lesson photocopy the letters onto card and cut them out so that there is an alphabet for each group of three or four children
- Student Books

Starter (5 minutes)

1. Play the alphabet song on the CD and encourage the children to join in with the song and the actions.
2. Praise the children for remembering the alphabet.

Whole class (20 minutes)

1. Show the soft toy to the children and explain that the character, e.g. Tim, wants to learn the alphabet. Encourage children to take turns to say the letters of the alphabet from a to z in the correct order.
2. Hold a quiz, asking children which letter comes after, e.g. b (answer: c) and which letter comes before, e.g. d (answer: c). Praise the children's efforts and prompt their answers by referring to the alphabet written on the board.

Group work (10 minutes)

1. Give each group of three or four children a set of shuffled letters from Resource sheet 17. See which group can arrange the letters in correct a–z order first.
2. Individuals work on Activity 41. Ensure the children understand the instructions.

Review (5 minutes)

Ask the children to tell you all the letters of the alphabet in the correct order – each child taking it in turns to call out a letter. Check and tick (or correct) their answers using the alphabet on the board.

Assessment

Do the children remember the a–z order of the alphabet correctly?

Do the children sound out the letters correctly?

Lesson 51

Objectives

- To help the children match upper and lower case letters correctly
- To revise letter sounds and match them to the correct upper case letter

Resources

- My alphabet wallchart
- Children's name labels (from Lesson 1)
- Resource sheet 17: A set of lower case letters on card (use those photocopied from lesson 50)

- Resource sheet 18: Before the lesson photocopy the upper case letters onto card and cut out
- Student Books
- CD: Alphabet games, Topic 3

Starter (5 minutes)

1. Remind the children that they have learnt to write all the letters of the alphabet, including both lower and upper case letters. Write examples on the board, e.g. Aa, Kk.
2. Remind them that upper case letters are used at the beginning of names and to start sentences.
3. Explain that they are going to play some fun games.

Whole class (20 minutes)

1. Give out the children's name cards. Ask volunteers to take turns to point to their initial letter on the alphabet wallchart and to sound it out.
2. Can the children write the upper case letter in the air with an imaginary pen? Afterwards write the letter correctly on the board.
3. Give out upper case letters from Resource sheet 18 to half of the class (one letter to each child). Give matching lower case letters from Resource sheet 17 to the other half of the class. Ask the class to walk round and to pair up with the child who has the matching upper/lower case letter. Praise their efforts.

Individual work (10 minutes)

1. Individually children complete Activity 42. Check the children know what they have to do. Help and guide as necessary.
2. Children work in groups to see how many upper case letters they can find on the class soft board. Ask the children to list the words with the upper case letters. *Who found the most and can they read them out?* See if they spot how capitals are used for signs.

Review (5 minutes)

Write an upper or lower case letter on the board and ask volunteers to write the matching upper or lower case letter alongside.

Assessment

Are the children able to form the letters correctly?

Can they match upper and lower case letters correctly?

Can they explain when upper case letters are used?

Lesson 52

Objectives

- To practise sounding out individual letters
- To introduce sounding out and blending in order to read words
- To introduce high frequency words

Resources

- A soft toy
- Word cards: is, it, at, an, on, cat, rat, mat, bat
- Student Books
- Resource sheet 17: Before the lesson ensure you have enough letters photocopied and cut out to give to groups of children to make two- and three-letter words.
- CD: Alphabet games, Topic 3

Starter (5 minutes)

1. Remind the children that knowing alphabet letter sounds means we can read complete words. Give an example by saying: *'cat' is made up of three letter sounds c-a-t* (count each letter with a finger as you say it).
2. Tell the children that they are going to show your soft toy (e.g. Tim) how to read some words.

Whole class (15 minutes)

1. Show the children the soft toy, e.g. Tim, and explain how they are going to show him how to sound out the letters in a word, then blend them together to say the word.
2. Start with two-letter word cards, sounding out the letters, using your fingers to count each sound, e.g. i-s, then blend to say the word 'is'. Repeat with the other two-letter cards and repeat until the children are sounding out and blending with you.
3. Continue with the three-letter cards in the same way. Involve the soft toy now and then by pretending to ask him how many letter sounds there are in a word – two or three?
4. Give one or two cvc words to sound and blend too, e.g. yak, mat, bib, etc.

Individual work (15 minutes)

1. Ask the children to complete Activity 43. Can the children remember the vocabulary – prompt by writing labels under the pictures if necessary?
2. Give groups of children sets of letter cards from Resource sheet 17. Ask them to see if they can make any two- or three-letter English words using the letters.
3. Ask the children to complete the writing practice task.

Review (5 minutes)

Hold a quiz: How many words can they read, and how quickly? Hold up the word cards 'in', 'on', 'it', and 'at'. Help them to segment and blend.

Continue with cvc words: 'cat', 'bat', 'mat', and so on. How quickly can they read the words?

Assessment

Are the children able to sound out and blend to read simple words?

Do they segment and blend from left to right?

Do they remember the letter sounds?

Answer key

a-z **Activity 41**

Draw a line to connect the letters from a to z, in the correct order.

Activity 42

Draw lines from the upper case letters to the matching lower case letters.

sounds **Activity 43**

Colour the picture that begins with the given letter.

c			
g			
b			
z			
u			
o			

Unit 11 I am a/an ...

Lesson 53

Objectives

- To introduce the words a, an, it, and is
- To assess children's vocabulary
- To introduce and practise the questions: What is it?/What am I?

Resources

- Paper bags, each containing an object (picture cards can be used instead): ball, egg, doll, hat, ink, jug
- CD: I am a/an..., Topic 4
- Student Books

Starter (5 minutes)

1. Play the alphabet song and encourage the children to sing along, doing the actions.
2. Show the children the bags (the cards) and ask what they think will be in the bags (or on the cards) – encourage them to use English words.

Whole class (15 minutes)

1. Pick up each bag in turn. Allow time for children to guess what is in the bag before taking out the object, then ask: *What is it?* Encourage the children to answer with a full sentence, e.g. It is an egg. Write each answer on the board.
2. Continue until you have a list of answers (some with 'a' and some with 'an' in the sentences).
3. Point out how some words have 'a' in front of them, and some have 'an' in front of them.
4. Write a, e, i, o, u on the board and explain that words starting with these letters have 'an' in front. Demonstrate by pointing to the apple, egg, igloo, orange, and umbrella on the alphabet chart in turn, saying *This is an....* Then point to the ball and cap, saying *This is a....*
5. Explain that these letters (a, e, i, o, u) are called vowels.
The remaining letters are called consonants. (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
6. Play Topic 4 on the CD.

Individual/group work (15 minutes)

1. Help individuals or groups to read the sentences and tick the correct boxes on pages 67 and 68. Refer them to the top of page which gives them the initial letter words that use 'a' and 'an'.

Review (5 minutes)

Point to items on the alphabet chart asking: *What is it?* Encourage the children to answer in a full sentence, e.g. It is an egg.

Assessment

Do the children use a and an correctly?

Do they attempt to answer the 'What is it?' questions using full sentences?

Do the children remember vocabulary from previous lessons?

Lesson 54

Objectives

- To introduce the words a, an, it, and is
- To assess children's vocabulary
- To practise asking and answering the questions: What is it?/What am I?

Resources

- CD: I am a/an..., Topic 4
- Student Books

Starter 5 minutes

1. When the children are settled explain that you are going to change into an animal. Turn your back, and then face the children, miming a roaring lion. Say: *What am I?* You can use animal masks if available.

Whole class (20 minutes)

1. When the children have finished guessing, say: *I am a lion!*
2. Encourage children to take turns to choose any animal, mime that animal to the class, and ask: *What am I?* and then to say: *I am a/an ...* after they have finished guessing.
3. Write the children's sentences on the board, emphasising the words 'a' and 'an' and reminding them of how only a, e, i, o, and u words have 'an' before them.

Individual work (10 minutes)

1. Ask the children to complete Activity 44.
2. If time, children can draw an animal and add a speech bubble. In the speech bubble they can complete the sentence: I am ... (e.g. I am an elephant/I am a duck).

Review (5 minutes)

Finish by writing 'It is ____ jug.' and 'It is ____ umbrella.' on the board. Can the children choose 'a' or 'an' to complete the sentences?

Assessment

Do the children use a and an correctly?

Do they attempt to answer the 'What am I?' questions using full sentences?

Do the children remember vocabulary from previous lessons?

Answer key

Unit 11 I am a/an... a

an

it is

an is for words that begin with
a e i o u

a is for words that begin with
b c d f g h j k l m n p
q r s t v w x y z

It is **an** apple.  It is **a** drum. 

Tick the correct box for each picture.

	
It is a egg. <input type="checkbox"/>	It is a jet. <input checked="" type="checkbox"/>
It is an egg. <input checked="" type="checkbox"/>	It is an jet. <input type="checkbox"/>
	
It is a axe. <input type="checkbox"/>	It is a bus. <input checked="" type="checkbox"/>
It is an axe. <input checked="" type="checkbox"/>	It is an bus. <input type="checkbox"/>

I am a/an... a

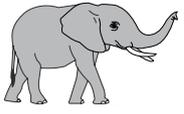
an

it is

I am a cat. 

I am an ant. 

Tick the correct box for each picture.

	
I am a elk. <input type="checkbox"/>	I am a elephant. <input type="checkbox"/>
I am an elk. <input checked="" type="checkbox"/>	I am an elephant. <input checked="" type="checkbox"/>
	
It is a octopus. <input type="checkbox"/>	It is a orange. <input type="checkbox"/>
It is an octopus. <input checked="" type="checkbox"/>	It is an orange. <input checked="" type="checkbox"/>

a, an **Activity 44**

What is it?
Read and draw lines from the sentences to the correct pictures.

	It is an apple.	
	It is a bag.	
	It is a duck.	
	It is an egg.	
	It is a fox.	
	It is a goat.	
	It is a hen.	
	It is a jug.	
	It is a king.	

Unit 12 Reading together

Lesson 55

Objectives

- To introduce new vocabulary
- To practise letter recognition and blending to spell, write, and read simple names and words

Resources

- Student Books
- CD: Reading together, Topic 5
- Upper case and lower case letters from Resource sheets 17 and 18
- Paper and pencils or pens

Starter (5 minutes)

1. Help the children to turn to page 70 of their Student Books.
2. Remind them of what they learned in Unit 11 and how words beginning with a, e, i, o, and u use 'an', while words with other initial letters use 'a'. Write 'an ox' and 'a cat' on the board as examples. Look at page 70 together as a class.

Whole class (20 minutes)

1. Talk about labels in pictures and how they give us information about a picture or an object. Look together at page 70 of the Student Book. Explain that the labels tell us the names of the children. Copy 'Dan and Ben' on the board. Sound out D-a-n then blend to read 'Dan'. Repeat for 'and', then 'Ben'.
2. Encourage volunteers to sound out and blend the rest of the names on this page.
3. Play Topic 5 on the CD.

Group work (10 minutes)

1. Working in pairs, the children can help each other to sound out the sentences at the bottom of page 70 in the Student Books. Help them to read the tricky words 'boys' and 'girls' because the sounds /oy/ and /ur/ will not be familiar to them.
2. Give sets of upper and lower case letters from Resource sheets 17 and 18 to groups of children to make up their own names for children or pets. Faster-working children could draw a child or pet and write their name below.

Review (5 minutes)

Ask children to share the names they have written with the class – sounding and blending the letters.

Assessment

Do the children remember the letter sounds?

Are the children able to blend the letter sounds to read the names?

Do the children's made-up names show an understanding of letter sounds?

Do their names begin with an upper case letter?

Lesson 56

Objectives

- To revise 'a' and 'an',
- To explain how to add 's' to make plural words
- To practise spellings
- To help children write labels

Resources

- Student Books
- Three dolls or toys
- CD: Reading together, Topic 5

Starter (5 minutes)

1. Talk about signs and labels they see in shops. Can they think of any examples?
2. Turn to Activity 45 of their Student Books and explain that they will finish writing the labels for the toy shop later in the lesson.

Whole class (20 minutes)

1. Help the children to return to Unit 11 of their Student Books.
2. Remind them of Unit 11 and how words beginning with a, e, i, o, and u use 'an', while words with other initial letters use 'a'. Write 'an egg' and 'a cat' on the board as examples. Look at page 71 together as a class.
3. Remind the children that 'a' or 'an' means there is one of the items that it refers to, e.g. 'a doll' means there is 'one doll'.
4. Explain that we add 's' to words if there is more than one. For example, write on the board: 2 dolls. Sound out the word, emphasising the /s/ (d-o-ll-s)
5. Hold a quiz. Write on the board: a dog; 2 dog; 3 cat; a cat. Ask: *Which of these words should have an 's' added at the end?* (2 dogs; 3 cats)
6. Play Topic 5 on the CD.

Individual work (10 minutes)

1. Individual children work on Activity 45 to complete the labels. Ensure the children understand the instructions.
2. Faster-working children can attempt to write labels for items in the classroom, such as 'a cup', 'a pen', 'a peg', etc.

Review (5 minutes)

Write three-letter words, such as egg, ball, bat, and ink on the board. Ask volunteers to add 'a' or 'an'.

Write a shopping list on the board, such as: 1 egg, 2 yam, 4 apple. Ask volunteers to add the missing 's' to the correct words.

Assessment

Do the children complete the labels accurately with 'a', 'an', and 's'?

Do they form the letters correctly?

Lesson 57

Objectives

- To practise spelling and writing familiar vocabulary
- To revise simple vocabulary

Resources

- Picture cards: cat, rat, bat, fox, mum, tin, hen
- Puppet or character from Resource sheet 7
- Pens or pencils and cards

Starter (5 minutes)

1. Introduce the soft toy or character and give it a name. Tell the children that you are going to teach the character or soft toy to spell.

Whole class (20 minutes)

1. Show the picture card for a cat and ask what it is. Prompt if necessary, then encourage the children to help you to show the character how to spell 'cat'. Support the children in sounding out the letters (c-a-t) as you write the word on the board.
2. Show the picture card for a rat and ask what it is. Point out how it rhymes with 'cat'. Encourage the children to help you to show the character how to spell 'rat'. Support the children in sounding out the letters as you write the word on the board.
3. Show the picture card for a bat and ask what it is. Point out how it rhymes with 'cat' and 'rat'. Encourage the children to help you to show the character how to spell 'bat'. Support the children in sounding out the letters as you write the word on the board.
4. Repeat with other picture cards using different letter endings, such as ox, fox. Praise their efforts and ensure the character or soft toy thanks the children.

Individual and group work (10 minutes)

1. Provide children with cards and pens or pencils and ask them to write labels for an imaginary pet shop. Each label must have a correctly spelt animal word.
2. Pictures could be attached to the labels for role-play in a pet shop at a later date.

Review (5 minutes)

Show picture cards in random order and ask the children to spell out each word as you write it on the board.

Assessment

Do the children remember spellings? Can they match the correct letters to sounds?

Can they write legible labels?

Are they able to recognize rhyming words?

Lesson 58

Objectives

- To revise high-frequency words: and, in, at, on
- To introduce high-frequency tricky words: go, to, the
- To extend vocabulary
- To help children complete, write, and read captions

Resources

- A soft toy
- Resource sheet 19: Before the lesson photocopy on card and cut out to make two different sets of high frequency words
- Student Books

Starter (5 minutes)

1. Tell the children that they are going learn how to write labels that describe pictures.
2. Explain that to do this they will need to learn some little words that will be very useful.

Whole class (15 minutes)

1. Write the following words on the board in a list: and, on, at, in, the. Ask volunteers to sound them out and blend to read them. Point out that 'the' is a tricky word because the three letters make different sounds from those they have learnt.
2. Write the following captions on the board:
 - a cat and a dog on the box
 - Mum at the zoo
 - a rat in the pan
 - an ox and a yak at the farm
3. Help the children to blend the letters in each word and read the captions.
4. Write the heading: 'Tricky words' on the board and beneath in a list write: the, go, to. Explain that some of the letters sound different from the sounds they have learnt, e.g. 'o' in 'go'; 'o' in 'to'; 't' 'h' and 'e' in 'the'. Encourage the children to read the words as you point to each in turn.
5. Verbally give examples of commands using 'go', 'to', and 'the', e.g. *Go to the back! Go to the board! Go to the bookshelf! Go to the door!* The children can have fun racing to carry out your commands.

Group work (15 minutes)

1. The children read the captions and point to the pictures, working in pairs.

Review (5 minutes)

Play Bingo: Give each of the children a high-frequency word card from Resource sheet 19. Call out the high-frequency words one at a time, pausing between each. When the children find a word on their sheet, they tick it. The first person to tick all their words is the winner. Check the winner's sheet.

Assessment

Are the children able to sound out and blend in order to read high frequency words?

Do they recognize the tricky words on their Bingo sheet when they are called out?

Can they form letters accurately?

Can they read and understand the activity captions?

Answer key

1 or moreActivity 45

1 ant 

3 ants 

Finish the labels. Write a, an, or add an s.

 2 bats	 an elk	 a book
 2 dolls	 a cup	 an egg
 an ox	 3 rats	 a ball

Unit 13 Can you read alone?

Lesson 59

Objectives

- To introduce vocabulary with double letter spellings
- To introduce the sounds of the double letters ff, ll, ss and zz

Resources

- Student Books
- Flash cards: ff, ll, ss, zz
- Picture cards: puff, bell, hiss, buzz
- CD: Can you read alone? Topic 6

Starter (5 minutes)

1. Ask the children what sound a snake makes. Write the word 'hiss' on the board. Say the word 'hiss' and point out how the two letters 'ss' together make one sound.
2. Tell them that they will learn about 'ss' and other pairs of letters that make one sound.

Whole class (20 minutes)

1. Show the children the flash card 'ff', and repeat the short /f/ sound these two letters make. Show them the picture card and encourage them to puff like the man.
2. Show the children the flash card 'ff', and repeat the short /f/ sound these two letters make. Show them the picture card and say: *The man goes puff.* Encourage the children to say 'The man goes puff' along with you and run on the spot like a man running up a hill.
3. Show the children the flash card 'll', and repeat the short /l/ sound these two letters make. Show them the picture card and say: *Ding dong goes the bell!* Encourage the children to say 'Ding dong goes the bell!' along with you and move a hand as if ringing a hand bell.
4. Show the children the flash card 'ss', and repeat the short /s/ sound these two letters make. Show them the picture card and say: *Hiss goes the snake!* Encourage the children to say 'Hiss goes the snake!' along with you and move like a slithering sliding snake.
5. Show the children the flash card 'zz', and repeat the short /z/ sound these two letters make. Show them the picture card and say: *Buzz like a bee!* Encourage the children to say 'Buzz like a bee!' along with you and move like busy bees.
6. Play Topic 6 on the CD.

Group work (10 minutes)

1. Working in pairs, the children look at page 74 of the Student Book and take turns to find double letters that make one sound.
2. The children can attempt to read the page alone, or with support if necessary.

Review (5 minutes)

Show the children the flash cards quickly in random order, so the children puff, ring the bell, hiss, or buzz to match the card.

Assessment

Do the children remember the letter sounds?

Are the children able to read any of the words on page 74?

Do the children read from left to right?

Lesson 60

Objectives

- To revise words with ff, ll, ss and zz spellings
- To introduce new vocabulary

Resources

- Student Books
- Picture and word cards from Lesson 58
- Paper and pens/pencils
- CD: Can you read alone? Topic 6

Starter (5 minutes)

1. Show the flash cards to the children – do they remember the sound each makes?
2. Show the picture cards from Lesson 58. Can the children remember any of the vocabulary linked to the cards, especially puff, bell, hiss, and buzz?

Whole class (20 minutes)

1. Return to page 74 of the Student Books. Complete guided reading of the text with the whole class.
2. Segment the sounds of each word, and then blend. Focus on the words with the double letter spellings. Help them with tricky words (e.g. 'the').
3. After a class reading ask volunteers to each read a sentence again.
4. Check their understanding of the text by asking questions, e.g.:
 - *Who is in a mess?*
 - *What does Nell sell?*
 - *Who puffs?*
 - *What sound does Fizz make?*
5. 3. Play Topic 6 on the CD.

Individual and Group work (10 minutes)

1. Individual children work on Activity 47. Ensure the children understand the instructions.
2. Give each small group of children the task of making a list of words that contain ff, ss, ll, or zz. They can make up names but must be able to read them out to the class!

Review (5 minutes)

Write words with double consonant spellings on the board (e.g. hill, bell, kiss, buzz, cuff) and ask children to sound and blend each word for the class.

Assessment

Can the children make the sounds represented by the double letters?

Do they recognize double-letter spellings in words?

Lesson 61

Objectives

- To read text from left to right and to read a narrative
- To practise segmenting and blending letters to work out how to read new words
- To revise the tricky words 'no' and 'the'
- To revise words with double consonants

Resources

- Student Books
- Resource sheet 20: Before the lesson photocopy and cut up the pictures so that each pair of children has a full set.
- Pens or pencils and cards
- CD: Can you read alone? Topic 6

Starter (5 minutes)

1. Talk about stories the children have read. How did they begin and how did they end?
2. Tell the children that they are going to read a story about a dog. Write his name on the board ('Fluff') and ask the children to help you read Fluff's name.

Whole class (20 minutes)

1. Ask the children to open their books at page 76. Work through the illustrations, holding up each picture from Resource sheet 20 in order. Alternatively, the children can look at the illustrations in their books. Talk about what is happening. Ensure the children understand the meaning of 'under', 'on', 'up', and 'in'.
2. Encourage the children to help you to work out words as you read the story of Fluff. After you and the children have read each word in a sentence, ask a volunteer to read the whole sentence. Encourage the children to read with expression to make the story sound exciting.
3. Check the children's understanding of the story by asking questions, such as:
 - *What is under the tree?*
 - *Where is Dad?*
 - *Where is Fluff?*
4. Talk about why 'ALL' is in upper case. (for emphasis)

Individual and paired work (10 minutes)

1. Provide children with copies of the cards from Resource sheet 20. Can they put them in order and take it in turns to re-tell the story to their partner?
2. Faster-working children could draw/write another picture/sentence to the story, e.g. *Is Fluff in the van?*
No, Mum is in the van.

Review (5 minutes)

Show pictures from Resource sheet 20 in random order and ask the children to tell you what is happening in the picture.

Ask children to help you spell 'Huff', 'Puff', 'Fluff', 'ladder' and 'ALL' on the board.

Assessment

Are the children able to recognize any of the words by sight?

Do the children read from left to right?

Do they attempt to work out new words by sounding out each letter then blending?

Do they remember that 'ff' makes one sound?

Lesson 62

Objectives

- To revise writing skills and to form letters correctly
- To experiment with word sounds
- To help children prepare a reading to perform to others

Resources

- Student Books
- Before the lesson write letters in three columns on the board:

y	a	ll
b	e	ff
h	i	ss
p	u	zz
f		
c		

Starter (5 minutes)

1. Write ss, ll, ff, and zz on one side of the board. Ask volunteers to draw the upper case form of each double letter sound.
2. Explain that you are going to read a short story that uses upper case letters to make some words more important than others. Read the story on page 77 to the children.

Whole class (15 minutes)

1. Point to the 'll' in 'yell' and ask if they can think of any other words with an 'll' (e.g. ball, bell, bull, hill, bill, fall, full, pull, hull).
2. Show the children how we can make 'bell' and 'ball' using letters from each column of those on the board. If appropriate introduce new vocabulary.
3. Ask the children if they can make words ending in 'ff' using letters from the board (demonstrate 'huff'). Can the children make other words (e.g. puff)?

- Repeat with 'ss' (hiss, puss, fuss) and 'zz' (e.g. buzz, fuzz)
- Ask the children to choose a word, and then have fun with each child in turn calling out their word.

Individual work (15 minutes)

- The children work individually to complete Activity 48. Ensure the children understand the instructions.
- Ask the children to work in pairs to prepare a reading of the story. The children could simply mime the child, bee, dragon, and snake, each calling out its sound (buzz, puff, hiss; the boy could yell 'Help!').

Review (5 minutes)

Let the children review each other's performances of the boy being chased by the bee, dragon and snake. Children can join in calling out *buzz*, *puff*, *hiss*, and *help*.

Assessment

Can they form letters accurately?

Are the children able to spell out words with double consonants?

Can they read the story?

Do they understand the vocabulary?

Answer key

Activity 47

Draw a line to match the words to their correct ending sounds.

Activity 48

Write the ending letters to finish the words.

BUZZ
Oh no, it is a bee!

PUFF
Oh no, it is a dragon

HISS
Oh no, it is a snake!

Now, YELL for help!

Unit 14 Words, words, words

Lesson 63

Objectives

- To revise rhyming words
- To recognize rhyming words
- To practise spelling and segmentation

Resources

- CD: Time to rhyme, Topic 7
- Student Books

Starter (10 minutes)

1. Ask the children: *Do you remember the rhyme, Hickory Dickory Dock from Unit 6?* Play Hickory Dickory Dock on the CD. Encourage the children to clap to the rhythm of the song with you, and to join in with some of the words. Emphasize the rhyming words (Dock, clock).

Whole class (15 minutes)

1. Tell the children that just as 'Dock' and 'clock' rhyme, there are many other rhyming words that are fun to put together.
2. Write the words 'sun', 'bun', and 'run' on the board in a list. For each word, ask the children to help you segment the words by putting a finger up for each letter (s-u-n, b-u-n, r-u-n) and then blend.
3. Add the word 'cap' to the bottom of the list and encourage the children to do the same.
4. Can the children read the list of words quickly? Ask: *Which word sounds like the odd one out?* Prompt with emphasis on the rhyming words and point to the different end spelling of 'cap'.
5. Play Topic 7 on the CD.

Individual and group work (10 minutes)

1. Ask the children to work in pairs to prepare a reading of page 78. Ensure they understand any unfamiliar words.
2. Faster-working children can try to think of more rhyming words to add to any of the lists.

Review (5 minutes)

Ask individual children or the whole class to read the rhyming words on page 78. You could have fun by giving groups of children one set of rhyming words and each to start repeating them in sequence as rounds.

Assessment

Can the children recognize the rhyming words?

Do they spot the common spellings?

Can they use the new vocabulary correctly?

Lesson 64

Objectives

- To help students to recognize and match rhyming words
- To revise the tricky words: go, to, the

Resources

- Student Books
- Word cards: go, to, the
- Resource sheet 21: Before the lesson photocopy the sheet on card so that there is one game for every pair or group of 3–4 children.
- Resource sheet 22: Before the lesson photocopy the sheet on card and cut out the player pieces and instruction cards. There should be one set for each pair or group of children playing. Note: buttons could be used instead of the players' pieces.

Starter (5 minutes)

1. Ask the children if they can remember some tricky words. Hold up the word cards and praise children for reading aloud correctly, or prompt as necessary.

Whole class (15 minutes)

1. Play speed-reading. Ask the children to read the word cards as fast as they can. Hold up the cards in random order: go, to, the, is, an, a, in, and
2. Introduce Activity 49 to the class. Talk about what you might see if you go to the farm. Look at each picture and ask: *What is it?* (a rat) *Where is it?* Help them read the matching word (hat). Continue in this way with the other two animals.
3. Point out the rhyming words (rat, hat; duck, truck; hen, pen).
4. Introduce the rest of the activity by talking about the pictures of items at home.

Individual and group work (10 minutes)

1. Ask the children to complete Activity 49.
2. Give pairs or groups of children the Fun run game to play. Tell them to take a card in turn and move their counter forward or back the number of places shown. If they take a card that tells them to go back a greater number of places than they can, they miss their turn.

Review (5 minutes)

Return to Activity 49 and ask the children to read out the correct endings to the sentence: *I go home and see... mum and a drum/a bug in a mug/a ted in bed.*

Assessment

Can the children recognize the rhyming words?

Do they use the vocabulary correctly?

Can the children read the tricky words (go, the, to)?

Lesson 65

Objectives

- To introduce directional words
- To practise following and giving instructions

Resources

- Student Books
- Gold foil discs, buttons or other 'treasure': Before the lesson hide the treasure on, in, and under items such as desks, tins, shelves, and books
- A tin or box
- Word cards: up, down, on, under, in

Starter (10 minutes)

1. Show the children the word cards and help them sound out the letters and to blend and read the words. They will need help with 'down' – point out how 'ow' makes one sound.

Whole class (15 minutes)

1. Show the children the tin or box and position a piece of 'treasure' to demonstrate 'on', 'in', and 'under'.
2. Tell the children that there is treasure hidden in the room and they must follow your instructions to find it.
3. As children take turns to walk around the classroom call an instruction such as: *Look on the table. Look in the tin. Look under the book.* When the child has found the treasure another child can have a go.

Individual and paired work 10 minutes

1. Ask the children to complete Activity 50. Ensure they understand the vocabulary.
2. Children can work in pairs to take turns to close their eyes while the other child hides an object *in, under, or on* something in the classroom. They then give an instruction so the other child can find it, e.g. *Look under the book.*

Review (5 minutes)

As the children watch, place an object on/in/under something in the classroom. Prompt them to say where it is, e.g. *It is on the table. It is in the tin.*

Assessment

Do the children use the vocabulary correctly?

Do they remember the vocabulary for familiar objects around the room?

Can they follow and give instructions?

Lesson 66

Objectives

- To help children recognize and match rhyming words
- To reinforce correct spellings
- To sing and chant rhymes
- To help children to mime a rhyme

Resources

- CD: Time to rhyme, Topic 7
- Student Books
- Pens and paper

Starter (5 minutes)

1. Ask volunteers to share any rhymes they know with the class.

Whole class (15 minutes)

1. Play Humpty Dumpty to the children.
2. Turn to page 81 of the Student Books and talk about the pictures with the children. Discuss how the character is 'on' the wall, then falls 'down'.
3. Replay the rhyme on the CD, encouraging the children to join in.
4. Read the rhyme while encouraging the children to follow the words in their books.
3. Play Topic 7 on the CD.

Group work (10 minutes)

1. Ask the children to work in groups to mime the rhyme with one child as Humpty and the others as the horses and king's men.
2. Encourage the children to read the rhyme to each other.

Review (5 minutes)

Ask groups to show their mime to the rest of the class. Encourage the rest of the children to read the rhyme as it is mimed.

Assessment

Can the children say the rhyme with expression?

Do the children follow the narrative in the rhyme?

Lesson 67

Unit 14 Assessment

Note: The activity in this lesson can be extended across several days, as homework, or to fill in spare time during other lessons.

Objectives

- To review and introduce rhymes
- To practise writing

Resources

- CD: Time to rhyme, Topic 7
- Student Books
- Books of rhymes in English if available
- Paper, pencils, paints, or crayons

Starter (10 minutes)

1. Play Hickory Dickory Dock and Humpty Dumpty, encouraging the children to join in.

Whole class (15 minutes)

1. Tell the children that they are going to make a display of rhymes for the classroom wall. Talk about the pictures and how they illustrate what is happening in the text.
2. Explain that they are going to work on writing and illustrating their own rhyme for a class display.

Individual work (15 minutes) plus homework, etc.

1. Provide the children with materials to write and illustrate a rhyme. They could copy the rhymes or make up their own rhyming sentences using the rhyming words given in Units 6 and 14. Alternatively, they could pick a rhyme from a collection of nursery rhymes, copy their favourite, and then illustrate it.

Review (5 minutes)

Display the work for the children to praise, read, and discuss.

Hold a quick game: Find it! Hide objects and ask the children to find them, e.g. *Look in the tin! Look under the table!*

Assessment

Do the children use correct spelling?

Can they form letters correctly?

Do the children recognize rhyming words?

Do the children remember the vocabulary: under, on, in?

Answer key

Words that rhyme Activity 49

Look at the pictures and write the missing words that rhyme.

I go to the farm and see...

a **rat** in a hat.

a **hen** in a pen.

a **duck** on the truck.



I go home and see...

mum with a drum.

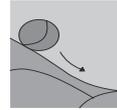
a **ted** in a bed.

a **jug** and a mug.



up, down, under, on, in Activity 50

I go ...



I go up.

I go down.

I go on the table.

I go under the table.

Tick the correct box for each picture

The parrot is in the cage.

The parrot is on the cage.



The rat is on the raft.

The rat is in the raft.



The girl is up.

The girl is down.

The boy is up.

The boy is down.

Unit 15 Families

Lesson 68

Note: Ensure children without families are protected and supported throughout this lesson.

Objectives

- To introduce family and pronoun vocabulary
- To encourage children to ask and answer questions

Resources

- Student Books
- Resource sheet 23. Before the lesson photocopy the words on card and cut them out so that each group of children has two or three sets.
- CD: Families, Topic 8

Starter (10 minutes)

1. Ask the children about their families. Ask: *Who is in your family?* Use the information to revise and introduce the words for family relations: e.g. mum, dad, brother, sister, baby, nan, grandpa.

Whole class (15 minutes)

1. Look with the children at Sid's family on page 82 of the Student Book.
2. Ask the children to help you write and spell a list of family words. For example, say: *'mum'...How do I spell that?* Continue with dad, nan, etc.
3. Copy the sentences from page 82 and read them with the class. Ensure they understand the meaning of 'she' and 'he' and that 'she' is used for women and girls, and 'he' is used for men and boys. Ask questions, e.g. *Where is Sid's nan? What is she doing?*
4. Play Topic 8 on the CD.

Individual and paired work (10 minutes)

1. Ask the children to play Snap! in pairs using the cards from Resource sheet 23.
2. Ask the children to complete Activity 51. Encourage them to write labels such as mum, dad, etc. Note: tell the children that the family they draw can be real or imaginary.

Review (5 minutes)

Ask individual children or the whole class to read the sentences on page 82 of the Student Books. Ask questions, using he/she, such as: *Who is Sid's sister? Where is she? Where is Sid's mum? What is she doing? Who is Rex? What is he doing?*

Assessment

Do the children use 'he' and 'she' correctly?

Do the children remember the new vocabulary?

Do they spell the labels in Activity 51 correctly?

Lesson 69

Objectives

- To reinforce reading text from left to right and to read a narrative
- To segment and blend letters to work out how to read new words

Resources

- Student Books
- CD: Families, Topic 8

Starter (5 minutes)

1. Talk about stories the children have read. How did they begin and how did they end?
2. Tell the children that they are going to read a story about Sid a small boy. Write his name on the board (Sid) and ask the children to help you read the name.

Whole class (20 minutes)

1. Ask the children to turn to page 84. Work through the illustrations and the text. Talk about what is happening.
2. Encourage the children to help you to work out words as you read the story of Sid. After you and the children have read each word in a sentence, ask a volunteer to read the whole sentence. Encourage the children to read with expression to make the story sound exciting.
3. Check the children's understanding of the story by asking questions, such as:
 - *Who is in bed?*
 - *Where is Dad?*
 - *Where is mum?*
 - *Where is Sid and what happens to him?*

Individual and paired work (10 minutes)

1. Ask children to read the story in pairs.

Review (5 minutes)

Ask the children to narrate what happens on each page. Use 'he', 'she' and 'it' in questions to check their understanding of pronouns.

Assessment

Are the children able to recognize any of the words by sight?

Do the children read from left to right?

Do they attempt to work out new words by sounding out each letter then blending?

Lesson 70

Unit 15 Assessment

Objective

- To re-visit activities in Unit 15

Starter (5 minutes)

1. Tell the children that they are going to do an oral performance of the story, Where is Sid?

Pair work (10 minutes)

1. Ask children to read the story in pairs.
2. Encourage the children to read with expression.
3. If possible allow children to perform the story in class.

Individual and paired work (15 minutes)

1. Challenge the children to work on their own to write down as many sentences or words from the story as they can remember.
2. Encourage the children to swap their work with a partner and to check each other's spellings.

Assessment

Do children show an understanding of the story?

Do they use story vocabulary correctly?

Unit 16 Story time

Lesson 71

Objectives

- To encourage students to listen with concentration
- To help students to follow a narrative
- To encourage students to read with expression

Resources

- Student Books
- A selection of real root vegetables if possible (including a turnip if available) or photographs; plus photographs of farmers and crops
- CD: Story time, Topic 9

Starter (10 minutes)

1. Talk about vegetables and how they grow in the soil and are picked for food when big enough. If possible, pass the vegetables round and teach their names.
2. Point to the pictures of the farmer and help them read the words.
3. Tell them that they are going to listen to a story about a farmer and his turnip.
4. Play *The Big Turnip*, in Topic 9, on the CD.

Whole class (15 minutes)

1. Look with the children at pages 86 and 87 of the Student Book. Explain that as they follow the pictures, you will tell them the story.
2. Remind them that the pictures and text go from left to right.
3. Tell them the story, ensuring they are looking at the text as well as the pictures. Read the spoken words with expression, and get the children to join in with 'Pull'.
4. Talk about speech and thought bubbles and how they show you what a character is saying or thinking.

Group work (10 minutes)

1. Ask the children to work in pairs, taking turns to read a speech bubble with expression.
2. Work in groups to mime the story, one more child helping to pull until the imaginary turnip comes out!

Review (5 minutes)

Ask the children to take turns to read a speech or thought bubble with expression. Talk about the story, asking the children to describe what is happening in the pictures to check their use of the relevant vocabulary.

Assessment

Can the children say what is happening in the story?

Do the children read with expression?

Do they remember the vocabulary from the story?

Can they identify characters accurately?

Lesson 72

Objectives

- To introduce story vocabulary
- To introduce adjectives

Resources

- Student Books
- Resource sheet 12

Starter (5 minutes)

1. Talk about story characters. Show them the characters from Resource sheet 12. Which ones are their favourites, and why? Which would they like to be, and why?

Whole class (15 minutes)

1. With the class focus only on the pictures on page 88. Identify each character (king, queen, princess, prince, fairy, cat, hen, lion). Write each word on the board.
2. Discuss how each character might in turn be feeling, for example:
 - Ask: *Is the king happy (make a happy face) or sad (make a sad/crying face)?*
 - Identify the king as sad. Write 'sad' on the board.
 - Ask the children to make a sad face like the king's.
3. Continue with the other adjectives in this way, asking the children to act out the character where possible.

Individual and paired work (10 minutes)

1. Ask the children to select any one character from Resource sheet 12. Encourage the children to enact that character and talk with a partner in role. Encourage them to introduce themselves, e.g. *I am a prince. I am sad/happy.*

Review (5 minutes)

Work together on Activity 52, asking the children to say which picture matches the correct caption. Prompt them to attempt to read the captions aloud.

Assessment

Do the children use new vocabulary correctly?

Do they introduce themselves appropriately in the paired work?

Do the children attempt to sound out the words in the caption?

Lesson 73

Objectives

- To use language related to families
- To listen to a story
- To revise pronouns

Resources

- CD: Story time, Topic 9

Starter (5 minutes)

1. Explain to the children that they are going to listen to a story. Play *The Three Bears* on the CD.

Whole class (15 minutes)

1. Discuss the story with the children.
Discuss and ensure that the children understand what happened in the story by asking questions such as: *Who was Goldilocks? What happened to her? Whose chair did she sit on? etc.*
2. Play Topic 9 on the CD.
3. Listen to the story with the children again.

Group work (10 minutes)

1. Working in pairs, ask the children to tell parts of the story to each other or to talk about their favourite parts of the story.

Review (5 minutes)

Ask children to narrate what happens in the story. Use 'he', 'she' and 'it' in questions to check their understanding of pronouns.

Assessment

Can the children explain what is happening in the story?

Do they choose appropriate words to attempt to re-tell the story?

Do the children demonstrate an understanding of whom the pronouns are referring to in class questions?

Lesson 74

Objectives

- To discuss a story
- To refer to story characters and events

Resources

- CD: Story time, Topic 9

Starter (5 minutes)

1. Replay Topic 9 on the CD and listen to the story with the children again.

Whole class (15 minutes)

1. Ask volunteers to say which characters they liked best and why.
2. Talk about whether Goldilocks was foolish to go into the strange house.
3. Talk about who said what. Ensure they understand the word 'said'. Write it on the board and explain that it has a tricky spelling.
4. Discuss the ending of the story. Was it a good ending? What else could have happened?

Individual and group work (10 minutes)

1. Working in pairs, ask the children to work out a different ending to tell or mime to the class.

Review (5 minutes)

Let the children share their acted-out versions of the story and ideas for different endings.

Assessment

Do the children use language from the story?

Do they use dialogue from the story?

Do they use 'said' correctly?

Lesson 75 (extend into Lesson 76)

Objectives

- To plan a story
- To refer to story characters and events
- To help students to use narrative language to tell their story
- To encourage students to attempt correct spelling

Resources

- Selection of story books
- Student Books
- Paper, pencils, and crayons

Starter (5 minutes)

1. Talk about stories the children can remember, the characters and the main events. Explain that they are going to tell their own story.

Whole class (20 minutes)

1. Tell the children that you are going to plan a story first.
2. With the children, decide on your main characters and write them on the board, e.g. king, queen, princess, and cat.
3. Make up a simple story about the chosen characters. For example: A king and a queen are sad because the princess is sad. How will the king and queen make the princess, happy? (write sad, alongside the king, queen, and princess and draw three sad faces)
4. Explain that in your story they give her lots of gold and jewels (write 'gold' and 'jewels' on the board) but the princess is still sad!
5. One day an old fluffy cat sees the princess and they play together. The old fluffy cat makes the princess happy at last! (Write 'cat' and 'princess' alongside 'happy' on the board). Draw a happy cat and three happy faces. Explain that everyone was happy now.
6. Ask the children to suggest a title for your story, e.g. The Sad Princess.

Individual and group work (45 minutes - over two lessons)

1. Using Activity 53 ask the children to plan their own simple stories. Support them with their choice of characters, plot, and title. The children could look through storybooks for ideas.
2. Working in pairs, ask the children to tell each other their story, using the vocabulary they have learnt.
3. Children can create a book cover for their story, writing the title and drawing a picture. Display their work.

Review (10 minutes - over 2 lessons)

Let the children share their characters and story ideas with the rest of the class. Encourage volunteers to list their characters on the board.

Assessment

Do the children use story language?

Do the children remember how to spell character types?

Do they attempt correct spelling while completing the activities?

Answer key

Story language

Activity 52

Draw a line to connect the story characters to the correct words.

a little fairy
a pretty princess
a sad king
a happy queen
a fat cat
a tall prince
a hungry lion
a red hen

Resource sheet 1

My name is:

Resource sheet 2

Alphabet Song lyrics and actions

Use the actions below, for example for 'b' bounce an imaginary ball.

Sing the alphabet!

A says a; a alligator (snap your arms together like an alligator's jaws)

B says b; b ball (bounce a ball on the ground)

C says c; c cat (cuddle a cat)

D says d; d door (knock at a door)

E says e; e elephant (waving an arm like a trunk)

F says f; f flag (wave a flag)

G says g; g goat (chew like a goat)

H says h; h hat (put a hat on and off your head)

I says i; i ink (write in the air)

J says j; j jug (pour as if from a jug)

K says k; k kite (pull the string and look up to the kite)

L says l; l lion (roar like a lion)

M says m; m mum (cradle a baby like a mother)

N says n; n nose (point to your nose)

O says o; o ox (mimic the horns of an ox with your hands)

P says p; p parrot (flap your arms like wings)

Q says q; q queen (hold the crown on your head and look regal)

R says r; r rabbit (hop like a rabbit)

S says s; s snake (slither and hiss like a snake)

T says t; t tap (turn on a tap)

U says u; u umbrella (hold an umbrella over your head)

V says v; v van (steer the wheel of a van)

W says w; w window (draw the shape of a window in the air and peer through)

X says x; x x-ray (cross your arms)

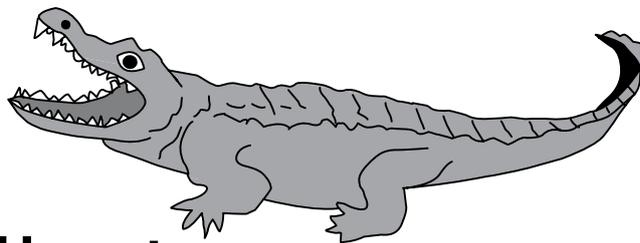
Y says y; y yo-yo (play with an imaginary yo-yo)

Z says z; z zip (do up an imaginary coat zip)

Now we've finished, ring that bell!

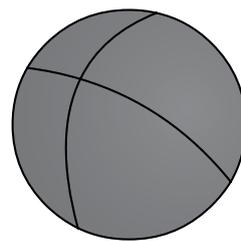
Resource sheet 3

a



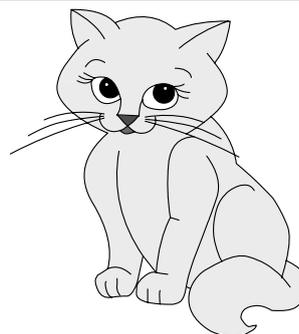
alligator

b



ball

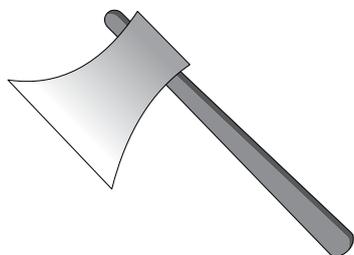
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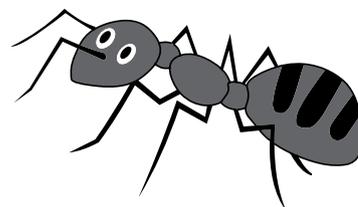
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Resource sheet 4

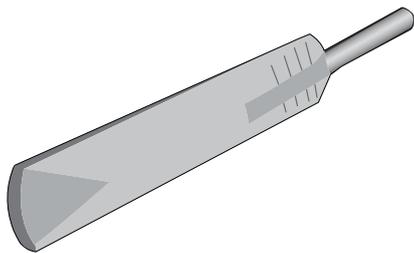
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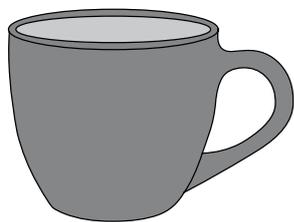
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bag



cup



cap



Resource sheet 5

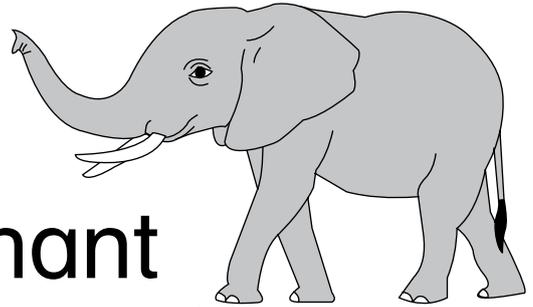
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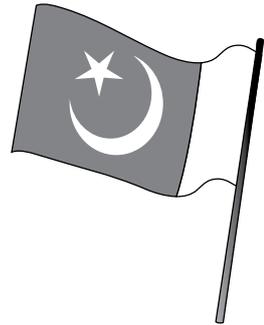
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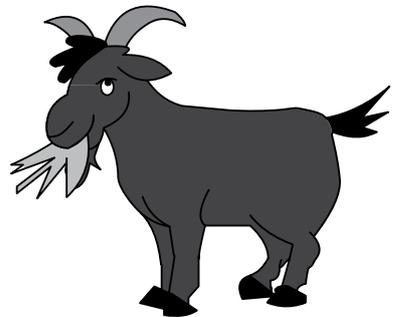
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flag

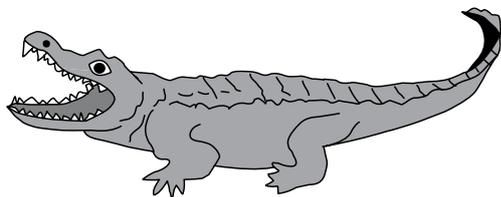


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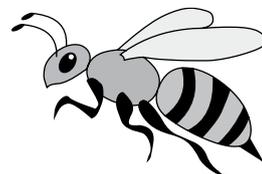
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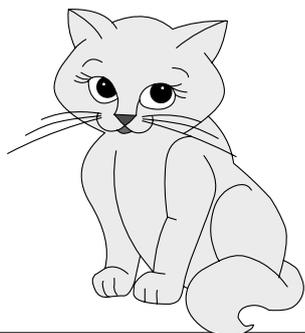
Resource sheet 6



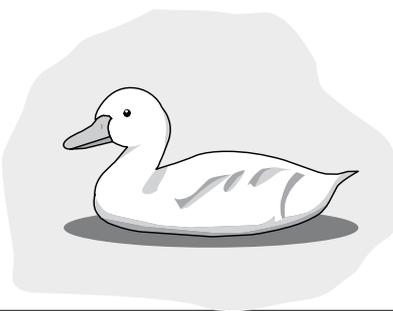
alligator



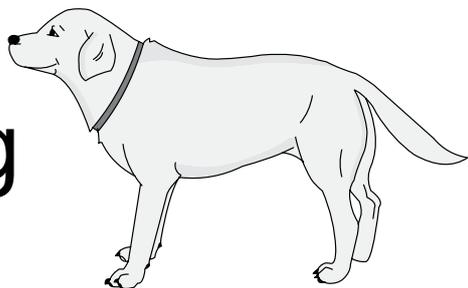
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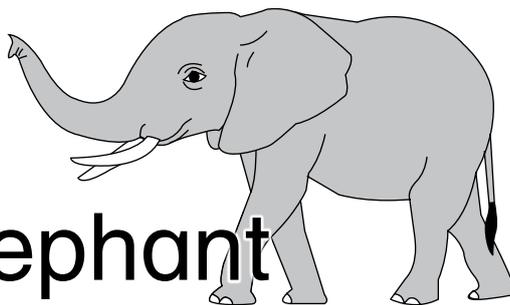
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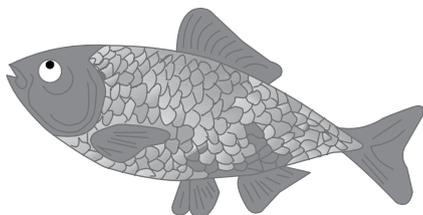
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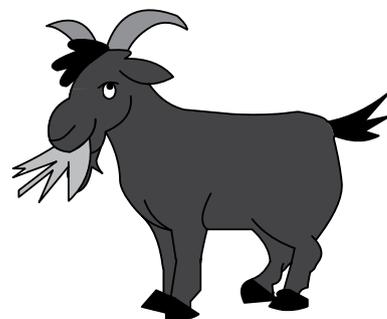
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elephant

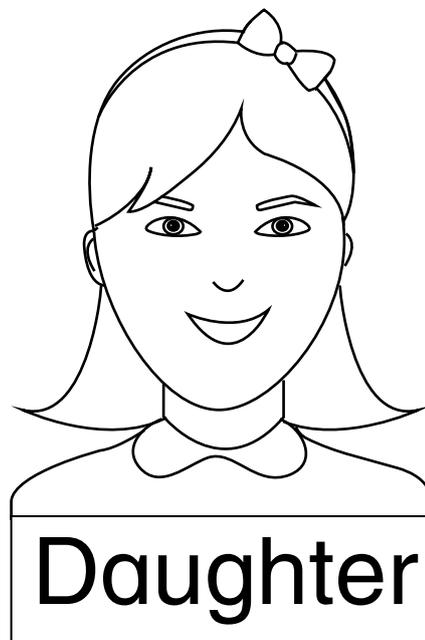
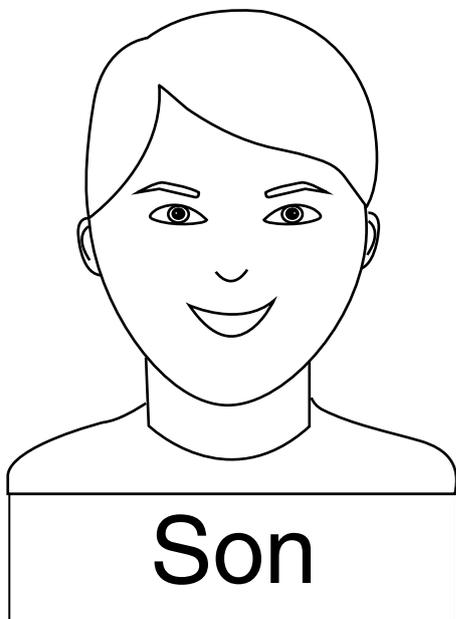
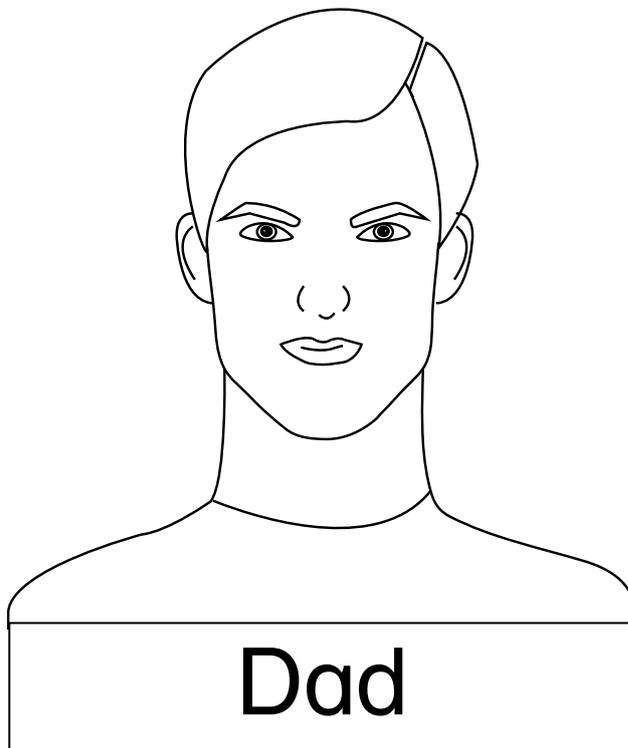
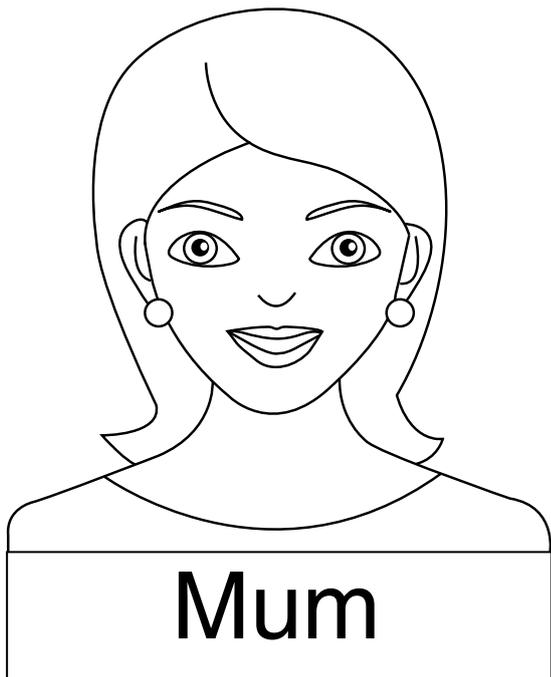


fish



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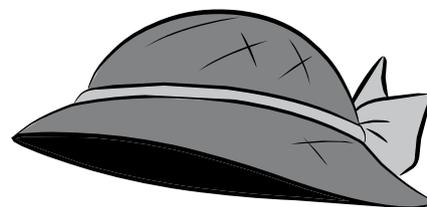
Resource sheet 7



Resource sheet 8

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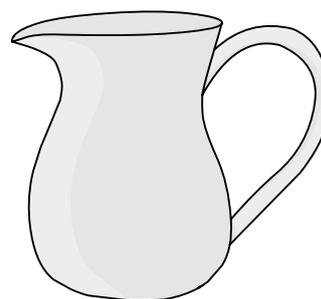
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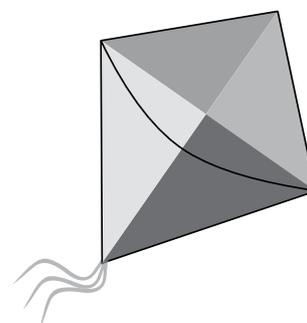
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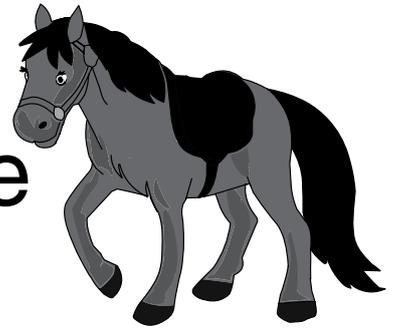


Resource sheet 9

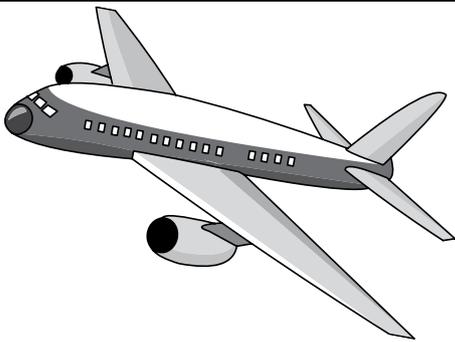
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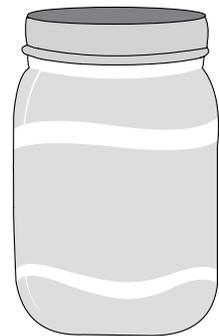
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jet



jar



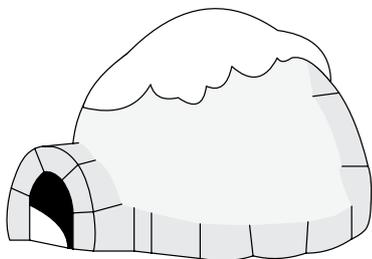
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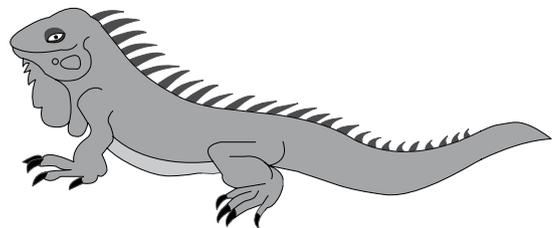
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igloo



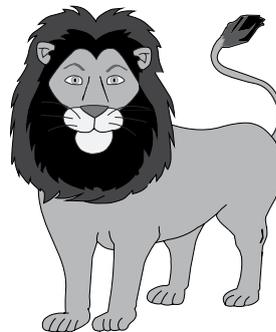
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Resource sheet 10

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lion



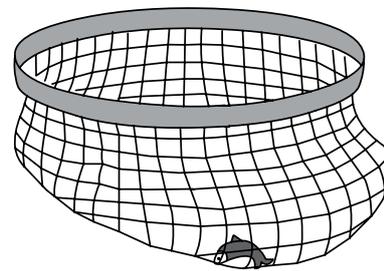
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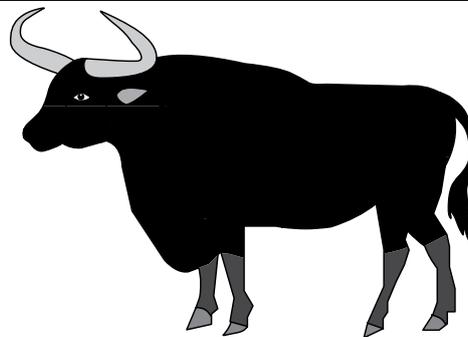
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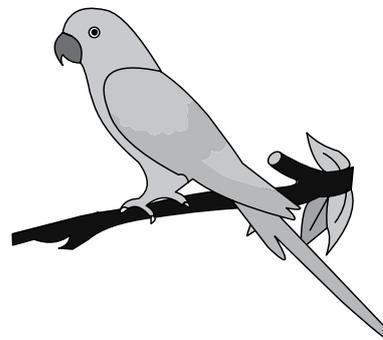
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Resource sheet 11

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parrot



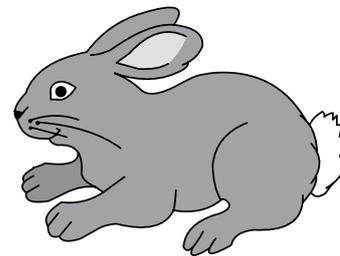
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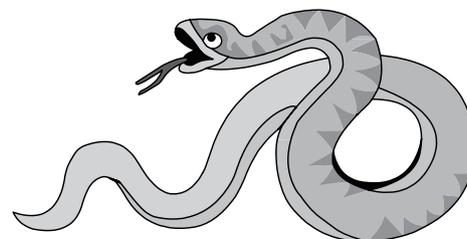
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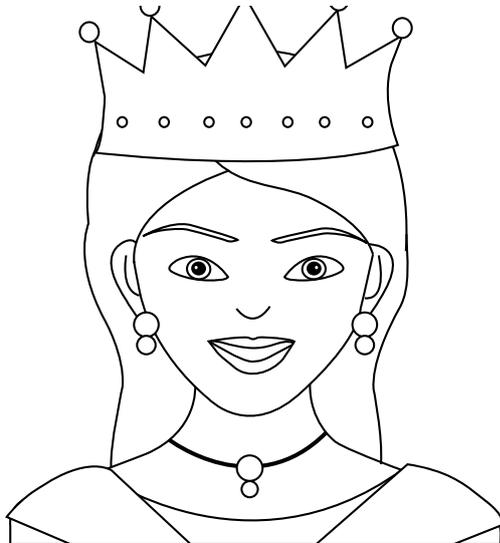


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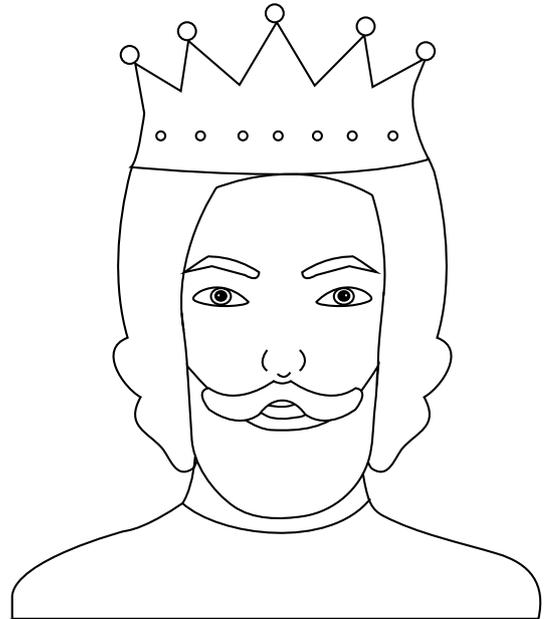
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Resource sheet 12



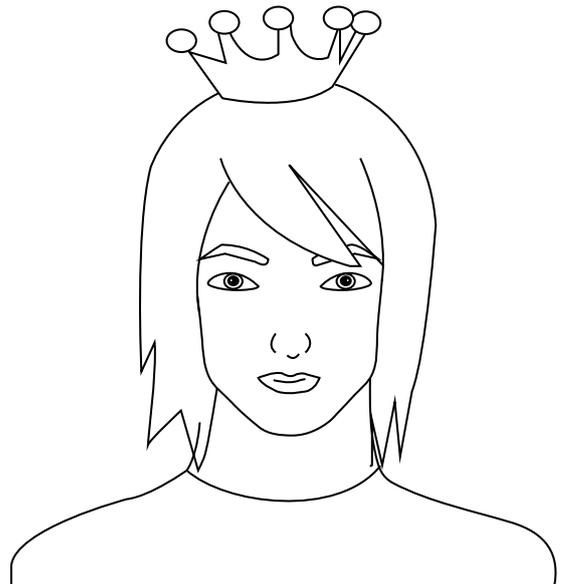
Queen



King



Princess



Prince

Resource sheet 13

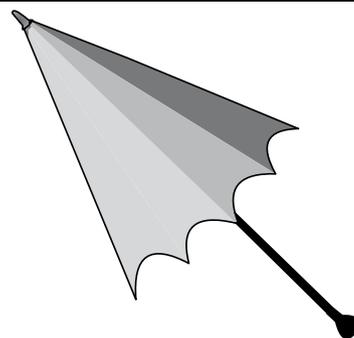
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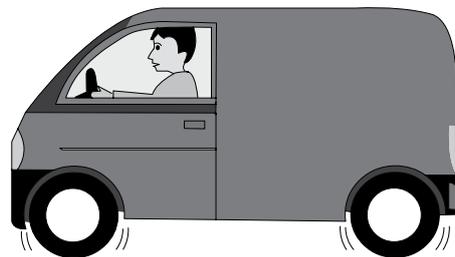
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umbrella



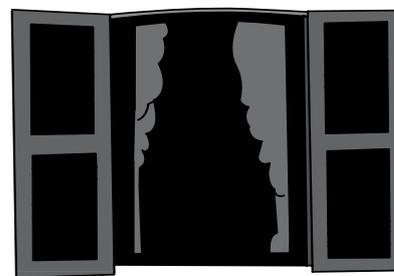
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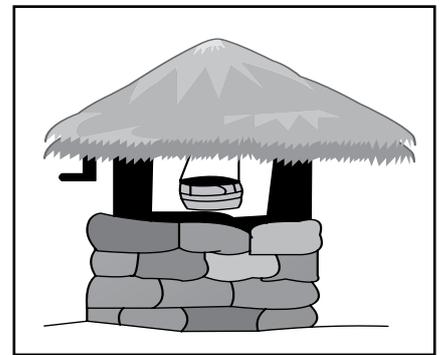
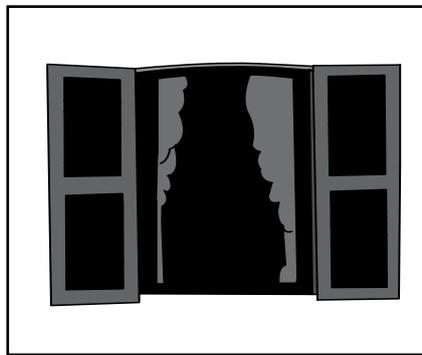
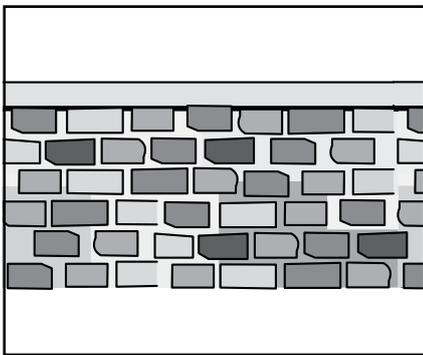
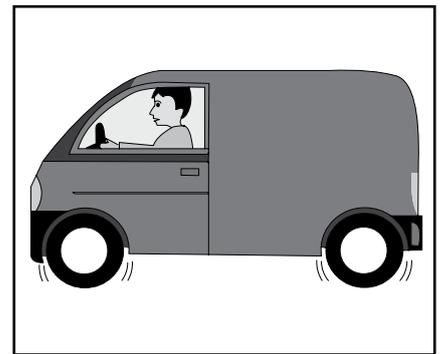
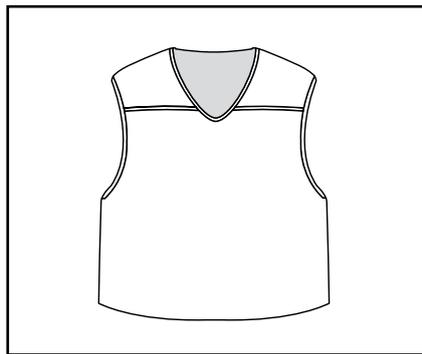
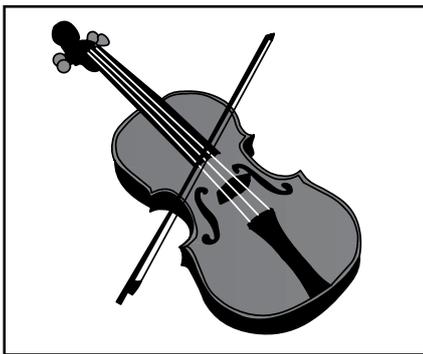
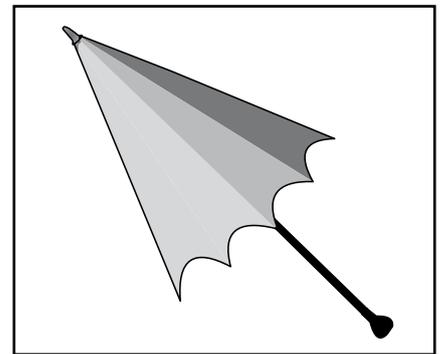
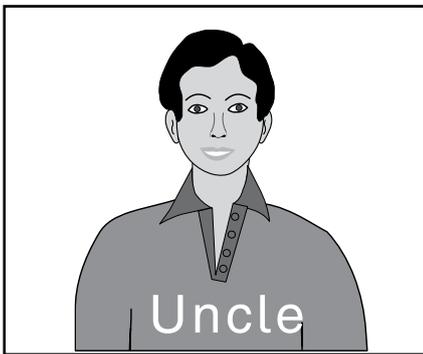
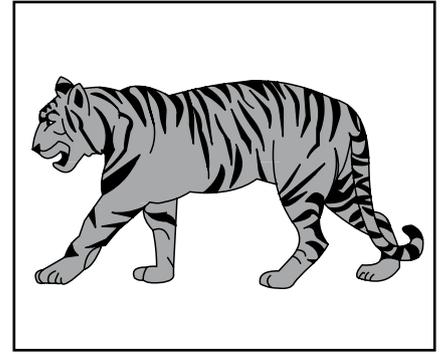
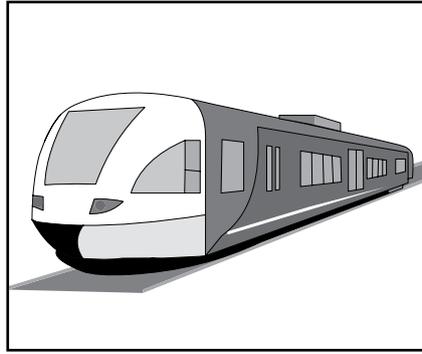


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window



Resource sheet 14

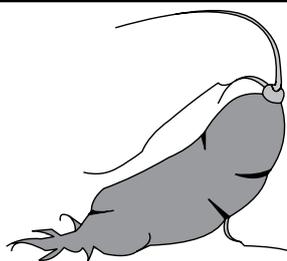


Resource sheet 15

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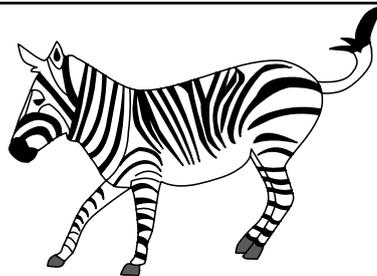
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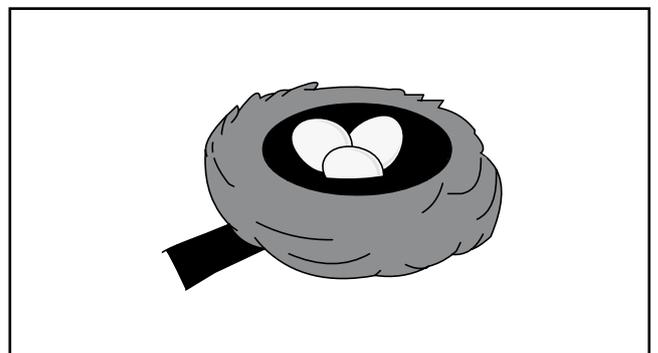
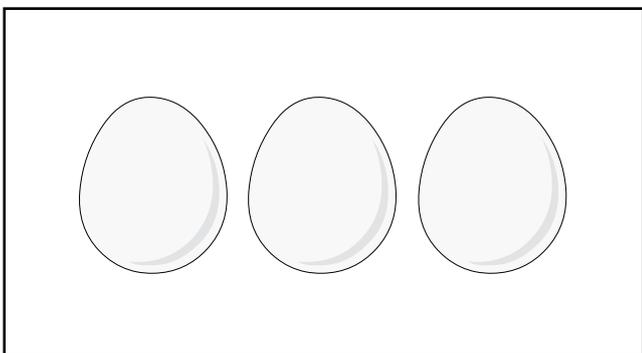
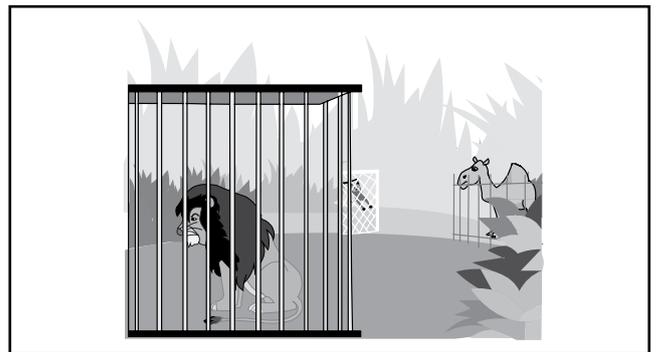
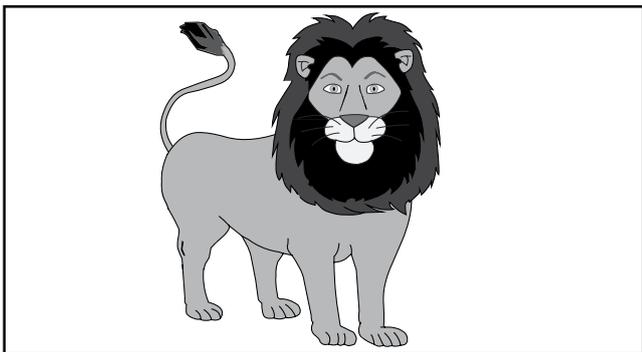
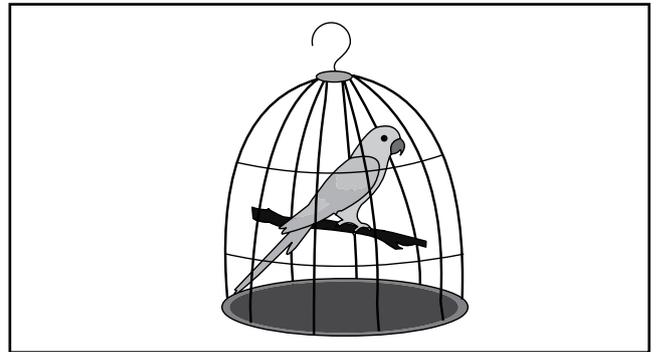
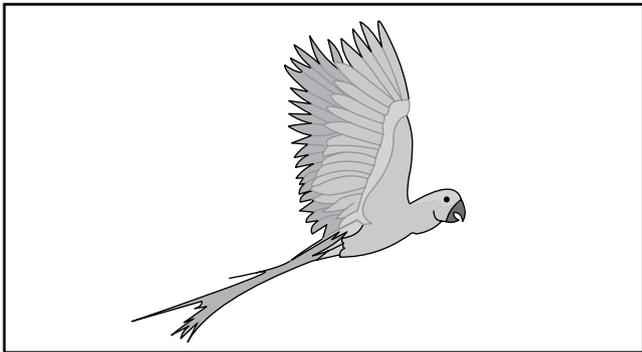
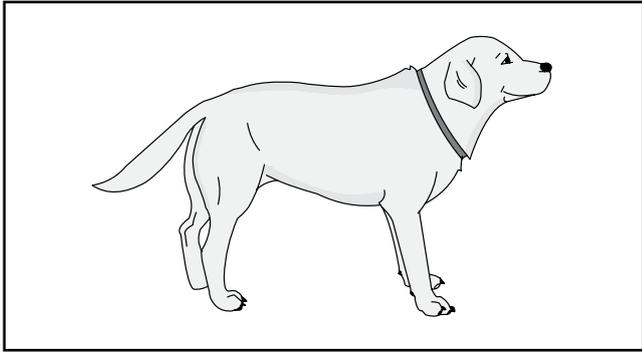
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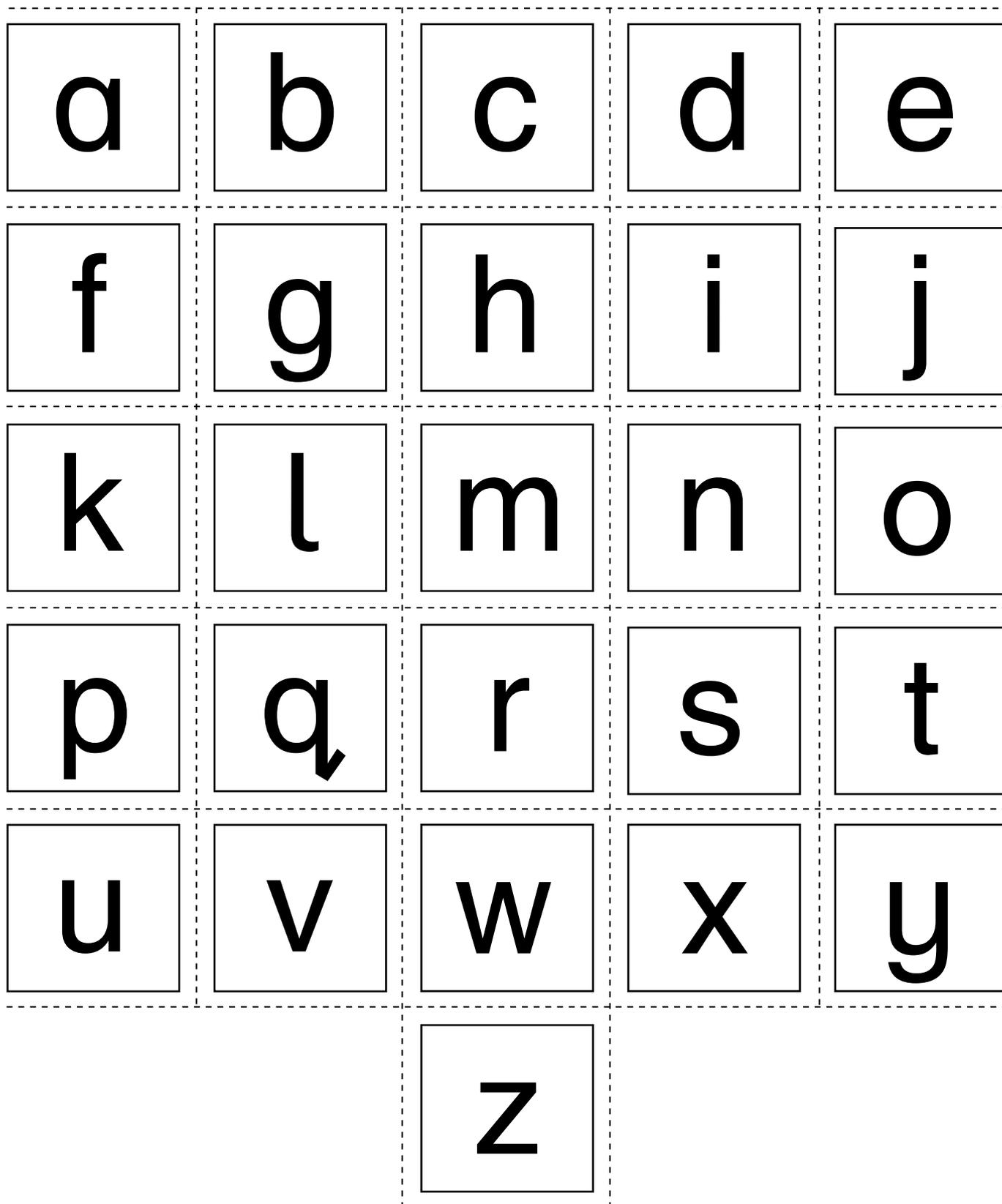
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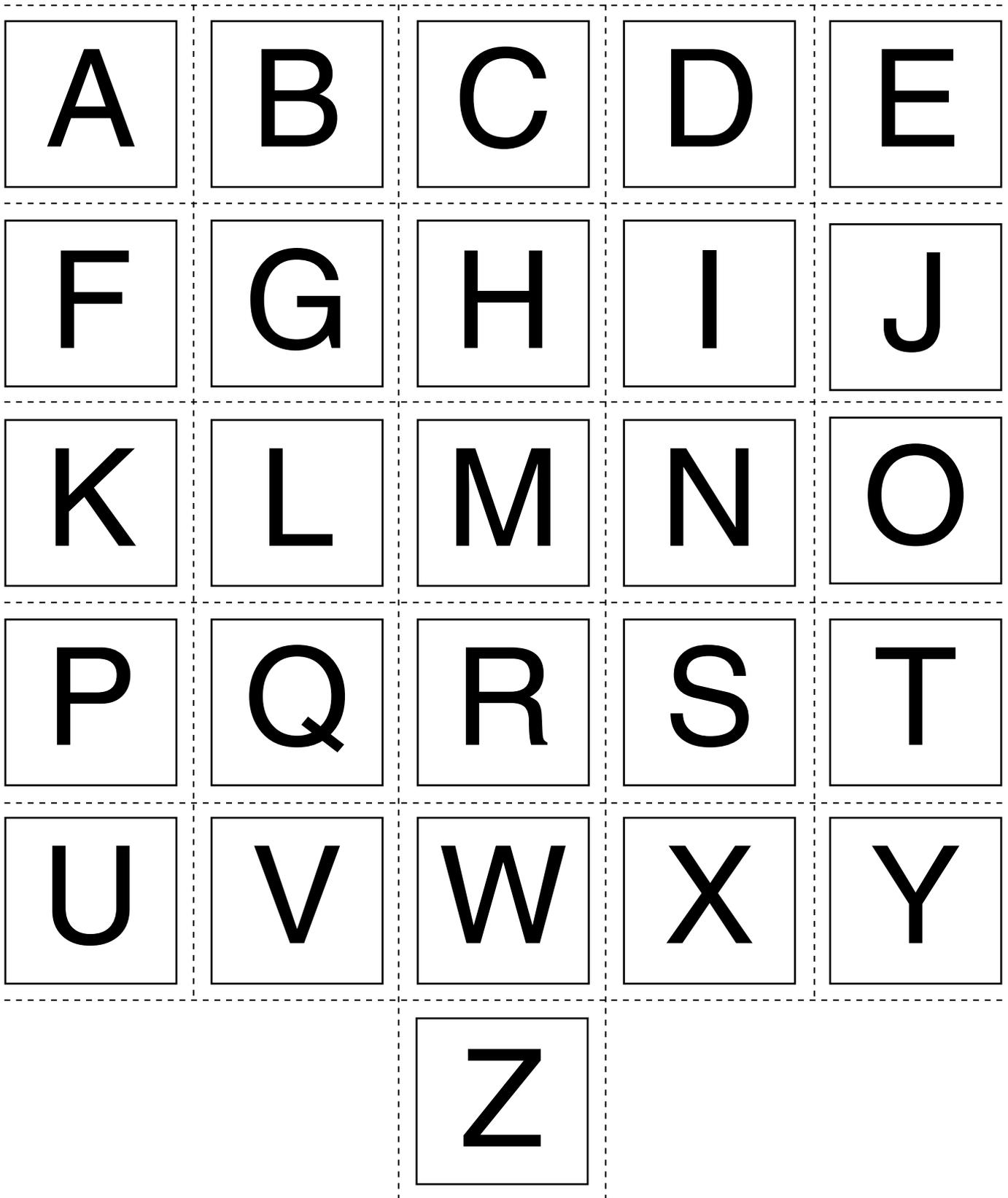
Resource sheet 16



Resource sheet 17



Resource sheet 18

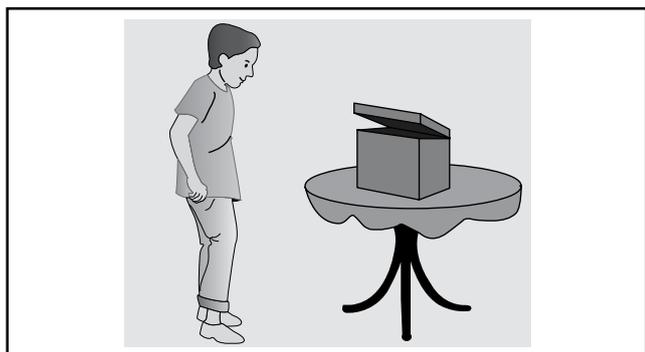
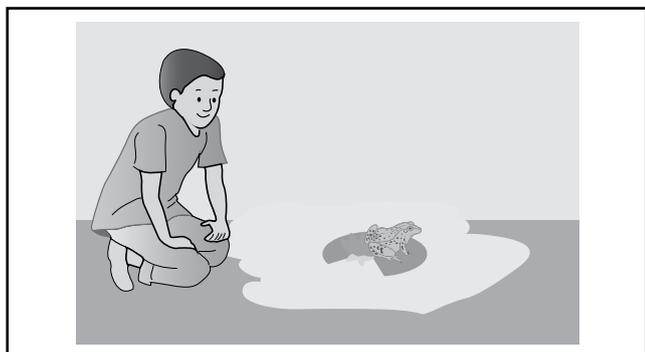
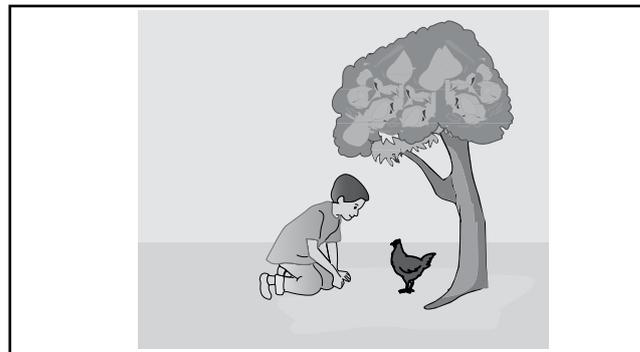
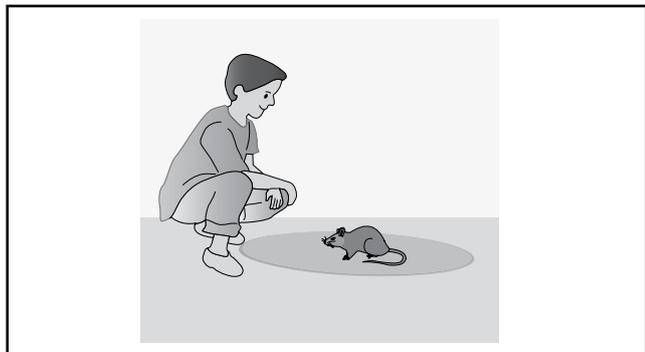


Resource sheet 19

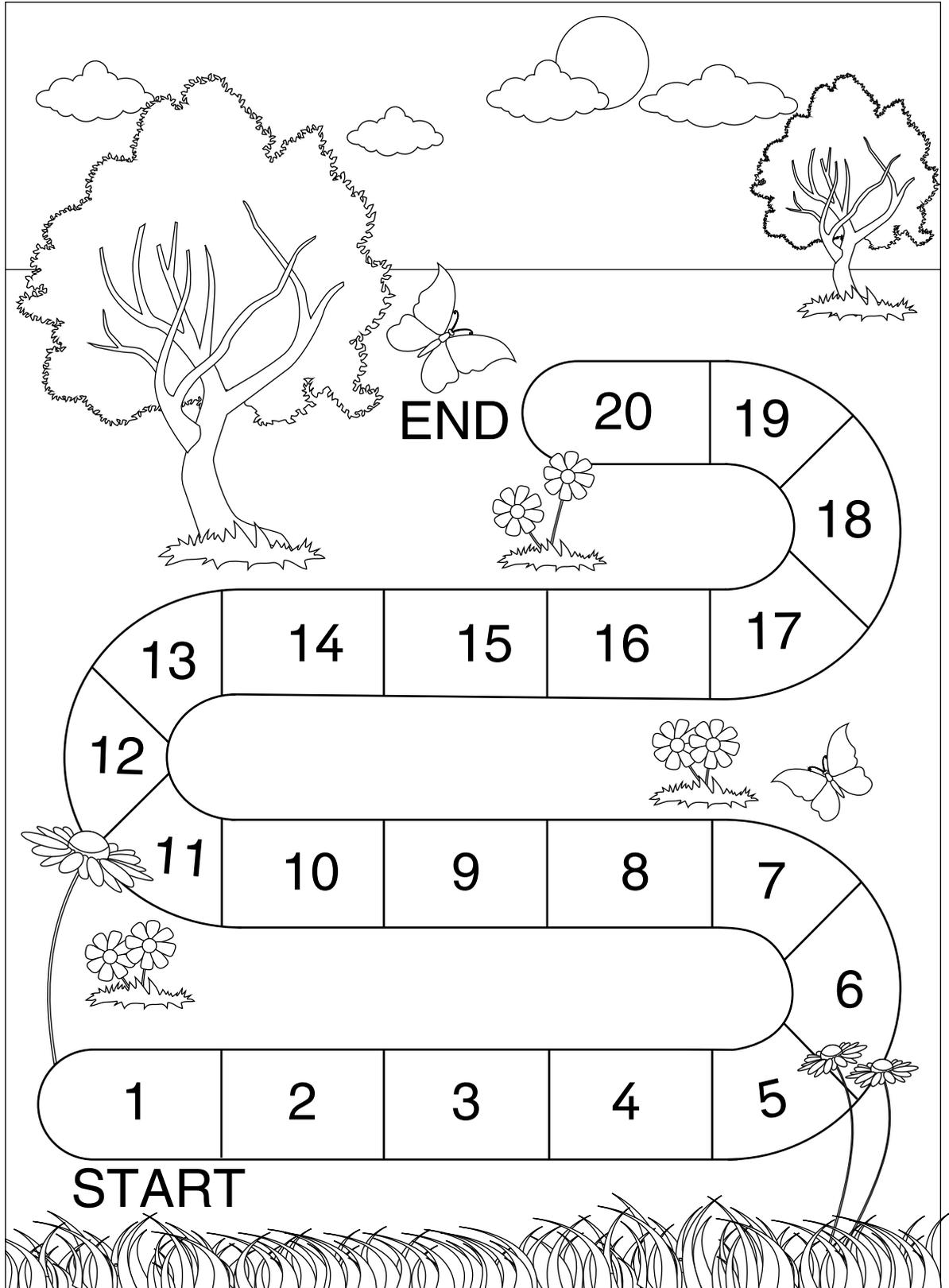
and	the	an
to	in	at

go	a	on
and	the	in

Resource sheet 20



Resource sheet 21



Resource sheet 22

Go on 1

Go on 1

Go on 2

Go on 2

Go on 3

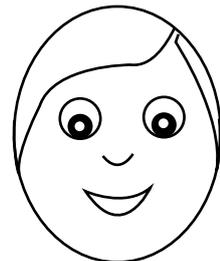
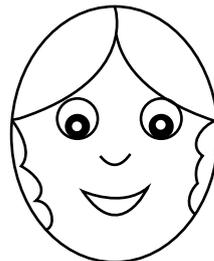
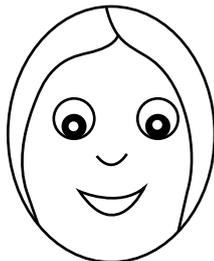
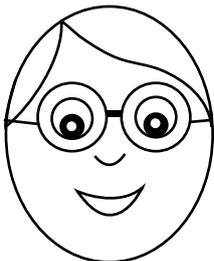
Go on 3

Go back 2

Go back to Start

Go back 1

Go back 3



Resource sheet 23

mum

dad

aunt

uncle

brother

sister

grandma

grandpa

Rex the dog

Fluff the cat

Objectives and assessments

National Curriculum for Early Childhood Education – Language and Literature (Key Learning Area and Competencies)

The table below shows which competencies from the Pakistan curriculum are covered in the units of work. These will provide a helpful focus for assessing the children’s progress so that they each achieve a broad range of success in Listening and Speaking, Reading and Writing skills. Areas requiring additional work or revision will also become apparent.

Language and Literature						
Listening and Speaking	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Competency 1: Children will engage in conversation with others and talk confidently about matters of immediate and personal interest						
Competency 2: Children with describe objects, events and their plans for the day						
Competency 3: Children will enjoy listening to stories and poems and making up their own stories and rhymes						
Reading	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Competency 4: Children will enjoy books and handle them carefully						
Competency 5: Children will understand how books are organized						
Competency 6: Children will recognize familiar words in simple texts						
Writing	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Competency 7: Children will use pictures, symbols, and familiar letters and words to communicate meaning, showing awareness of some of the different purposes of writing						

Objectives and assessments

National Curriculum for Early Childhood Education – Language and Literature (Key Learning Area and Competencies)

Language and Literature						
Listening and Speaking	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Competency 1: Children will engage in conversation with others and talk confidently about matters of immediate and personal interest						
Competency 2: Children with describe objects, events and their plans for the day						
Competency 3: Children will enjoy listening to stories and poems and making up their own stories and rhymes						
Reading	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Competency 4: Children will enjoy books and handle them carefully						
Competency 5: Children will understand how books are organized						
Competency 6: Children will recognize familiar words in simple texts						
Writing	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Competency 7: Children will use pictures, symbols, and familiar letters and words to communicate meaning, showing awareness of some of the different purposes of writing						

Objectives and assessments

National Curriculum for Early Childhood Education – Language and Literature (Key Learning Area and Competencies)

Language and Literature				
Listening and Speaking	Unit 13	Unit 14	Unit 15	Unit 16
Competency 1: Children will engage in conversation with others and talk confidently about matters of immediate and personal interest				
Competency 2: Children will describe objects, events and their plans for the day				
Competency 3: Children will enjoy listening to stories and poems and making up their own stories and rhymes				
Reading	Unit 13	Unit 14	Unit 15	Unit 16
Competency 4: Children will enjoy books and handle them carefully				
Competency 5: Children will understand how books are organized				
Competency 6: Children will recognize familiar words in simple texts				
Writing	Unit 13	Unit 14	Unit 15	Unit 16
Competency 7: Children will use pictures, symbols, and familiar letters and words to communicate meaning, showing awareness of some of the different purposes of writing				

Assessment record sheet

Teacher: _____

Year _____

Child's name: _____

Class _____

Unit	Assessment focuses	Achievement Y = Yes S = more support required	Teacher's notes
1 My alphabet	<input type="checkbox"/> Demonstrates awareness that letters have sounds <input type="checkbox"/> Attempts to sound out the English alphabet <input type="checkbox"/> Joins in the Alphabet Song <input type="checkbox"/> Sounds out r, s, z <input type="checkbox"/> Recognizes some initial letter sounds <input type="checkbox"/> Holds a pencil correctly <input type="checkbox"/> Attempts to form letters <input type="checkbox"/> Attempts to write name left to right		
2 Aa Bb Cc	<input type="checkbox"/> Focuses on the letters and sounds Aa, Bb, Cc <input type="checkbox"/> Recognizes initial sounds a, b, c <input type="checkbox"/> Can identify upper and lower case letter forms <input type="checkbox"/> Uses simple vocabulary and character names correctly <input type="checkbox"/> Matches pictures and words <input type="checkbox"/> Writes the letters Aa, Bb, Cc		
3 Dd Ee Ff Gg	<input type="checkbox"/> Focuses on the letters and sounds Dd, Ee, Ff, Gg <input type="checkbox"/> Recognizes initial sounds d, e, f, g <input type="checkbox"/> Can identify upper and lower case letter forms <input type="checkbox"/> Uses simple vocabulary and character names correctly <input type="checkbox"/> Matches pictures and words <input type="checkbox"/> Writes the letters Dd, Ee, Ff, Gg		
4 Hh Ii Jj Kk ck	<input type="checkbox"/> Focuses on the letters and sounds Hh, Ii, Jj, Kk <input type="checkbox"/> Recognizes initial sounds h, i, j, k <input type="checkbox"/> Can identify upper and lower case letter forms <input type="checkbox"/> Uses simple vocabulary and character names correctly <input type="checkbox"/> Demonstrates awareness how ck makes one sound <input type="checkbox"/> Sounds and blends simple words <input type="checkbox"/> Matches pictures and words <input type="checkbox"/> Writes the letters Hh, Ii, Jj, Kk, ck		
5 Ll Mm Nn Oo	<input type="checkbox"/> Focuses on the letters and sounds Ll, Mm, Nn, Oo <input type="checkbox"/> Recognizes initial sounds l, m, n, o <input type="checkbox"/> Can identify upper and lower case letter forms <input type="checkbox"/> Uses simple vocabulary and character names Correctly <input type="checkbox"/> Matches pictures and words <input type="checkbox"/> Writes the letters Ll, Mm, Nn, Oo		

Unit	Assessment focuses	Achievement Y = Yes S = more support required	Teacher's notes
6 Time to rhyme	<input type="checkbox"/> Can identify rhyming words <input type="checkbox"/> Learns a nursery rhyme <input type="checkbox"/> Can repeat a nursery rhyme <input type="checkbox"/> Uses and identifies common spelling patterns		
7 Pp Qq Rr Ss	<input type="checkbox"/> Focuses on the letters and sounds Pp, Qq, Rr, Ss <input type="checkbox"/> Recognizes initial sounds p, q, r, s <input type="checkbox"/> Can identify upper and lower case letter forms <input type="checkbox"/> Uses simple vocabulary and character names correctly <input type="checkbox"/> Can repeat a nursery rhyme <input type="checkbox"/> Matches pictures and words <input type="checkbox"/> Writes the letters Pp, Qq, Rr, Ss		
8 Tt Uu Vv Ww	<input type="checkbox"/> Focuses on the letters and sounds Tt, Uu, Vv, Ww <input type="checkbox"/> Recognizes initial sounds t, u, v, w <input type="checkbox"/> Can identify upper and lower case letter forms <input type="checkbox"/> Asks and answers What...? questions <input type="checkbox"/> Uses simple vocabulary and character names correctly <input type="checkbox"/> Uses the words up and down correctly <input type="checkbox"/> Matches pictures and words <input type="checkbox"/> Writes the letters Tt, Uu, Vv, Ww		
9 Xx Yy Zz	<input type="checkbox"/> Focuses on the letters and sounds Xx, Yy, Zz <input type="checkbox"/> Recognizes initial sounds x, y, z <input type="checkbox"/> Can identify upper and lower case letter forms <input type="checkbox"/> Uses yes and no correctly to answer questions <input type="checkbox"/> Asks and answers Is it...? And Do you like...? questions <input type="checkbox"/> Uses simple vocabulary and character names correctly <input type="checkbox"/> Matches pictures and words <input type="checkbox"/> Writes the letters Xx, Yy, Zz		
10 Alphabet games	<input type="checkbox"/> Remembers letter forms and letter sounds <input type="checkbox"/> Remembers a-z order of both upper and lower case letter forms <input type="checkbox"/> Recognizes initial letter sounds		
11 I am a/an...	<input type="checkbox"/> Uses the words a, an, it, is correctly <input type="checkbox"/> Asks and answers What is it?/What am I? questions <input type="checkbox"/> Sounds out and blends letters to read familiar words <input type="checkbox"/> Constructs two- and three-letter words		
12 Reading together	<input type="checkbox"/> Uses new vocabulary correctly <input type="checkbox"/> Uses a / an correctly and forms plurals with s <input type="checkbox"/> Writes and reads simple names and words <input type="checkbox"/> Reads and writes labels, lists, and captions <input type="checkbox"/> Able to use and, in, at, on, go, to, the correctly		

Unit	Assessment focuses	Achievement Y = Yes S = more support required	Teacher's notes
13 Can you read alone?	<input type="checkbox"/> Can read and identify double letter sounds ff ll ss zz <input type="checkbox"/> Learns to identify and read words and phrases with double letter spellings <input type="checkbox"/> Blends letters to work out new words <input type="checkbox"/> Sounds out double consonants <input type="checkbox"/> Uses the words no and the correctly		
14 Words, words, words	<input type="checkbox"/> Recognizes and matches rhyming words <input type="checkbox"/> Demonstrate improving spelling and segmentation skills <input type="checkbox"/> Can identify common spelling patterns <input type="checkbox"/> Understands and uses directional language up, down, under, on, in, out correctly <input type="checkbox"/> Gives and follows instructions <input type="checkbox"/> Sing, mimes, and illustrates rhymes		
15 Families	<input type="checkbox"/> Uses family vocabulary and pronouns correctly <input type="checkbox"/> Asks and answers questions <input type="checkbox"/> Listens to, reads, and shows understanding of a story <input type="checkbox"/> Can discuss a story <input type="checkbox"/> Refers to story characters and events <input type="checkbox"/> Identifies dialogue in a story		
16 Story time	<input type="checkbox"/> Listens and follows a narrative <input type="checkbox"/> Reads with expression <input type="checkbox"/> Reads a story and follows a series of pictures from left to right <input type="checkbox"/> Mimes a story <input type="checkbox"/> Uses new story vocabulary and simple adjectives correctly <input type="checkbox"/> Uses given adjectives correctly <input type="checkbox"/> Attempts to blend letters to work out new words <input type="checkbox"/> Uses narrative language to plan and tell their own stories		

