

LESSON 1

Hello! Goodbye!

STARTER PACK TEACHER'S NOTES

Lesson aims

Children:

- learn and practise greetings and introductions
- learn letter sounds and words for *a*, *b* and *c*
- develop social skills: interacting with others
- develop their attitude to learning: showing enthusiasm

Key language

Hello! Goodbye! What's your name? I'm ...

Materials

a ball, paper, coloured pencils (optional),
[flashcards 1–3](#) (apple, bag, cat) (optional),
[flashcards 57–59](#) (a, b, c) (optional)

1 Warm-up

Assessment focus

- interacting with others
- listening to a song
- recognising *hello* and *goodbye*

1 Say *Hello!* and wave, smiling happily. Children do the same. Say *Goodbye!* and wave again, looking sad. Children do the same.

2 Play track 1. Children listen, and do the correct actions when they hear *Hello* or *Goodbye*.

Audioscript (song)

Say hello!

Hello!

Say hello!

Hello!

Say goodbye!

Goodbye!

Say goodbye!

Goodbye! Goodbye! Goodbye! ...

New language

Assessment focus


- learning and practising *What's your name? I'm ...*
- practising *Hello Goodbye*

1 Children sit in a circle. You sit in the middle. Greet different children: *Hello. I'm Miss/Mrs/Mr ... What's your name?* Children say *I'm ...*

2 Pairs: children hold hands with a child next to them. (If you have an odd number, join the circle and be a child's partner.) They introduce themselves to each other. They repeat with the child on their other side.

3 Go to the door, open it, wave your hand and say *Goodbye*. Children do the action and repeat.

4 Pairs: children come to the front in pairs. They introduce themselves to each other and end by saying *Goodbye*.

 **Teaching Tip:** Encourage children's interest in English by making your own enthusiasm clear.

2 Worksheet Activity 1

Assessment focus

- listening to and repeating new language
- identifying speakers

Play track 2. Children point to the correct speaker as they hear each line. Check by asking children to come to the front of the class and point to the speaker on your worksheet.

Audioscript

Girl: *Hello! I'm Emma.*

Boy: *Hello! I'm Pete.*

Girl: *Goodbye!*

Boy: *Goodbye!*

Answers

Emma, Pete, Emma, Pete

Worksheet Activity 2

Assessment focus

- listening to and repeating new language
- identifying speakers

Play track 2 again, pausing after each line. Children repeat.

Extra Activity


Game: *The ball game*

Assessment focus

- consolidating new language
- cognitive skills: following a pattern

1 Children stand in a circle. You stand in the middle. Throw the ball to a boy, asking *What's your name?* He answers *I'm ...* and throws it back. Repeat with different children, following the pattern boy-girl-boy-girl. Ask the class who to throw it to next. Elicit the pattern.

2 Children play, this time throwing the ball to each other. The child throwing says *What's your name?* The child catching says *My name's ...* They must follow the pattern boy-girl-boy-girl.

 **Teaching Tip:** If children are not able to catch a ball easily, tell them to let the ball bounce before trying to catch it.

LESSON 1

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STARTER PACK TEACHER'S NOTES

Letters and sounds

3 Worksheet Activity 3

Assessment focus

- listening to letter sounds and words for *a*, *b* and *c*
- repeating letter sounds with correct pronunciation
- understanding connections between letters and sounds

- 1 Play the letter sounds and words on track 3. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.
- 2 Play the track again. Children point to the object and say the sound.
- 3 Write the letter *a* on the board and say /æ/. Children write *a* in the air. Repeat for *b* and *c*. See [Writing Worksheet 1](#) for the correct letter formation.

Note: You may use [flashcards 1–3](#) (apple, bag, cat) and letter [flashcards 57–59](#) (a, b, c) to teach or revise the sounds and words before you play the track.

Audioscript

/æ/ /æ/ apple

/b/ /b/ bag

/k/ /k/ cat

Teaching Tip: Give tips to encourage good pronunciation:

- to say /æ/ correctly they have to open their lips and smile a little.
- /b/ is pronounced with force. Show them how to close their lips completely to make the sound.
- /k/ is a strong consonant. Ask them to put their hands in front of their mouths to feel the puff of air that comes out.

Worksheet Activity 4

Assessment Focus

- motor skills: holding a pencil correctly, tracing a straight line from left to right

Children draw the line matching the letter *a* to the apple.

Practice

Assessment focus

- language skills: speaking
- motor skills: drawing, using pencils/pens to colour (optional)

- 1 Give a sheet of paper to each child. Children draw a picture of themselves. If time permits, they can also colour the picture for extra practice in holding their pencils or pens.
- 2 Children use their pictures to introduce themselves to their classmates: *Hello! I'm ...*

Teaching Tip: Monitor how children hold their pens/pencils. Model the correct way.

Extra activity

Assessment focus

- Social skills: working cooperatively

Do and say.

- Pairs: children take turns to act out the dialogue: *Hello! I'm ... What's your name? ... Goodbye.*

Teaching Tip: Monitor and make sure that children are taking turns and encouraging each other to speak.

Round-up

Children find another child who is the same height as them and introduce themselves to each other, using *Hello! I'm ...*, then *Goodbye*. Monitor pronunciation and accuracy.

Teaching Tip: Monitor how children respond to the cognitive skills part of the task (looking for another child of the same height). Do they do this carefully, or simply look for a friend or someone near them? Remind them what they need to do.

LESSON 2

How are you?

STARTER PACK TEACHER'S NOTES

Lesson aims

Children:

- learn and practise greetings
- learn letter sounds and words for *d*, *e* and *f*
- develop social skills: interacting with others

Key language

Hello! How are you? I'm fine, thank you.

Materials

[flashcards 4 and 5](#) (Emma and Peter), paper, coloured pencils (optional), [flashcards 6–8](#) (dog, egg, fish) (optional), [flashcards 60–62](#) (d, e, f)

Warm-up

Assessment focus

- singing a song
 - reviewing hello and goodbye
- 1 Play audio track 1, pausing after every two lines. Children repeat the children's line in the song.
 - 2 Play the song again. Children sing along.

New language

Assessment focus

- learning and practising *How are you? I'm fine, thank you.*
- 1 Children sit in a circle. You sit in the middle. Hold up flashcards of Emma and Pete in your hands. Say *Hello, Pete. How are you? Answer I'm fine, thank you.* Say *Hello, Emma. How are you? Answer I'm fine, thank you.*
 - 2 Greet different children: *Hello. How are you?* Children say *I'm fine, thank you.*
 - 3 Pairs: children hold hands with a child next to them. (If you have an odd number, join the circle and be a child's partner.) They greet each other. They repeat, this time greeting the child on their other side.

Worksheet Activity 1

Assessment focus

- listening to and repeating new language
- identifying speakers


Read the dialogue from the speech bubbles. Children point to the correct speaker as you say each line. Check by asking children to come to the front of the class and point to the speaker on your worksheet.

Worksheet Activity 2

Assessment focus

- listening to and repeating new language
- identifying speakers

Say each line of the dialogue. Children repeat.

 **Teaching Tip:** Give help with pronunciation by modelling words or phrases as necessary.


Extra activity

Assessment focus

- Social skills: interacting with others

Game: *The door game*

Two children hold hands and raise them above their heads in an arch, forming a 'door'. A child comes to the door and 'knocks'. The two children say *Hello! How are you?* The child answers *I'm fine, thank you* and goes through the door. Repeat the game with the whole class. Replace the children playing the door when they have asked the question three times.

 **Teaching Tip:** Remember to say *Well done!* and encourage the class to clap after each question and answer.

Letters and sounds

Worksheet Activity 3

Assessment focus

- listening to letter sounds and words for *d*, *e* and *f*
 - repeating letter sounds with correct pronunciation
 - understanding connections between letters and sounds
- 1 Play the letter sounds and words on track 4. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.
 - 2 Play the track again for children to point to the object and say the sound.
 - 3 Write the letter *d* on the board and say /d/. Children write *d* in the air. Repeat for *e* and *f*. See [Writing Worksheet 1](#) for the correct letter formation.


Note: You may use [flashcards 6–8](#) (dog, egg, fish) and letter [flashcards 60–62](#) (d, e, f) to teach or revise the sounds and words before you play the track.

Audioscript

/d/ /d/ dog
/e/ /e/ egg
/f/ /f/ fish

LESSON 2

How are you?

 **Teaching Tip:** Give tips to encourage good pronunciation:

- /d/ is pronounced with force as /b/ but there is no puff of air coming out as in /k/.
- /e/, like /æ/, is said with lips open and smiling a little.
- /f/ is a continuous sound. Say ffffffffff ... to show the difference between /f/ and /d/ or /b/.

Worksheet Activity 4

Assessment Focus

- motor skills: holding a pencil correctly, tracing a wavy line from left to right

Children draw the line matching the letter *d* to the dog.

Practice

Assessment focus

- language skills: speaking
- motor skills: drawing, using pencils/pens to colour (optional)


Give a sheet of paper to each child. Children draw a picture of their best friend. If time permits they can also colour their picture. Children role-play the friend they have drawn with another classmate.

Roleplay

A: Hello! I'm ...

B: Hello ... ! How are you?


C: I'm fine, thank you.

 **Teaching Tip:** Monitor the dialogues, making sure that children are asking and answering correctly.

Extra activity

Assessment focus


- cognitive skills: capacity to integrate previous knowledge
- 1 Pairs: children take turns to act out the dialogue:
Hello! How are you? I'm fine, thank you.
 - 2 Pairs: integrate the dialogue of the previous lesson. Encourage them to ask and answer
What's your name? I'm ...

 **Teaching Tip:** Monitor whether children are happy to continue the activity until you bring it to a close. Remind them that they should both take turns in asking and answering.

STARTER PACK TEACHER'S NOTES

Round-up

- Ask children whose names begin with /æ/ to put up their hands. Then ask those whose names begin with /d/ to do the same. From children with their hands up, make pairs who come to the front to act out their dialogues. Repeat with all the letters children know. If necessary, put the letter flashcards on the board.

 **Teaching Tip:** Monitor how children respond to the cognitive skills part of the task. Do they match the sound to the letter?

LESSON 3

Teacher says ...

Lesson aims

Children:

- learn classroom commands
- learn letter sounds and words for *g*, *h* and *i*
- develop their attitude to learning: showing enthusiasm
- develop their social skills: confidence in leading

Key language

Stand up! Sit down! Listen! Point! Stop! Open the book! Close the book!

Materials

[flashcards 9–11](#) (girl, hat, insect) (optional),
[flashcards 63–65](#) (g, h, i) (optional)

Warm-up

Assessment focus


- reviewing greetings from Lessons 1 and 2

In pairs, children greet each other, saying *What's your name? I'm ...* and *How are you? I'm fine, thank you.* They change partners and take turns to practise the greetings again.

New language

Assessment focus

- learning classroom commands
 - performing the correct actions for each command
- 1 Demonstrate the action: stand up at the same time as you say the command. Say *Stand up!* again and gesture to children to stand up. Children repeat the command as they do the action.
 - 2 Repeat with different actions: *Sit down! / Listen! / Point! / Stop! / Open! / Close!*
 - 3 Give commands in random order for children to repeat and do.

 **Teaching Tip:** Are children reacting to your commands or do they wait to see what the others do? Make sure that they have understood each command.

Worksheet Activity 1

Assessment focus

- listening to and repeating commands
 - matching commands with pictures
- 1 Hold up the worksheet and point to the first action. Say *Sit down!*


- 2 Children point to the pictures and say the commands. Ask children to come to the front of the class to point to the action on your worksheet.

Worksheet Activity 2


Assessment focus

- social skills: working cooperatively

Pairs: children take turns to give each other commands and do the actions.

 **Teaching Tip:** Monitor the activity to make sure the commands are correctly followed.


Extra activity

 **Game:** *Teacher says ...*

Assessment focus

- responding to new language
- cognitive skills: thinking skills (working out a rule from a pattern)

- 1 Demonstrate how to play *Teacher says ...* using *Stand up*. Say *Teacher says "Stand up"* and gesture to the class to stand. Say *Stand up!* and gesture to the class not to move. Elicit the rule for when to do the action.
- 2 Play the game once as a class. Children who make a mistake are out and sit down. Play until there is a winner.
- 3 Groups: children play the game in groups. Ask for volunteers to be 'teacher'.

 **Teaching Tip:** Note which children are keen to lead the game and which are reluctant. Give appropriate encouragement to those who are less confident.

Letters and sounds

Worksheet Activity 3

Assessment focus

- listening to letter sounds and words for *g*, *h* and *i*
- repeating letter sounds with correct pronunciation
- understanding connections between letters and sounds

- 1 Play the letter sounds and words on track 5. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.
- 2 Play the track again. Children point to the object and say the letter sound.

LESSON 3

Teacher says ...

3 Write the letter *g* on the board and say /g/. Children write *g* in the air. Repeat for *h* and *i*. See [Writing Worksheet 2](#) and [Writing Worksheet 3](#) for the correct letter formation.


Note: You may use [flashcards 9–11](#) (girl, hat, insect) and letter [flashcards 63–65](#) (g, h, i) to teach or revise the sounds and words before you play the track.

Audioscript

/g/ /g/ girl

/h/ /h/ hat

/i/ /i/ insect

 **Teaching Tip:** Give tips to encourage good pronunciation:

- /g/ is not a continuous sound as /f/. It is pronounced with force, but there is no puff of air coming out as in /k/.
- /h/ is just a puff of air.
- /i/ is pronounced without smiling.

Worksheet Activity 4

Assessment focus

- motor skills: holding a pencil correctly, tracing a zigzag line from left to right


Children draw the line matching the letter *h* to the hat.

Practice

Assessment focus

- social skills: working cooperatively

- 1 Agree with children a mime action for each command. Children do the appropriate action.
- 2 Children come to the front of the class to mime an action. Other children take it in turns to guess the command.

 **Teaching Tip:** Mime suggestions can include moving your hands up or down for *Stand up!* and *Sit down!*; hand to your ear for *Listen!*; clapping your hands together for *Close!*; pulling hands apart for *Open!* etc.


STARTER PACK TEACHER'S NOTES

Extra activity

Assessment focus

- motor skills: developing gross motor skills
- cognitive skills: ability to identify support resources

Put on the board the flashcards of the words children associate with letters a—i. Children have to say the sound of the letter they begin with and write it in the air.


 **Teaching Tip:** Encourage children who are having difficulty to refer back to Worksheets 1 and 2.

Round-up

Assessment focus

- giving and responding to commands

Children stand in a circle. Choose a child and say *Sit down*. The child does the action and chooses another child to give a command to. Continue in this way, getting as many children as possible to speak and respond.

 **Teaching Tip:** Focus on pronunciation accuracy. Give models for the class to repeat as necessary.

LESSON 4

What is it?

STARTER PACK TEACHER'S NOTES

Lesson aims

Children:

- learn and practise words for classroom objects
- learn letter sounds and words for *j*, *k* and *l*
- develop their attitude to learning: showing enthusiasm

Key language

What is it? It's a ..., bag, book, chair, desk, pencil, pen, ruler

Materials

[flashcards 2, 12–17](#) (bag, pen, pencil, book, ruler, desk, chair), a tray, a cloth, classroom objects, [flashcards 18–20](#) (jug, kitten, lemon) (optional), [flashcards 66–68](#) (j, k, l) (optional)

Warm-up

Assessment focus

- reviewing classroom commands


Play *Teacher says*, using the classroom commands from Lesson 3: *Stand up! Sit down! Listen! Stop! Point! Open the book! Close the book!* Children do the actions only when the command starts with *Teacher says ...*

New language

Assessment focus

- learning and practising words for classroom objects
- asking and answering *What is it? It's a ...*

- 1 Hold up a pen. Ask *What is it?* Answer *It's a pen.* Children repeat the question and the answer.
- 2 Repeat with all the objects. Use [flashcards 2, 12–17](#) if necessary.
- 3 Hold up one object at a time and ask the question for children to answer.
- 4 Pairs: children show an object to a child next to them and ask *What is it?* They answer *It's a ...* They take turns to ask and answer the question with different objects. They then do the same with the child on their other side.

 **Teaching Tip:** Walk around the class monitoring and helping if necessary.

Worksheet Activity 1

Assessment focus

- identifying classroom objects
 - asking and answering *What is it? It's a ...*
- 1 Hold up the worksheet and point to the first object. Ask *What is it?* Answer *It's a pencil.*


- 2 Ask *What is it?* for the other objects in turn. Children point to the pictures and answer *It's a ...* Ask children to come to the front of the class and point to the object on your worksheet.

Worksheet Activity 2

Assessment focus

- identifying classroom objects
- asking and answering *What is it? It's a ...*

Pairs: children take turns to ask and answer questions based on the pictures.


 **Teaching Tip:** Monitor the activity to make sure the children are taking turns and changing roles.

Extra activity

Game: *What's missing?*

Assessment focus

- identifying classroom objects
 - cognitive skills: ability to work out the missing item
- 1 Put four classroom items on a tray. Ask children to name them.
 - 2 Cover the tray with a cloth. Take an item away without the children seeing which item you are removing. Uncover the tray. Elicit what's missing.
 - 3 Play several times, changing the items each time.
 - 4 The children play the game in pairs using their own school objects.

 **Teaching Tip:** Monitor whether children remain engaged if they get the answer wrong. Do they want to keep playing? Remind them that the game is fun, even when they make a mistake.

Letters and sounds

Worksheet Activity 3

Assessment focus

- listening to letter sounds and words for *j*, *k* and *l*
 - repeating letter sounds with correct pronunciation
 - understanding connections between letters and sounds
- 1 Play the letter sounds and words on track 6. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.
 - 2 Play the track again for children to point to the object and say the letter sound.

LESSON 4

What is it?


STARTER PACK TEACHER'S NOTES

- 3 Write the letter *k* on the board and say /k/. Children write *k* in the air. Repeat for *j* and *l*. See [Writing Worksheet 3](#) for the correct letter formation.

Note: You may use [flashcards 18–20](#) (jug, kitten, lemon) and letter [flashcards 66–68](#) (j, k, l) to teach or revise the sounds and words before you play the track.

Audioscript

/j/ /j/ jug
/k/ /k/ kitten
/l/ /l/ lemon

 **Teaching Tip:** Give tips to encourage good pronunciation:

- /dʒ/ is a strong sound. To pronounce it the lips are rounded and if children place their hands on their throats they will feel a vibration.
- /k/ is pronounced the same as the *c* in *cat*. Remember there is a puff of air when you pronounce it.
- /l/ is pronounced smiling.

Worksheet Activity 4

Assessment focus

- motor skills: holding a pencil correctly, tracing a pattern from left to right


Children draw the line matching the letter *k* to the kitten.

Practice

Assessment focus

- language skills: speaking
- social skills: interacting with others

Pairs: children put their classroom objects on their desks. They take turns asking about an item and answering.


 **Teaching Tip:** Some children love speaking aloud in class while others are very shy. Encourage confident children to work together with less confident children.

Extra activity

Assessment focus


- language skills: speaking
- social skills: ability to follow instructions

- 1 Hide a classroom object behind you. Say *What is it?* Encourage children to guess.
- 2 Show it when they guess correctly. Repeat with all the objects they know.
- 3 Invite the children who guess correctly to play your role.

 **Teaching Tip:** Make sure all children have a turn at the activity. Invite the less confident children to answer and to take your place.

Round-up

- 1 Tell children to stand up and hold a classroom object. Call out the names of classroom objects in random order, e.g. *ruler, pencil, pen ...* Children who have the items in their hands sit down. Call out different classroom objects until all the children are sitting down.
- 2 Invite individual children to play your role.

 **Teaching Tip:** Monitor how children respond to the cognitive skills part of the task. Do they match the spoken word to the object?

LESSON 5

How many?

STARTER PACK TEACHER'S NOTES

Lesson aims

Children:

- learn and practise the numbers 1 to 10
- learn letter sounds and words for *m*, *n* and *o*
- develop cooperative skills: working together as a team

Key language

one, two, three, four, five, six, seven, eight, nine, ten, How many?

Materials


[flashcards 2, 12–17](#) (bag, pen, pencil, book, ruler, desk, chair) for Warm-up, [flashcards 21–30](#) (numbers 1–10) classroom objects, [flashcards 31–33](#) (man, nut, orange) (optional), [flashcards 69–71](#) (m, n, o) (optional)

Warm-up

Assessment focus

- reviewing classroom objects from Lesson 4
- cognitive skills: ability to remember which card is held by which child

- 1 Line up several children at the front of the class. Give each a flashcard with a classroom object.
- 2 Each child shows their flashcard to the class and says the name of the object clearly.
- 3 The children turn their flashcards around so that the class cannot see them. They change positions in the line.
- 4 Children in the class take it in turns to try to remember which card each child is holding. When one child remembers correctly, choose another group to line up at the front.

 **Teaching Tip:** Encourage the children to work together as a team.

New language

Assessment focus

- learning numbers one to ten
 - counting objects
- 1 Show children your hands and count on your fingers up to ten.
 - 2 Say the numbers again slowly and clearly. Children repeat. Count quietly, loudly, slowly or quickly. Children repeat after you.
 - 3 Hide your hands behind your back. Show three fingers. Ask *How many?* Encourage children to join in the counting. Call out a number for children to hold up the correct number of fingers.


Extra activity

 **Game:** *What's missing?*

Assessment focus

- literacy skills: print awareness (numbers)
- cognitive skills: ability to work out the missing item

Write the numbers 1–10 on the board or use [flashcards 22–31](#). Encourage children to say them. Remove or rub out a number and ask *What's missing?*

 **Teaching Tip:** Try to identify children who have problems relating the sound of the numbers and their written forms.

Worksheet Activity 1

Assessment focus

- count objects up to ten
- ask and answer *How many?*


- 1 Hold up the worksheet and say the numbers as you point to them.
- 2 Children point to the numbers and say them. Ask children to come to the front of the class and count the numbers on your worksheet.

Worksheet Activity 2

Assessment focus

- count objects up to ten
- ask and answer *How many?*

- 1 Ask *How many dogs?* Children count and say *one*.
- 2 Pairs: children take turns to ask and answer *How many ...?* following the pictures.

 **Teaching Tip:** Encourage the children to point as they count. Ask different pairs of children to do part of the activity for the whole class.

Letters and sounds

Worksheet Activity 3

Assessment focus

- listening to letter sounds and words for *m*, *n* and *o*
 - repeating letter sounds with correct pronunciation
 - understanding connections between letters and sounds
- 1 Play the letter sounds and words on track 7. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.

LESSON 5

How many?

STARTER PACK TEACHER'S NOTES

- 2 Play the track again for children to point to the object and say the letter aloud.
- 3 Write the letter *m* on the board and say /m/. Children write *m* in the air. Repeat for *n* and *o*. See [Writing Worksheet 4](#) for the correct letter formation.


Note: You may use [flashcards 31–33](#) (man, nut, orange) and letter [flashcards 69–71](#) (m, n, o) to teach or revise the sounds and words before you play the track.

Audioscript

/m/ /m/ man

/n/ /n/ nut

/o/ /o/ orange

 **Teaching Tip:** Give tips to encourage good pronunciation:

- /m/ is a continuous sound.
- /n/ is also a continuous sound.
- /o/ is pronounced without smiling.

Worksheet Activity 4

Assessment focus

- motor skills: holding a pencil correctly, tracing a pattern from left to right


Children draw the line matching the letter *m* to the man.

Practice

Assessment focus

- reviewing words for classroom objects
- asking and answering *How many?*

Pairs: children put their classroom objects on their desks. They hold up a number of items (5 pens, 2 rulers, etc.) and ask *How many pens?* They take turns asking and answering.


 **Teaching Tip:** Do the children follow your instruction to take turns? Remind them that they will have more fun if they do.

Extra activity

Assessment focus


- cognitive skills: demonstrating a grasp of numeracy

Count on your fingers from 1 to 10. Then begin counting backwards. Encourage children to count backwards with you.

 **Teaching Tip:** Make sure all children follow the counting. Call on some of the less confident children to do the counting.

Round-up

Shuffle the number flashcards and put them on your desk or on the board. Say a number. Invite a child to come to the front of the class and to find it.

 **Teaching Tip:** Monitor how children respond to the cognitive skills part of the task. Do they match the spoken word to the number?

LESSON 6

What colour is it?

STARTER PACK TEACHER'S NOTES

Lesson aims

Children:

- learn and practise colour words
- learn letter sounds and words for *p*, *q* and *r*
- develop social skills: interacting with others

Key language

black, blue, green, purple, red, yellow, white, What colour is it?

Materials

[flashcards 34–40](#) (black, blue, green, purple, red, yellow, white), a tray (optional), a cloth (optional), [flashcards 12, 41–43](#) (pen, queen, rabbit, sun) (optional), [flashcards 72–75](#) (p, q, r, s) (optional), coloured pencils/crayons for children.

Warm-up

Assessment focus


- reviewing numbers 1–10

Play *Number gap*. Write the numbers 1–10 on the board, leaving gaps for some of the numbers. Children volunteer to come and write them in.

New language

Assessment focus

- learning and practising words for colours
 - asking and answering *What colour is it? It's ...*
- 1 Show the green flashcard and say *green*. Children repeat. Say *What colour is it? It's green*. Ask the question for the whole class to answer. Repeat with all the colours.
 - 2 Put the colour flashcards on the board, point to one and ask *What colour is it?* The class answers as a whole. Then, ask individual children to answer.
 - 3 Pairs: children show coloured pencils to their partners and take turns to ask *What colour is it?* and answer *It's ...*

 **Teaching Tip:** Monitor the exchanges, making sure the children remember to take turns and change roles.

Worksheet Activity 1

Assessment focus

- identifying colours
 - asking and answering *What colour is it? It's ...*
- 1 Hold up the worksheet and read the colours as you point to them. Point to the corresponding colour flashcard so that children develop sight recognition of the word.


- 2 Children colour each shape as you say the colour and point.
- 3 Point to the first shape and ask *What colour is it?* Children point and answer. Ask children to come to the front of the class and point to the shape as they answer.

Worksheet Activity 2

Assessment focus

- identifying colours
- asking and answering *What colour is it? It's ...*

Pairs: children take turns to point to the different shapes and ask and answer *What colour is it? It's ...*


 **Teaching Tip:** Make sure children actually point to the shapes. Ask different pairs of children to perform the dialogue for the whole class.

Extra activity

Game: *What's missing?*

Assessment focus

- cognitive skills: ability to work out the missing item
 - using colour words
- 1 Put the colour flashcards on the board. Encourage children to say each colour.
 - 2 A child leaves the class. Discuss which flashcard to take down. Take it down without saying the colour. The child comes in. Encourage the class to ask *What's missing?*

 **Teaching Tip:** Pair up the children for the first few volunteers, so they do not feel shy.

Letters and sounds

Worksheet Activity 3

Assessment focus

- listening to letter sounds and words for *p*, *q*, *r* and *s*
 - repeating letter sounds with correct pronunciation
 - understanding connections between letters and sounds
- 1 Play the letter sounds and words on track 8. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.
 - 2 Play the track again for children to point to the object and say the letter sound.

LESSON 6

What colour is it?


STARTER PACK TEACHER'S NOTES

- 3 Write the letter *p* on the board and say /p/. Children write *p* in the air. Repeat for *q*, *r* and *s*. See [Writing Worksheet 4](#) and [Writing Worksheet 5](#) for the correct letter formation.

Note: You may use [flashcards 12, 41–43](#) (pen, queen, rabbit, sun) and letter [flashcards 72–75](#) (p, q, r, s) to teach or revise the sounds and words before you play the track.

Audioscript

/p/ /p/ pen
/kw/ /kw/ queen
/r/ /r/ rabbit
/s/ /s/ sun

 **Teaching Tip:** Give tips to encourage good pronunciation:

- /p/ is a strong consonant. Ask children to put their hands in front of their mouths to feel the puff of air that comes out.
- /kw/ is also a strong consonant. Children can hold a sheet of paper in front of their mouths to see the puff of air that comes out. Practise /kw/.
- /r/ is a soft sound. Tell them to curl the tip of the tongue backwards to pronounce it.
- /s/ is a continuous sound. To say it correctly they have to smile.

Worksheet Activity 4

Assessment focus


- motor skills: holding a pencil correctly, tracing a pattern from left to right

Children draw the line matching the letter *r* to the rabbit.

Practice

Assessment focus


- listening and following commands
 - using colour words
- 1 Say *Take a crayon*. Children each choose a crayon of any colour and hold it. Say *Red, stand up*. Only children with red crayons do the action. Repeat with different colours.
- 2 Practise all the commands children have learnt. *Yellow, sit down! Blue, point to the desk!*

 **Teaching Tip:** Make sure children are all holding crayons of different colours, but always colours they have learnt.

Extra activity


Assessment focus

- motor skills: showing ability to colour
 - literacy skills: print awareness (numbers)
- 1 Draw the numbers 1–10 on the board. They should be in outline only, so children can colour them.
- 2 Pairs come to the front. Say *Colour nine blue*. Children follow the instruction.

 **Teaching Tip:** Allow children to count from 1 if they find the task difficult.

Round-up

- 1 Put four crayons on a tray (two yellow, one red and one green). Children look at them for one minute.
- 2 Cover the tray with a cloth. Children say how many crayons they remember of each colour.
- 3 Play several times, changing the colours and the numbers each time.

 **Teaching Tip:** With a confident group you can have up to seven items. Make sure that only the colours children know are put on the tray.

LESSON 7

It's a boat.

STARTER PACK TEACHER'S NOTES

Lesson aims

Children:

- learn and practise words for toys
- review *What is it? It's a ...*
- learn letter sounds and words for *t*, *u* and *v*
- develop social skills: interacting with others
- develop social skills: confidence in leading
- develop their attitude to learning: showing enthusiasm

Key language

car, boat, ball, doll, train, What is it? It's a ...

Materials

[flashcards 34–40](#) (black, blue, green, purple, red, yellow, white), [flashcards 44–48](#) (car, boat, doll, ball, train), coloured pencils, [flashcards 49–51](#) (taxi, umbrella, van) (optional), [flashcards 76–78](#) (t, u, v) (optional)

Warm-up


Assessment focus

- reviewing words for colours
- 1 Put the colour flashcards on your table face down. A child comes to the front and chooses one flashcard. The child looks at the colour, but without showing the class. The child asks *What colour is it?*
 - 2 Children take turns to guess the colour, saying *It's (blue)*. When someone guesses correctly, the child at the front shows their card.
 - 3 The child who guessed correctly takes a turn at the front.

New language

Assessment focus

- learning and practising words for toys
 - using appropriate actions for each new word
- 1 Put the car flashcard on the board and say *car*. Children repeat. Ask *What is it?* Encourage children to answer. Repeat for all new words.
 - 2 Agree with the children an action for each toy. Say the name of the toy. Children do the appropriate action.

 **Teaching Tip:** If you are finding it difficult to think of actions for the toys, here are some suggestions: car (holding the steering wheel and miming driving); boat (using one arm in a horizontal position across your body and moving it gently up and down to symbolise waves); ball (throwing or bouncing a ball); doll (cradling a doll in your arms); train (moving your arms at your side in a circular motion to imitate the wheels of the train).

Worksheet Activity 1

Assessment focus


- identifying toys
 - asking and answering *What is it? It's a ...*
- 1 Hold up the worksheet and say the names of the toys as you point to them.
 - 2 Point to the first toy and ask *What is it?* Children point and answer *It's a car*. Ask children to come to the front of the class and point to the toy on your worksheet as they answer the question again.

Worksheet Activity 2

Assessment focus

- identifying toys
- asking and answering *What is it? It's a ...*

Pairs: children take turns to point to the different toys and ask and answer *What is it? It's a ...*

 **Teaching Tip:** Make sure children point to the correct toys. Ask different pairs of children to do the dialogue for the whole class.


Extra activity

 **Game:** *I can see.*

Assessment focus

- practising words for toys
- recognising sounds

Put the toy flashcards in different parts of the classroom. Play *I can see*. Say *1, 2, 3, I can see something beginning with ...* followed by an initial sound (/b/, /k/, /d/, or /t/). Children guess which toy you are thinking of. Start the game off, but ask for volunteers to take your role.

 **Teaching Tip:** Who's keen to lead the game? Who's reluctant? Encourage those who are less confident to volunteer a possible answer.

LESSON 7

It's a boat.

STARTER PACK TEACHER'S NOTES

Letters and sounds

9 Worksheet Activity 3

Assessment focus

- listening to letter sounds and words for *t*, *u* and *v*
- repeating letter sounds with correct pronunciation
- understanding connections between letters and sounds

- 1 Play the letter sounds and words on track 8. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.
- 2 Play the track again for children to point to the object and say the letter sound.
- 3 Write the letter *t* on the board and say /t/. Children write *t* in the air. Repeat for *u* and *v*. See [Writing Worksheet 5](#) and [Writing Worksheet 6](#) for the correct letter formation.

Note: You may use [flashcards 49–51](#) and letter [flashcards 76–78](#) to teach or revise the sounds and words before you play the track.

Audioscript

/t/ /t/ taxi

/ʌ/ /ʌ/ umbrella

/v/ /v/ van

Teaching Tip: Give tips to encourage good pronunciation:

- /t/ is a strong consonant. Ask children to put their hands in front of their mouths to feel the puff of air that comes out.
- *u* is pronounced /ʌ/. Show the contrast between 'smiling' /æ/ and 'unsmiling' /ʌ/.
- /v/ is a continuous sound. To show the contrast between /v/ and /f/, tell children to put their hands on their throats and feel the vibration with /v/.

Worksheet Activity 4

Assessment focus

- motor skills: holding a pencil correctly, tracing a pattern from left to right

Children draw the line matching the letter *u* to the umbrella.

Practice

Game: What's missing?

Assessment focus

- using words for toys
- cognitive skills: ability to work out the missing item
- cognitive skills: capacity to integrate previous knowledge

Put the toy flashcards on the board. Children close their eyes. Remove a flashcard. Ask *What's missing?* Give the flashcard to the child who guessed correctly. He/she asks *What colour is it?* Children answer.

Teaching Tip: Do children remember the question and answer? Use these activities to revise and integrate previous structures with new ones.

Extra activity

Assessment focus

- social skills: showing ability to follow instructions

- 1 Draw toys on the board. They should be in outline only, so children can colour them.
- 2 Say *Colour the ball blue*. Ask a child to come to the front of the class to follow the instruction.

Teaching Tip: Allow children to come to the front in pairs if they are shy.

Round-up

- 1 Groups: children take turns miming playing with a toy. The rest of the group guesses what toy they are playing with.
- 2 Pairs: children take it in turns to give each other instructions on how to colour the toys in Worksheet Activity 1. One child points to a toy and asks *What colour is it?* The other child says *It's yellow / blue / red / etc.*

Teaching Tip: Monitor pronunciation. If children have difficulty, give clear models and get them to repeat. If children have trouble taking turns, remind them that the game is more fun for everyone if they do so.

LESSON 8

It's a rabbit.

STARTER PACK TEACHER'S NOTES

Lesson aims

Children:

- learn and practise words for animals
- review *What is it? It's a ...*
- learn letter sounds and words for w and x
- develop social skills: confidence in leading

Key language

bird, cat, dog, fish, kitten, rabbit, zebra, What is it? It's a ...

Materials

[flashcards 3, 6, 8, 19, 42, 52, 56](#) (cat, dog, fish, kitten, bird, rabbit, zebra), toy animals (see Key language), a large bag, [flashcards 53–54](#) (window, box) (optional), [flashcards 79–80](#) (w, x) (optional), coloured pencils (optional)

Warm-up


Assessment focus

- reviewing toys from Lesson 7
 - cognitive skills: ability to remember which card is held by which child
- 1 Line up several children at the front of the class. Give each a toy flashcard.
 - 2 Each child shows their flashcard to the class and says the name of the object clearly.
 - 3 The children turn their flashcards around so that the class cannot see them. They change positions in the line.
 - 4 Children in the class take it in turns to try to remember what card each child is holding. When one child remembers correctly, choose another group to line up at the front.

New language

Assessment focus

- learning and practising words for animals
 - asking and answering *What is it? It's a ...*
 - performing appropriate actions for each animal
- 1 Put the cat flashcard on the board and say *cat*. Children repeat. Ask *What is it?* Encourage children to answer. Repeat the procedure for all new words.
 - 2 Agree with the children an action to mime for each animal. Say the name of the animal. Children do the appropriate actions.
 - 3 Pairs: children take turns to mime the actions of the different animals and ask *What is it?*

 **Teaching Tip:** Give suggestions for actions for each animal: cat (licking paw: stroke your mouth with the back of your hand with your fingers tucked

in); dog (wagging tail: move your lower torso left and right); fish (swimming: press hands together in front of you and move to the left and right, bend your wrists left and right too); kitten (playing with a ball of wool: pretend to be playing with something with both hands in front of your face); zebra (eating grass: open and close your mouth as if munching on something); rabbit (hopping: put both hands in front of you at about chest height with your hands in loose fists and pretend to jump); bird (flying: outstretch arms either side and move gently to one side and then the other).

Worksheet Activity 1

Assessment focus


- using words for animals
 - asking and answering *What is it? It's a ...*
- 1 Hold up the worksheet and say the names of the animals as you point to them.
 - 2 Point to the first animal and ask *What is it?* Children point and answer. Ask children to come to the front of the class and point to the animal on your worksheet as they answer the question again.

Worksheet Activity 2

Assessment focus

- using words for animals
- asking and answering *What is it? It's a ...*

Pairs: children take turns to point to the different animals and ask and answer *What is it? It's a ...*


 **Teaching Tip:** Monitor children to ensure they are changing roles and taking turns.

Extra activity

Game: *Teacher says ...*

Assessment focus

- responding to new language
 - cognitive skills: remembering rules
- 1 Say *Teacher says you're kittens*. Children mime the animal.
 - 2 Play the game as a class. Children who make a mistake are out and sit down. Play until there is a winner.
 - 3 Groups: children play the game in groups. Ask for volunteers to be 'teacher'.

 **Teaching Tip:** When the game is finished, praise all the children for taking part, not just the winner. Say *Well done! Good game!*

LESSON 8

It's a rabbit.

STARTER PACK TEACHER'S NOTES

Letters and sounds

101 Worksheet Activity 3

Assessment focus

- listening to letter sounds and words for w and x
- repeating letter sounds with correct pronunciation
- understanding connections between letters and sounds

- 1 Play the letter sounds and words on track 10. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.
- 2 Play the track again for children to point to the object and say the letter sound.
- 3 Write the letter w on the board and say /w/. Children write w in the air. Repeat for x. See [Writing Worksheet 6](#) for the correct letter formation.

Note: You may use [flashcards 53–54](#) and letter [flashcards 79–80](#) to teach or revise the sounds and words before you play the track.

Audioscript

/w/ /w/ window

/x/ /x/ box

Teaching Tip: Give tips to encourage good pronunciation:

- /w/ is pronounced rounding the lips. Make sure children do not pronounce /kw/. Remind them of the pronunciation of /kwi:n/
- x at the end of a word makes two consonant sounds together: /k/ + /s/.

Worksheet Activity 4

Assessment focus

- motor skills: holding a pencil correctly, tracing a pattern from left to right

Children draw the line matching the letter w to the window.

Practice

Game: What is it?

Assessment focus

- using words for animals
- cognitive skills: demonstrating use of imagination
- cognitive skills: capacity to integrate previous knowledge

- 1 Put the toy animals inside the bag. Take out one animal. Don't show it. Say *What is it?* Children guess. Once they guess correctly, show it and ask *What colour is the ...?*

- 2 Put the animal back in the bag. Ask individual children to take your place. If you don't have toy animals, you can do this activity by putting the animal flashcards face down on your desk.

Teaching Tip: Do children remember the question and answer? These activities will help you revise and integrate previous structures with new ones.

Extra activity

Assessment focus

- literacy skills: print awareness (letters)
- cognitive skills: ability to work out the relationship between letters and sounds

Two teams: Hide the letter flashcards a to x in different parts of the classroom. Members of each team have to find the hidden letters, say their sound and put them on the board. The team that finds most letters wins.

Teaching Tip: Children who have difficulties relating the sounds of the letters to their written forms could be put in groups with children who are more confident in this area.

Round-up

- 1 Groups: children take turns miming an animal. The rest of the group guesses the animal.
- 2 Pairs: children take it in turns to give each other instructions on how to colour the animals in Worksheet Activity 1. One child points to an animal and asks *What colour is it?* The other child says *It's red / blue / green / etc.*

Teaching Tip: Monitor pronunciation. If children have difficulty, give clear models and get them to repeat. If children have trouble taking turns, give each group one small object to hold. The child holding the object does the miming, then they pass the object to the next child to show that it is their turn.

LESSON 9

It's an apple.

STARTER PACK TEACHER'S NOTES

Lesson aims

Children:


- review food items
- learn and practise *It's a/an ...*
- learn letter sounds and words for *y* and *z*
- develop social skills: interacting politely with others

Key language

*apple, egg, fish, lemon, nut, orange, What is it?
It's a /an ...*

Materials

[flashcards 3, 6, 8, 19, 42, 52, 56](#) (cat, dog, fish, kitten, bird, rabbit, zebra), [flashcards 1, 7, 8, 20, 32, 33](#) (apple, egg, fish, lemon, nut, orange), [flashcards 57–82](#) (letters a–z) (optional), [flashcards 55–56](#) (yo-yo, zebra) (optional)


 **Teaching Tip:** To reinforce the *a* and *an* rule, remove the flashcards from the board and shuffle them. Ask groups of children to come to the front and put each one on the correct side of the board.

Worksheet Activity 1

Assessment focus

- using words for food
- ask and answer *What is it? It's a/an ...*

- 1 Hold up the worksheet and say the names of the food items as you point to them.
- 2 Point to the first item and ask *What is it?* Children point and answer. Ask children to come to the front of the class and point to the food item on your worksheet as they answer the question again.

 **Teaching Tip:** Encourage children to practise in pairs.

Warm-up

Assessment focus

- reviewing words for animals

- 1 Put all the animal flashcards face down on your table.
- 2 Choose a child to come to the front of the class and choose one of the cards. They look at the card without showing it to the class.
- 3 The child with the card mimes the animal. The class guesses which animal it is. When they guess correctly, the child shows the card and says the word. A child who guessed correctly takes their place.

Worksheet Activity 2

Assessment focus

- using words for food
- ask and answer *What is it? It's a/an ...*

Pairs: children take turns to point to the different food items and ask and answer *What is it? It's a/an ...*


Extra activity

Game: *What's missing?*

Assessment focus

- using words for food
- cognitive skills: ability to work out the missing item

- 1 Put all the food flashcards on the board. A child goes out. The rest of the class decides which flashcard to remove. Take it down without saying the word.
- 2 The child comes in again. Children ask *What's missing?* The child has to say *a/an ...*
- 3 Repeat the procedure with different flashcards and different children. Introduce other vocabulary flashcards to practise the rule.

 **Teaching Tip:** Monitor whether children remain engaged if they get the answer wrong. Do they want to keep playing? Remind them that the game is fun, even when they make a mistake.

New language

Assessment focus

- learning and practising words for food

- 1 Hold up the apple flashcard. Ask *What is it?* Answer *It's an apple*. Children repeat the question and the answer. Repeat with all the objects.
- 2 Give individual children a flashcard. The child asks *What is it?* The class says the name of the object.
- 3 Draw a line down the middle of the board and write *a* on one side and *an* on the other. Put words with vowels as a starting letter under *an*, and flashcards starting with consonants under *a*.
- 4 Drill the question and answer by pointing to *an* and the first letter of the next word.

LESSON 9

It's an apple.

STARTER PACK TEACHER'S NOTES

Letters and sounds

Worksheet Activity 3

Assessment focus


- listening to letter sounds and words for *y* and *z*
- repeating letter sounds with correct pronunciation
- understanding connections between letters and sounds

- 1 Play the letter sounds and words on track 11. Children listen and point to the letter as they hear the sound and then to the picture as they hear the word. They repeat in the pauses.
- 2 Play the track again for children to point to the object and say the letter sound.
- 3 Write the letter *y* on the board and say /j/. Children write *y* in the air. Repeat for *z*. See [Writing Worksheet 7](#) for the correct letter formation.

Note: You may use [flashcards 55 and 56](#) (yo-yo, zebra) and letter [flashcards 81 and 82](#) (y, z) to teach or revise the sounds and words before you play the track.

Audioscript

/j/ /j/ yo-yo
/z/ /z/ zebra

 **Teaching Tip:** Give tips to encourage good pronunciation:


- /j/ is pronounced smiling.
- /z/ is pronounced smiling as /s/. Tell children to put their hands on their throats to feel the vibration. Contrast the two sounds.

Extra activity

Assessment focus

- literacy skills: print awareness (letters)
- cognitive skills: ability to work out the relationship between letters and sounds

Shuffle all the letter flashcards for the alphabet and put them on your desk. Tell a child *Look for /j/!* The child goes to your desk and looks for the corresponding letter *y*. Say *Now, put it on the board!* Repeat the procedure until all the flashcards are on the board.

 **Teaching Tip:** Remember to use the sound of the letters and not their name.

Worksheet Activity 4

Assessment focus

- motor skills: holding a pencil correctly, tracing a pattern from left to right

Children draw the line matching the letter *y* to the yo-yo.

Practice

Game: *What is it?*


Assessment focus

- using words for food
 - cognitive skills: capacity to integrate previous knowledge
- 1 Put the food flashcards face down on your desk. Take one but don't show it. Say *What is it?* Children guess.
 - 2 Put the flashcard back on the desk. Ask individual children to take your place.

Round-up

Game: *What is it?*

- 1 Put the food flashcards on the board. Review the words for each.
- 2 Say *It's yellow. What is it?* Children take turns to guess what the object is. Continue with other colours.

 **Teaching Tip:** Remind the children that apples can be red or green. Fish can be many colours. Eggs can be white.

LESSON 10

The alphabet

STARTER PACK TEACHER'S NOTES

Lesson aims

Children:

- review the letter sounds a–z
- learn the names of the letters of the alphabet

Key language

the alphabet, sounds and letter names a–z

Materials


flashcards 57–82 (a–z), coloured pencils

Warm-up

Assessment focus

- reviewing letter forms and sounds
- matching letter sounds with a word starting with that sound

Show letter flashcards one at a time. Elicit the sound of each letter and a word in English that children know starting with it, e.g. /h/ – hat.

 **Teaching Tip:** Teaching tip: If the children have difficulty, give them three words to choose from each time.


Extra Activity

 **Game:** *What's the letter?*

Assessment focus

- cognitive skills: ability to match a written letter to a sound

Groups: give a sequence of five letter flashcards in jumbled order (e.g. k, i, j, m, l). Children sing a song while they pass the letters round their group. They could sing the song they learnt in Lesson 1 or any song of your choosing. When you say *Stop!* each child holds up a letter and says the sound. Play the game as many times as you like. Change the groups of letters from one group to the other.

 **Teaching Tip:** If a child can't give the correct sound, ask another child to answer.

Letters and sounds


Worksheet Activity 1

Assessment focus

- learning letter names
- matching letter names and sounds

- 1 Play track 12. Hold the worksheet and say each letter name as you point to it.

- 2 Children listen, point and repeat. Check children are pointing to the correct letters as they speak.

 **Teaching Tip:** Explain that now we are using the *names* of the letters and not their sounds.

Worksheet Activity 2

Assessment focus

- learning letter names
- matching letter names and sounds

- 1 Play track 12 again. Children join in, pointing to each letter in Activity 1.
- 2 Groups: children take turns reading the letters of the alphabet in Activity 1.
- 3 Play the track, pausing after random letters. Children tell you the next letter.

Audioscript


A B C D E [clap—clap, clap—clap]

F G H I J [clap—clap, clap—clap]

K L M [clap] N O P [clap—clap]

Q R S [clap] T U V [clap—clap]

W [clap—clap] X [clap] Y [clap] Z [clap—clap, clap—clap]


 **Teaching Tip:** If a child can't give the next letter in the sequence, ask another child to answer. Then say the sequence again and let the first child have another go.

Worksheet Activity 3

Assessment focus

- matching a written letter to a sound
- motor skills: developing hand-eye coordination

- 1 Say *Point to m*. Children point to the letter. Say *Colour m yellow*. Repeat the instructions with different colours for the other letters.
- 2 Children say a word beginning with each of the letters.

 **Teaching Tip:** Make sure children have their coloured pencils on the desk. Monitor the way children hold the pencils and that they colour the letters following the correct sequence of colours.

Practice

 **Game:** *Spider*

Assessment focus


- using letter names
- matching a written letter to a sound

LESSON 10

The alphabet

STARTER PACK TEACHER'S NOTES

- 1 *Spider* is a variant of the game *Hangman*. Draw the body of a spider on the board without legs.
- 2 Write some of the words children know on the board, leaving a blank space for some letters: h__t (*hat*), d__g (*dog*), __ug (*jug*), __an (*man*), n__t (*nut*), __en (*pen*), su__ (*sun*). Children come to the front and say the missing letters. The number of words you decide to put on the board depends on how many goes you think the children will need to get a word right.
- 3 If a child gets a letter wrong, draw one of the eight legs onto the spider.


 **Teaching Tip:** If children have difficulties, put the flashcards of the words on the board so they point to the flashcard before spelling the word. Write the missing letters on the board yourself.

Extra activity

Assessment focus


- literacy skills: understanding connections between letters and sounds

Put the letter flashcards on the board in a line and in any order. Put the flashcards corresponding to each sound under the letter flashcards in any order. Children come to the front and match the objects to the initial letter.

 **Teaching Tip:** If children find this hard, ask them to say the word and to isolate the initial sound, then to identify it in writing. The activity may be done in pairs.

Round-up

Groups: hand out to each group a sequence of four letter flashcards in jumbled order (e.g. k, i, j, l). Groups take it in turn's to come to the front of the class and get themselves into the correct order. The class says *Yes* or *No*, depending on whether the order is correct.

 **Teaching Tip:** If children have difficulty forming sequences, tell them to take a look at the alphabet in Activity 1 first, then try to remember the order.