



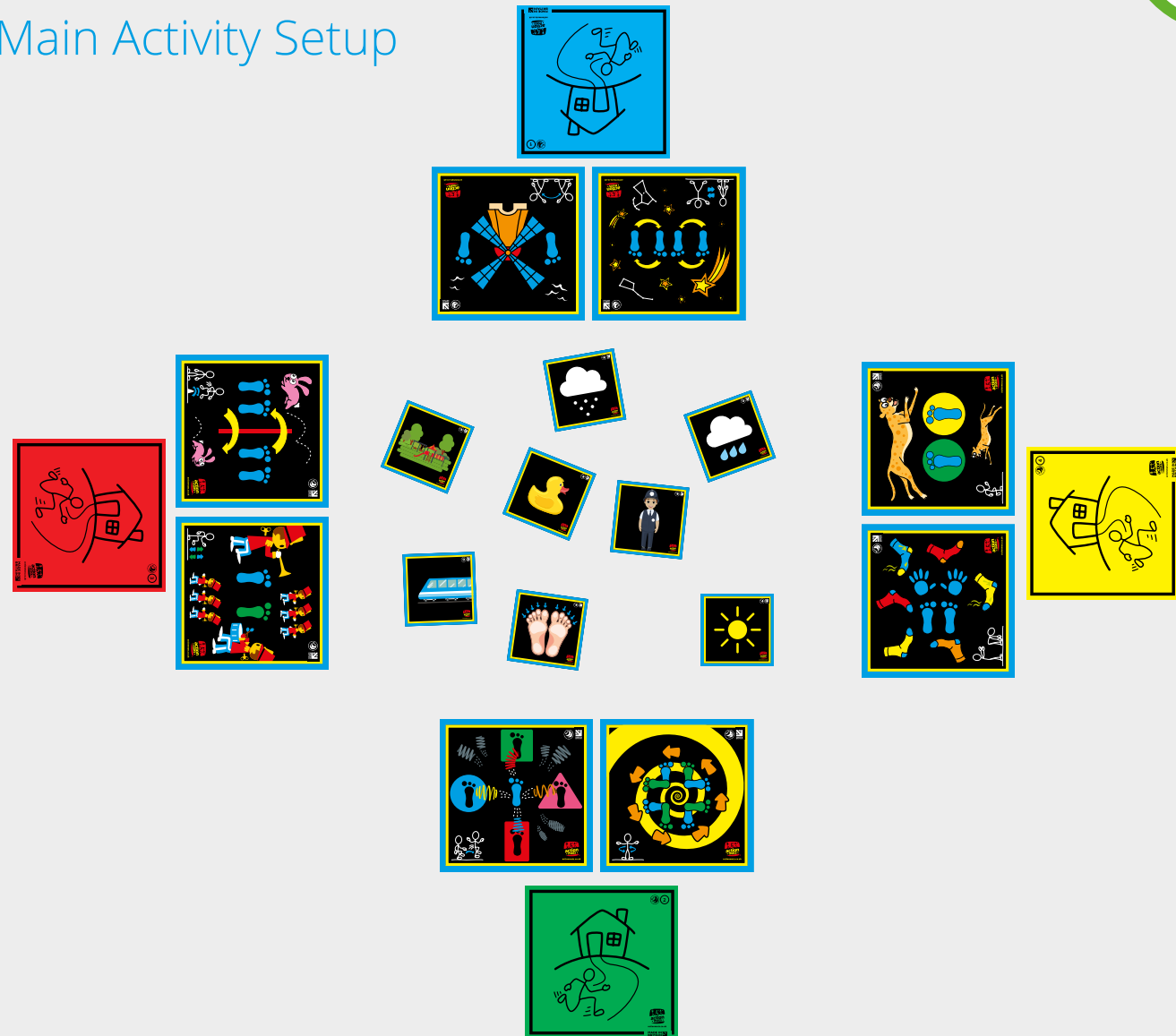
Lesson 8

Initial Letter Sounds (P/R/S/T)

What's needed

- X4 Coloured House mats
- X8 Mini Action Mats
- X8 Picture Mats
- Park, Policeman
- Rain, Rubber duck
- Snow, Sun
- Train, Toes

Main Activity Setup





Learning objectives

To listen attentively and connect a picture with the initial letter sound of its name.

To begin to use learnt vocabulary in well-structured sentences

To develop confidence when speaking to the group

Language and Communication ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Physical Development ELG

Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Literacy ELG

Read words consistent with their phonic knowledge by sound-blending.

Main Activity

Group student into pairs and allocate each pair to a coloured house mat. Ask each pair to next to each other.

This time, each pair of students will have a turn at the same time. So that students aren't waiting around too long, all students can complete actions together

Explain that all students will complete 5 repetitions on their house mat but only one group will then go and look for a picture that you request.

1) Begins with P

Ask all students to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask the red group to find a picture of something that begins with P (use both letter and phonetical sounds)

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear concise language where appropriate.

2) Begins with R

Ask all students to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask the yellow group to find a picture of something that begins with R (use both letter and phonetical sounds)

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear concise language where appropriate.

3) Begins with S

Ask all students to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask the blue group to find a picture of something that begins with S (use both letter and phonetical sounds)

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear concise language where appropriate.

4) Begins with T

Ask all students to step onto the Mini Action Mat and complete 5 repetitions, counting as a group. Then ask the green group to find a picture of something that begins with T (use both letter and phonetical sounds)

Ask students to hold up their mat and tell the group which picture they chose. Support any children that have struggled and model clear concise language where appropriate.

*Now ask the children to rotate in a clockwise movement so each pair/ group are standing on a different coloured house mat. (This will mean they are looking for a different letter)

Continue rotating until your designated time period ends.

As an extended task, try to ask students a question about their picture and support them to answer in a full sentence.

Examples:

What might you see at the park?

You might see some swings at the park.

What is the policeman wear?

The policeman is wearing a hat.

What might you wear if its raining? You might wear a coat if it's raining.

Where might you play with a rubber duck? You might play with a rubber duck in the bath.

What might you do in the snow? You might build a snowman in the snow.

What might you do when its sunny? You might go to the beech when its sunny.

Have you ever been on a train? Yes/no I've never been on a train.

Wear are your toes? Your toes are on your feet.