

Step 1.

Aim: To learn the letter sounds: s, a, t, i, p, n and to decode words that contain these letters.

Contents:

- 📄 Flash Cards – s, a, t, i, p, n
- 📄 Letter Game
- 📄 Word List
- 📄 Teacher Notes
- 📄 Sound Book
- 📄 Decodable text
- 📄 Suggested lesson plan
- 📄 Handwriting practice sheet
- 📄 Certificate/Award
- 📄 Silly Sentence Word Box
- 📄 I Can Read Book

Other step by step lessons include:

Step 2. – c, k, ck, e, h, r, m, d

Step 3. – g, o, u, l, f, b

Step 4. – ai, j, oa, ie, ee, or

Step 5. – z, w, ng, nk, v, short oo, long oo

Step 6. – y (4 sounds), x, ch, sh, voiced th, unvoiced th

Step 7. - qu, ou, oi, ue, er, ar

I refer to the lessons as ‘steps’ because that is what they are. Each, little step builds on previous knowledge and sounds learnt in previous lessons. By teaching the steps in the order given, you can be confident that you are covering all the necessary phonics sounds to build confident readers.

A suggested 5-10 minute weekly lesson plan is included. However this is just a guide. Please progress at a pace that is comfortable for your child . If it takes two or even three weeks – it doesn’t matter! Let your child guide the pace you take. Remember to make it fun!

This is not intended to be a full phonics programme, but as a supplement to be used with other resources. Please see www.atozphonics.com for recommended reading resources.

The order of letter sounds being learnt at any one time, come recommended by Jolly Phonics

Please visit www.atozphonics.com for more step by step phonics lessons and updates.

Kindest regards

Jane Buckley

Founder of www.atozphonics.com

s

a

t

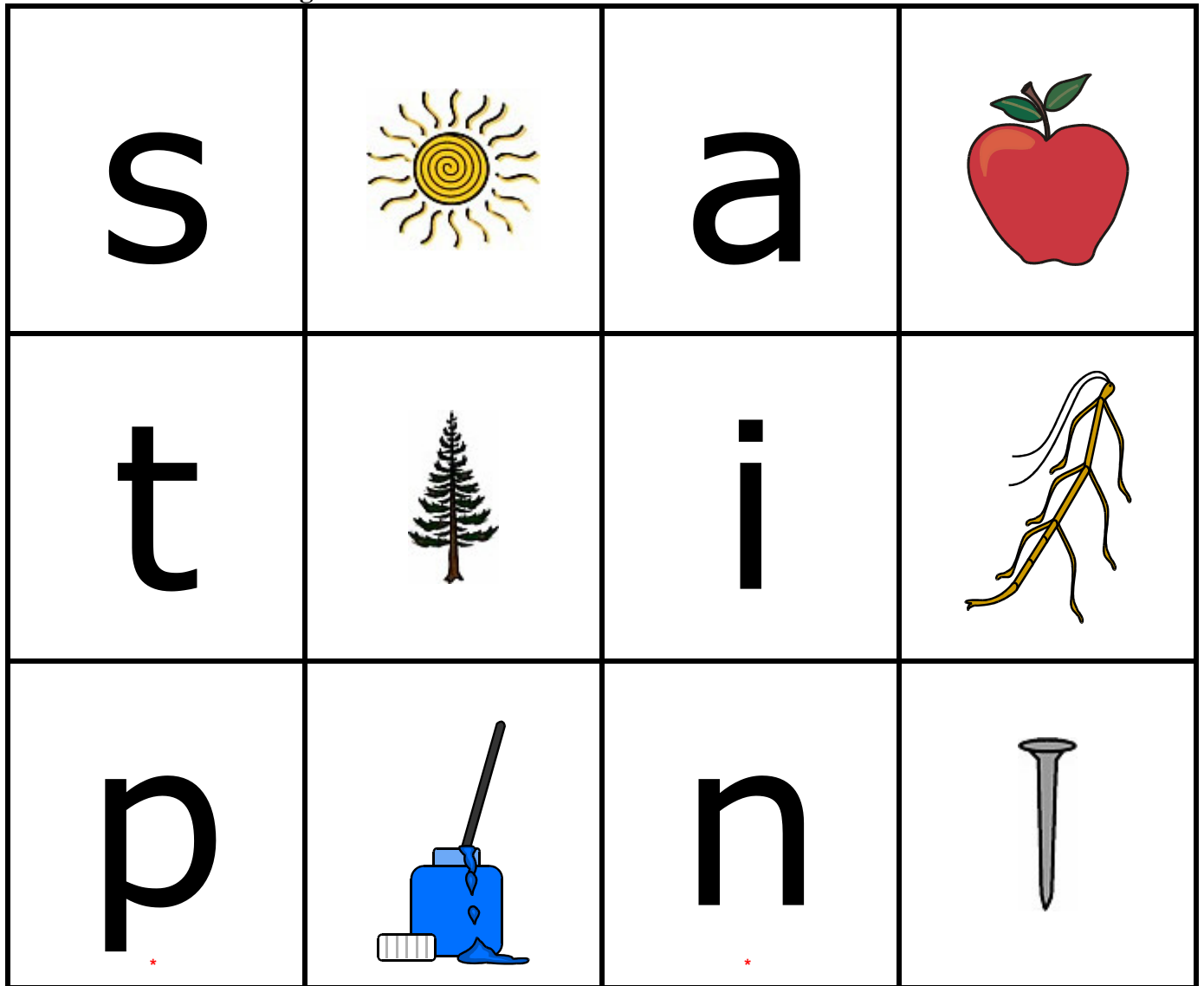
i

p

n

Flash Cards – print on card, cut out and laminate for durability

Letter Game – Matching Pairs:



Print out on card and laminate for durability. Cut out to make 12 tiles.

Matching Pairs: - The aim of the game is to match the correct pictures to the correct initial letter sounds. Eg /p/ and the picture of the **p**aint

- Ⓞ Place 12 tiles face down
- Ⓞ Take turns to turn over two tiles
- Ⓞ Encourage players to sound out the letter sounds
- Ⓞ If a picture and letter sound match, then the player keeps the cards and has another go
- Ⓞ If they do not match, the tiles are turned back over
- Ⓞ The winner is the player with the most tiles

Matching sounds/pictures:

- Ⓞ S – sun
- Ⓞ A – apple
- Ⓞ T – tree
- Ⓞ I – insect
- Ⓞ P – paint
- Ⓞ N – nail

Word List: s,a,t,i,n,p

1.

a	t	at
a	n	an

2

i	t	it
i	n	in

3

s	at	sat
p	at	pat
n	at	nat

4

s	it	sit
p	it	pit
n	it	nit

5

p	in	pin
t	in	tin

6

t	ip	tip
p	ip	pip
n	ip	nip

7

p	an	pan
t	an	tan
n	an	Nan
an	t	ant

Word List Cont:

8

a	p	ap
n	ap	nap
t	ap	tap
s	ap	sap

9

a	s	as	see teacher notes
h	as	has	
i	s	is	
		a	
		l	

Teacher Notes:

Remember to teach the letter **sounds** and not the names, eg:

s - pass

a- apple

t - rat

i - ink

p - tip

n - tan

A good way to isolate a consonant sound is to listen to the sound it makes at the **end** of a word. This helps you avoid putting an /uh/ at the end of sounds. For example /sssss/ instead of /suh/.

Help your child to pronounce the sounds as purely as possible.

If your child does not know the letter *names*, a good way to review them is by singing the Alphabet Song. When I am using the flashcards, I usually say something like: “*This is the letter ‘S’ it makes the /ssssssssssss/ sound.*”

Teaching Irregular sounds:

Word List 9. Point out that in the words: /is/, /as/, /has/ the letter /s/ makes a /z/ sound. Also point out that when the letter /a/ or /i/ are used on their own they say their names ie the long /a/ sound as in **a**pe and the long /i/ sound in **i**ce. Eg, **A** pig, **I** am.

This sets the understanding that they will encounter a few irregular sounds and words so not be phased when they come across them. **Simply point them out and move on.**

I Can Read Book: This is a book to place the decodable text your child will be practising in each step. It can be referred to anytime for review and extra practice.

**My
Sound
Book**

Ss

Aa

Tt

Nn

Pp

Decodable Text:

Sit Nan.
Nan sat.

Nan.

A pan.

A tin pan.

Is Nan in a tin pan?

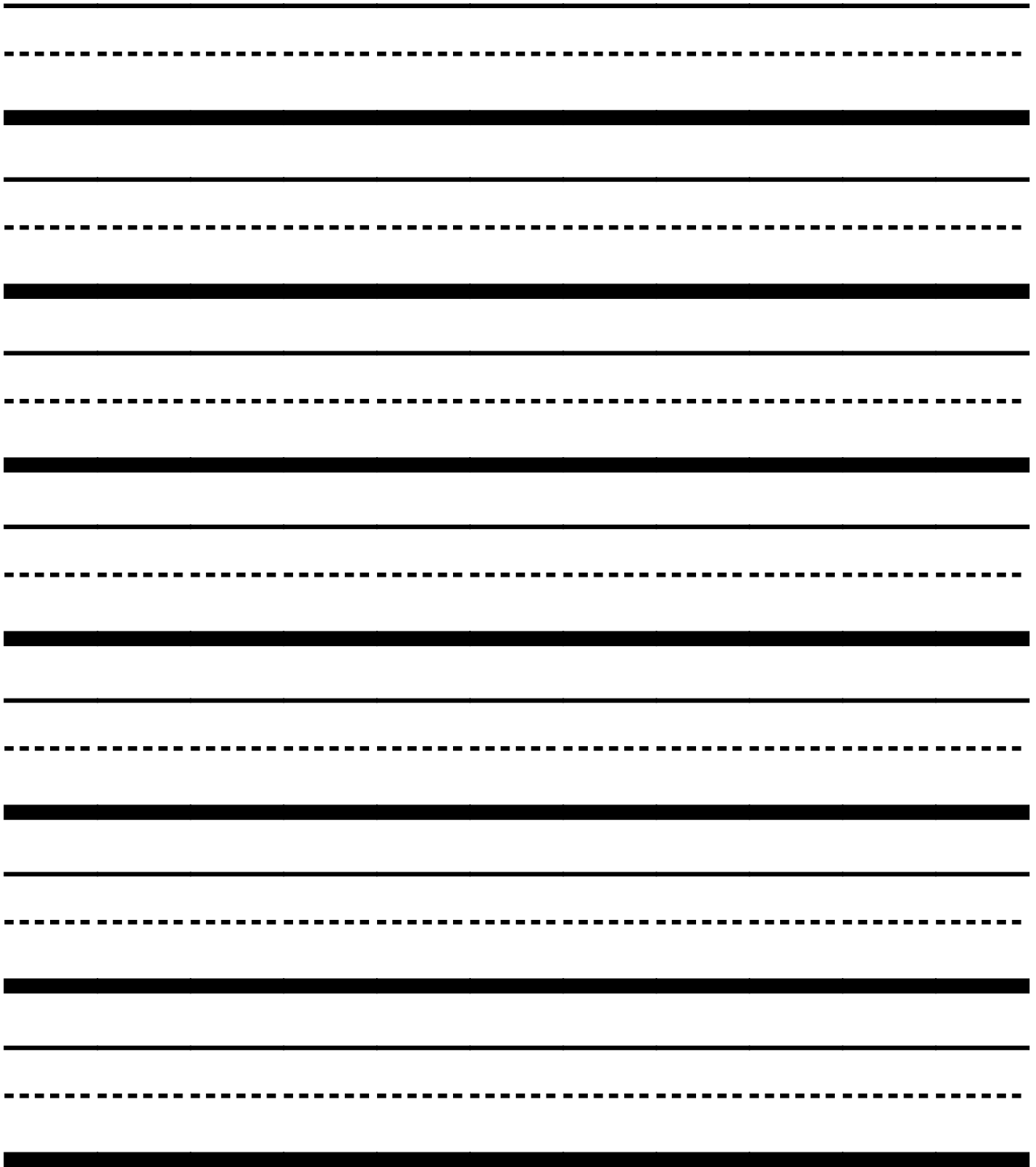
Nan has sat in a tin pan.

I am an ant
Nip, nip.

Suggested Lesson Plan: Remember go at your child's pace. It can take 1 week or three – it doesn't matter! When the word lists and decodable text can be read confidently you know you can move on to the next step.

<p>Step 1:1</p>	<p>Show all 6 flashcards: s,a,t,i,n,p and model how they are pronounced. Refer to Teacher Notes for help in isolating the sounds. I usually say something like: <i>“This is the letter ‘s’ it makes the /sssssssss/ sound... What sound does it make?”</i></p> <p>Explain that letter sounds by themselves do not mean anything, but when we put them together we can make words we see in books. Read Word Lists 1 & 2</p>
<p>Step 1:2</p>	<p>Flashcards – s,a,t,i,n,p</p> <p>Print out ‘Matching Pairs’ and glue the pictures into the Sound Book making sure the picture corresponds to the correct letter sound . They will be using their Sound Book to record all letters sounds taught. You may put other pictures into the sound book as you come across them during the week.</p> <p>Read Word List 3 & 4. When helping your child pronounce the words, over emphasise the sounds to help them see how to blend them. Eg. /sssssss/aaaaaa/t/ = ‘sat’</p>
<p>Step 1:3</p>	<p>Flashcards – s,a,t,i,n,p</p> <p>Read Word List 5 & 6</p> <p>Play Matching Pairs</p>
<p>Step 1:4</p>	<p>Flashcards – s,a,t,i,n,p</p> <p>Read Word List 7 & 8. Point out that names begin with a capital letter, eg Nan</p> <p>Play Matching Pairs</p>
<p>Step 1:5</p>	<p>Flashcards – s,a,t,i,n,p</p> <p>Point out other sounds of /s/ /i/ and /a/ in Word List 9. See Teacher Notes.</p> <p>Read decodable text and draw a picture. Stick them in the I Can Read Book.</p>
<p>Step 1:6</p>	<p>Lesson Extension - optional:</p> <p>If you are teaching handwriting alongside learning how to read, get your child to copy some of the Word Cards into their Sound Books</p> <p>Dictate some of the Word Cards and ask your child to attempt to spell them. Put them in the Sound Book.</p> <p>Put Word Cards into the Silly Sentence Box and make up a short silly sentence.</p>

Handwriting Practice



The page contains ten sets of handwriting practice lines. Each set consists of four horizontal lines: a solid top line, a dashed midline, a solid baseline, and a thick solid bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.

Name: _____

Date: _____

Congratulations!

You have completed Step 1 in
learning to read.



I can read!

Silly Sentences. Print words and put into a Silly Sentence Box – this could be an old shoe box or similar. As more words are put in here, more silly sentences can be created! Great fun!

at

sat

nat

pat

it

sit

nit

pit

nat

tap

sap

in

pin

tin

tip

pip

nip

an

pan

Nan

tan

ant

I

as

is

a

N.B - See teachers notes for words in red.

Put these words in the Silly Sentence Box.

I can

read book!