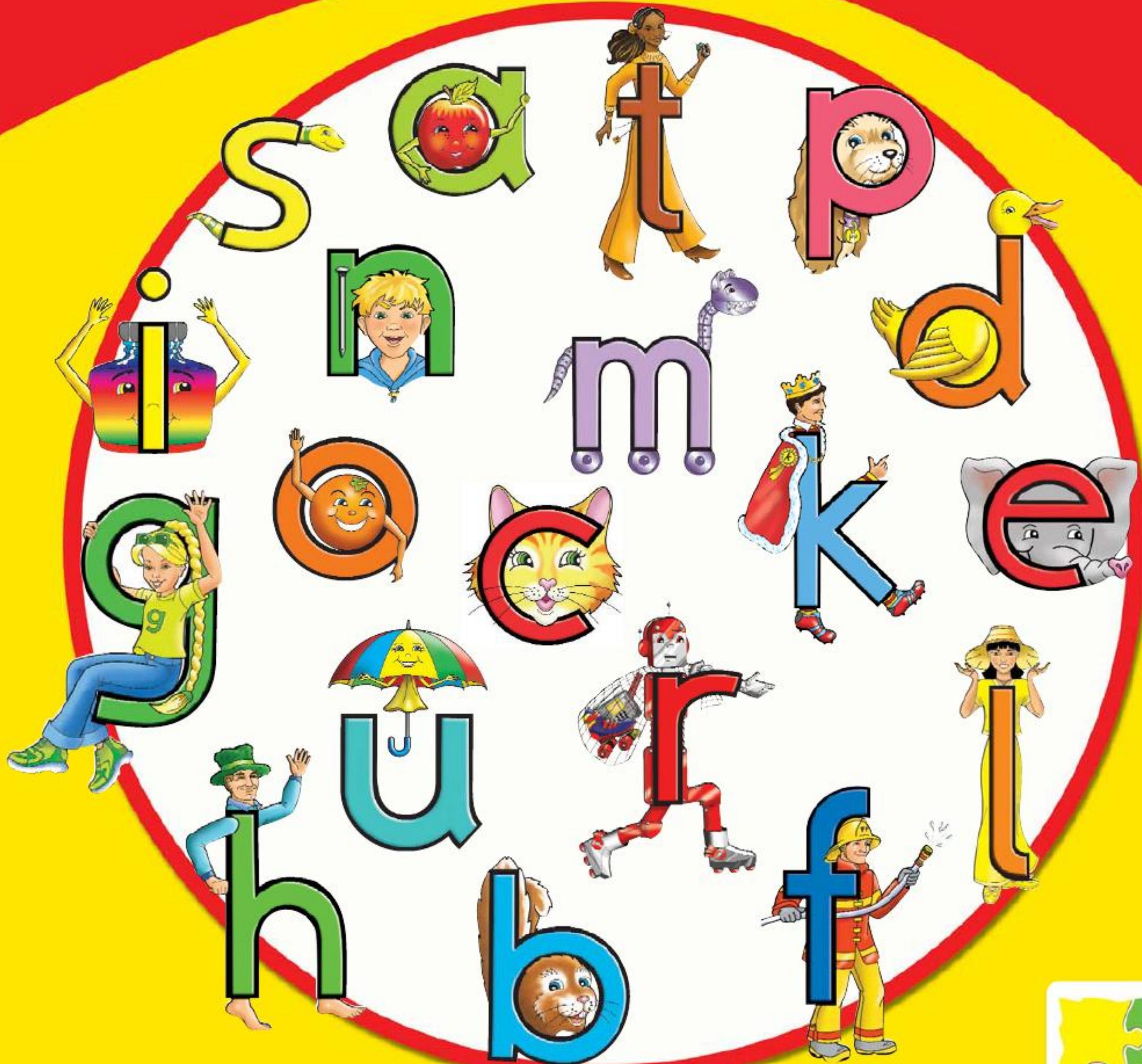




Fix-it Phonics

Level 1



Learn English with Letterland





About Fix-it Phonics

Fix-it Phonics will help your child to make the link between a letter's sound and shape – an important first step in a method of learning to read called phonics.

Letter sounds

When children are learning to read, it is letter sounds rather than alphabet names that help them to read words. You can blend the letter sounds 'mmm...' 'a...' 'nnn...' into the word **man**, but the alphabet names 'em' 'ay' 'en' can only give you a non-word: **emayen**. That is why the Letterland characters are so helpful. Just by starting to say a character's name, you will be saying the sound they make in words.

Teaching order

The teaching order for this level is:

s a t p i n m d g o c k e u r h b f l j v w x y z qu

This order is recommended by the UK government and has been chosen for Fix-it Phonics as it maximises word building possibilities from an early stage.

Letterland goes further...

There are 3 Fix-it Phonics levels. All levels include:

- ✓ Letter recognition skills
- ✓ Listening and speaking skills
- ✓ Basic English vocabulary
- ✓ Oral blending and segmenting
- ✓ High frequency words.

Level 1 - focuses on Aa-Zz shapes and sounds.

Level 2 - revises a-z and introduces some important digraphs* and trigraphs* (*2 or 3 letters representing a new sound e.g **sh** in **shop**).

Level 3 - introduces more important digraphs and trigraphs, building the foundations for full literacy in English.

Letterland is fun!

We feel the most important thing about learning English, and learning how to read and write, is to have fun. That's why Fix-it Phonics is full of songs, games, actions, chants and colourful characters. We want you, and the children you teach, to enjoy it!

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Introduce

Let's meet Sammy Snake. Listen and repeat his name, sound, and some words that start with his sound.



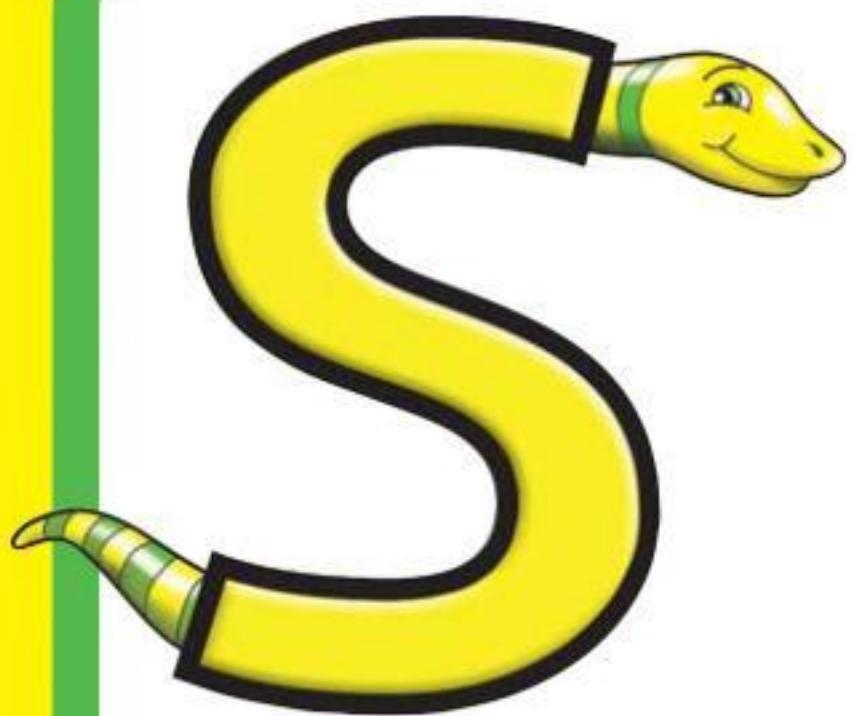
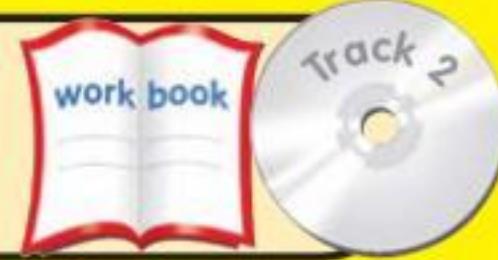
Hi. My name is Sammy Snake.



Sammy Snake's sound is at the start of his name - **Sammy Snake**.

Sound

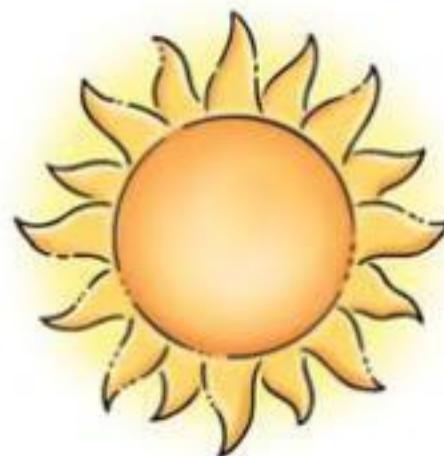
Look for the things in the picture that start with his sound.
Then complete the exercises in your Workbook, pages 2-3.



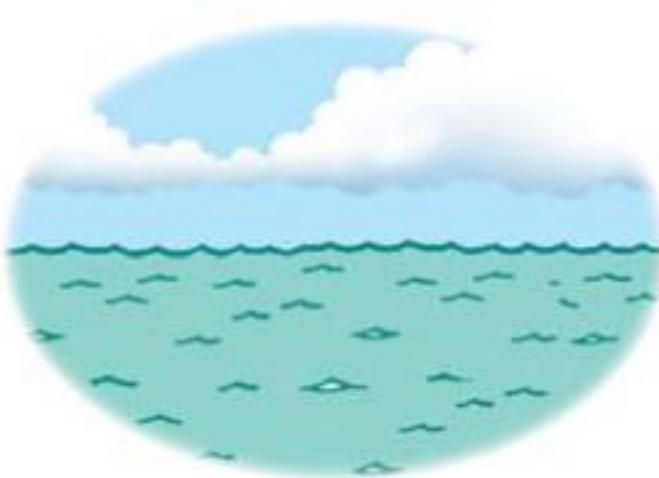
Sammy Snake

says, **sss.**

He starts words like...



sun



sea



sand

Action

Do the action and say the rhythmic chant together!



Move and chant!

Sss, sss, sss.

Sammy Snake! (x 2)



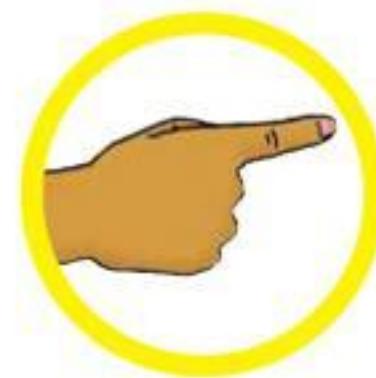
Make snake movements with your hand and arm.

Song

Listen and sing along to Sammy Snake's Alphabet Song.

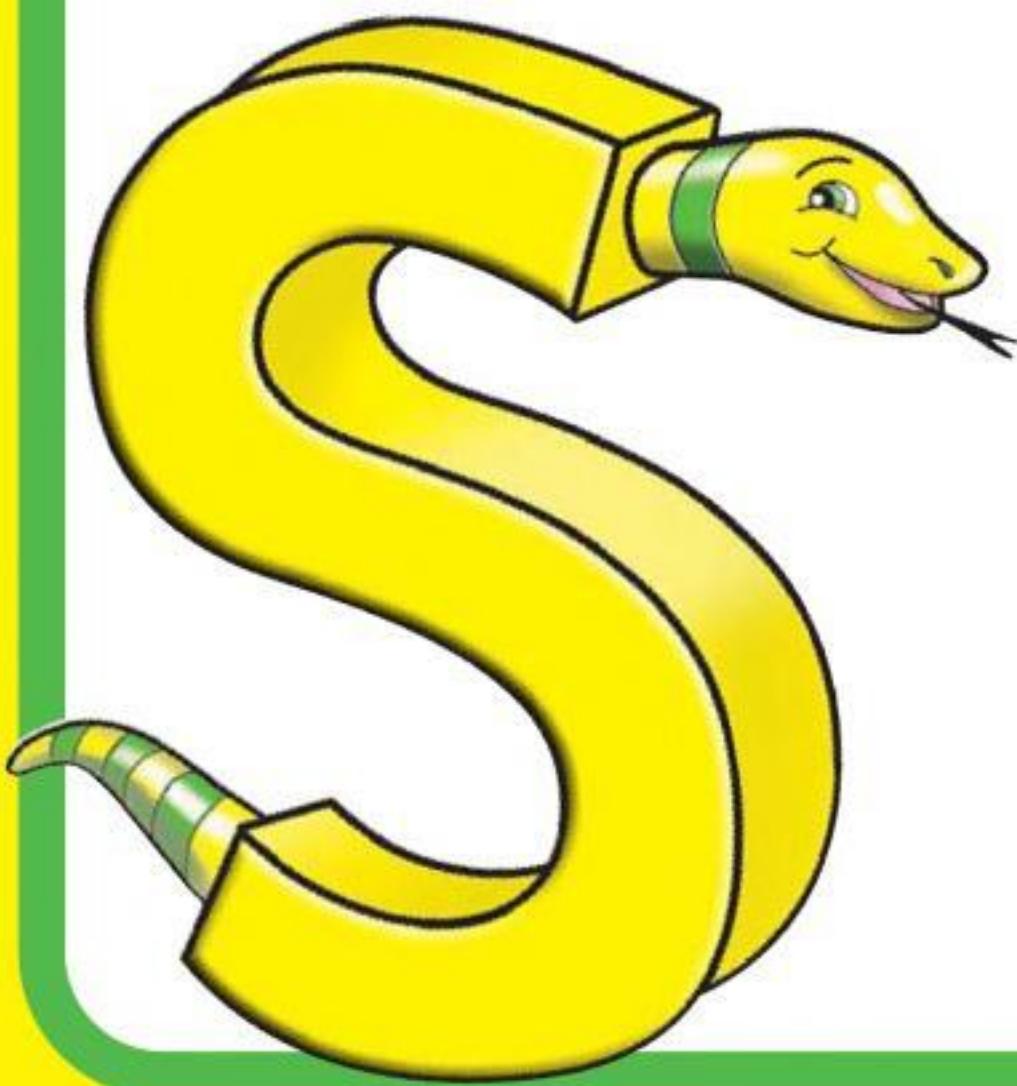


Sing and point!



S

**Sammy Snake, sss,
Sammy Snake, sss,
Sammy Snake, Sammy Snake,
Sammy Snake, sss. (x 2)**
Sss.



sss...

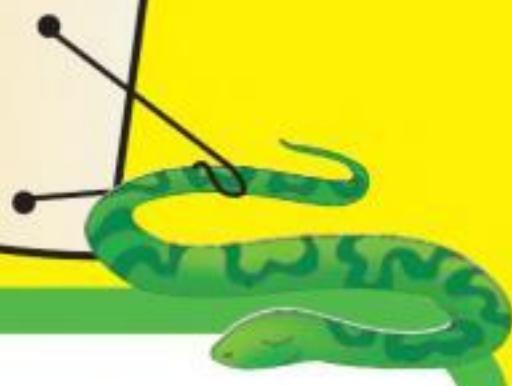
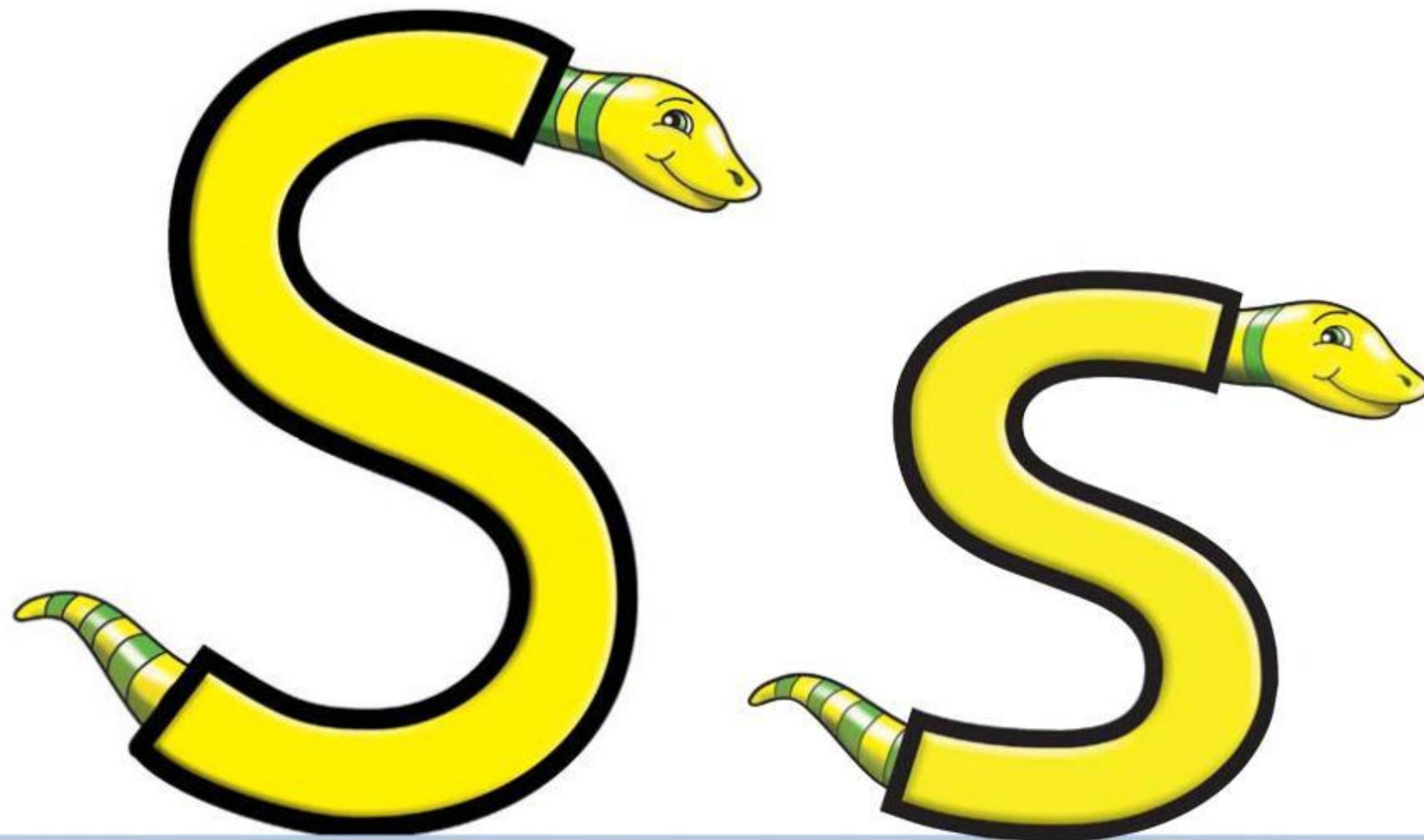


Put a sticker here
when you've sung
Sammy Snake's song.



Listen to the song first. Then join in with just the 'sss...' sound.
Finally sing the whole song together.

Shape Make the shapes in the air. Then finger trace them on this page.

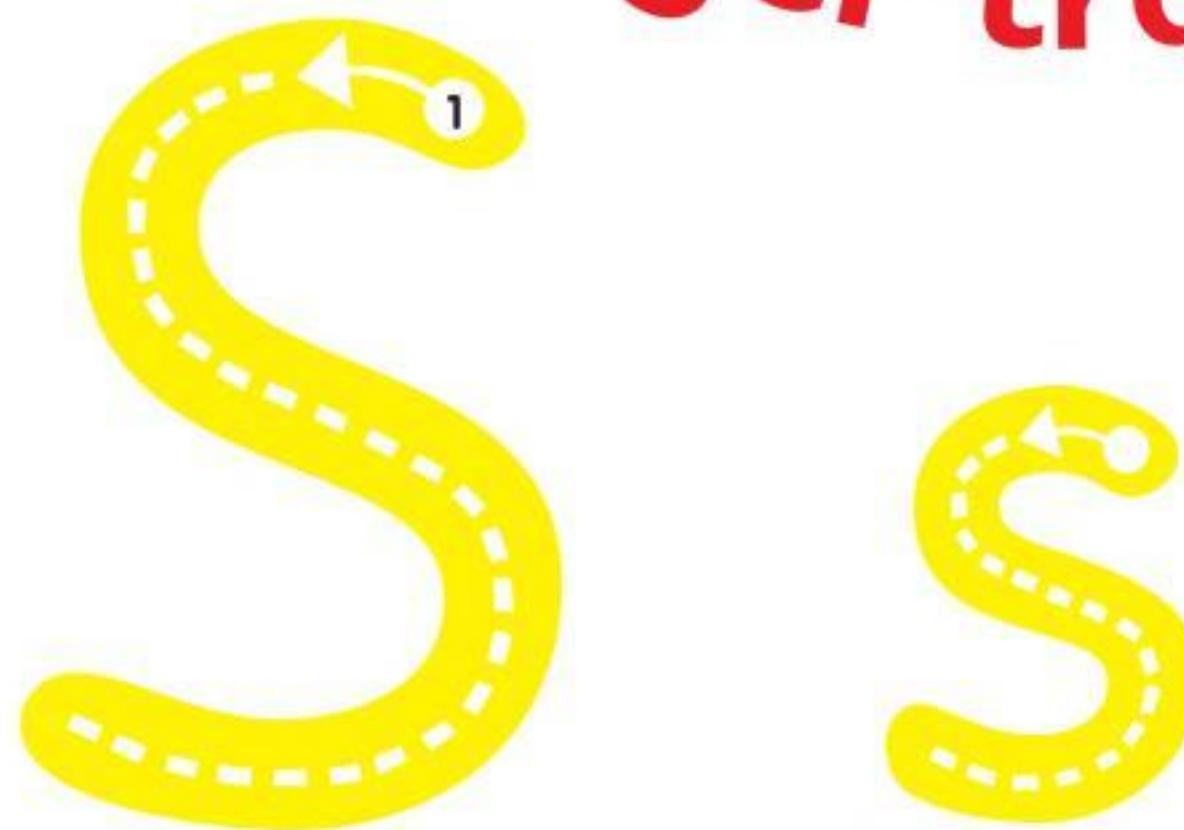


Capital

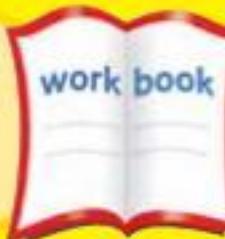
Sammy Snake takes a deep breath and gets bigger.



Let's finger trace!



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 4-6.



Topic

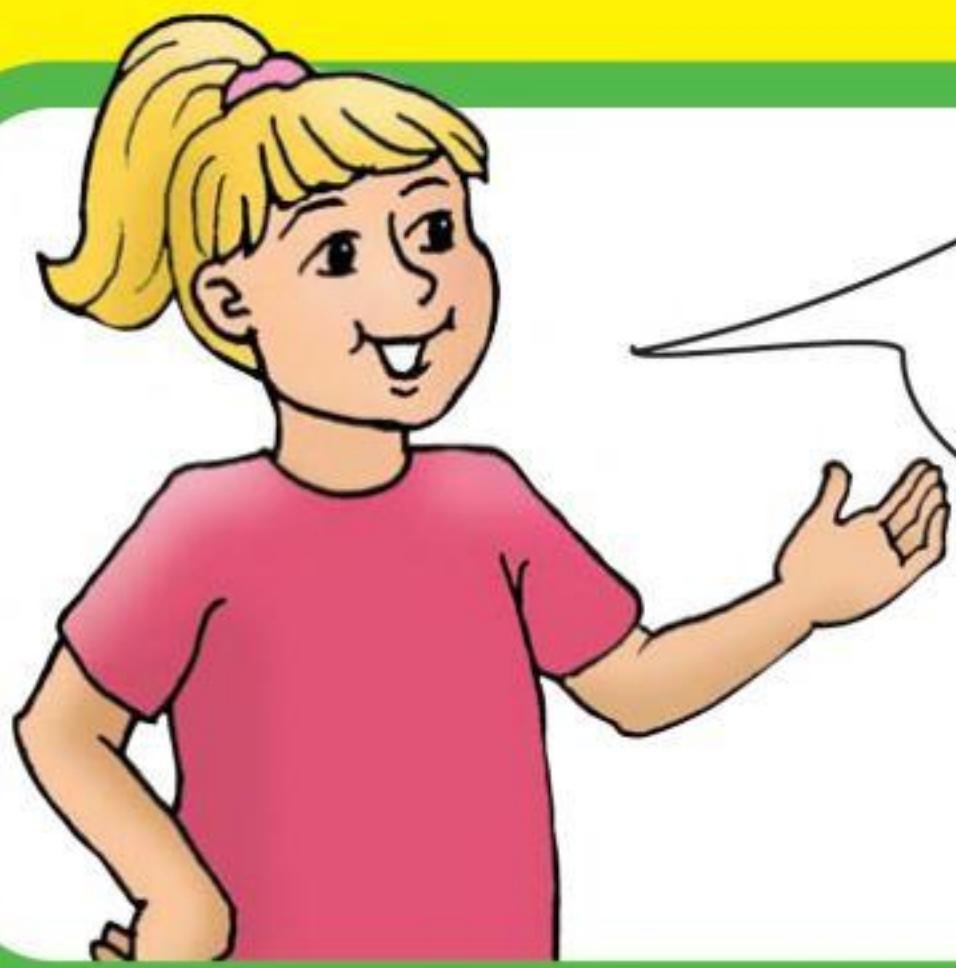
Learn how to introduce yourself to others. Listen first, then you try!

Track 5

**Hello. What's
your name?**



**My name
is Sarah.**



**What's your
name?**

I'm Sam.

Now it's your turn!



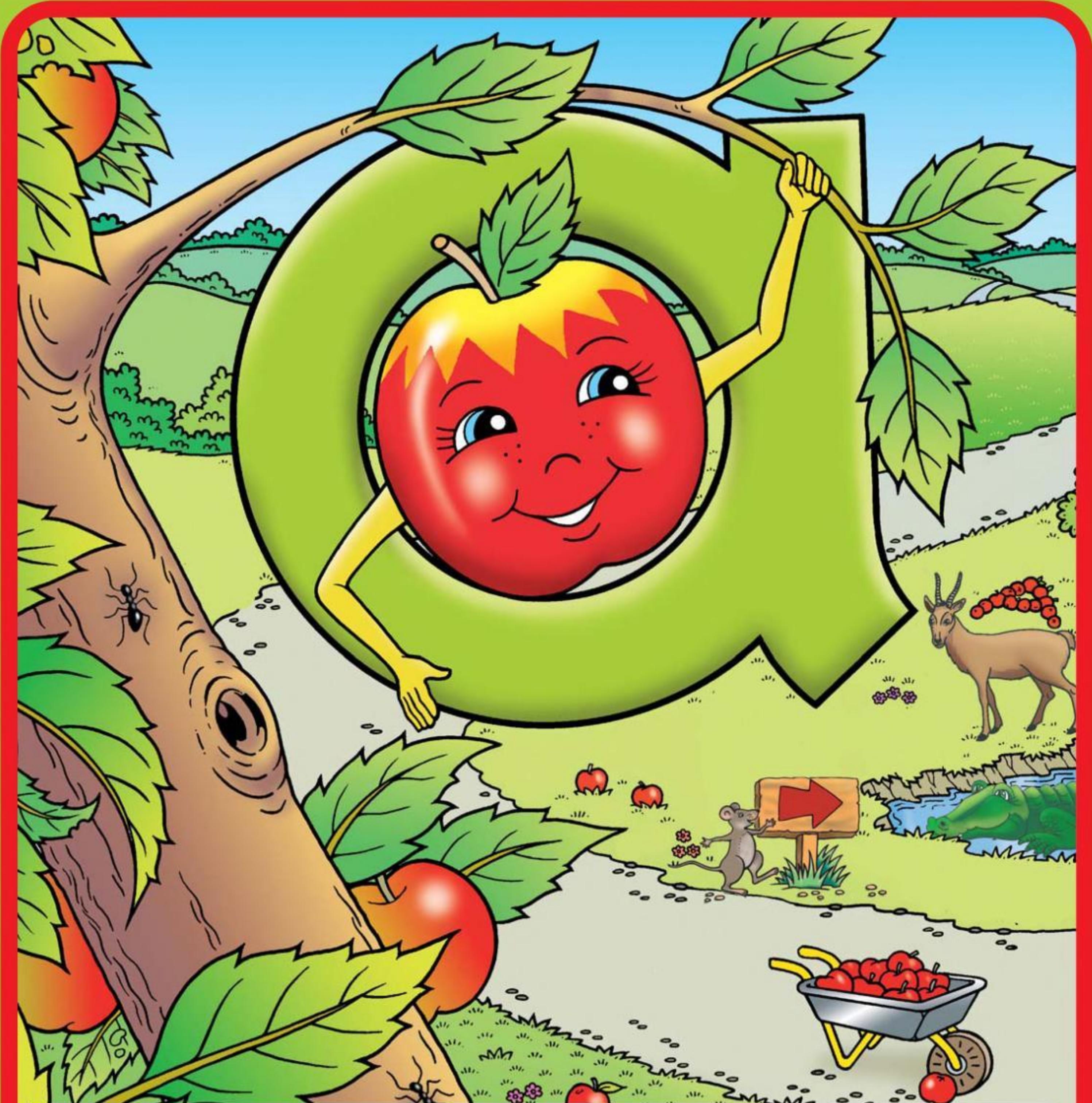
Good! Now put a sticker here!



Practise in pairs. Repeat the exercise frequently to improve fluency.

Introduce

Let's meet Annie Apple. Listen and repeat her name, sound, and some words that start with her sound.



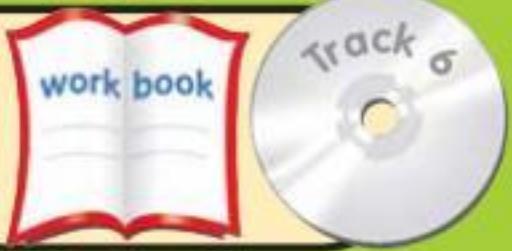
Hello. My name is Annie Apple.



Annie Apple's sound is at the start of her name - **Annie Apple**.

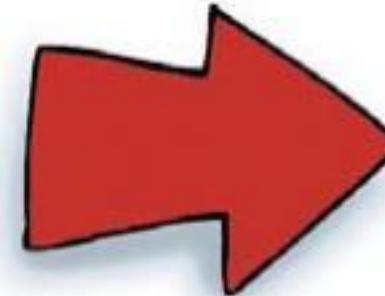
Sound

Look for the things in the picture that start with her sound.
Then complete the exercises in Workbook 1, pages 7-8.



Annie Apple
says, **a.**

She starts words like...



apple

ant

arrow

Action

Do the action and say the rhythmic chant together!



Move and chant!

**A, a,
a, a, a.**

Annie Apple!

(x 2)

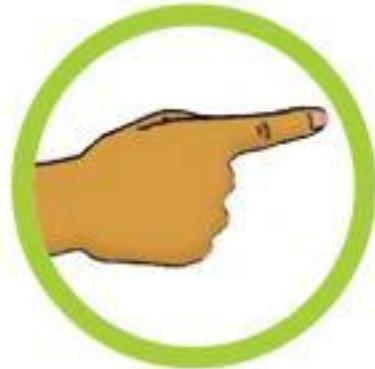


Song

Listen and sing along to Annie Apple's Alphabet Song.



Sing and point!



a

Annie Apple, she says, a,
she says, a, she says, a.

Annie Apple, she says, a.

A, a, a. (x 2)

A, a, a. A, a, a.



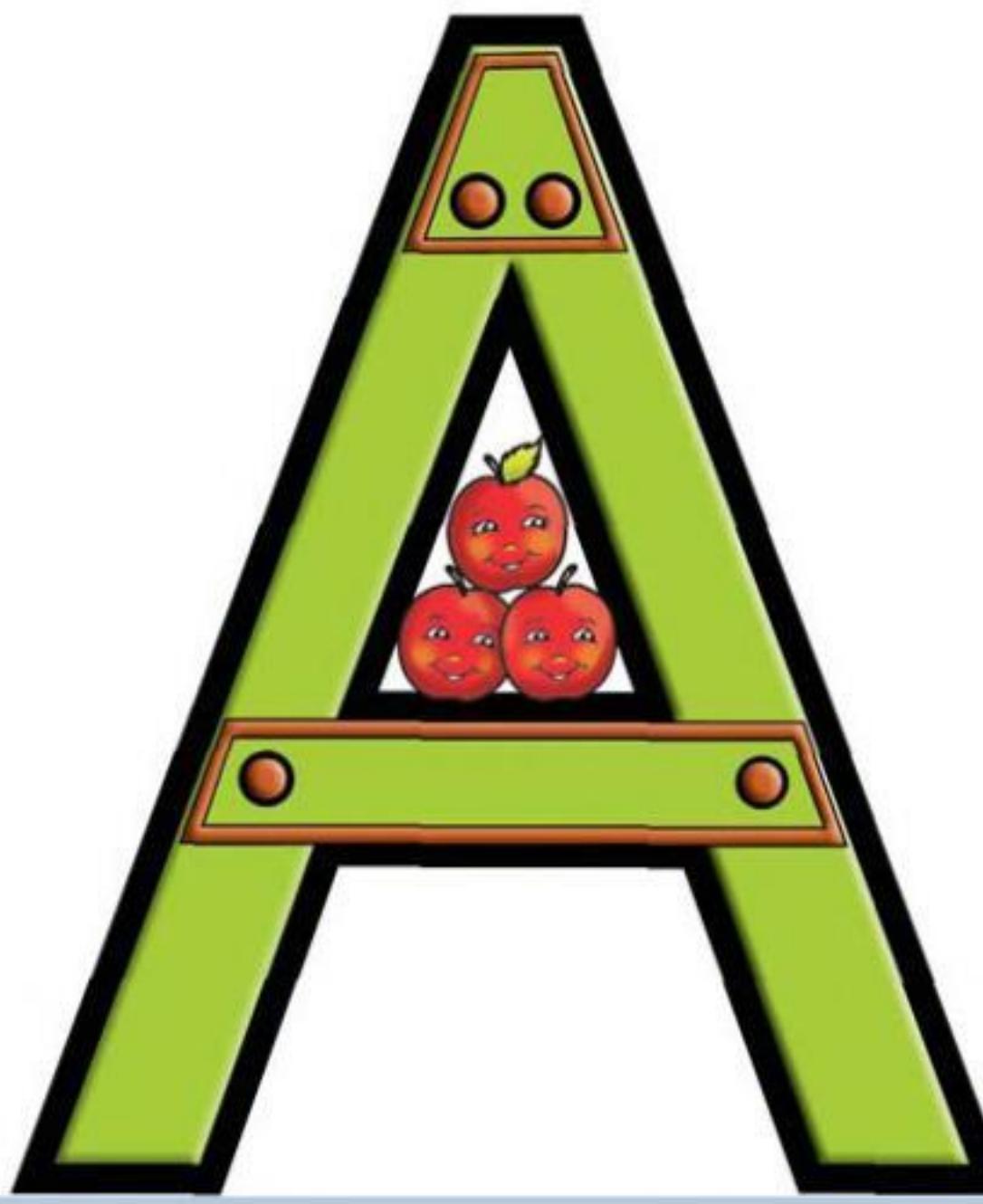
Put a sticker here
when you've sung
Annie Apple's song.



Listen to the song first, then join in with just the 'a...' sound.
Finally sing the whole song together.

Shape

Make the shapes in the air. Then finger trace them on this page.

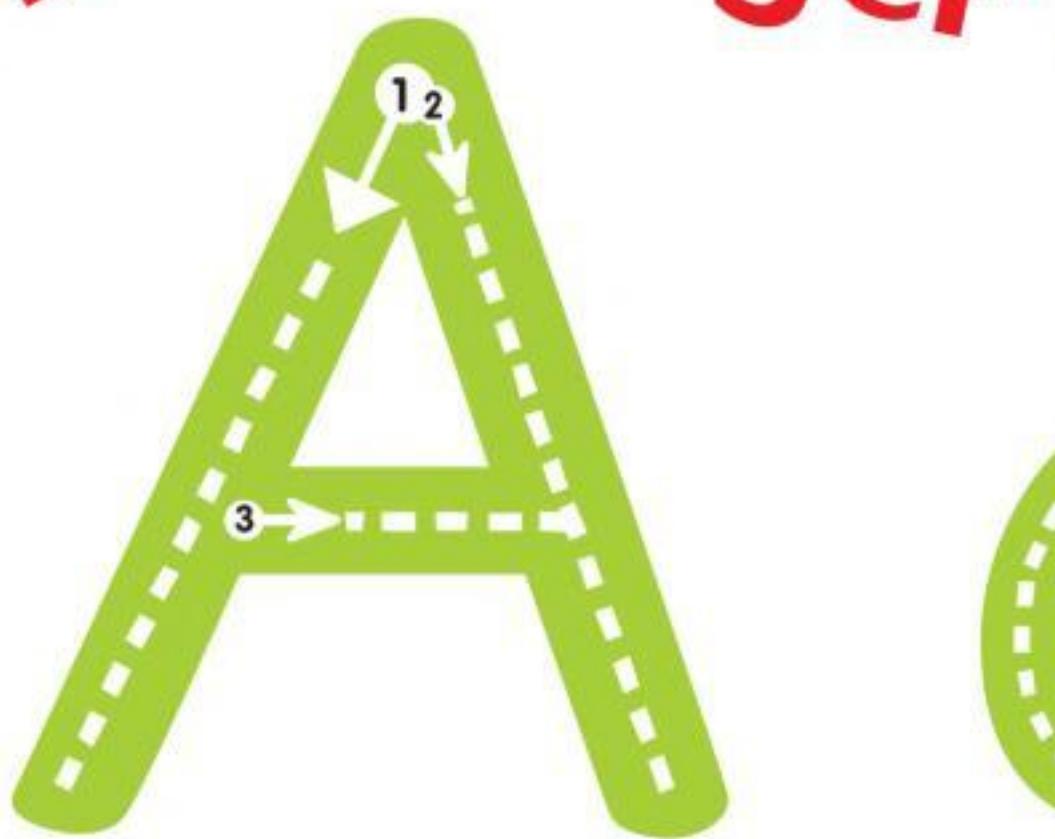


Capital

Annie Apple sits on an apple stand with her friends.

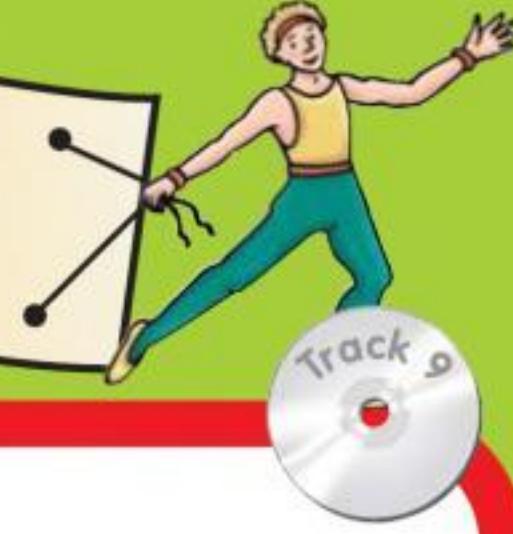


Let's finger trace!



Topic

Start every lesson with this simple greeting. Listen first, then you try!



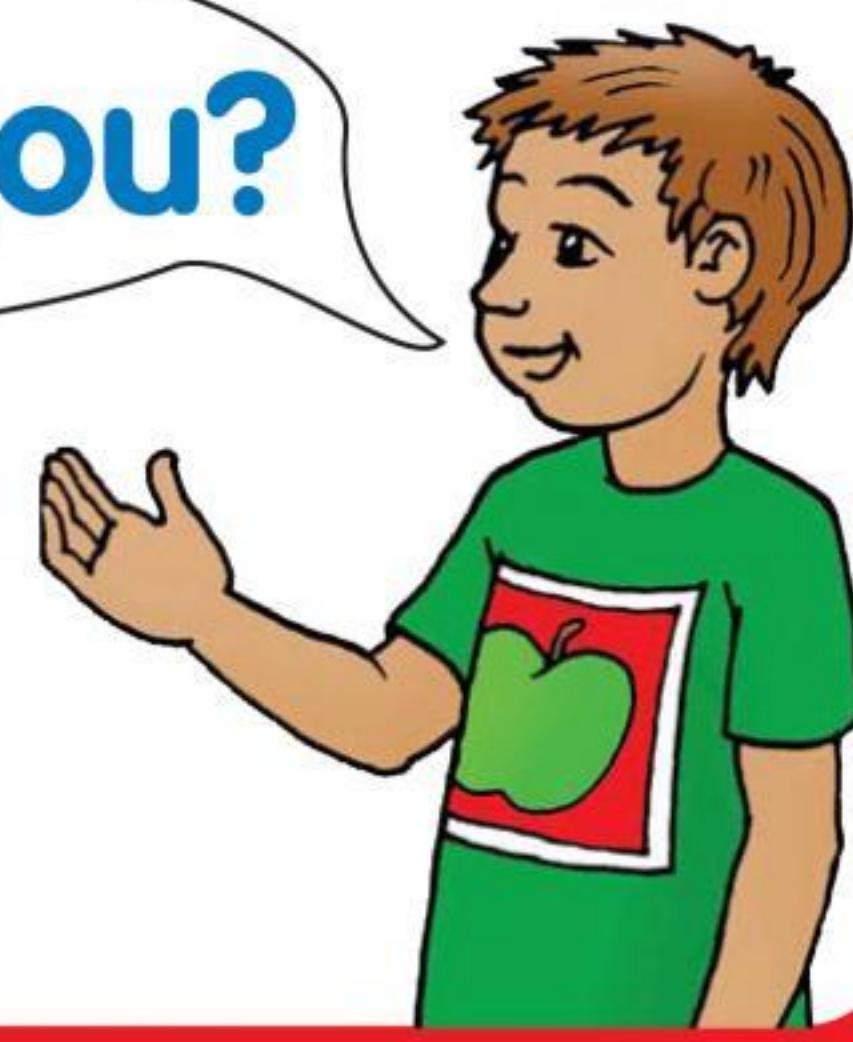
How are you?



**I'm fine,
thank you.**



How are you?



**I'm fine,
thanks.**

Now it's your turn!



Good! Now put a sticker here!



Practise this simple greeting in pairs.
Repeat the exercise frequently to improve fluency.

Introduce

Let's meet Talking Tess. Listen and repeat her name, sound, and some words that start with her sound.

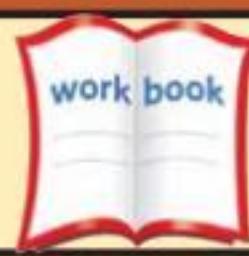


Hello. My name is Talking Tess.



Sound

Look for the things in the picture that start with her sound.
Then complete the exercises in Workbook 1, pages 12-13.



**Talking Tess
says, t.**

She starts words like...



train

tree

10
ten

Action

Do the action and say the rhythmic chant together!



Move and chant!

T, t, t.

Talking Tess! ($\times 2$)



Lift your arms horizontally to make a T-shape.

Song

Listen and sing along to Talking Tess's Alphabet Song.



Sing and point!



t

Talking Tess says, t, t.

Talking Tess says, t.

Talking Tess says, t, t.

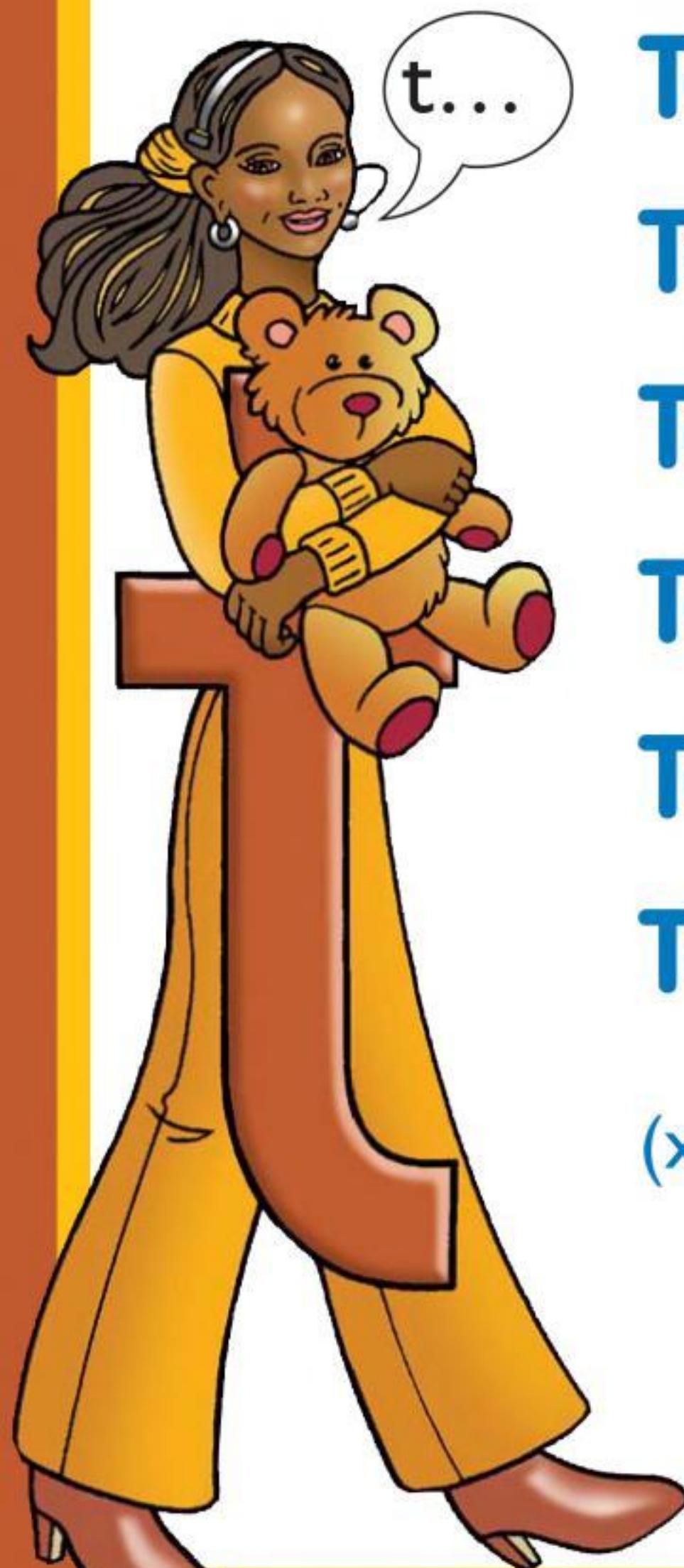
Talking Tess says, t.

Talking Tess, t, t.

Talking Tess, t, t.

Talking Tess says, t, t.

Talking Tess says, t.



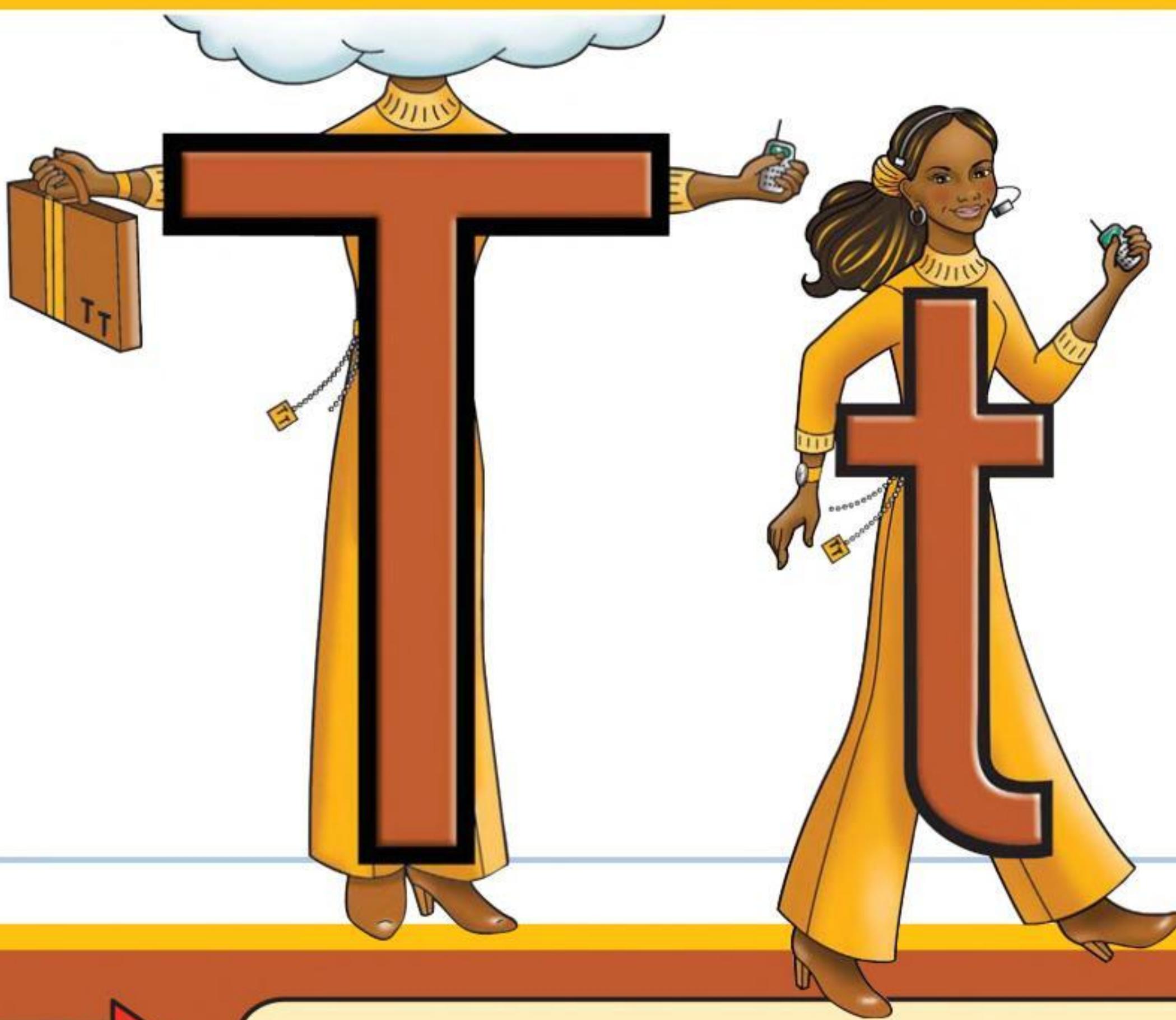
(x 2)



Put a sticker here
when you've sung
Talking Tess's song.

Shape

Make the shapes in the air. Then finger trace them on this page.

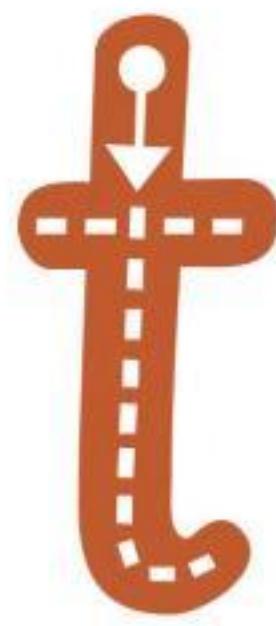
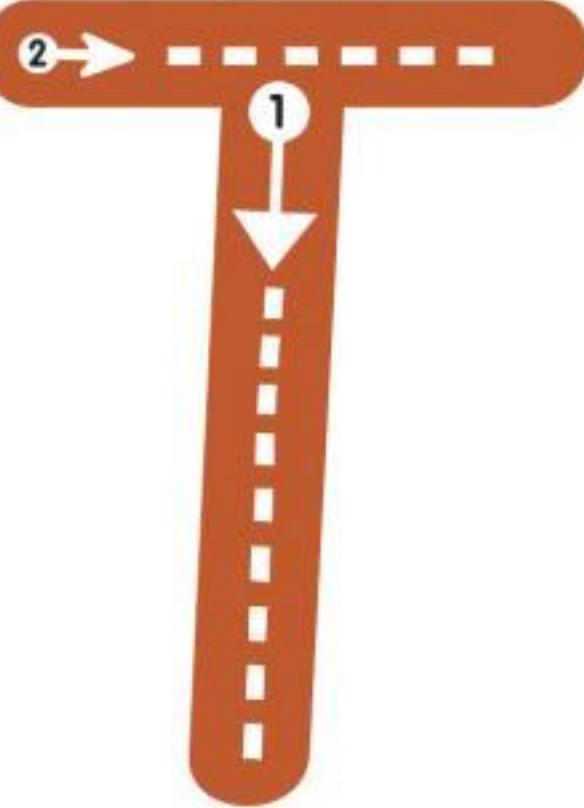


Capital

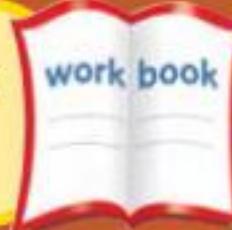
Talking Tess gets so tall that we can't see her head in the clouds.



Let's finger trace!



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 14-16.

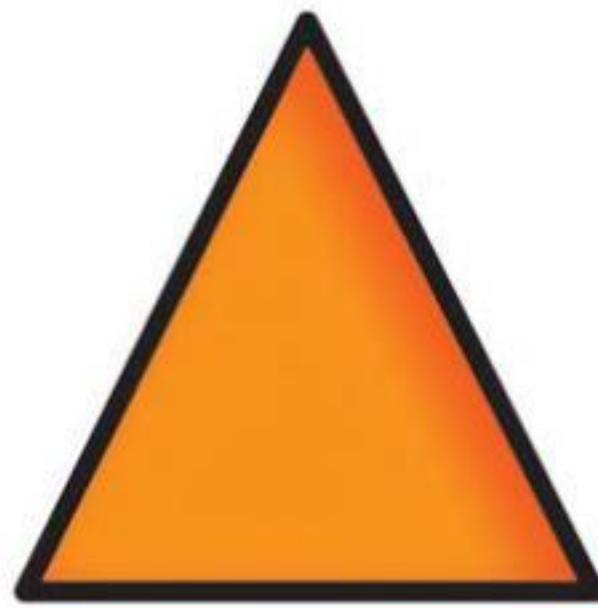


Topic

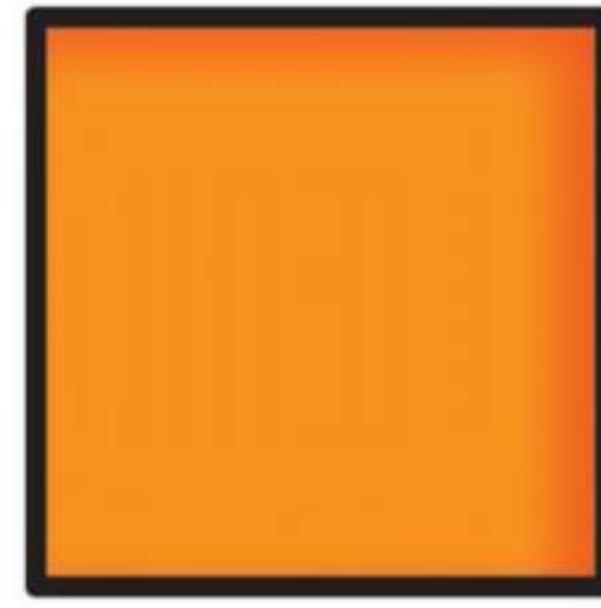
Shapes. Draw the shapes on paper. Listen to the example, then you try!



circle



triangle



square



It's a
triangle.



Now it's your turn!



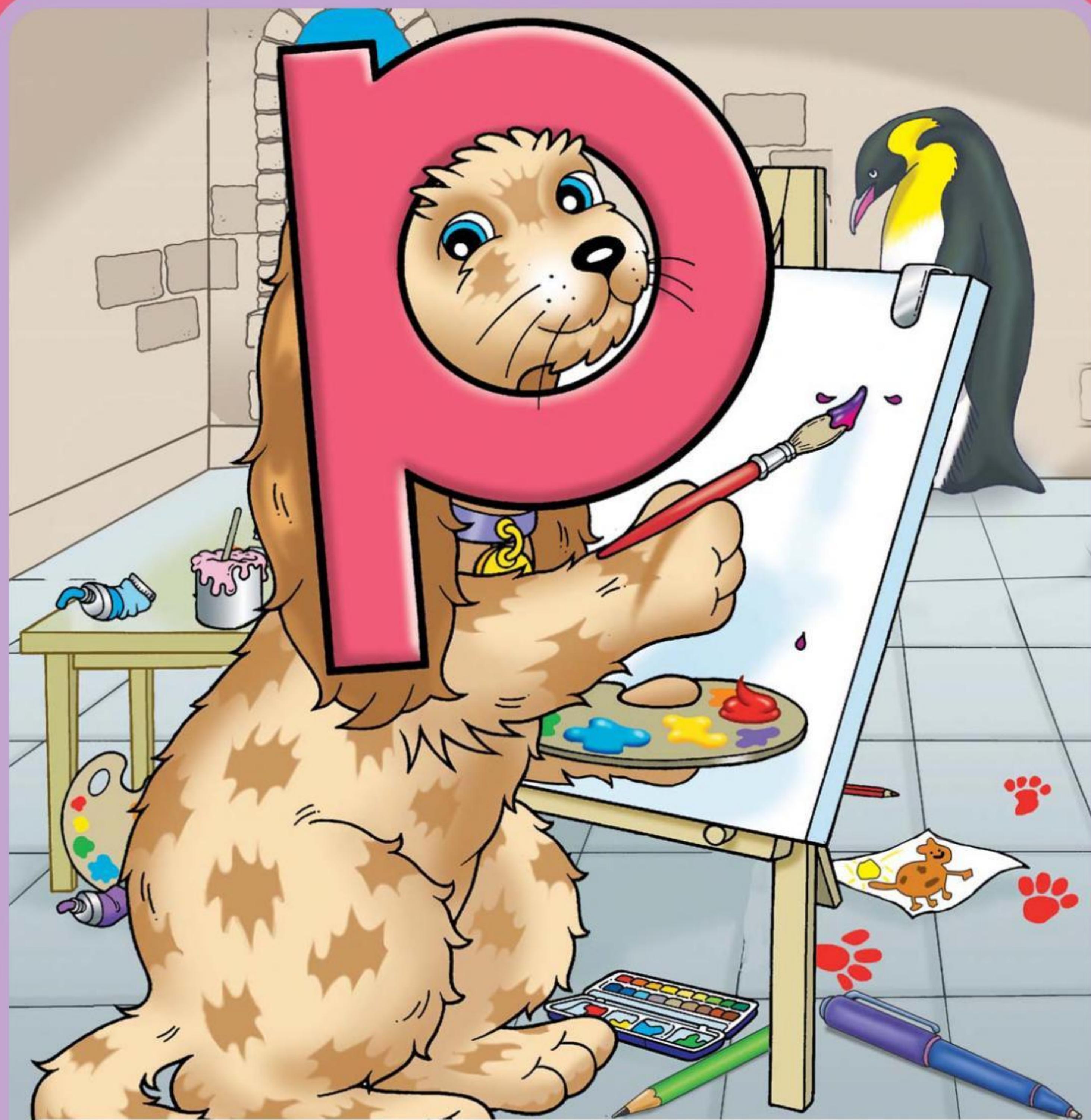
Good! Now put a sticker here!



Practise in pairs to improve fluency and consolidate language.
Take turns in asking and answering the questions.

Introduce

Let's meet Peter Puppy. Listen and repeat his name, sound, and some words that start with his sound.



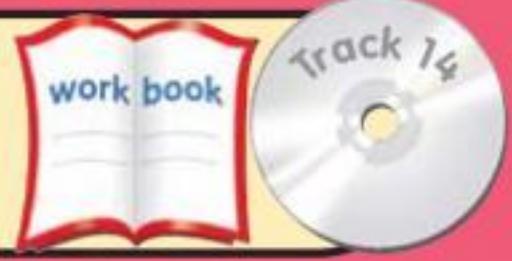
Hi. My name is Peter Puppy.



Peter Puppy's sound is at the start of his name - **Peter Puppy**.

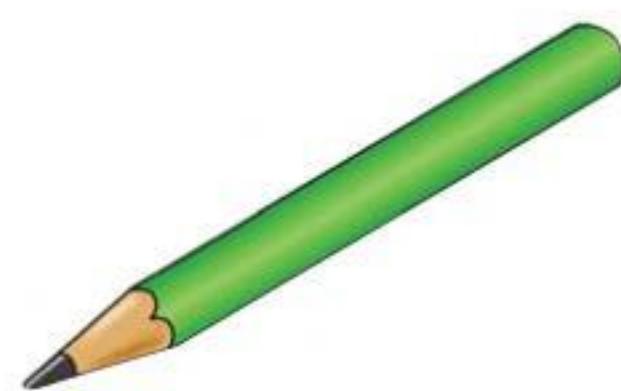
Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 17-18.



**Peter Puppy
says, p.**

He starts words like...



pen

paint

pencil

Action

Do the action and say the rhythmic chant together!



Move and chant!

**P, p, p.
P, p, p.**

Peter Puppy!

(x 2)



Song

Listen and sing along to Peter Puppy's Alphabet Song.



Sing and point!



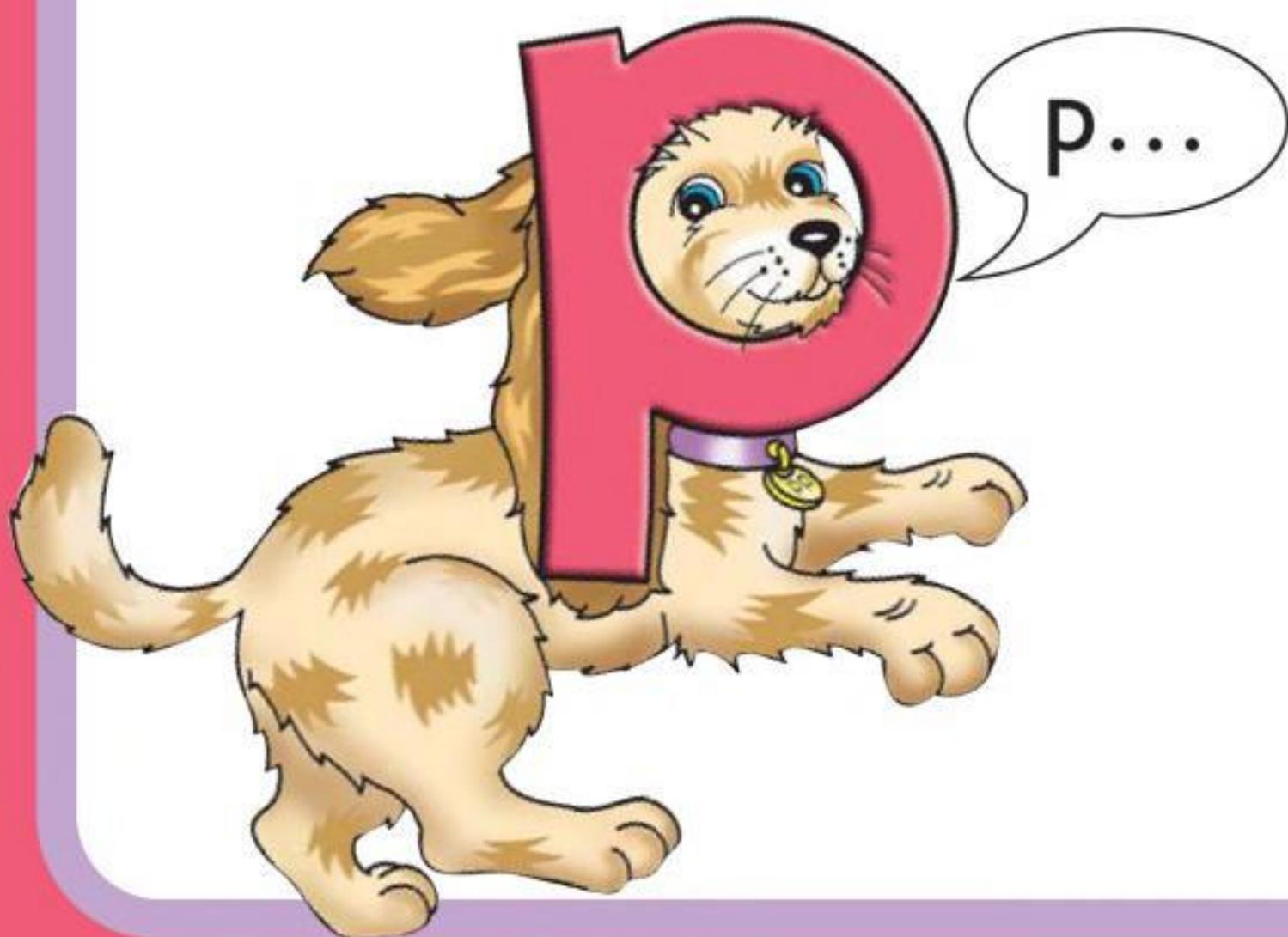
p

Peter Puppy, he says, p,
he says, p, he says, p.

Peter Puppy, he says, p,
he says, p. (x 2)

He says, p.

He says, p.



Put a sticker here
when you've sung
Peter Puppy's song.



Listen to the song first, then join in with just the 'p...' sound.
Finally sing the whole song together.

Shape Make the shapes in the air. Then finger trace them on this page.

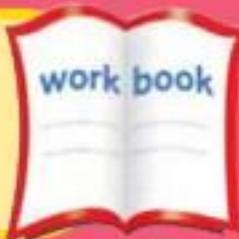
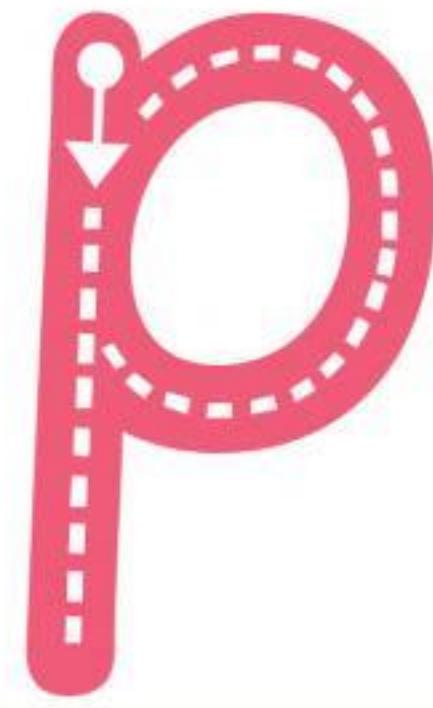
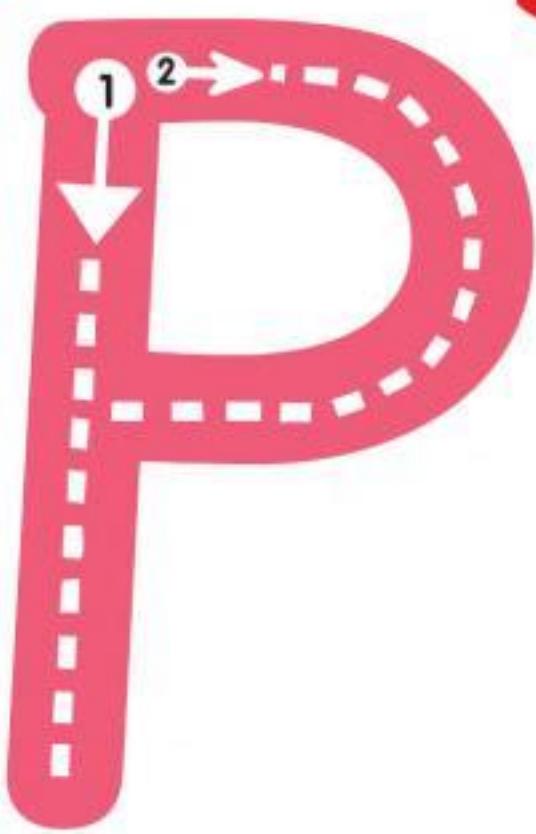


Capital

Peter Puppy jumps up on to the line.

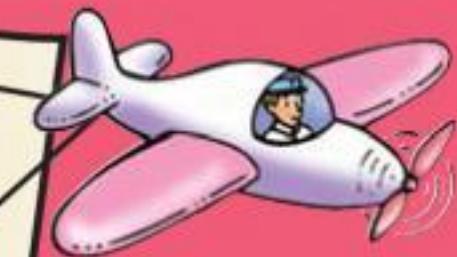


Let's finger trace!



Topic

Colours. Point to the colours as you hear them.



Point and play!



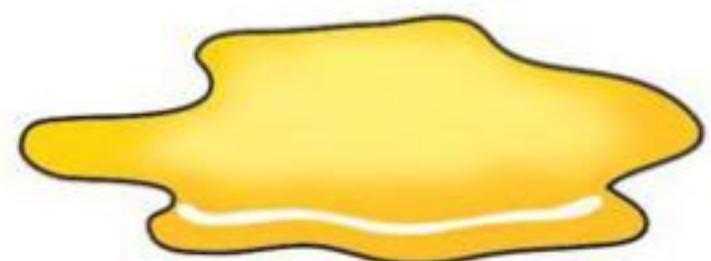
pink



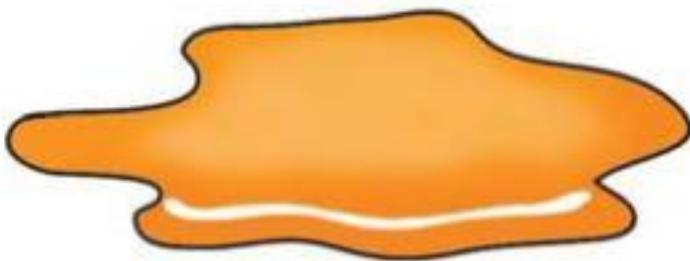
blue



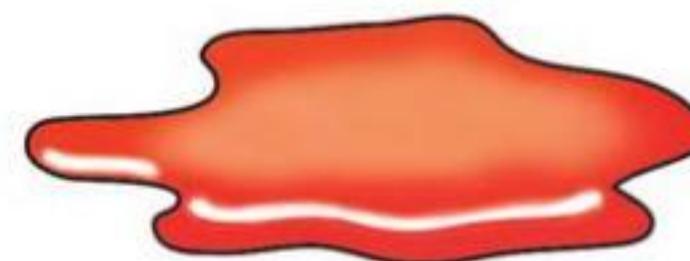
green



yellow

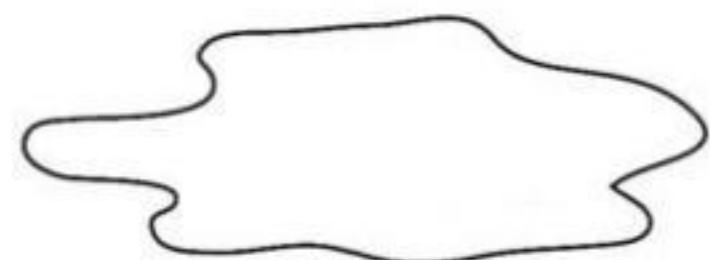


orange



red

It's your turn! I like



Put a sticker here!



I like pink.



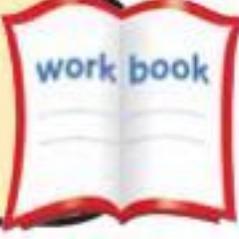
Good! Now put a sticker here!

Pair work

Work in pairs. Tell your partner the colour you like most.
Change partners and repeat.

Review

Put the correct Letterland stickers over the plain letter shapes. Then draw lines to match them to their objects. Workbook pages 22-23.

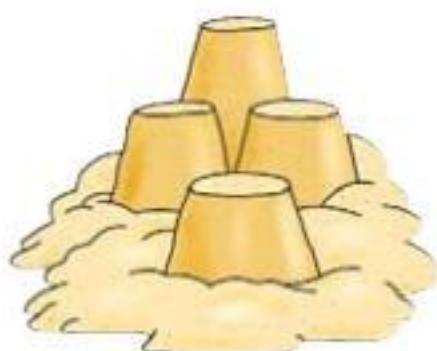
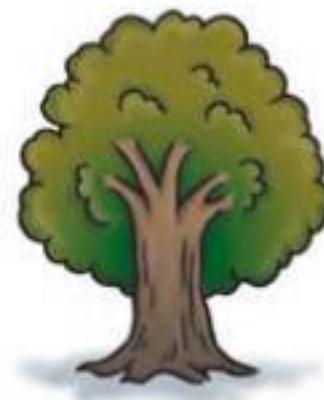
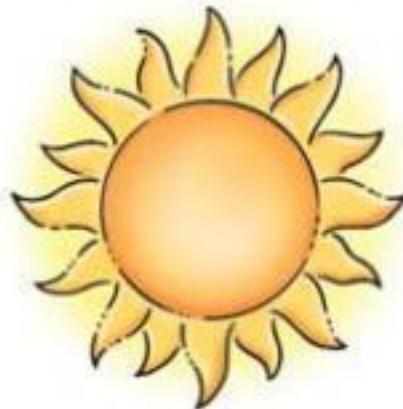


s

a

t

p



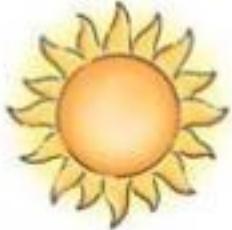
Listen



Put a tick next to the word you hear.
The first one has been done for you.



1.



4.



2.



5.



3.



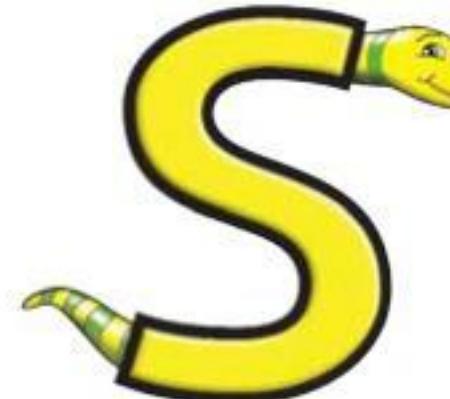
6.



Recognising the letter sound at the start of words is an important first step in language and literacy.

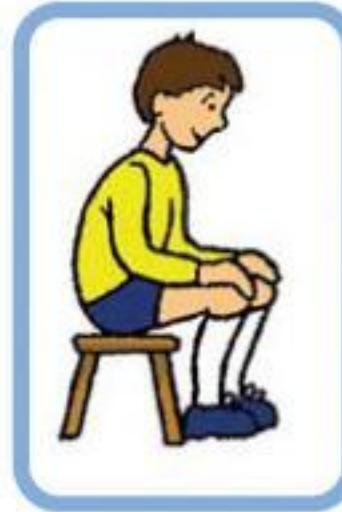
Word build

Oral blending. Make the individual sounds. Then start to blend the sounds to make the word.



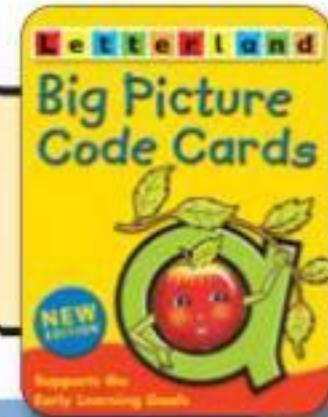
s a t

sat



Live spell

Hand out the Letterland *Big Picture Code Cards* (s, a, t, p). Then have fun making the words below.



at

pat

sat

tap



It's not important for children to understand the meaning of these words yet. Just focus on blending the sounds.

Introduce

Let's meet Impy Ink. Listen and repeat his name, sound, and some words that start with his sound.

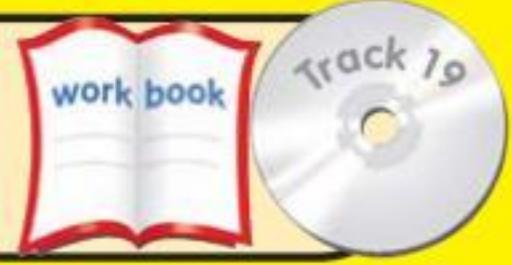


Hello. My name is Impy Ink.



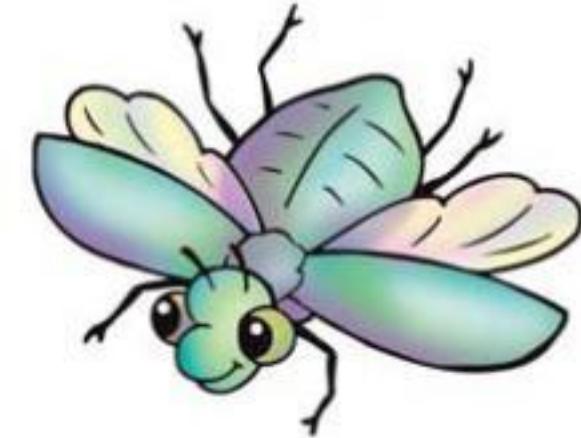
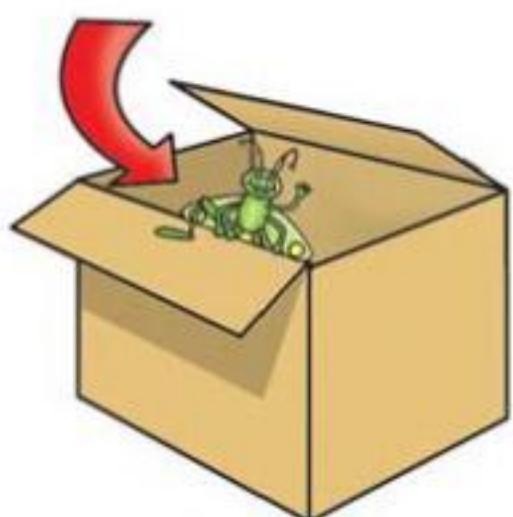
Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 24-25.



Impy Ink says, i.

He starts words like...



in

ink

insect

Action

Do the action and say the rhythmic chant together!



Move and chant!

i, i, i, i, i, i.

Impy Ink!

(x 2)



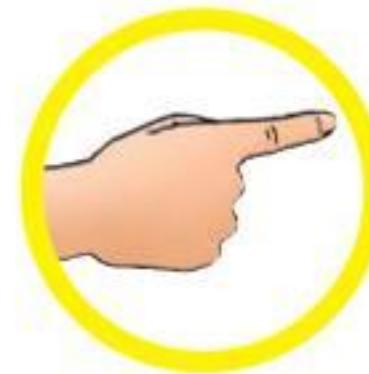
Touch fingers to thumb, as if sticky with ink.

Song

Listen and sing along to Impy Ink's Alphabet Song.



Sing and point!



i

Impy Ink says, i, i,
i, i, i, i.

Impy Ink says, i, i.

He says, i. (x 3)



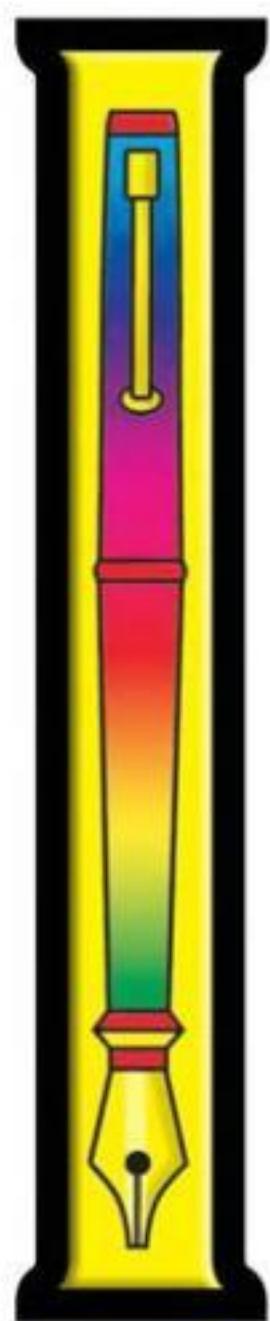
Put a sticker here
when you've sung
Impy Ink's song.



Listen to the song first. Then join in with just the 'i...' sound.
Finally sing the whole song together.

Shape

Make the shapes in the air. Then finger trace them on this page.



Capital

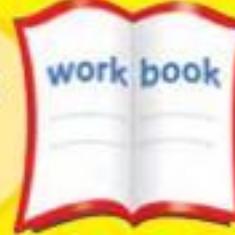
Impy Ink takes a deep breath and gets tall and thin like an ink pen.



Let's finger trace!

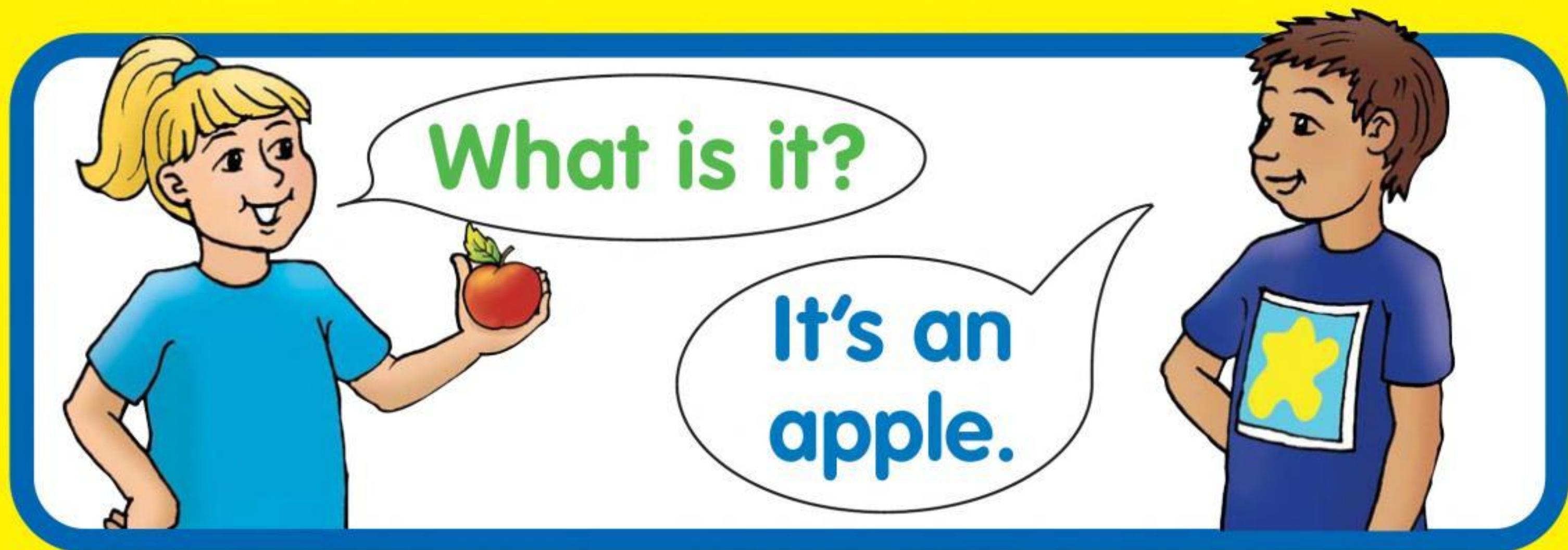
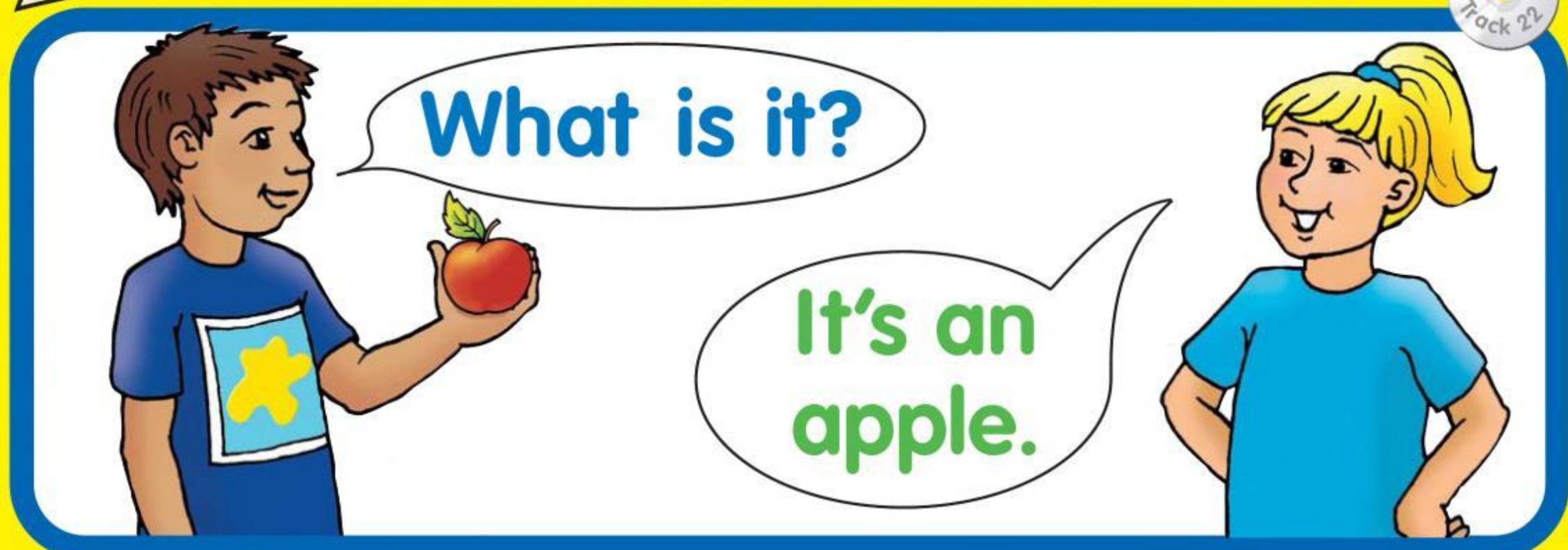


You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 26-28.



Topic

Asking questions. Finding out what things are. Learning new words.



Introduce

Let's meet Noisy Nick. Listen and repeat his name, sound, and some words that start with his sound.



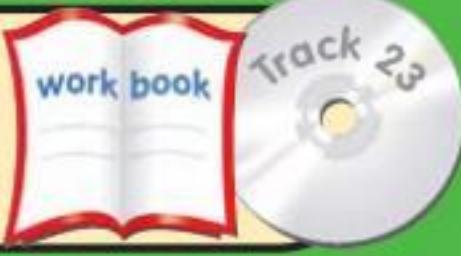
Hello. My name is Noisy Nick.



Noisy Nick's sound is at the start of his name - **Noisy Nick**.

Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 29-30.



Noisy Nick says,
nnn.

He starts words like...

9



nine

nose



noodles

Action

Do the action and say the rhythmic chant together!



Move and chant!

**Nnn, nnn, Noisy Nick!
Nnn, nnn, Noisy Nick!**



Song

Listen and sing along to Noisy Nick's Alphabet Song.



Sing and point!



n

Noisy Nick, nnn,

Noisy Nick, nnn,

Noisy Nick, Noisy Nick,

Noisy Nick, nnn.



(x 2)

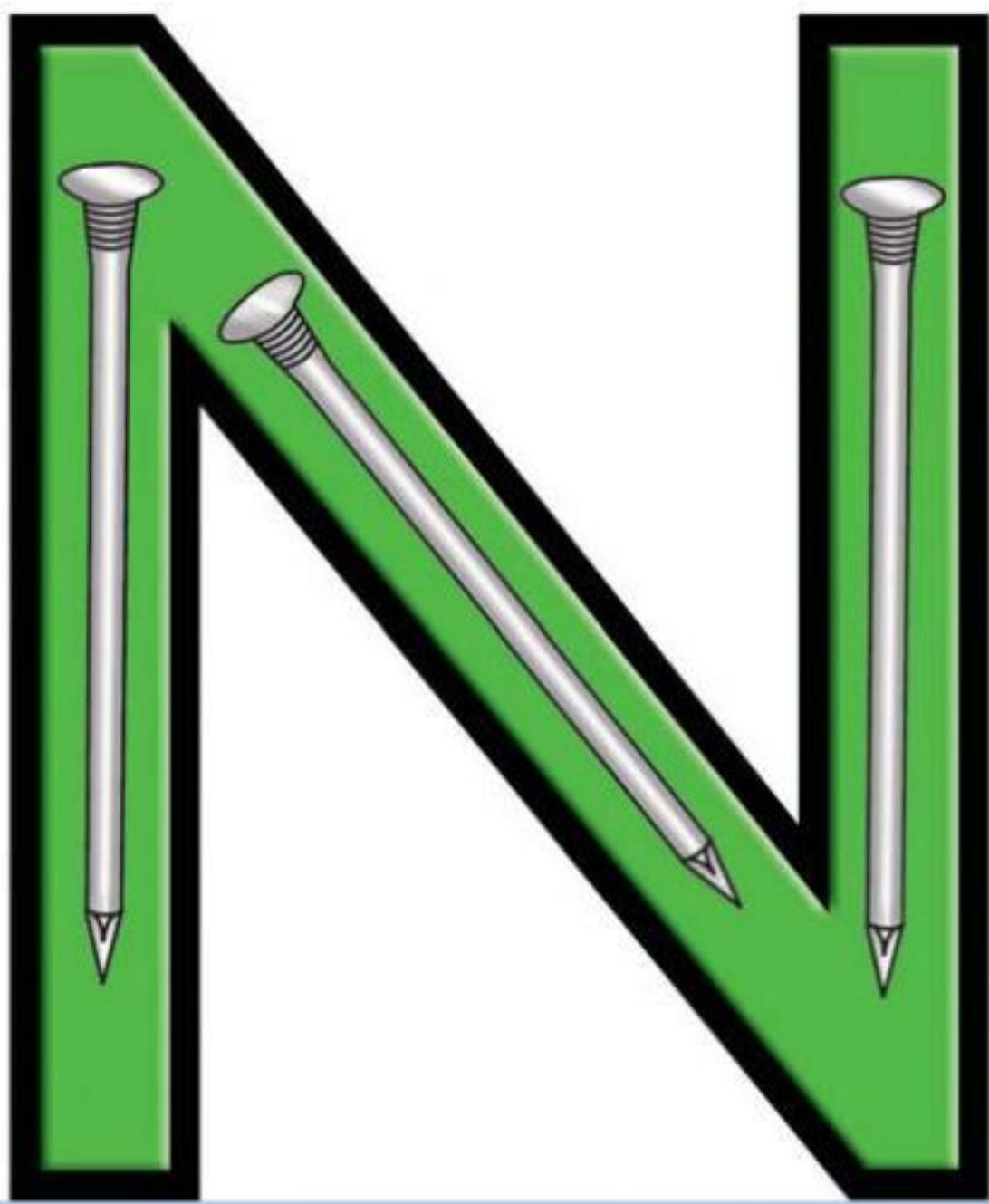
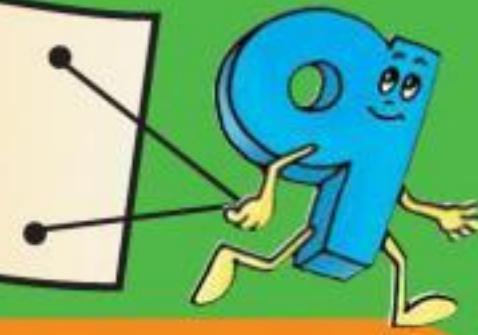


Put a sticker here
when you've sung
Noisy Nick's song.



Listen to the song first. Then join in with just the 'nnn...' sound.
Finally sing the whole song together.

Shape Make the shapes in the air. Then finger trace them on this page.

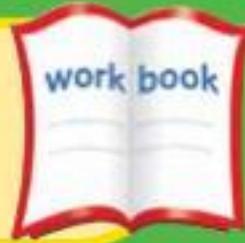
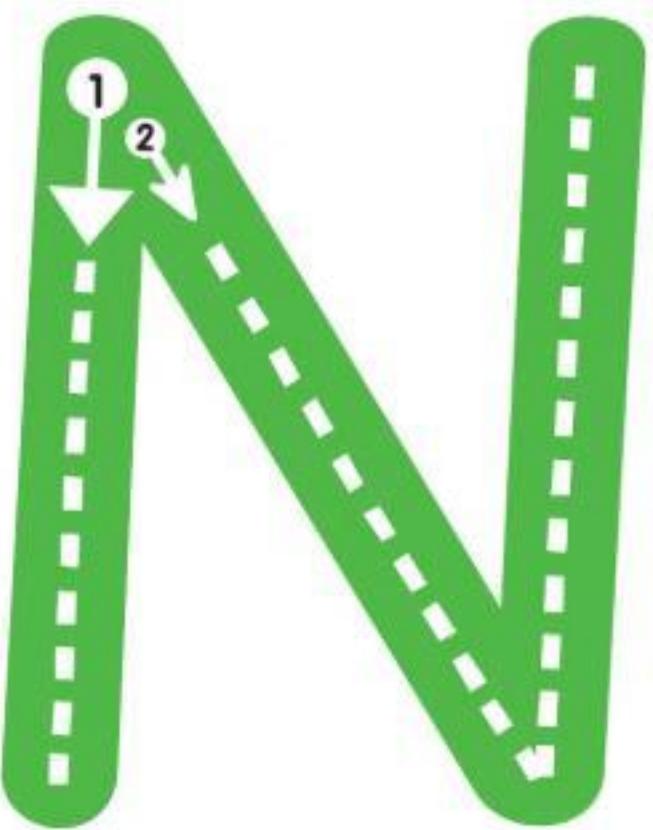


Capital

Noisy Nick uses three nails to make his capital letter shape.



Let's finger trace!



Topic

Numbers and ages. Learn numbers 1-9. Listen first, then you try!



1 2 3 4 5 6 7 8 9



**How old
are you?**

I'm five.



**How old
are you?**

I'm six.



Now it's your turn!



I'm nine!



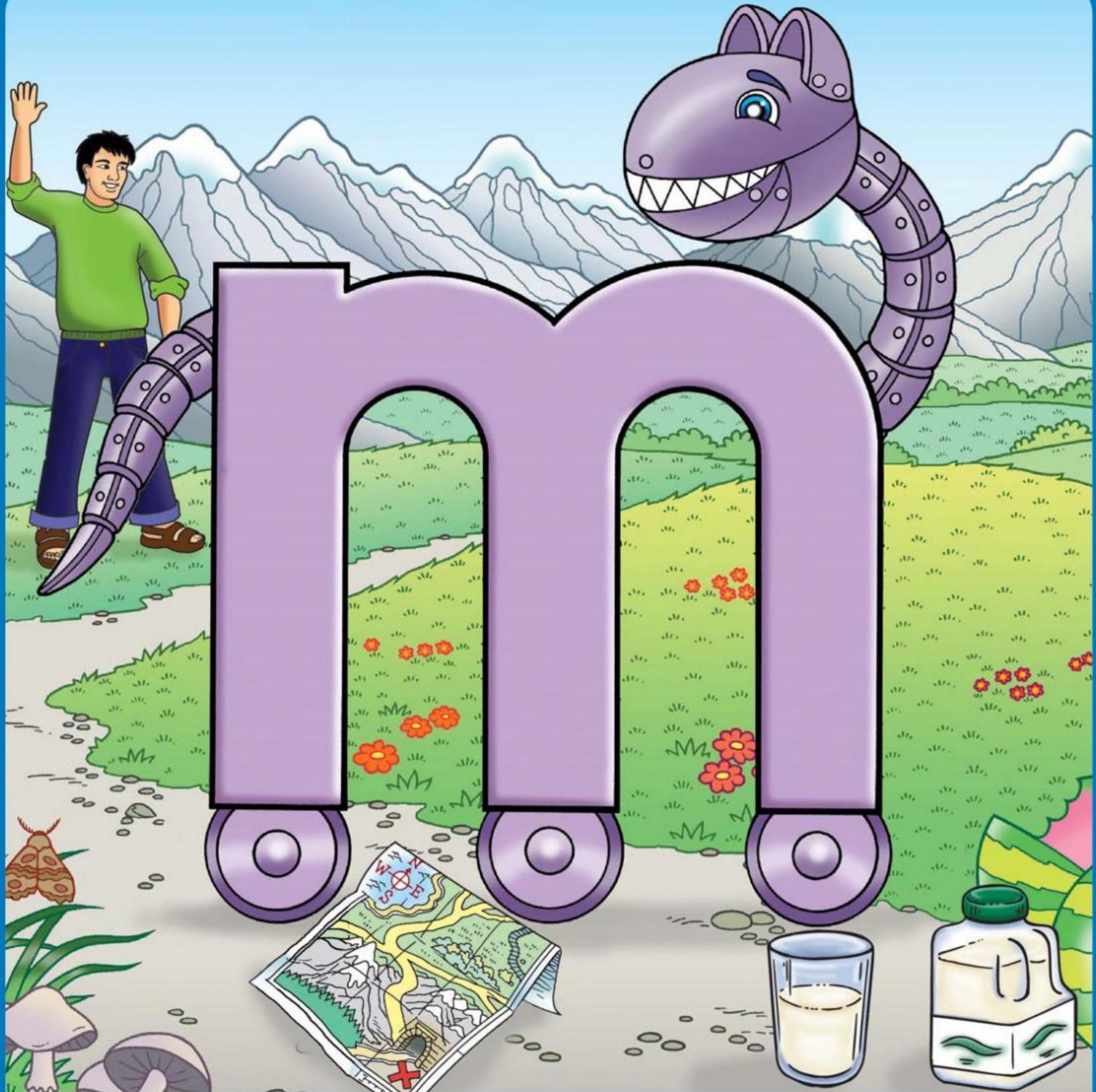
Good! Now put a sticker here!



Practise this exercise in pairs. Change partners and repeat.
Repeat the exercise frequently to improve fluency.

Introduce

Let's meet Munching Mike. Listen and repeat his name, sound, and some words that start with his sound.



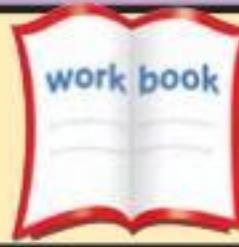
Hi. My name is Munching Mike.



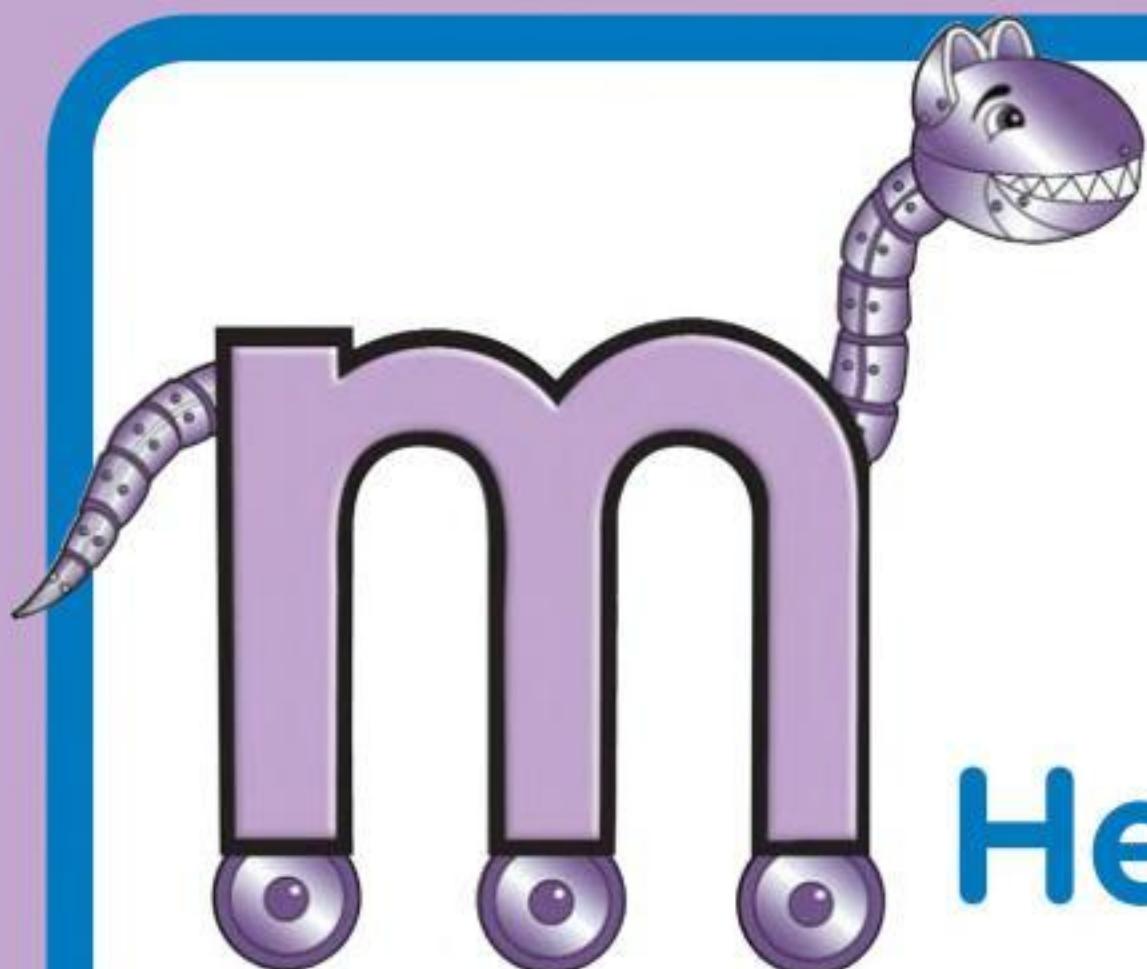
Munching Mike's sound is at the start of his name - **Munching Mike**.

Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 34-35.



Track 27

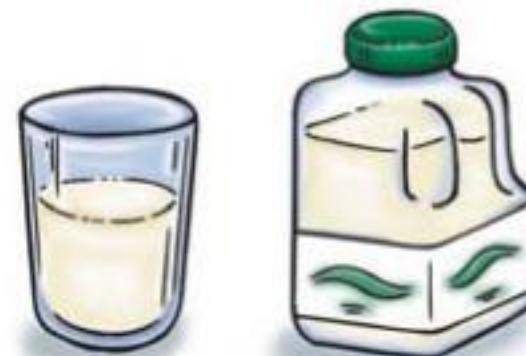


**Munching Mike
says mmm.**

He starts words like...



map



milk



man

Action

Do the action and say the rhythmic chant together!



Move and chant!

Mmm, mmm.

Munching Mike!

(x 2)



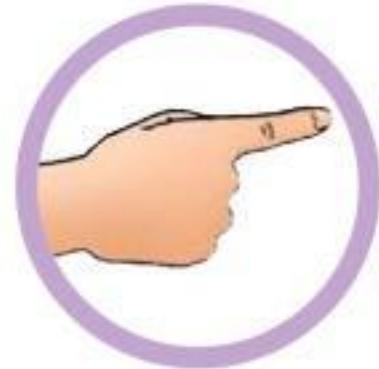
Rub your tummy in a circular movement.

Song

Listen and sing along to Munching Mike's Alphabet Song.

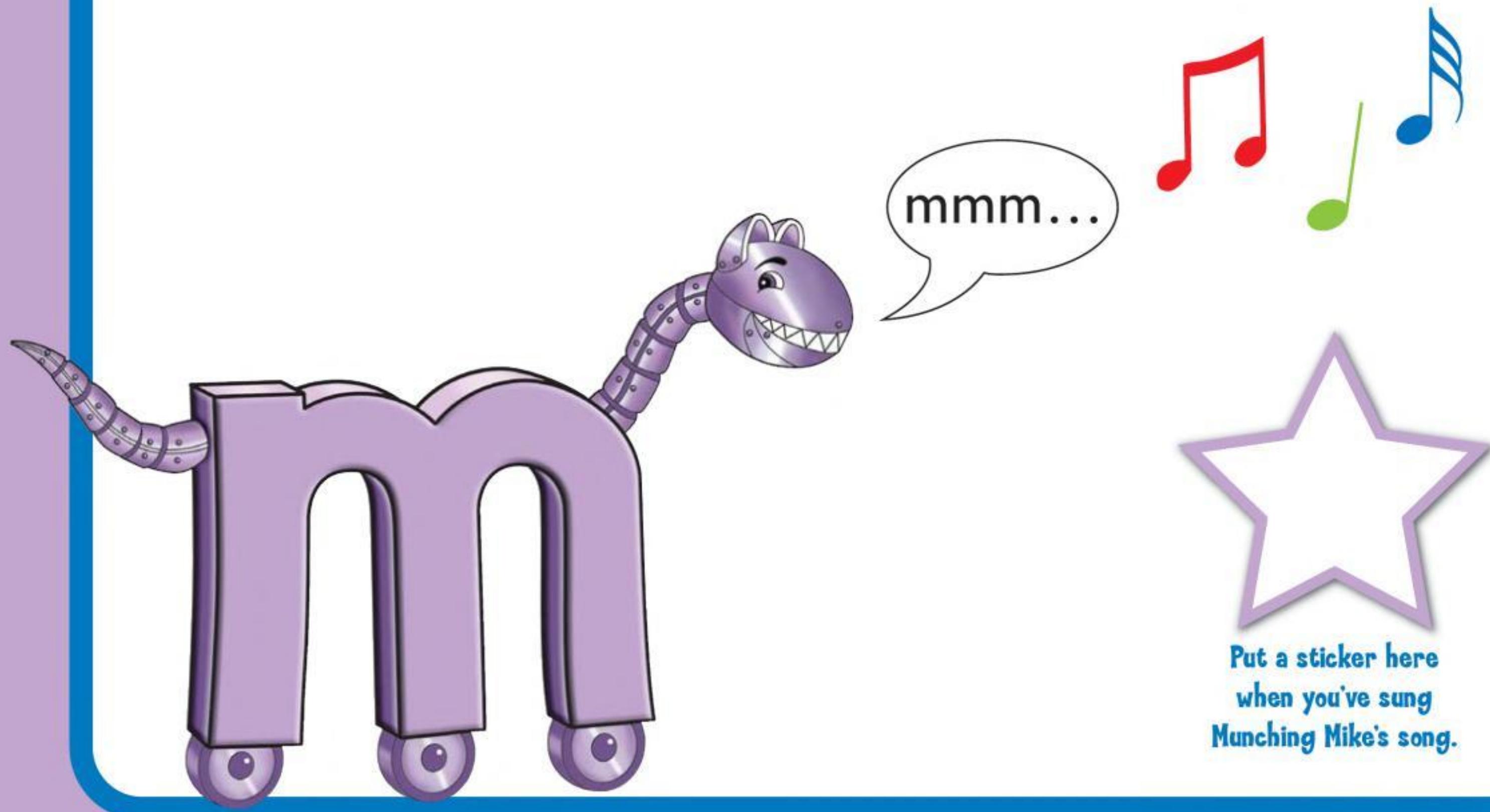


Sing and point!



m

Munching Mike says, mmm.
Munching Mike says, mmm.
Munching Mike says, mmm.
He says, mmm. (x 2)

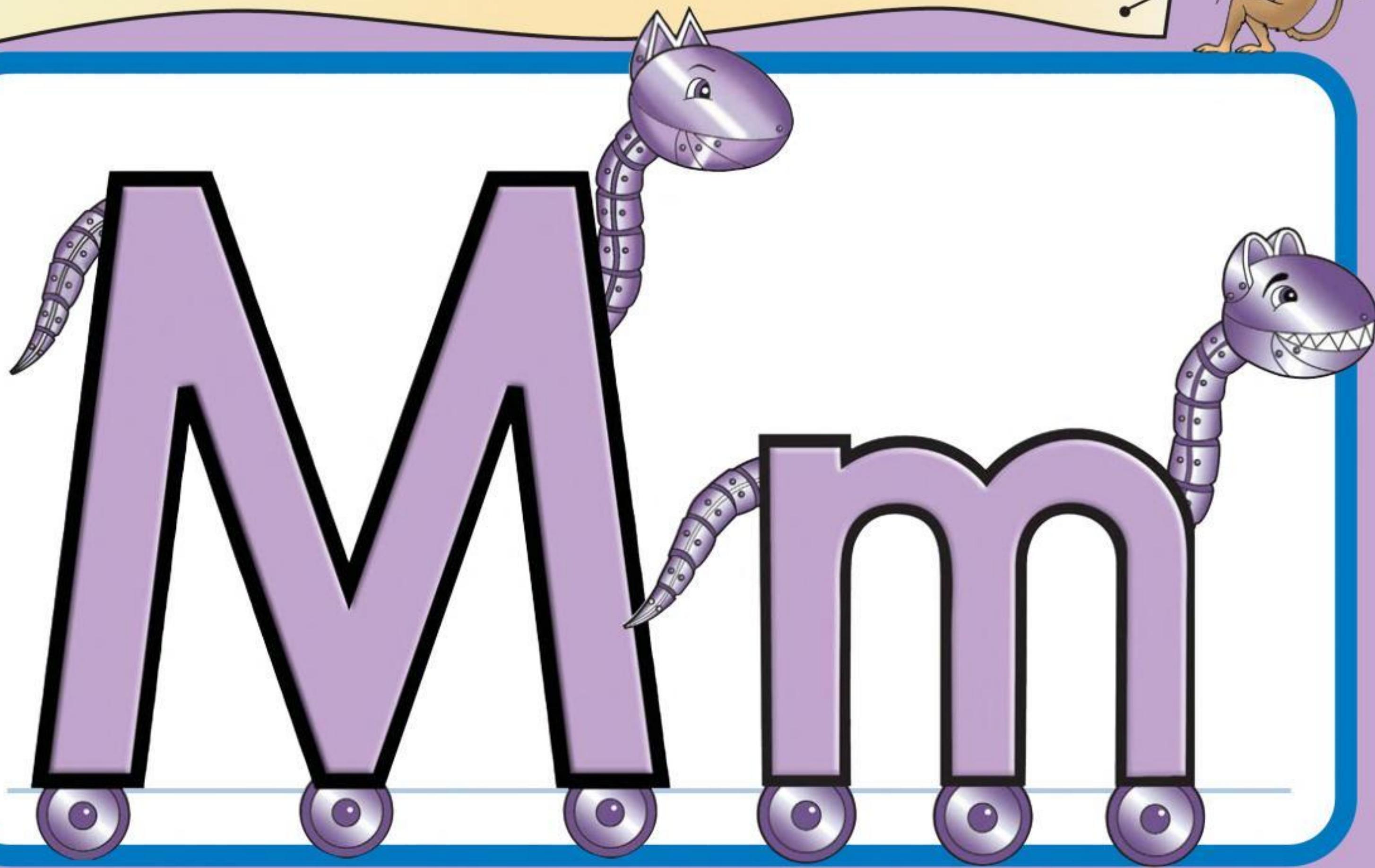
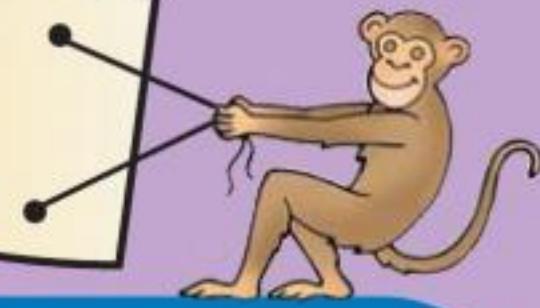


Put a sticker here
when you've sung
Munching Mike's song.



Listen to the song first. Then join in with just the 'mmm...' sound.
Finally sing the whole song together.

Shape Make the shapes in the air. Then finger trace them on this page.



Capital

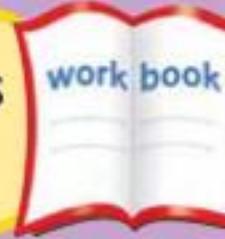
Munching Mike's mum is much bigger than Mike, so she helps him start important words and sentences.



Let's finger trace!



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 36-38.

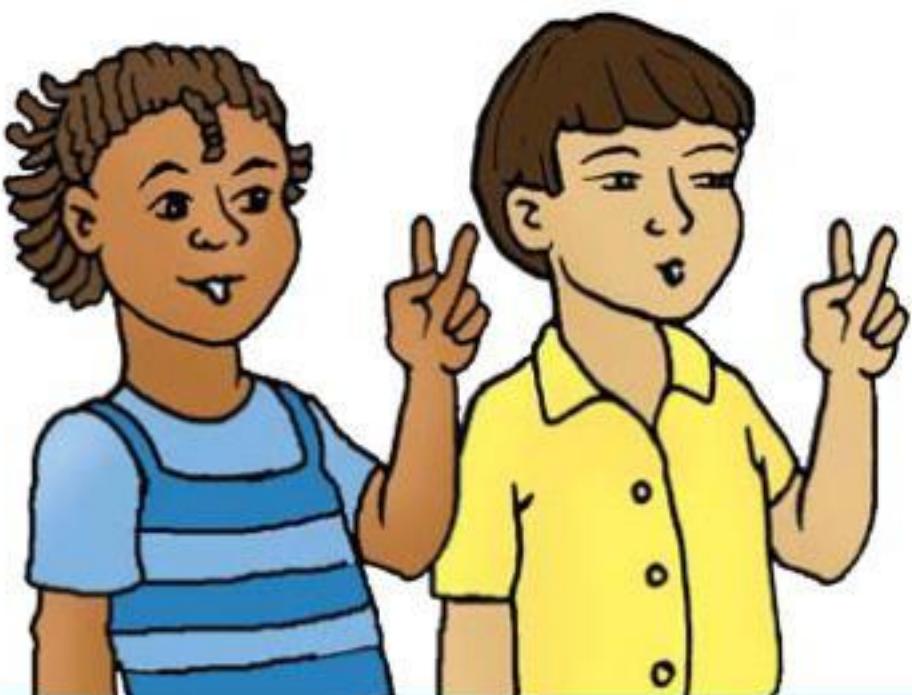


Topic

Counting skills and asking, "How many...?"



Revise your numbers.



How many?

Put number stickers here!



Introduce

Let's meet Dippy Duck. Listen and repeat her name, sound, and some words that start with her sound.



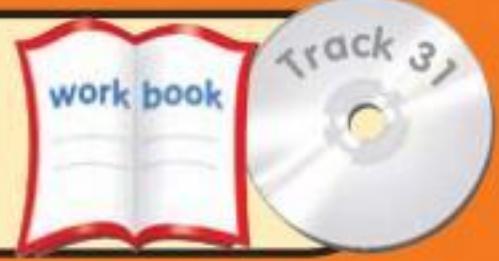
Hello. My name is Dippy Duck.



Dippy Duck's sound is at the start of her name - Dippy Duck.

Sound

Look for the things in the picture that start with her sound.
Then complete the exercises in Workbook 1, pages 39-40.



Dippy Duck
says, **d.**

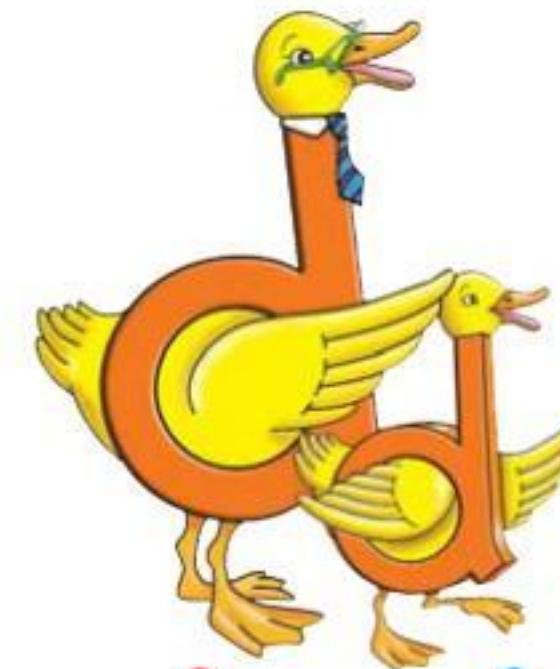
She starts words like...



dog



drum



dad

Action

Do the action and say the rhythmic chant together!



Move and chant!

D, d,
d, d, d.
Dippy Duck!

(x 2)

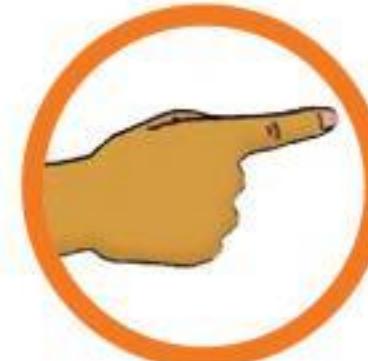


Song

Listen and sing along to Dippy Duck's Alphabet Song.

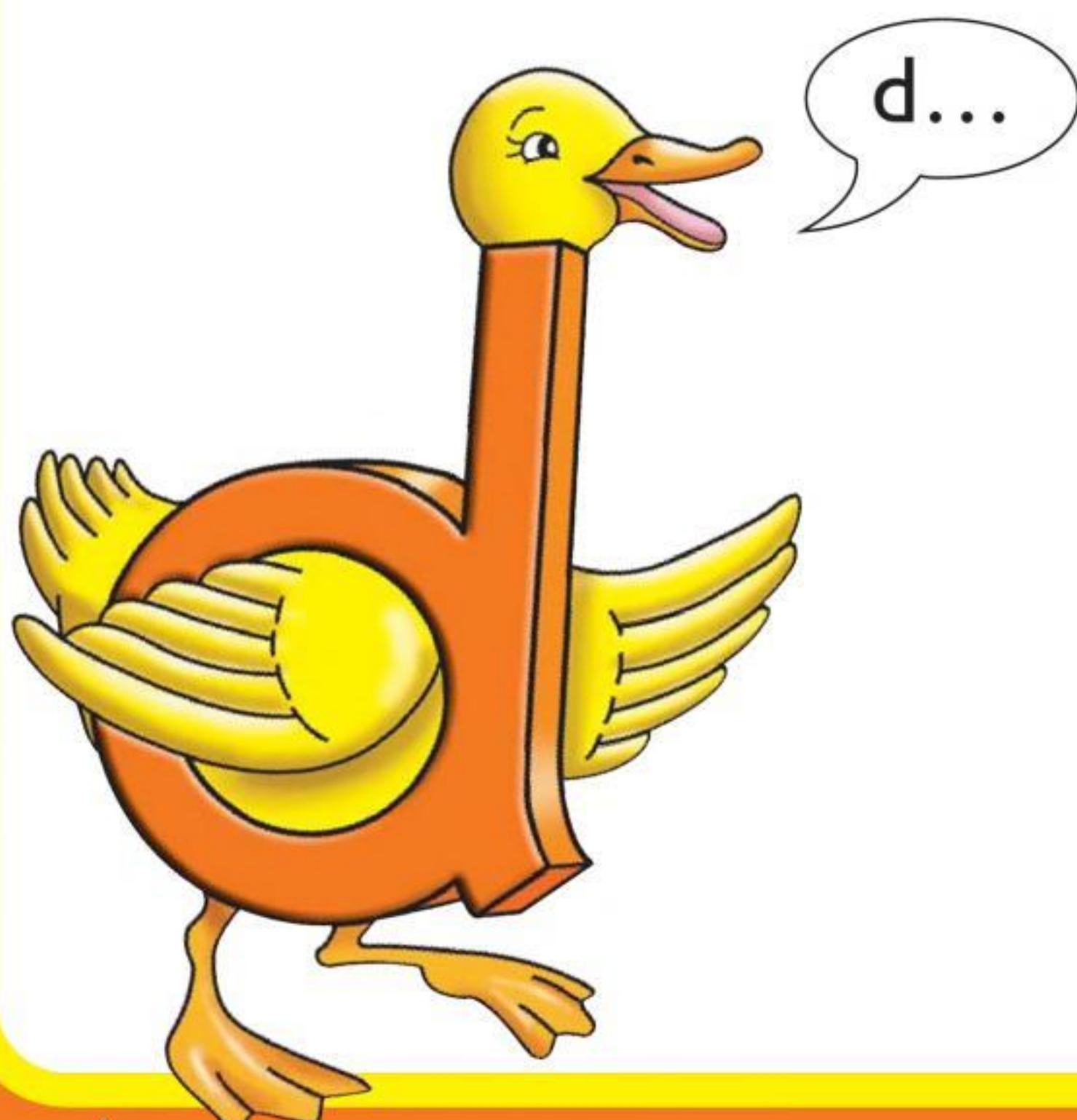


Sing and point!



d

Dippy Duck says, **d, d,**
Dippy Duck says, **d, d,**
Dippy Duck says, **d, d,**
Dippy Duck says, **d.** (x 3)

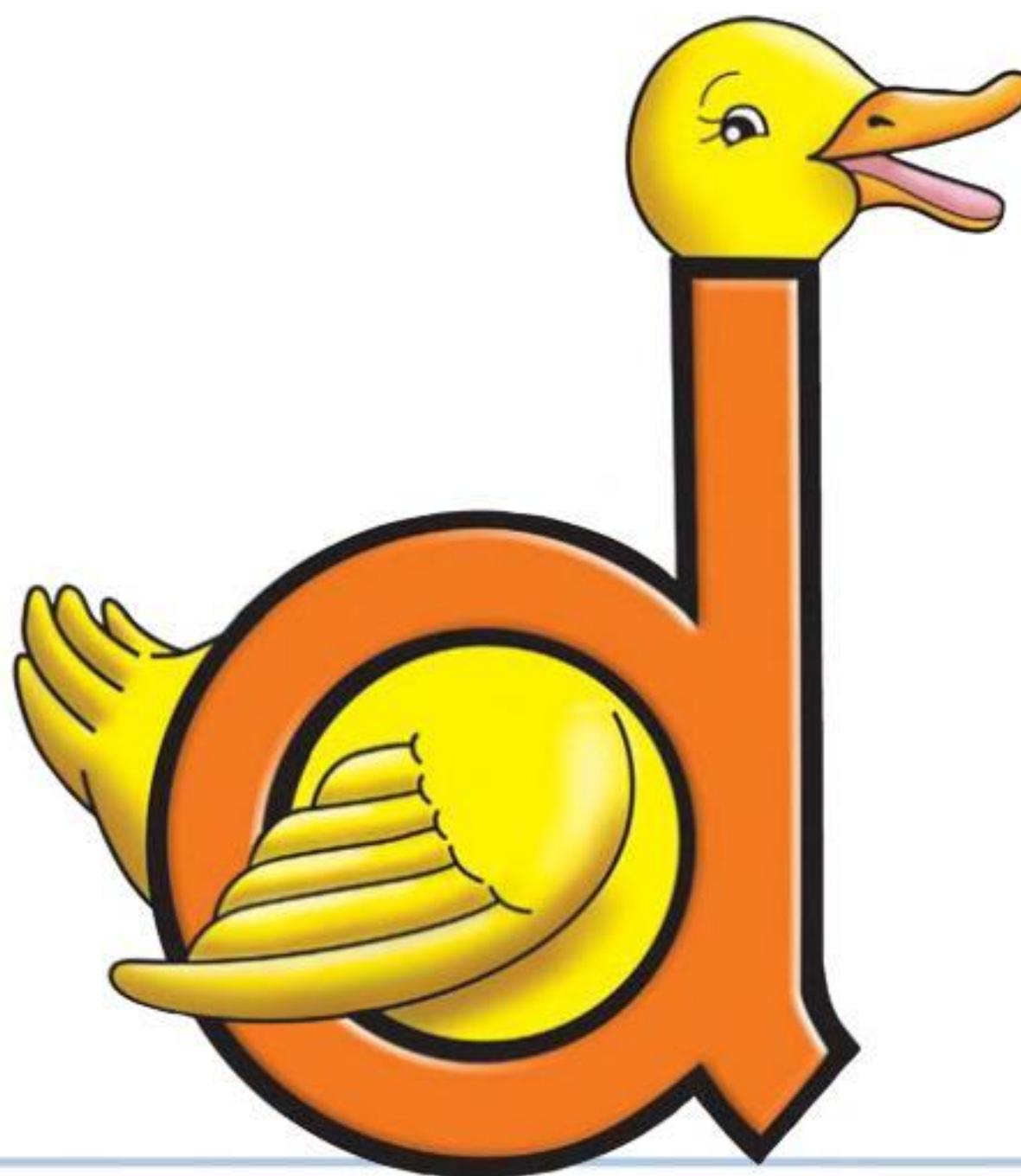
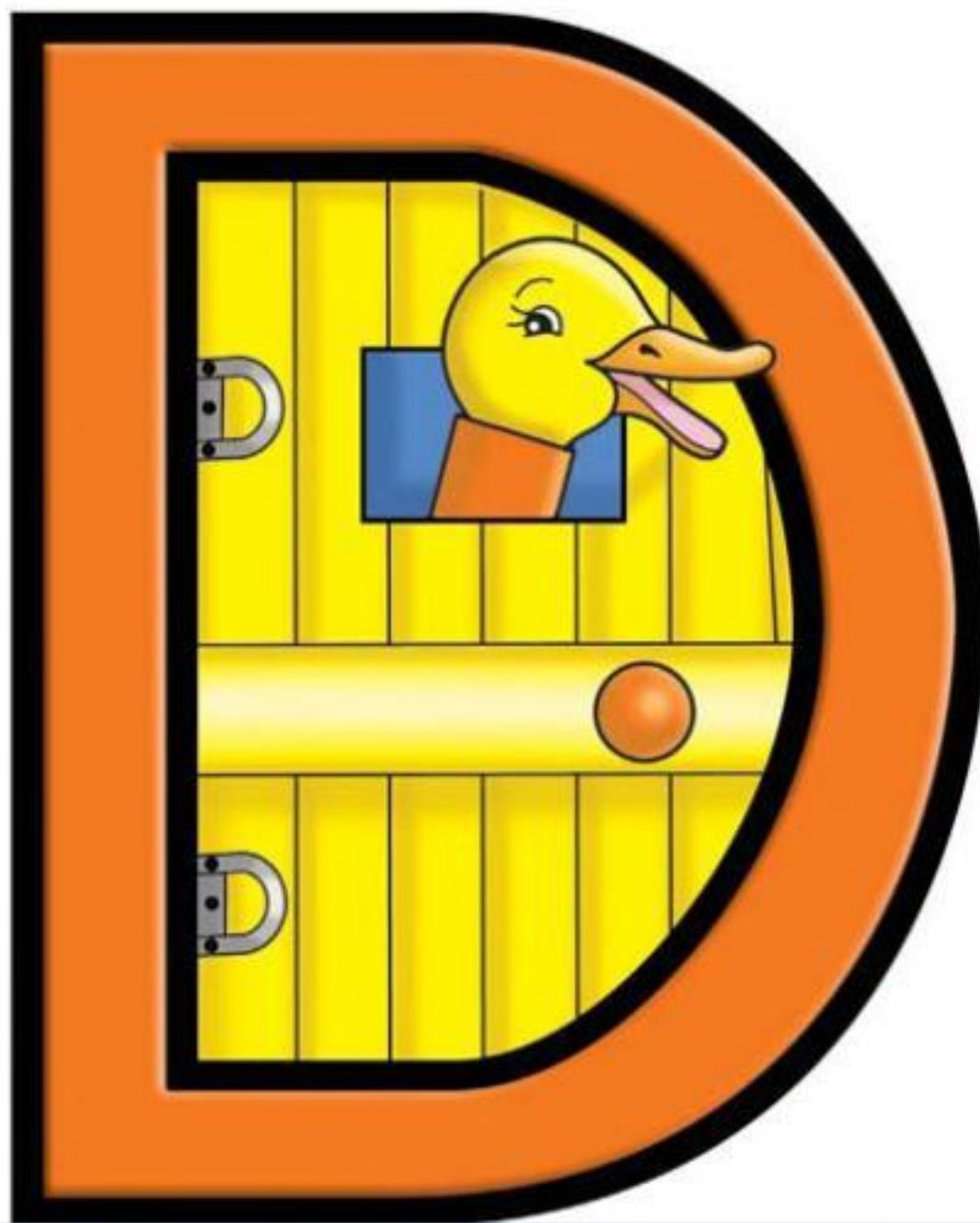


Put a sticker here
when you've sung
Dippy Duck's song.



Listen to the song first. Then join in with just the '**d...**' sound.
Finally sing the whole song together.

Shape Make the shapes in the air. Then finger trace them on this page.

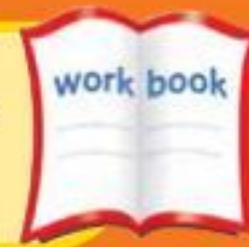
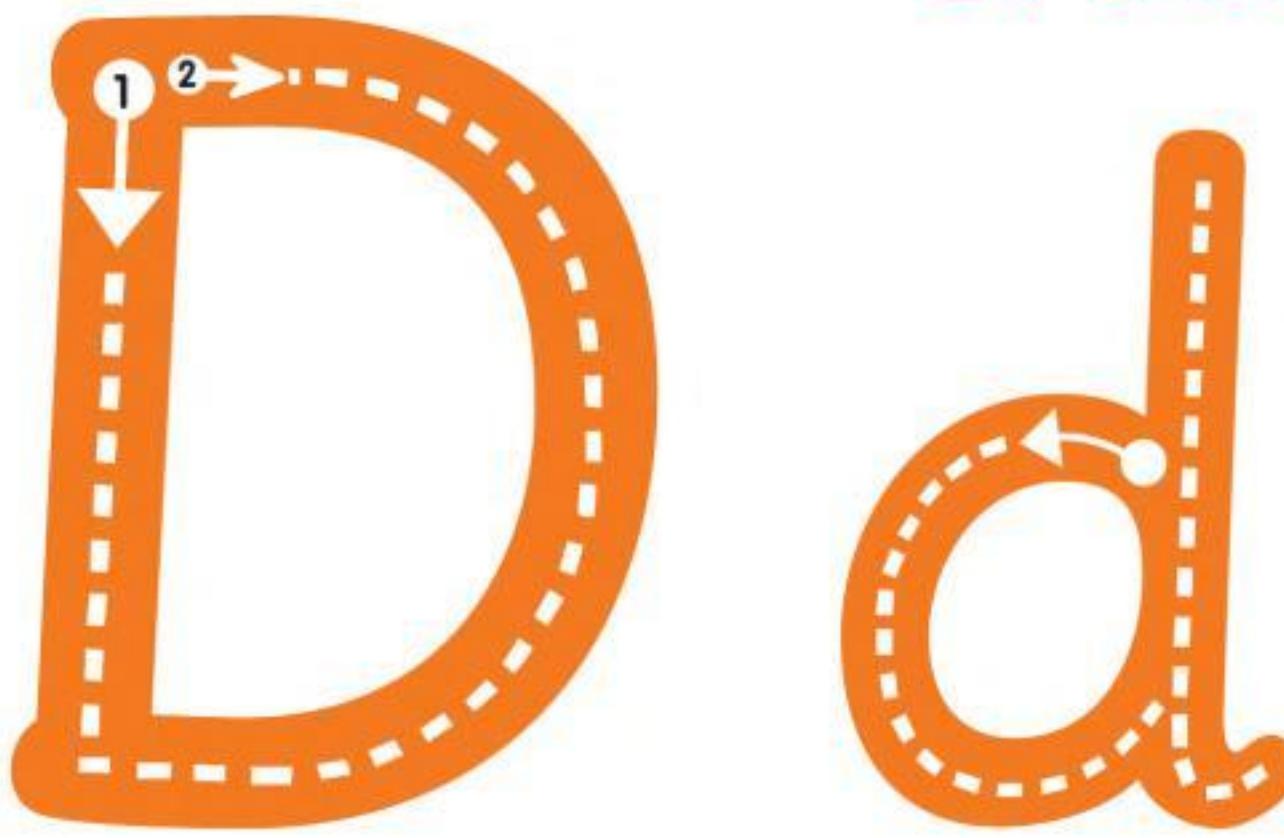


Capital

Dippy Duck goes behind her duck door.



Let's finger trace!



Topic

Days of the week. Listen and repeat to the days of the week.



What day is it today?

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Great! Now put
a sticker here!Listen and point to the days of the week. Draw a red circle
next to the day it is today, or ask your partner.

Review

Put the correct Letterland stickers over the plain letter shapes. Then draw lines to match them to their objects. Workbook pages 44-45.

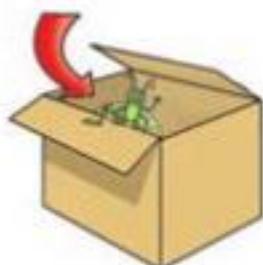


i

n

m

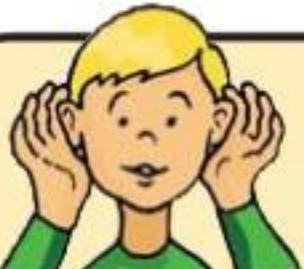
d



9



Listen



Put a tick next to the word you hear.
The first one has been done for you.



9



2.



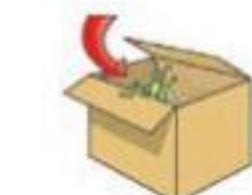
3.



4.



5.



6.



Word build

Oral blending. Make the individual sounds.
Then start to blend the sounds to make the word.



m a n
man



Live spell

Hand out the Letterland *Big Picture Code Cards* (s, a, t, p, i, n, m, d). Then have fun making the words below.



it	an	am	dad
sit	in	man	sad
sat	pan	mam	dim
pit	pin	mat	dip
pip	tan	map	did

Red words = Vocabulary previously covered



It's not important for children to understand the meaning of these words yet. Focus on blending and segmenting the sounds.

Introduce

Let's meet Golden Girl. Listen and repeat her name, sound, and some words that start with her sound.

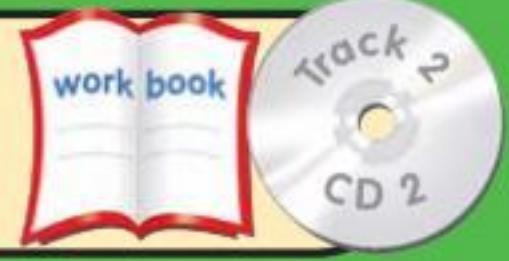


Hi. My name is Golden Girl.



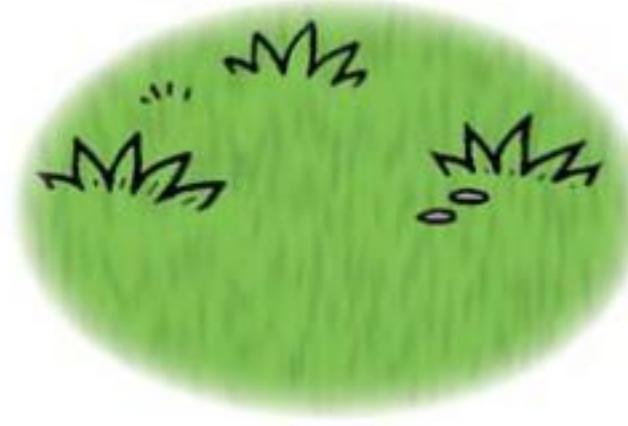
Sound

Look for the things in the picture that start with her sound.
Then complete the exercises in Workbook 1, pages 46-47.



**Golden Girl
says, g.**

She starts words like...



garden gate grass

Action

Do the action and say the rhythmic chant together!



Move and chant!

**G, g, g, g.
Golden Girl!**

(x 2)



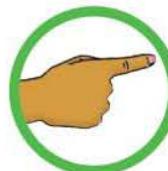
Mime holding a glass of grape juice in a 'glug, glug' position.

Song

Listen and sing along to Golden Girl's Alphabet Song.

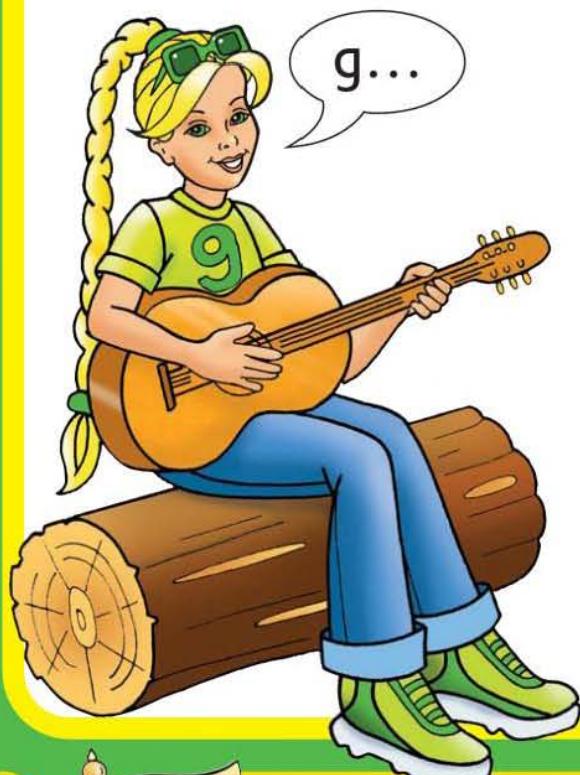


Sing and point!



g

**Golden Girl, she says g,
she says g, she says g.
Golden Girl, she says g,
Golden Girl says g. (x 2)**



Put a sticker here
when you've sung
Golden Girl's song.

Shape Make the shapes in the air. Then finger trace them on this page.



Capital

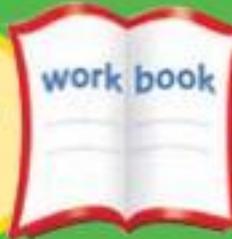
Golden Girl gets into her go-cart to start important words.



Let's finger trace!



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 48-50.



Topic

Describing yourself to others. Listen, then you try.



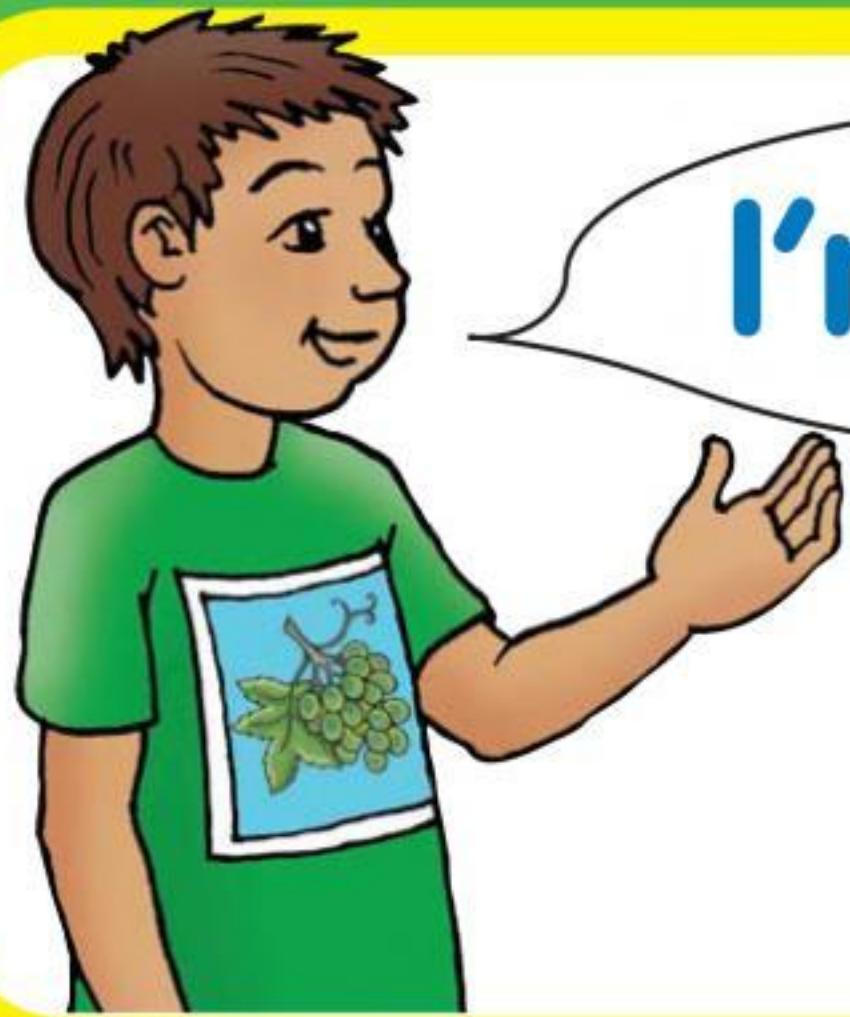
Girls and boys!



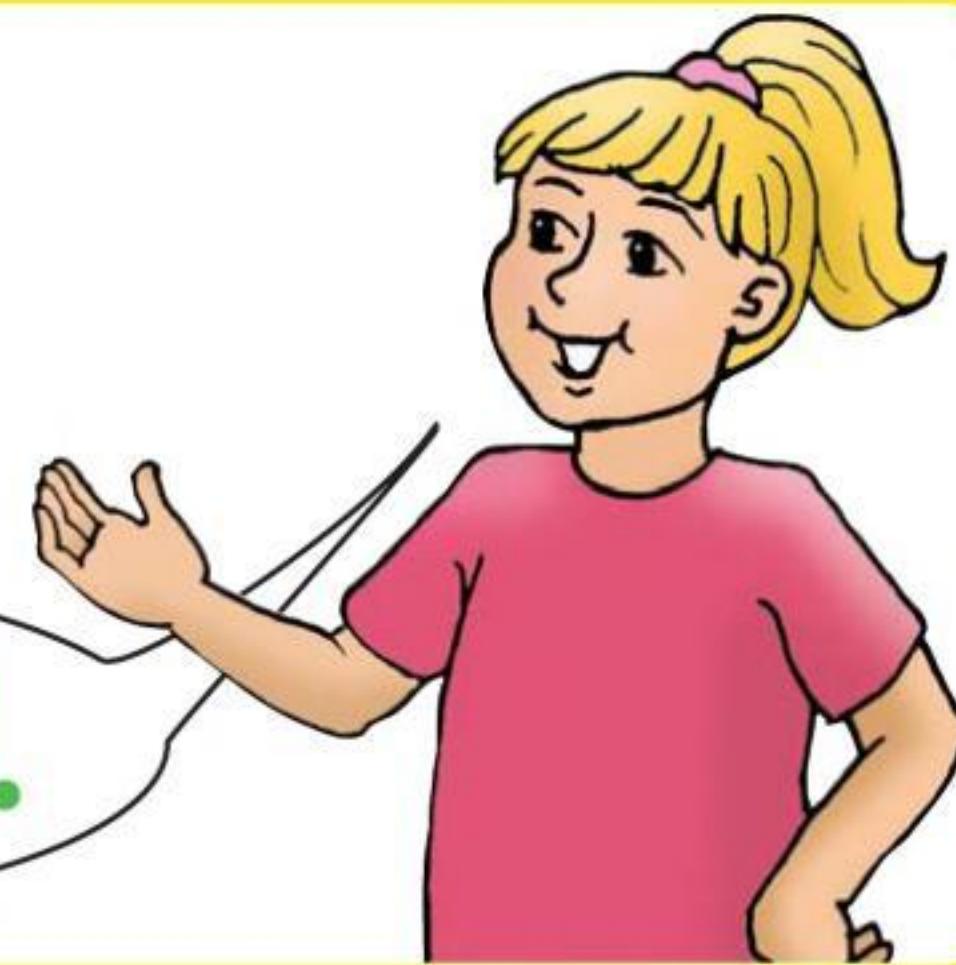
I'm a girl.



girls
boys



I'm a boy.



I'm a girl.

Now it's your turn!



Great! Now put a sticker here!

Introduce

Let's meet Oscar Orange. Listen and repeat his name, sound, and some words that start with his sound.



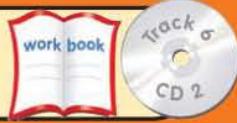
Hi. My name is Oscar Orange.



Oscar Orange's sound is at the start of his name - Oscar Orange.

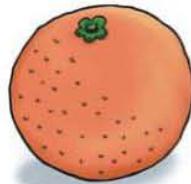
Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 51-52.



Oscar Orange
says, **O.**

He starts words like...



on

off

orange

Action

Do the action and say the rhythmic chant together!



Move and chant!

**O, o,
o, o, o.
Oscar Orange!**

(x 2)



Form circles with your mouth and hand and look surprised.

Song

Listen and sing along to Oscar Orange's Alphabet Song.



Sing and point!



O, Oscar Orange,
o, Oscar Orange.

I'm o, Oscar Orange
Oscar Orange, o. (x 2)

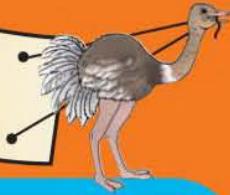


Put a sticker here
when you've sung
Oscar Orange's song.



Listen to the song first, then join in with just the 'o...' sound.
Finally sing the whole song together.

shape Make the shapes in the air. Then finger trace them on this page.

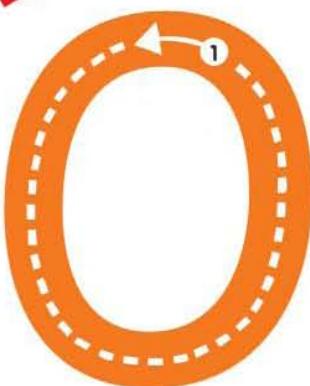


Capital

Oscar Orange takes a deep breath and gets bigger.



Let's finger trace!



54

Letter sound

You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 53-55.



Topic

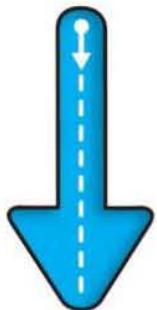
Useful vocabulary for describing handwriting instructions.



Listen and finger trace!



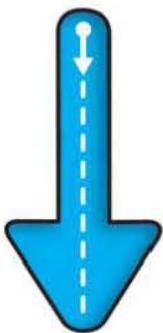
up



down



around



down



up



around



around



up



down

Good! Now
put a sticker
here!



Repeat the words as you trace over the shapes with your finger.
Describe how to form letter shapes with this new vocabulary.

Introduce

Let's meet Clever Cat. Listen and repeat her name, sound, and some words that start with her sound.



Hello. My name is Clever Cat.

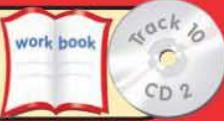
56



Clever Cat's sound is at the start of her name - Clever Cat.

Sound

Look for the things in the picture that start with her sound.
Then complete the exercises in Workbook 1, pages 56-57.



Clever Cat

says, C.

She starts words like...



car



cup



cake

Action

Do the action and say the rhythmic chant together!



Move and chant!

C, c, Clever Cat!

C, c, Clever Cat!



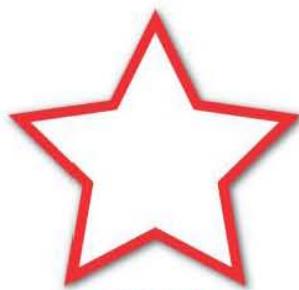
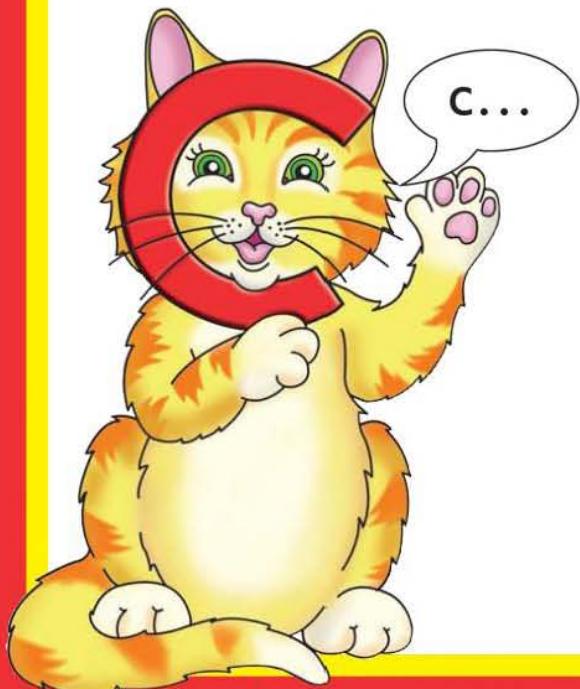
Stroke imaginary whiskers across your cheeks.

Song

Listen and sing along to Clever Cat's Alphabet Song.

**Sing and point!****C**

**Clever Cat, she says c,
she says c, she says c.
Clever Cat, she says c,
Clever Cat says c.** ($\times 2$)



Put a sticker here
when you've sung
Clever Cat's song.

shape Make the shapes in the air. Then finger trace them on this page.

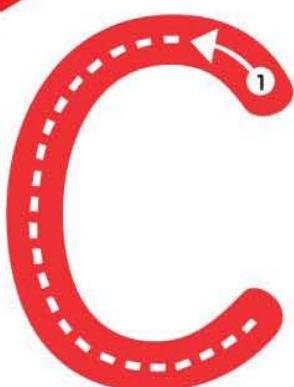


Capital

Clever Cat takes a deep breath and gets bigger.



Let's finger trace!



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 58-60.

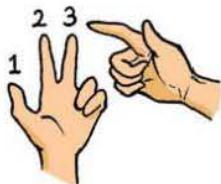


Topic

Expressing ability. Listen to the example first, then you try!



What can you do?



count



smile



wave



point



I can count.

I can smile.



Now it's your turn!



Good! Now put a sticker here!



Take turns in telling your partner what you can do.
Change partners and repeat.

Introduce

Let's meet Kicking King. Listen and repeat his name, sound, and some words that start with his sound.



Hello. My name is Kicking King.



Kicking King's sound is at the start of his name - **Kicking King**.

Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 61-62.



Kicking King.

says, **k**.

He starts words like...



key

kettle

kitchen

Action

Do the action and say the rhythmic chant together!



Move and chant!

K, k, k.

Kicking King!

(x 2)



Song

Listen and sing along to Kicking King's Alphabet Song.



Sing and point!



k

Kicking King, Kicking King.
He says, k. He says, k.

Kicking King says, k, k.
Kicking King says, k, k.
He says, k.
He says, k.

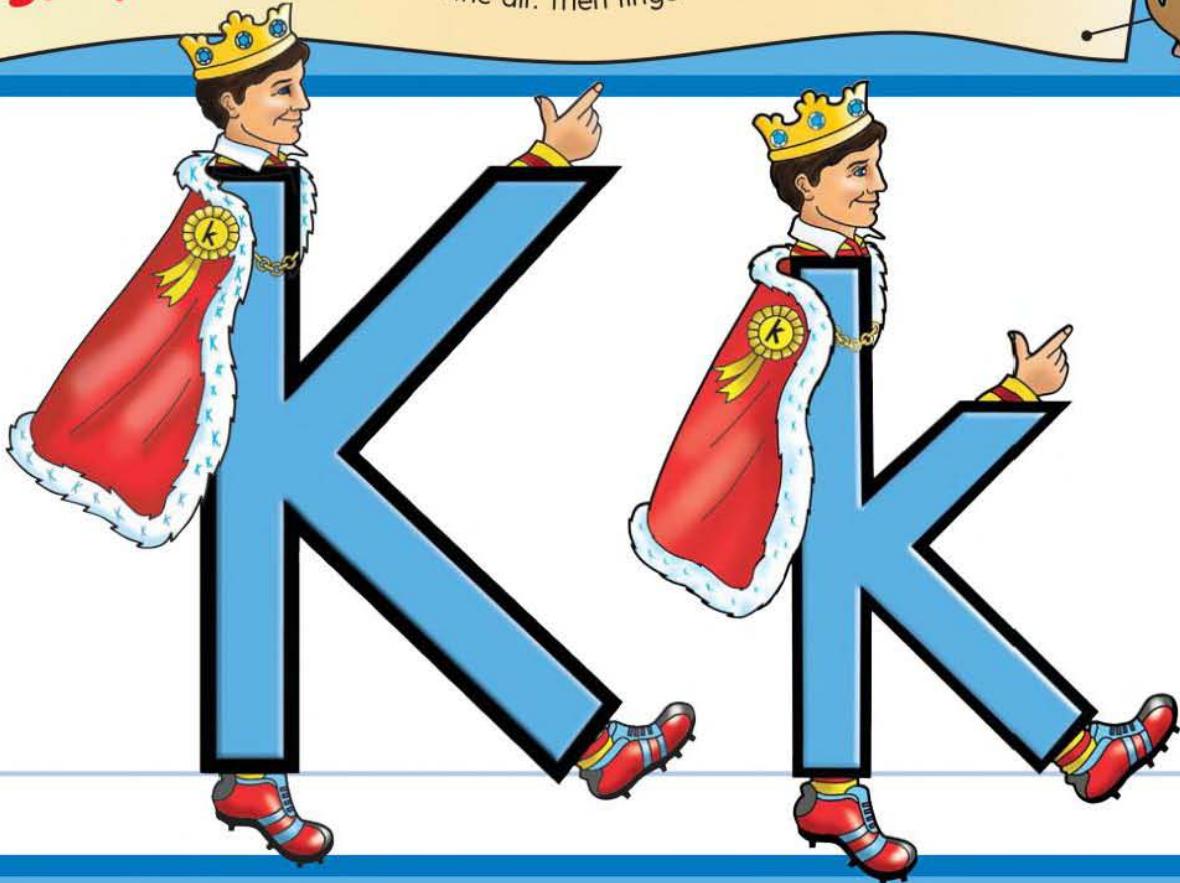


Put a sticker here
when you've sung
Kicking King's song.



Listen to the song first, then join in with just the 'k...' sound.
Finally sing the whole song together.

shape Make the shapes in the air. Then finger trace them on this page.

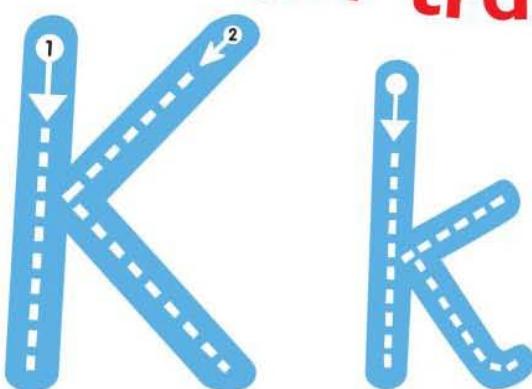


Capital

Kicking King takes a deep breath and gets bigger.



Let's finger trace!



64

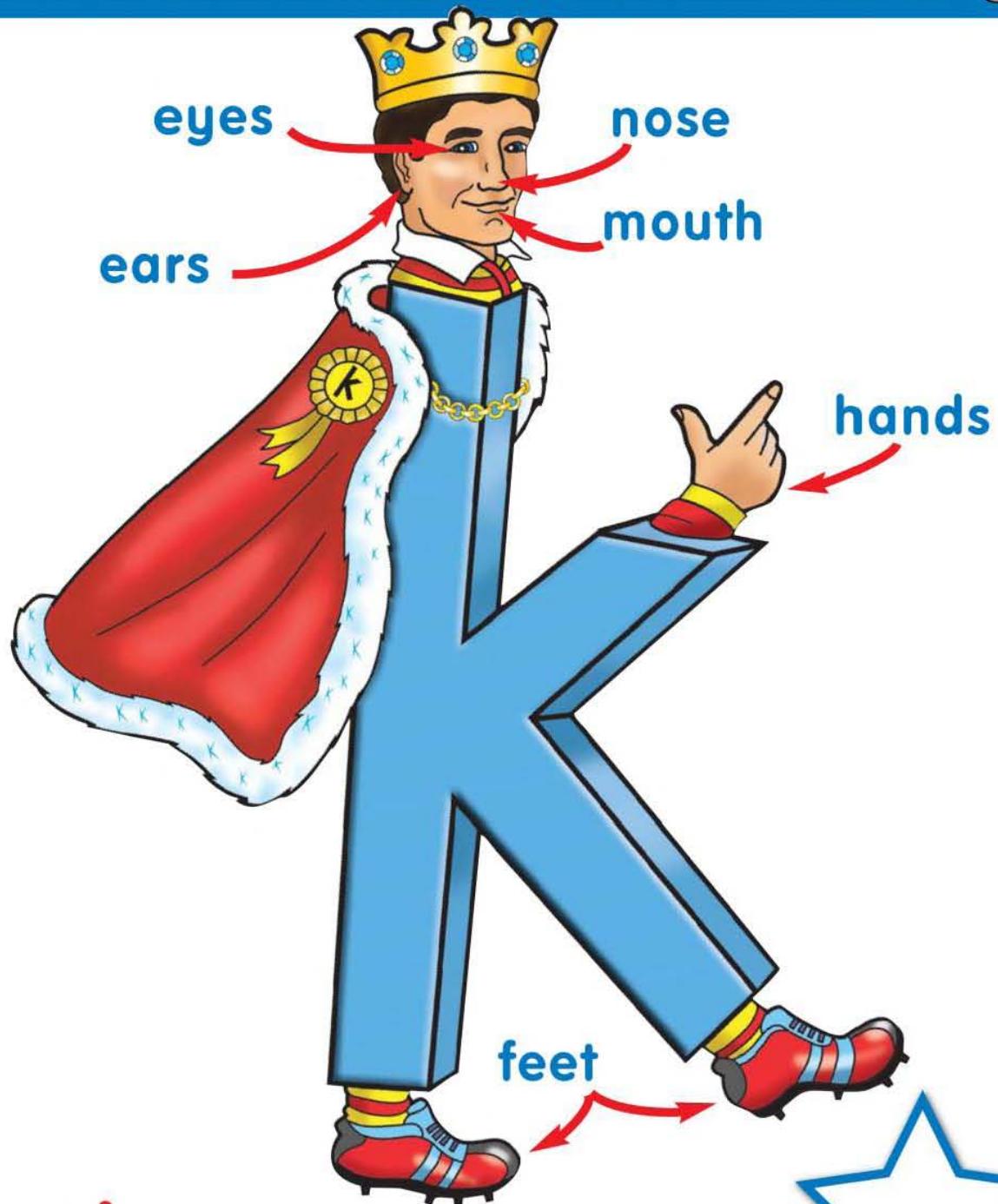
Letter sound

You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 63-65.



Topic

Topic Describing the face and body. Listen and play Kicking King's game.



Let's play!



Good! Now put a sticker here!



Play Kicking King's game. Listen to Kicking King and point to your body when he tells you to.

Review

Put the correct Letterland stickers over the plain letter shapes. Then draw lines to match them to their objects. Workbook pages 66-67.



g

o

c

k



Listen



Put a tick next to the word you hear.
The first one has been done for you.



1.



4.



2.



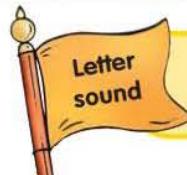
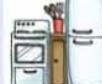
5.



3.



6.



Word build

Oral blending. Make the individual sounds.
Then start to blend the sounds to make the word.



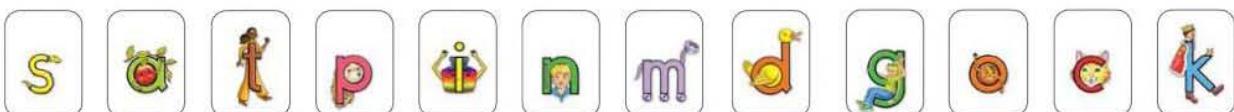
d o g

dog



Live spell

Hand out the Letterland *Big Picture Code Cards* (s, a, t, p, i, n, m, d, g, o, c, k). Then have fun making the words below.



gap

got

top

can

gas

on

dog

cot

pig

not

pop

cap

dig

pot

cat

kit



It's not important for children to understand the meaning of these words yet. Focus on blending and segmenting the sounds.

Red words = Vocabulary previously covered

Introduce

Clever Cat and Kicking King make the same sound.
Clever Cat sits behind the King so she isn't kicked.

Track 19
CD 2



Clever Cat and Kicking King

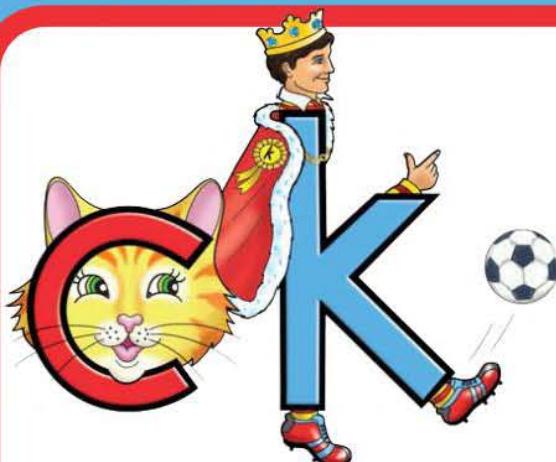
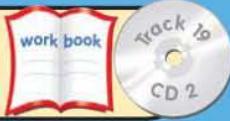
When they come together,
they both make their sound
at the same time.



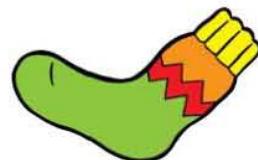
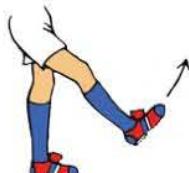
Kicking King and Clever Cat both make the same sound.
They come together at the end of words.

Sound

Listen to Clever Cat and Kicking King's words.
Complete the exercises in Workbook 1, pages 68-69.



Clever Cat and Kicking King say **ck**, in words like...



kick

sack

sock

Action

Do the action and say the rhythmic chant together!



Move and chant!

Ck, ck, ck, ck.

Ck, ck, ck, ck! (x 2)

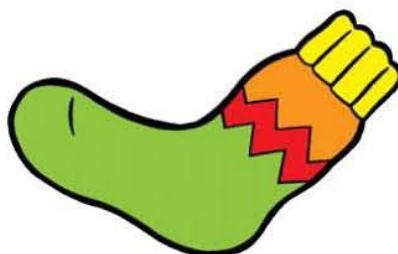


Lift your leg as if to kick. Be very careful not to kick anyone!
Give yourself plenty of space.

Spell

Use your stickers to make these two words.

--	--	--	--



--	--	--	--

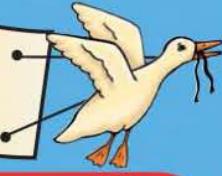


Put a sticker here
when you've finished.



shape

Make the shapes in the air. Then finger trace them on this page.



Let's finger trace!

ck

ink

dog

map

sack

sock

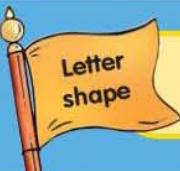
sand

cat

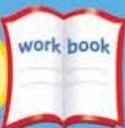
insect

kick

milk



Find and circle the **ck** words. Can you read the words?
Complete the exercises in your Workbook, pages 70-72.



Topic

Colours. Asking questions and describing objects / revising colours.



black



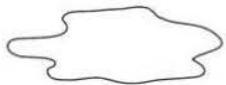
pink



blue



green



white



yellow



orange

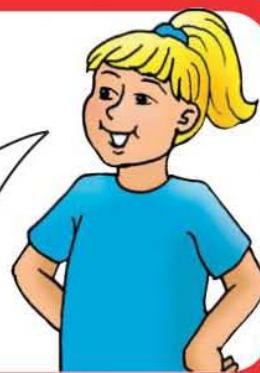


red



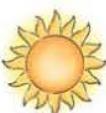
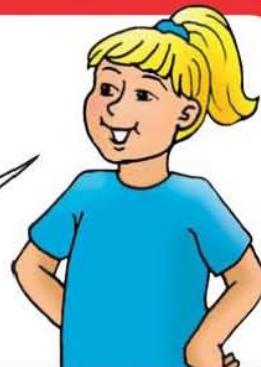
What is it?

It's a
sock.



What colour is it?

It's black.



Great!
Now put a
sticker here!



Practise in pairs. Use the objects at the bottom of this page, use real objects, or flashcards. Take turns asking the questions.

Introduce

Let's meet Eddy Elephant. Listen and repeat his name, sound, and some words that start with his sound.



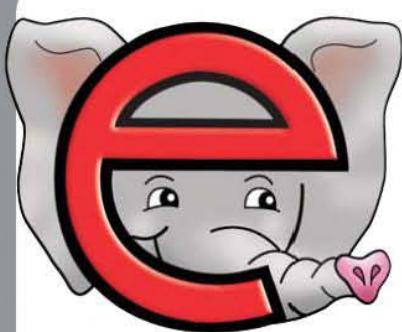
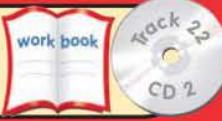
Hi. My name is Eddy Elephant.



Eddy Elephant's sound is at the start of his name - Eddy Elephant.

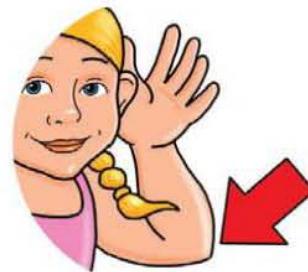
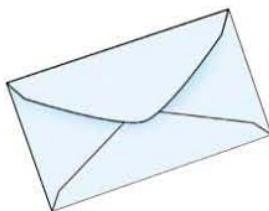
Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 73-74.



Eddy Elephant
says, e.

He starts words like...



egg envelope elbow

Action

Do the action and say the rhythmic chant together!



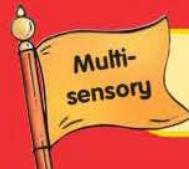
Move and chant!

E, e, e.

E, e, e.

Eddy Elephant!

(x 2)



Spread your hands out as shown and flap them like
elephant ears.

Song

Listen and sing along to Eddy Elephant's Alphabet Song.



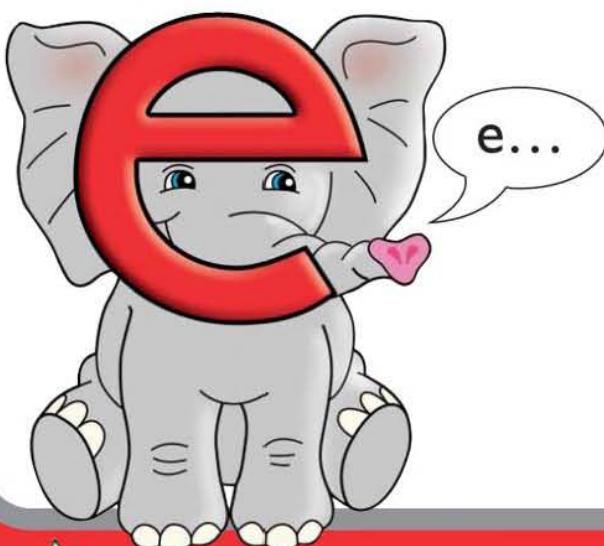
Sing and point!



e

E, Eddy Elephant,
e, Eddy Elephant.

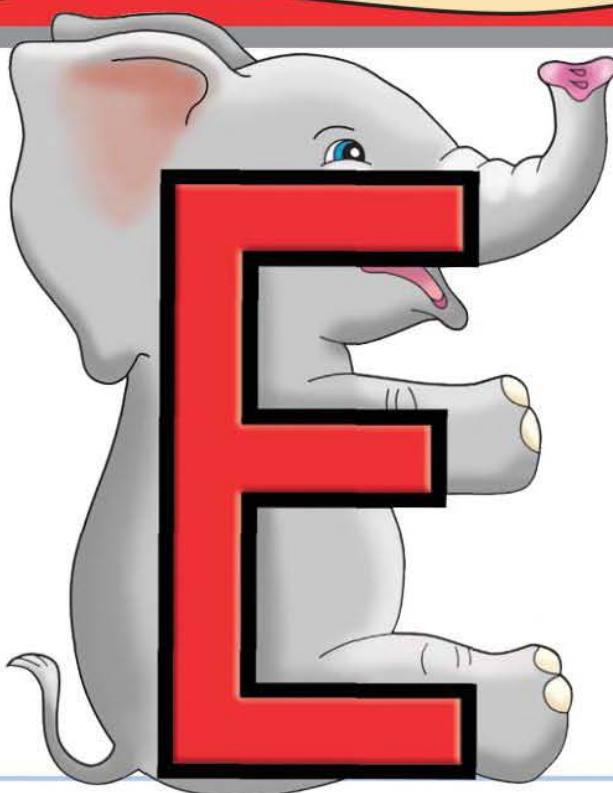
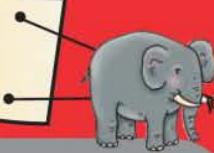
I'm e, Eddy Elephant,
Eddy Elephant, e. (x 2)



Put a sticker here
when you've sung
Eddy Elephant's song.

Listen to the song first, then join in with just the 'e...' sound.
Finally sing the whole song together.

shape Make the shapes in the air. Then finger trace them on this page.

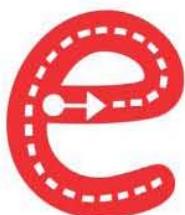
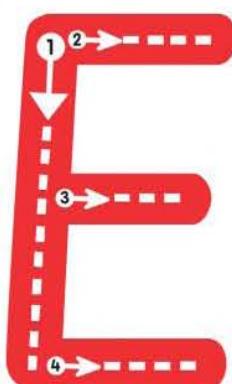


Capital

Eddy Elephant sits on end.



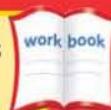
Let's finger trace!



76

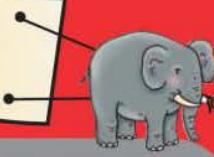


You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 75-77.

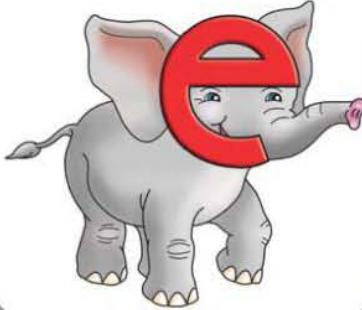


Topic

Exercise. Learning new verbs to describe what you are doing.



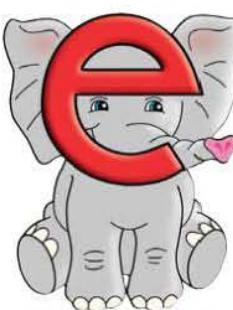
stand up



walk



run



sit down

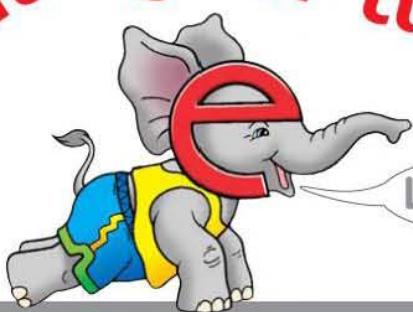


swim



throw

It's your turn!



Let's exercise!

Listen and do
the action.



Excellent! Now
put a sticker
here!



Revise "I can..." in pairs with the new vocabulary.
"I can run, I can walk, etc."

Introduce

Let's meet Uppy Umbrella. Listen and repeat her name, sound, and some words that start with her sound.



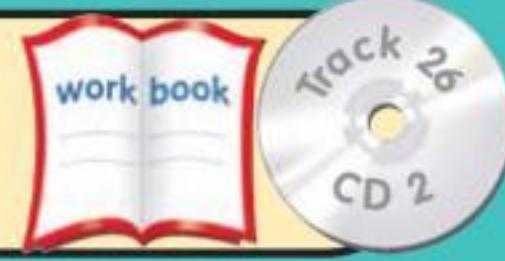
Hi. My name is Uppy Umbrella.



Uppy Umbrella's sound is at the start of her name - Uppy Umbrella.

Sound

Look for the things in the picture that start with her sound.
Then complete the exercises in Workbook 1, pages 78-79.



**Uppy Umbrella
says, U.**

She starts words like...



up

under umbrella

Action

Do the action and say the rhythmic chant together!



Move and chant!

U, u, u. U, u, u.

Uppy Umbrella!

(x 2)



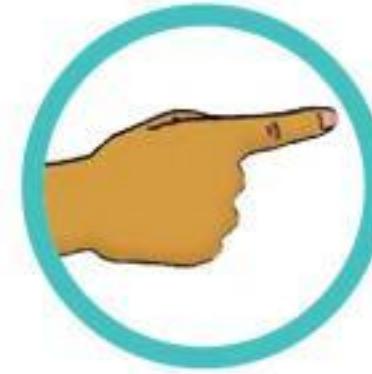
Hold up an imaginary umbrella with your hands as shown.

Song

Listen and sing along to Uppy Umbrella's Alphabet Song.



Sing and point!



U

Uppy Umbrella, she says **u**,
she says **u**, she says **u**.
Uppy Umbrella, she says **u**.
Uppy Umbrella says **u**. (x 3)



Put a sticker here
when you've sung
Uppy Umbrella's song.



Listen to the song first, then join in with just the '**u...**' sound.
Finally sing the whole song together.

Shape Make the shapes in the air. Then finger trace them on this page.

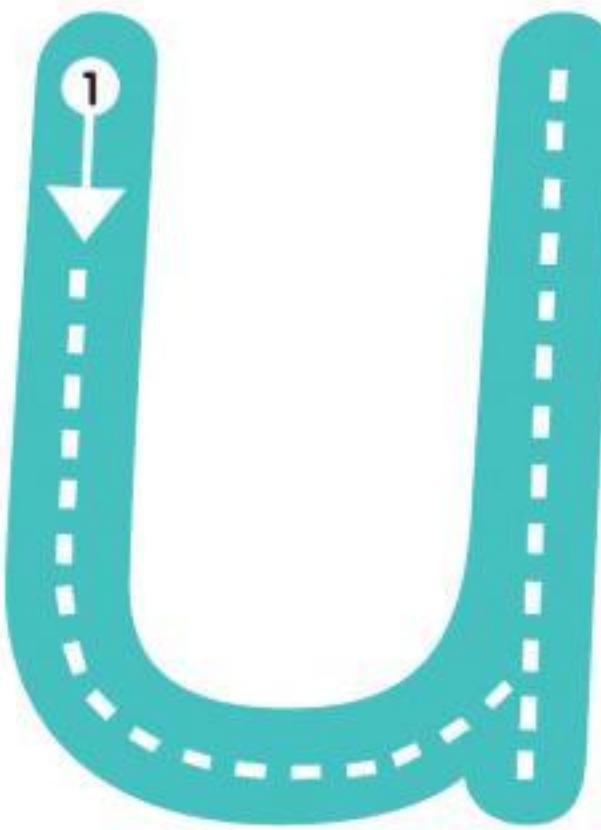


Capital

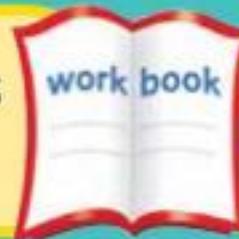
Uppy Umbrella takes a deep breath and gets bigger.



Let's finger trace!

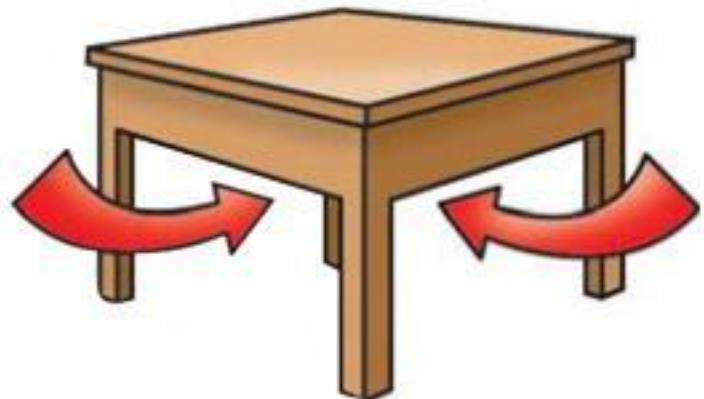


You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 80-82.

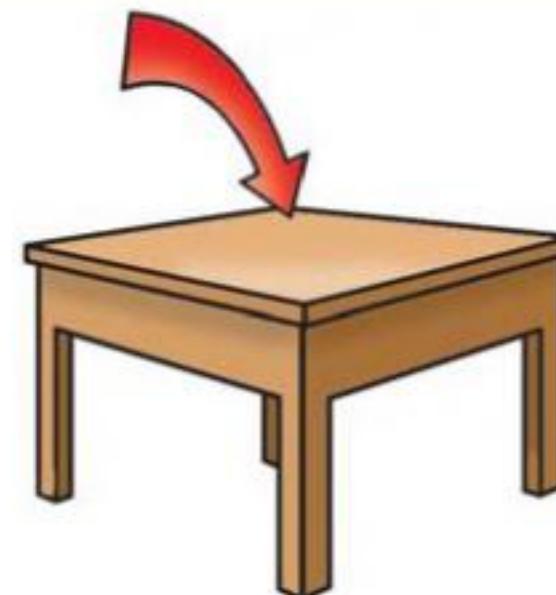


Topic

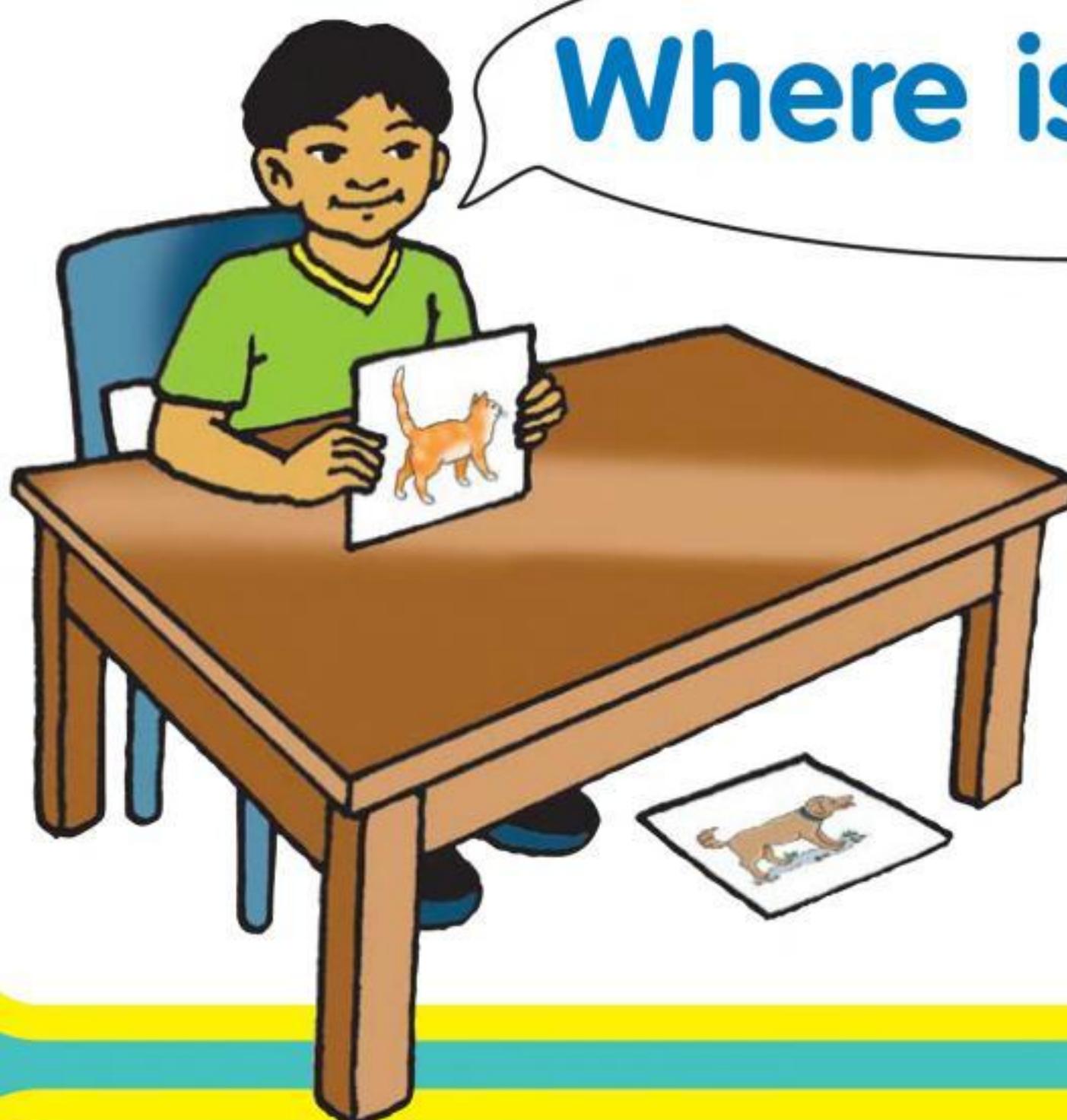
Asking and describing the position of objects. Listen first, then try!



under



on



It's on
the table.



Now it's your turn!



Good! Now put a sticker here!



Practise in pairs to improve fluency and consolidate language.
Use flashcards/real objects. Take turns in asking where they are.

Introduce

Let's meet Red Robot. Listen and repeat his name, sound, and some words that start with his sound.



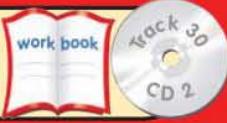
Hello. My name is Red Robot.



Red Robot's sound is at the start of his name - Red Robot.

Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 83-84.



**Red Robot
says, rrr.**

He starts words like...



rain



river



rice

Action

Do the action and say the rhythmic chant together!



Move and chant!

**Rrr, rrr,
Red Robot!**

(x 2)



Song

Listen and sing along to Red Robot's Alphabet Song.



Sing and point!

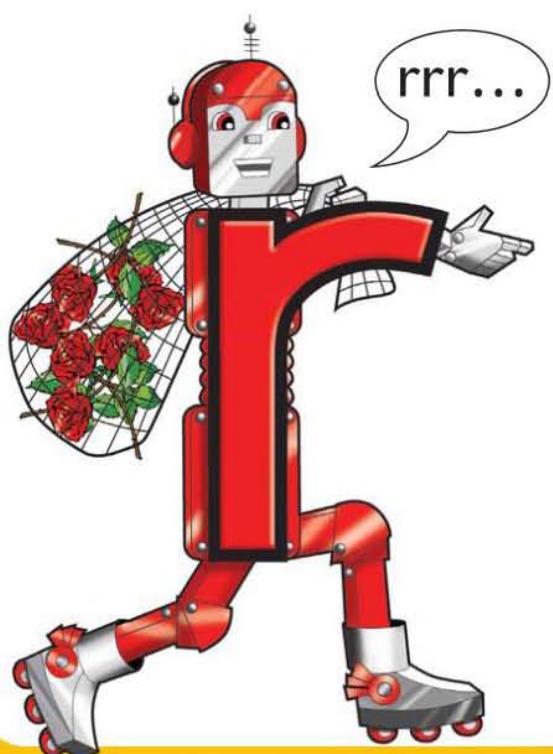


r

**Red Robot, Red Robot,
says rrr, says rrr.**

**Red Robot, Red Robot,
says rrr, says rrr. (x 2)**

Rrrr.



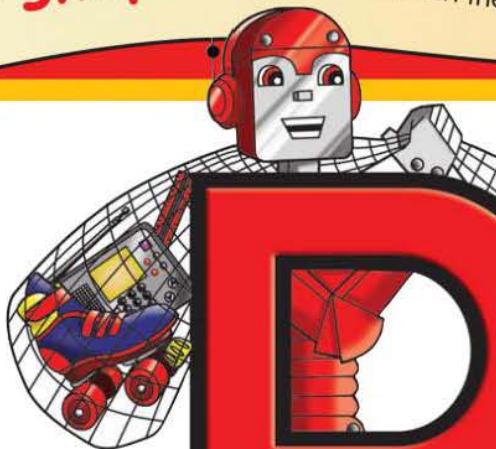
Put a sticker here
when you've sung
Red Robot's song.



Listen to the song first, then join in with just the 'rrr...' sound.
Finally sing the whole song together.

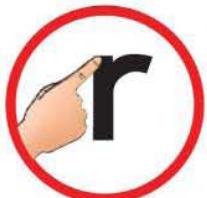
shape

Make the shapes in the air. Then finger trace them on this page.

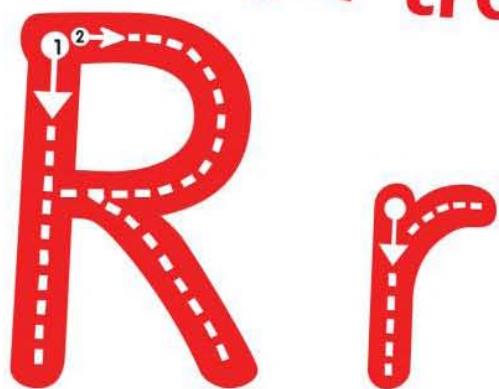


Capital

Red Robot takes a deep breath, gets bigger and changes shape.



Let's finger trace!



Topic

Expressing ability - I can / I can't. Asking questions about ability.



What can you do?



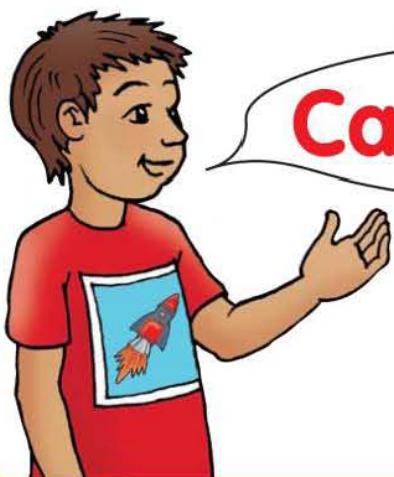
run



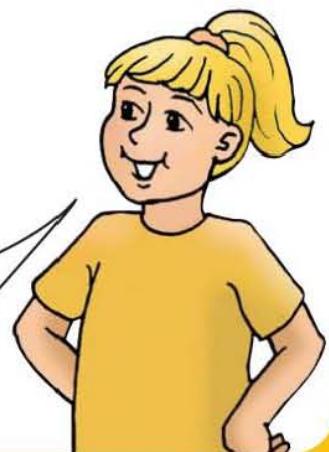
ride a bike



read



Can you read?



Yes, I can.

Now it's your turn!



Good! Now put a sticker here!



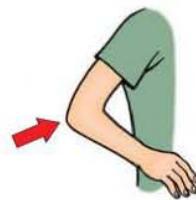
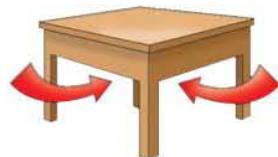
Work in pairs asking the question, "Can you... ?"
Answer the question with, "Yes, I can." or "No, I can't."

Review

Put the correct Letterland stickers over the plain letter shapes. Then draw lines to match them to their objects. Workbook pages 88-89.



e u r



Listen



Put a tick next to the word you hear.
The first one has been done for you.



1.



4.



2.



5.



3.



6.



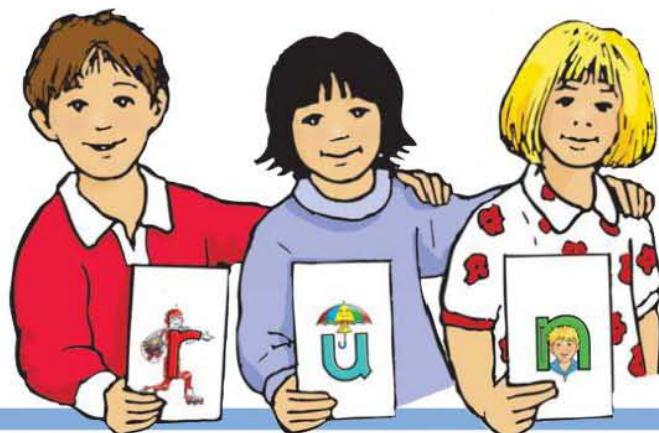
Word build

Oral blending. Make the individual sounds.
Then start to blend the sounds to make the word.



r u n

run



Live spell

Use the Letterland *Big Picture Code Cards* (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r). Make some of the words below.



kick
sock
sack
rock
pick
sick
pack

get
pet
ten
net
pen
tent
met

men
neck
up
mum
run
mug
cup

sun
mud
sunset
rip
rat
rag
rug



It's not important for children to understand the meaning of these words yet. Focus on blending and segmenting the sounds.

Red words = Vocabulary previously covered

Introduce

Let's meet Harry Hat Man. Listen and repeat his name, sound, and some words that start with his sound.



Hi. My name is Harry Hat Man.

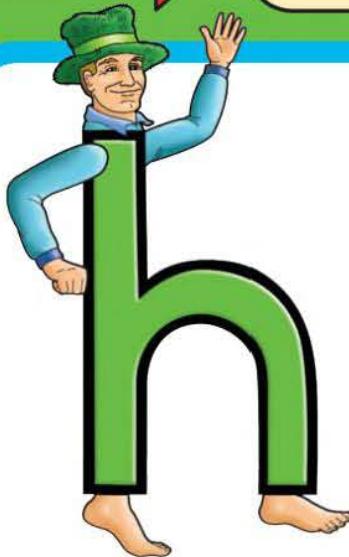
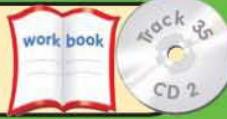
90



Harry Hat Man's sound is at the start of his name - Harry Hat Man.

Sound

Listen and repeat Harry Hat Man's words. Complete the vocabulary exercises in Workbook 1, pages 90-91.



**Harry Hat Man.
says, hhh.**

He starts words like...



hat



house



hand

Action

Do the action and say the rhythmic chant together!



Move and chant!

**Hhh, hhh, hhh.
Harry Hat Man!**

(x 2)



Hold your hand in front of your mouth and breathe onto it.

Song

Listen and sing along to Harry Hat Man's Alphabet Song.



Sing and point!



h

Harry Hat Man, he says hhh,
he says hhh, he says hhh.

Harry Hat Man, he says hhh,
he says hhh. (x 2)

He says hhh. He says hhh.



I hate noise.
Please whisper, 'hhh...'

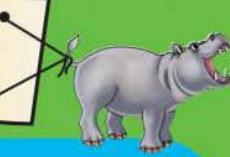


Put a sticker here
when you've sung
Harry Hat Man's song.



Listen to the song first. Then join in with just the 'hhh...' sound.
Finally sing the whole song together.

shape Make the shapes in the air. Then finger trace them on this page.

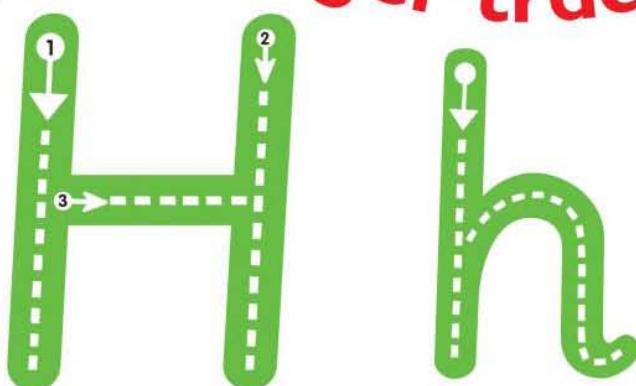


Capital

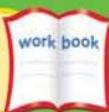
Harry Hat Man does a handstand.



Let's finger trace!



You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 92-94.



Topic

Expressing likes and dislikes.



I love

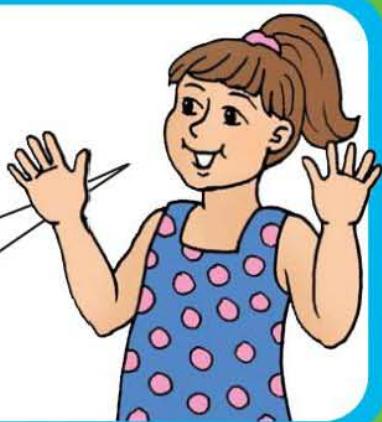
I like

I don't like

I hate



Do you like cats?



Yes. I love
cats.



Do you like dogs?



No. I hate
dogs.

Now it's your turn!

Hooray! Now put a
sticker here!



Practise in pairs. Take turns in asking and answering questions.
Ask about any of the objects you have learned so far.

Introduce

Let's meet Bouncy Ben. Listen and repeat his name, sound, and some words that start with his sound.



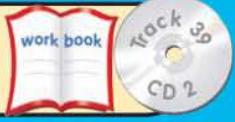
Hello. My name is Bouncy Ben.



Bouncy Ben's sound is at the start of his name - Bouncy Ben.

Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 95-96.



Bouncy Ben.
says, **b**.

He starts words like...



book



ball



boat

Action

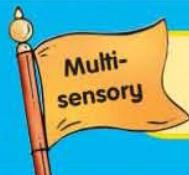
Do the action and say the rhythmic chant together!



Move and chant!

**B, b, b.
Bouncy Ben!**

(x 2)

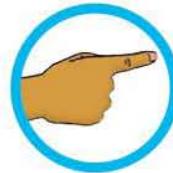


Song

Listen and sing along to Bouncy Ben's Alphabet Song.



Sing and point!



b

Bouncy Ben says, b, b.

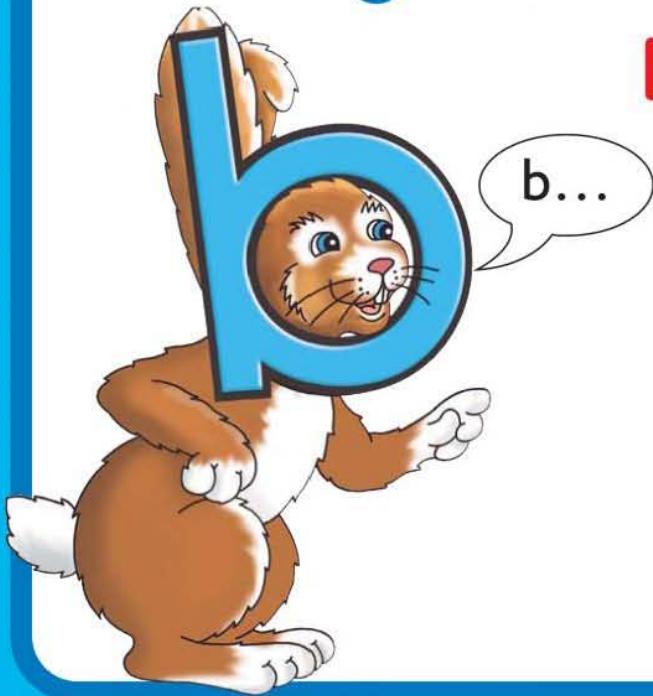
Bouncy Ben says, b, b.

Bouncy Ben says, b, b.

Bouncy Ben says, b. (x 2)

Bouncy Ben says, b.

B, b, b.



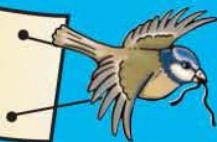
Put a sticker here
when you've sung
Bouncy Ben's song.



Listen to the song first, then join in with just the 'b...' sound.
Finally sing the whole song together.

shape

Make the shapes in the air. Then finger trace them on this page.

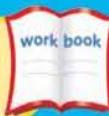
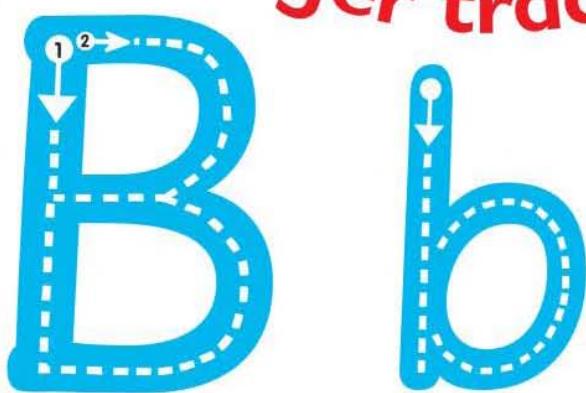


Capital

Bouncy Ben balances a ball on his head.



Let's finger trace!

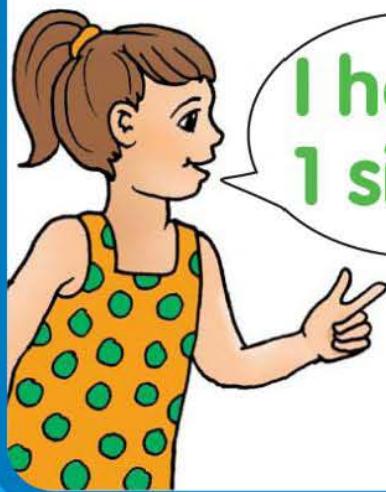


Topic

Family. Learning how to describe the members of your family.



My family...



I have
1 sister.

dad
mum
sister
brother



I have 2
brothers.

Can you find them both in the
big picture on page 95?



Now it's your turn!



Brilliant! Now put a sticker here!



Draw a picture of your family. Then describe your family to
the class or to your partner.

Introduce

Let's meet Firefighter Fred. Listen and repeat his name, sound, and some words that start with his sound.



Hi. My name is Firefighter Fred.

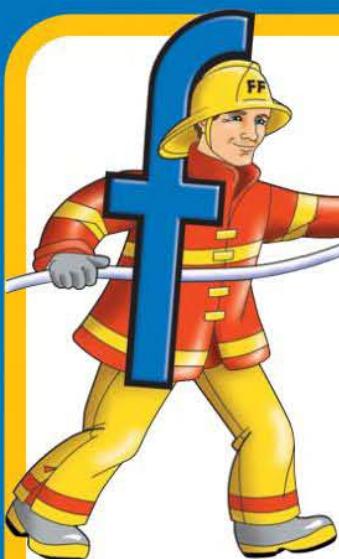
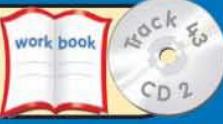
100



Firefighter Fred's sound is at the start of his name - Firefighter Fred.

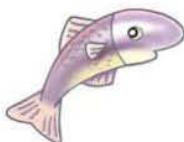
Sound

Look for the things in the picture that start with his sound.
Then complete the exercises in Workbook 1, pages 100-101.



Firefighter Fred says, **fff**.

He starts words like...



fish



frog



fire

Action

Do the action and say the rhythmic chant together!

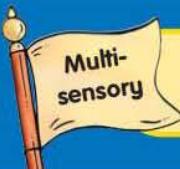


Move and chant!

**Fff, fff.
Firefighter Fred!**



(x 2)



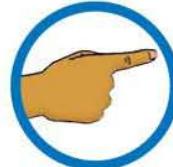
Hold and point an imaginary hose towards an imaginary fire.

Song

Listen and sing along to Firefighter Fred's Alphabet Song.



Sing and point!



f

Firefighter Fred, fff.

Firefighter Fred, fff.

Firefighter Fred, fff.

He says, fff.

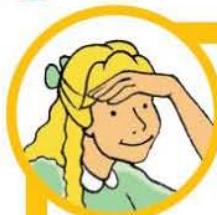
(x 3)

He says, fff.

He says, fff.



Put a sticker here
when you've sung
Firefighter Fred's song.



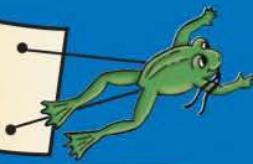
Find!

Can you find
Firefighter Frank
on page 100?

Firefighter Frank is
Fred's best friend!



shape Make the shapes in the air. Then finger trace them on this page.

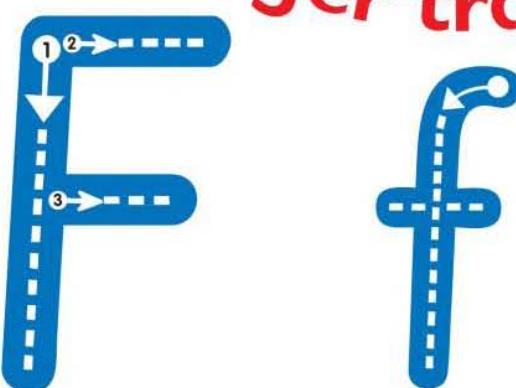


Capital

Firefighter Fred takes a deep breath and gets bigger.



Let's finger trace!



Letter sound

You will see capital letters at the start of sentences and starting names or places. Practise writing the letters in your Workbook, pages 102-104.

Topic

Fruit. Learning new vocabulary, asking questions and matching sounds.

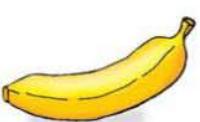


Who likes...?

apple



banana



pear



orange



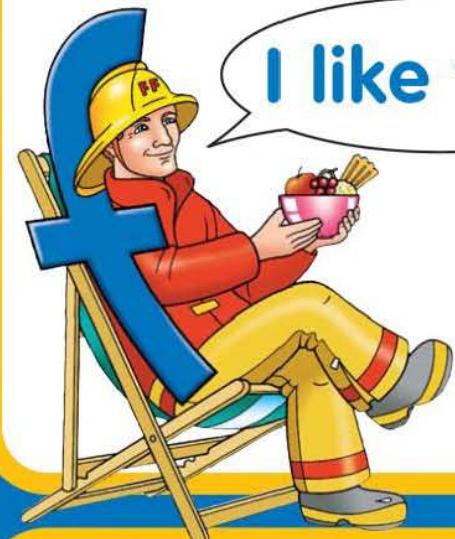
melon



strawberry



I like fruit.



Who likes bananas?

Bouncy Ben likes bananas.

Now it's your turn!



Fantastic! Now put a sticker here!

Introduce

Let's meet Lucy Lamp Light. Listen and repeat her name, sound, and some words that start with her sound.



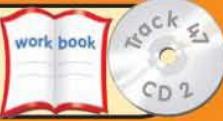
Hi. My name is Lucy Lamp Light.



Lucy Lamp Light's sound is at the start of her name - Lucy Lamp Light.

Sound

Look for the things in the picture that start with her sound.
Then complete the exercises in Workbook 1, pages 105-106.



Lucy Lamp Light says, **Ll**.

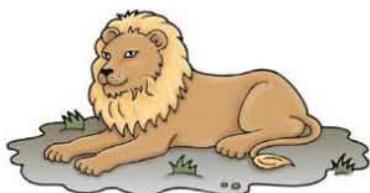
She starts words like...



log



leg



lion

Action

Do the action and say the rhythmic chant together!



Move and chant!

**Ll, Ll.
Lucy Lamp Light!**

(x 2)



Touch your fingers above your head to suggest Lucy's hat.

Song

Listen and sing along to Lucy Lamp Light's Alphabet Song.

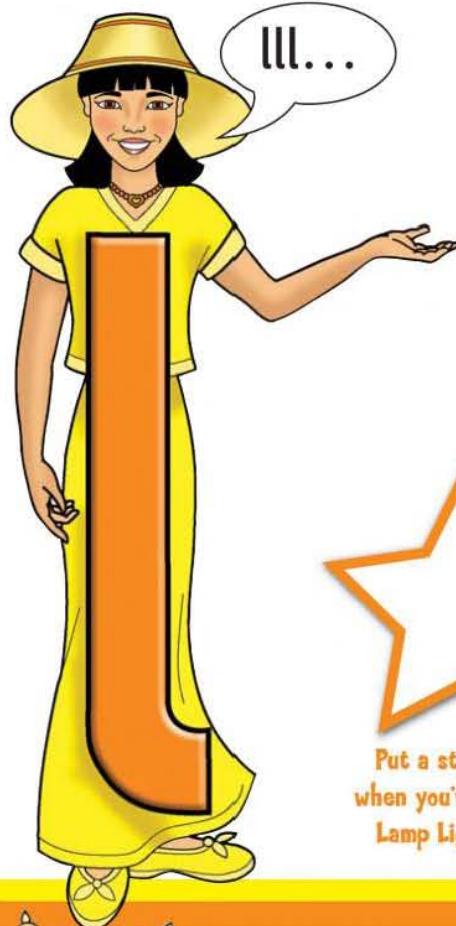


Sing and point!

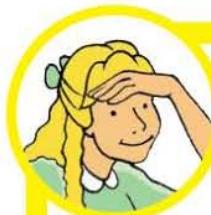


L

Lucy Lamp Light, she says, III.
Lucy Lamp Light, she says, III.



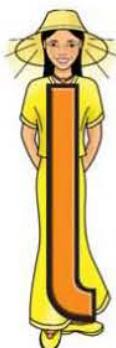
Put a sticker here
when you've sung Lucy
Lamp Light's song.



Look!

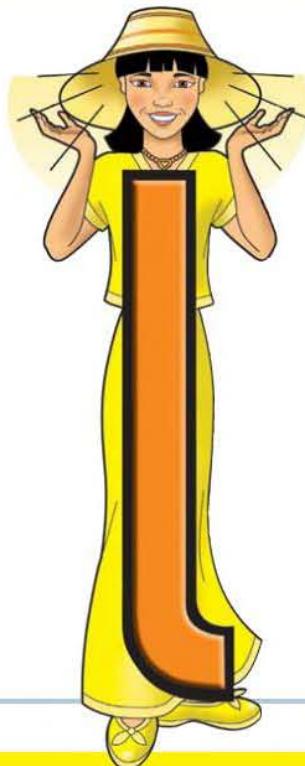
Look out for Linda Lamp Light on page 105.

Linda Lamp Light is
Lucy's best friend!



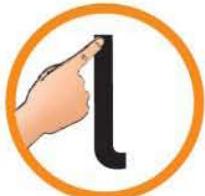
Listen to the song first, then join in with just the 'III...' sound.
Finally sing the whole song together.

shape Make the shapes in the air. Then finger trace them on this page.

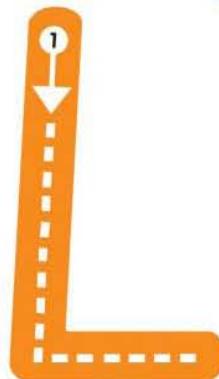


Capital

Lucy Lamp Light's legs get longer on the line.



Let's finger trace!



Topic

Home. Describing where you live and rooms in the house.



I live in a lighthouse.



lighthouse house flat

bedroom

lounge

bathroom
kitchen

Lovely! Now put a sticker here!



Listen and point to the different rooms as you hear them.
Draw a picture of your house to describe to your partner.

Review

Put the correct Letterland stickers over the plain letter shapes. Then draw lines to match them to their objects. Workbook pages 110-111.

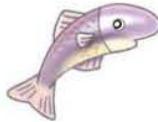


h

b

f

l



Listen



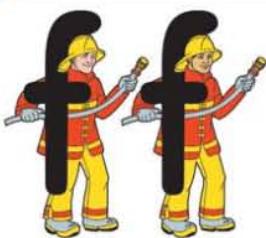
Put a tick next to the word you hear.
The first one has been done for you.



Recognising initial letter sounds is an important first step
in language and literacy.

Best friends

When you see the same two letters in the middle, or at end of words, the Letterlanders best friends are helping.



Firefighter Fred's friend is **Firefighter Frank**.

off

coffee

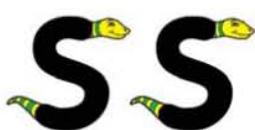


Lucy Lamp Light's friend is **Linda Lamp Light**.

doll

hill

smell



Sammy Snake's friend is his sister **Sally Snake**.

hiss

kiss

glass

Live spell

Use your Letterland *Big Picture Code Cards* to make some of the words below.



had

him

hot

hut

hop

hit

hat

hug

big

back

bad

bag

bed

bug

bus

bucket

off

fit

fun

fig

fog

puff

fan

fat

lap

leg

log

bell

fill

doll

sell

laptop

hiss

mess

boss

kiss

Tess



Focus on blending and segmenting the sounds. Teach the meaning of as many words as you can as you make them.

Letterland



Annie Apple



Bouncy Ben



Clever Cat



Dippy Duck



Eddy Elephant



Firefighter Fred



Golden Girl



Harry Hat Man



Impy Ink



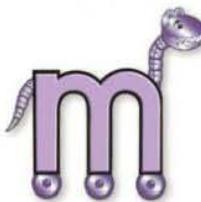
Jumping Jim



Kicking King



Lucy Lamp Light



Munching Mike



Noisy Nick



Oscar Orange



Peter Puppy



Quarrelsome Queen



Red Robot



Sammy Snake



Talking Tess



Uppy Umbrella



Vicky Violet



Walter Walrus



Fix-it Max



Yellow Yo-yo Man



Zig Zag Zebra



Bye bye. See you again soon!