



CHAPTER 1


SET 1 m s a p i t

BEFORE BEGINNING INSTRUCTION

The six letters in Set 1 are the consonants **m**, **s**, **p**, **t** and the vowels **a** and **i**. These common one-letter graphemes represent the letter sounds (phonemes) that students will be most familiar with. They include the sounds that babies and toddlers first speak, and they are easy to hear and say.

This collection of letters, when put together, can make several two- and three-phoneme words, which instantly provides students with a purpose for learning these phoneme–grapheme connections.

Once the phoneme–grapheme connections are made, students can begin to blend and segment these one-letter graphemes to decode (read) and encode (spell) several simple two- and three-phoneme words independently.

Refer to the  code on page 15 to hear a model of the correct pronunciation of the letter sounds that appear in Set 1.

Please note: throughout this book, letter sounds (phonemes) are represented using forward slashes, e.g. /m/.

Learning intention:

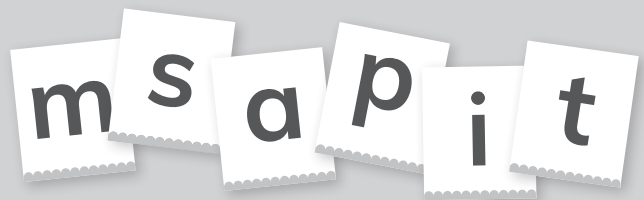
We are learning to recognise the lower-case letters **m**, **s**, **a**, **p**, **i** and **t** and the common speech sound (phoneme) each letter (grapheme) represents.

Success criteria:

- I can *make* the common speech sound (phoneme) for the lower-case letters (graphemes) **m**, **s**, **a**, **p**, **i** and **t**.
- I can *make* the common speech sound (phoneme) for the upper-case letters (graphemes) **M**, **S**, **A**, **P**, **I** and **T**.
- I can *hear* the /m/, /s/, /a/, /p/, /i/ and /t/ phonemes in spoken words.
- I can *find* the one-letter graphemes **m**, **s**, **a**, **p**, **i** and **t** in words.
- I can *write* the one-letter graphemes **m**, **s**, **a**, **p**, **i** and **t**.
- I can *blend* two phonemes together to *read* and *write* the words ‘am’, ‘at’ and ‘it’ using the Set 1 letters.
- I can *blend* three phonemes together to *read* and *write* the words ‘mat’, ‘sat’, ‘pat’, ‘map’, ‘sap’, ‘tap’, ‘pit’, ‘sip’, ‘sit’ and ‘tip’ using the Set 1 letters.

To conduct the Set 1 activities, you will need:

- Alphabet Flashcards: **m**, **s**, **a**, **p**, **i**, **t**
- BLM 1: Alliteration Picture Cards – With Words
- BLM 2: Alliteration Picture Cards



- BLM 3: Lower-case Letters (with individual letters cut out and laminated; one set per student)
- BLM 4: Upper-case Letters
- BLM 5: Fonts Find Set 1
- BLM 10: Two-sound Elkonin Boxes
- BLM 11: Three-sound Elkonin Boxes
- Set 1 One-Word Readers
- Decodable Story Books
- counters.

Direct and Explicit Instruction of Set 1 Letters

Begin by telling students that they will be learning the letters and their sounds in Set 1. There are five sets of letters altogether.

Introduce the Set 1 letters by showing students the Alphabet Flashcards: **m, s, a, p, i, t**.

Say:


The first collection of letters we are going to work with are:

m s a p i t

Remind students that each letter has a name and its own unique sound/s.

Read the letters slowly and precisely to students. Introduce each letter name and sound. For example:

This is the letter 'em' (name of the letter). The sound it makes is /m/.

You may also like to scan the  code on this page to hear the individual letter sounds.

Ask students to all say the letter sounds together (/m/, /s/, /a/, /p/, /i/, /t/).

Introduce the picture cards from BLM 1: Alliteration Picture Cards – With Words, focusing on the nouns: **moon, seals, alligator, popcorn, insect, tiger**. Match the cards to the **m, s, a, p, i** and **t** Alphabet Flashcards to demonstrate the different ways letter sounds are represented in print form.

Now introduce the words 'consonants' and 'vowels'. Tell students that in Set 1, the letters **m, s, p** and **t** are all consonants and the letters **a** and **i** are vowels. Explain that consonants can be represented by one or more sounds.

Tell students you will begin by investigating the /m/ sound.

Say:

The /m/ sound is in words like 'mat', 'summer', 'lamb' and 'autumn'.

Next, discuss the sounds the other Set 1 consonants make.

The /s/ sound is in words like 'sip', 'ice', 'city', 'house' and 'science'.

The /p/ sound is in words like 'pat', 'hip', 'Pam' and 'happy'.

The /t/ sound is in words like 'tip', 'pot', 'getting' and 'Thomas'.



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Tell students that they will now look at the vowels in Set 1. Explain that vowels have 'short', 'long' and sometimes 'tricky' sounds, and that all words have at least one vowel sound.

Say:

Let's look at the vowel 'a'. It has a short sound and a long sound.

The short /a/ sound is in words like 'at' and 'map'.

The long /a/ sound is in words like 'pay', 'made', 'paid' and 'lady'.

Now let's look at the vowel 'i'. The short /i/ sound is in words like 'it', 'sit' and 'busy'.

The long /i/ sound is in words like 'pie', 'like' and 'might'.

In many one-syllable words 'y' acts as a vowel and makes the long /i/ sound. The long /i/ sound is made by the letter 'y' in words like 'fly', 'sky' and 'try'.

Alliteration Activity: Focusing on Initial Sounds

Conduct an alliteration activity to reinforce students' understanding of the Set 1 initial letter sounds and their matching phonemes and one-letter graphemes. Follow the Gradual Release of Responsibility model by demonstrating the activity first, then doing it together with students. Once students are familiar with the activity, they can do it independently.

Begin by showing students the Set 1 Alphabet Flashcards and the picture cards that appear on BLM 2: Alliteration Picture Cards: *magical moon, swimming seals, angry alligator, popping popcorn, itchy insect, trumpeting tiger*. Introduce the alliteration cards one at a time. For example, say:

This is a picture of a magical moon . . . the first sound I hear when I say the words 'magical' and 'moon' is /m/.

Repeat this process with each picture card.

Provide a set of picture cards to all students, and have the Set 1 Alphabet Flashcards displayed so that the whole class can see them.

'I Do'

I am going to show you some picture cards. Each picture represents a different letter sound.

To help us work out which letter sound these pictures represent, I am going to say two words that will tell you what the picture shows. You need to be listening to the first sound you hear in each word, as this will help us work out which flashcard represents the sound we are hearing.

Let's begin . . . magical moon, swimming seals, angry alligator, popping popcorn, itchy insect, trumpeting tiger.

Each of the picture cards focuses on one initial sound. An initial sound is the first sound we hear in a word. The initial sound you hear in 'magical' and 'moon' is /m/.

'We Do'

Let's listen to the initial sound you hear in these words. Remember, the initial sound is the first sound we hear in a word.

Let's practise one together. Can everyone find the swimming seals card?

What is the initial sound you hear in the words 'swimming' and 'seals'? Now, can you match the picture of the swimming seals with the letter 's'?

'You Do'

Now it's your turn to have a go.

Look at each of the picture cards. Say what the picture is, and then match each picture card with the correct letter.

Encourage students to attempt the activity, and to support each other when completing this activity.

Review

Reviewing is an opportunity to consolidate and reinforce students' understanding.

Review the alliteration activity with students. Remind them that they have identified what the pictures show, identified the initial sound they hear in each word and matched them to the Alphabet Flashcards. Refer to the **QR** code on page 15 to hear the individual letter sounds. Explain that they are now going to match their cut-out letters (from BLM 3: Lower-case Letters) to the letters on the Alphabet Flashcards. This will help build their letter–print knowledge and skills.

'I Do'

Introduce the cut-out letters from BLM 3: Lower-case Letters. Tell students:

Look at how I can match my letter 'm' to the letter 'm' on this flashcard.

Demonstrate by matching the cut-out letter 'm' with the one on the flashcard.

'We Do'

Now say:

Let's do this together. Let's find the letter 's' together and match it to the letter 's' on the flashcard.

'You Do'

Ask students to match the rest of their cut-out letters to the flashcards. Encourage them to attempt the activity, and to help each other.

Introduce the letter sounds by pointing to each letter and saying its sound. Remind students that each letter has its own sound and that some letters have more than one sound. Say:

You will need to watch and listen carefully as I point to each letter and say its sound.

Once the activity is complete, students can practise applying their new letter–sound knowledge by reading the One-Word Readers for the letters **m, s, a, p, i** and **t**.

Fonts Fun!

This activity is designed to give students the opportunity to practise reading the focus letters in a range of font styles. It integrates the metalanguage of letter formation/recognition and reinforces the crucial characteristics of the letters.