

Features of the Year 1 book

Visual prompts (e.g. starting points, arrows and illustrations) assist teachers to introduce the correct formation of a letter and to link formation with the shape and usual sound of that letter.

Right-hand page

Students trace the fluency pattern/s. The letter is linked with an illustration and a word label to build multisensory letter and sound knowledge. Students trace the letter, and when directed by the teacher can colour the illustration.

Starting points provide a *guide* to help students to first trace, then copy the sentence using correct formation within lines.

Illustrations reinforce letter shape, size and slope and build broad, multisensory knowledge of letter-sound relationships. After tracing the letters, students say the word, then trace and colour each illustration. Most pages provide self-assessment activities.

The alphabet panel reinforces knowledge of alphabetical order.

Student trace the illustrated letters.

Turn to page 32 to record your letter and play the fun game.

Students turn to the middle pages to record the letter they have learnt and colour its illustration. From time to time they can play the fun alphabet game on these pages.

Left-hand page

The common letter sound is linked with an illustration incorporating the letter, with a word label to build multisensory letter and sound knowledge.

The *model* shows the starting point and the correct movement with a directional arrow for both upper case and lower case letters. Students say the letter.

Students trace the fluency patterns.

Trace and complete.

Say the letter.

Trace and colour.

night

The dog illustration provides a *model* to highlight the head, body and tail of the letter.

Starting points and directional arrows provide a *guide* to help students trace each lower case letter within lines, using correct letter formation.

Starting points and arrows provide a *guide* as students trace each letter within lines, followed by *independent* practice.

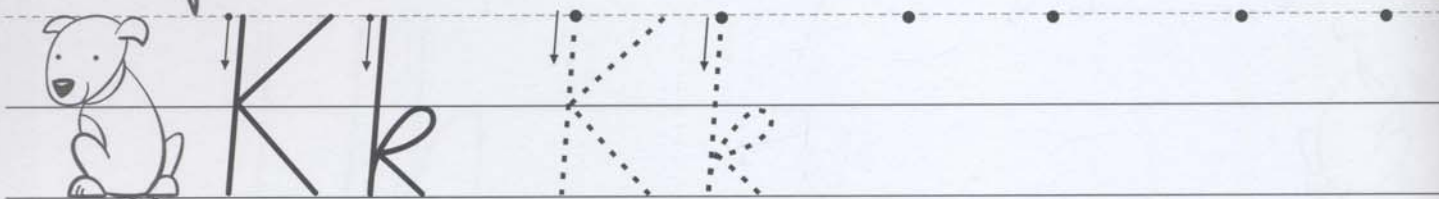
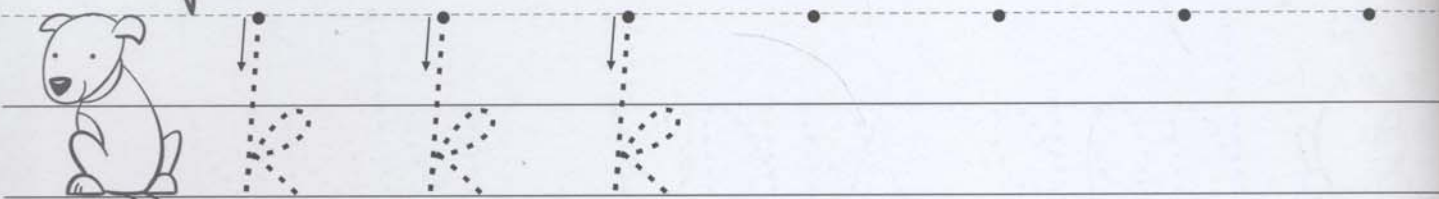
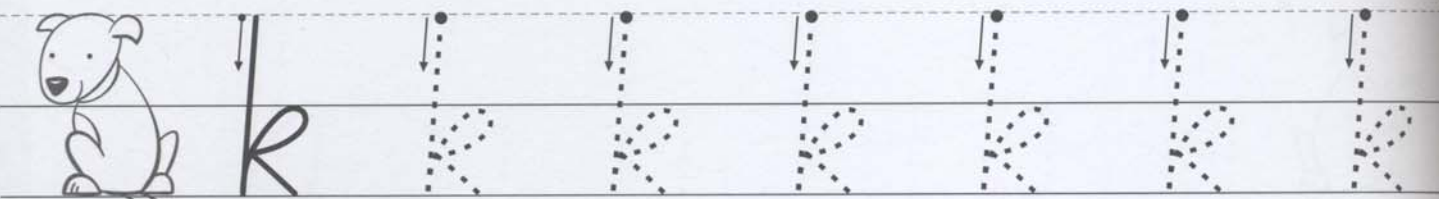
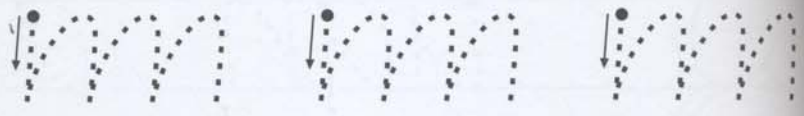
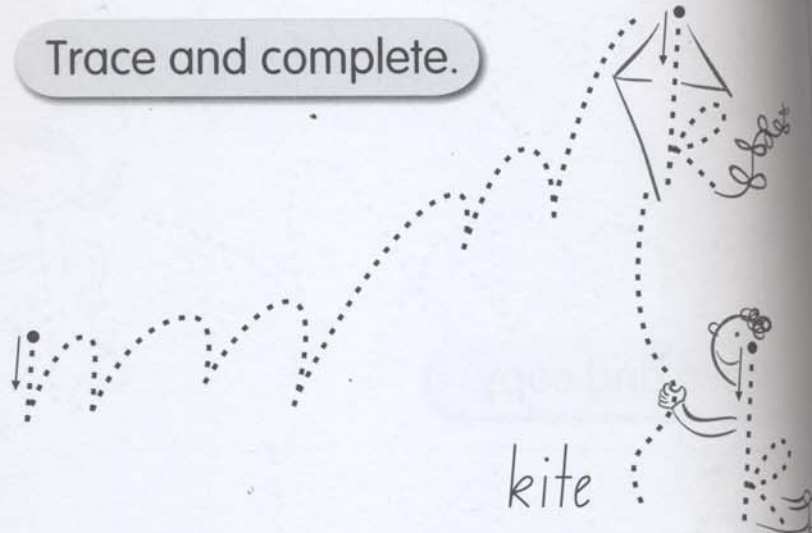
Starting points and directional arrows provide a *guide* as students trace each lower case and upper case letter within lines before writing letters *independently*.

Illustrations reinforce letter shape, size and slope, and build broad, multisensory knowledge of letter-sound relationships. After tracing the letter, students say the word, then trace and colour its illustration.

Hop patterns and letters: Clockwise movement

Say the letter.

Trace and complete.



Trace and colour.





Families, friends and feelings

To play, you need:

- one or more players
- dice
- paper
- counters
- a pencil.

Rules

1. Put your counter on start.
2. Take turns to roll the dice.
3. Move the number of spaces to match the dots on the dice.
4. When you land on a letter, answer a question from below. Try to answer a different question each time.

Questions

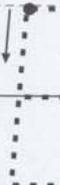
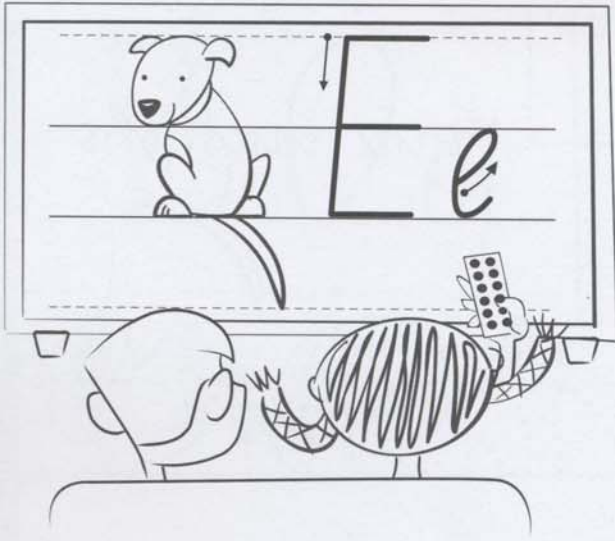
1. How do you hold a pencil?
2. Where do you start this letter?
3. Where is the body of the letter?
4. Does the letter have a head or a tail?
5. How do you say this letter's name and its common sound?
6. Can you say two words that begin with the letter?
7. Is the letter in your name or a friend's name?
8. How do you write the letter?

<p>counters</p> <p>start 1</p>	<p>angry 2</p>
<p>jump 12</p>	<p>ice 1</p>
<p>kind 13</p>	<p>Go back 4 spaces</p>
<p>talk 24</p>	<p>share 2</p>

Wave patterns and letters: Anticlockwise movement

Say the letter.

Trace and complete.



Trace and colour.

