Letter sounds: answers and notes

What your child practised: saying the sound for the letters s, a, t, p, i and n, and finding the letter for a sound they hear (Reception phonics).

Page 1 · Warm up

s **sss** · a **a** (as in ant) · t **t** · p **p** · i **i** (as in igloo) · n **nnn**

Page 2 · Sound hunt

Answers vary. Ideas: **s** sock, spoon · **a** apple, ant · **t** teddy, towel · **p** pan, pen · **i** insect, ink · **n** nose, napkin.

Page 2 · A. Ring the letter

s · n · p · i

Page 3 · B. Letter to picture

s → **sock** · a → **apple** · t → **tent** · p → **pan**

Page 3 · C. Stretchy or bouncy?

s: **stretchy** (sssss) · t: **bouncy** · n: **stretchy** (nnnnn) · p: **bouncy**

Page 3 · D. Write the letter

1 **t** · 2 **s** · 3 **n** · 4 **i**. Any clear attempt at the right letter is a success at this age.

Challenge: "ess" is the letter's **name**. Its **sound** is **sss**, like a hissing snake. We read with sounds: *sun* is sss-u-n, not "ess-u-n". If your child gives the name, say "That's its name. What does it say?"

Watch out for

- **b, d and p** are the same shape turned round, so they're easy to mix up. Say the sound as you trace the letter together.
- **Letters that look alike**, like n and m, or i and l. Look again at the shape together: how many humps? Is there a dot?
- **Names instead of sounds** ("tee", "pee"). Praise the knowledge, then ask for the sound.
- **An extra "uh"** (tuh, puh). Keep sounds short: c-a-t joins into *cat*, but "cuh-a-tuh" doesn't.

Going further (5 minutes, no paper)

- **Sound of the day:** pick one of the six sounds at breakfast and spot things that start with it all day.
- **Back writing:** draw a letter on your child's back with a finger. Can they say its sound?
- **In the game:** Chapter 2, Frog Pond, meets more letter sounds and listens for the first sound in words.