

Phoneme /a/ and Grapheme <a>



Introduce

- 📌 **Objective:** “Today we will learn the /a/ phoneme. Who do you think this is?” Reveal the Ant in Pink Pants card and the grapheme card <a>.

Revisit

- 📌 **Rhyme Time:** Go round the circle with children saying a word that rhymes with the previous word until they get stuck and you provide a new starting word. Start with something easy to rhyme with, like "hat".

Teach

- 📌 **Story:** Introduce the phoneme with a story, emphasising the sound when it appears.

“The Ant in Pink Pants adores a disco party. As soon as he hears the beat, his four ankles start twitching and his body starts to sway. Then his arms start waving in the air as he sings /a/ /a/ /a/ /a/ to the disco beat.”

- 📌 **Action:** Do disco fever arms singing /a/ /a/ /a/ /a/ (as in 'Staying Alive').

Practise

- 📌 **Formation:** Show how the grapheme is written. Students finger write in the air or on a friend’s back.
- 📌 **Sound Shout:** Call out words, some containing the /a/ sound and some not, and have children raise hands or shout when they hear the sound. (hat, sad, vet, boat, alphabet, doctor, back, attack, long, stand, farm, grandad, jump)

Apply

- 📌 **Mini Whiteboard Work:** Practise writing the grapheme.
- 📌 **Extension Activities:** Chalk, Letter Hunt.

Teaching Notes

Regional differences in pronunciation mean that the <a> grapheme in words like ‘path’, ‘grass’ and ‘bath’ can either make the /a/ sound or the /ar/ sound.