

# Letters & Sounds with Pop





This is Pop

Pop is a little white mouse.

She can be a little bit naughty and sometimes she does silly things but she is here to help us with our Phonics.



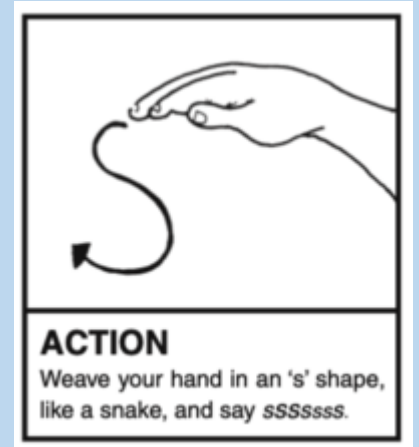
First Pop would like us to think about the letters and sounds we have learned.

She wants to make sure we can remember the name of each of the letters and the sound that letter makes.

Let's make a start:

My name is . . . and my sound is . . .

S s



[S snake is in the grass 3 times 1 - Bing video](#)

My name is . . . and my sound is . . .

A a



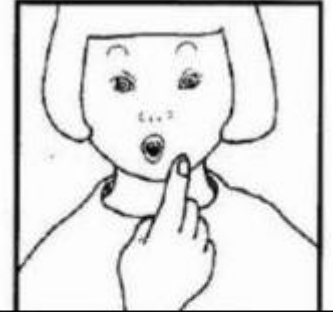
My name is . . . and my sound is . . .

T t



My name is . . . and my sound is . . .

P p



**Action**  
Hold up index finger, as if  
it is a lit candle, and  
imagine puffing it  
out, saying p, p, p.

My name is . . . and my sound is . . .

I i



**Action**  
Pretend to be a mouse, by wiggling fingers on end of your nose (whiskers) and squeak i, i, i.



My name is . . . and my sound is . . .

N n



**Action**  
Hold out arms, as if an  
aeroplane nose diving  
and say nnnn.

My name is . . . and my sound is . . .

M m

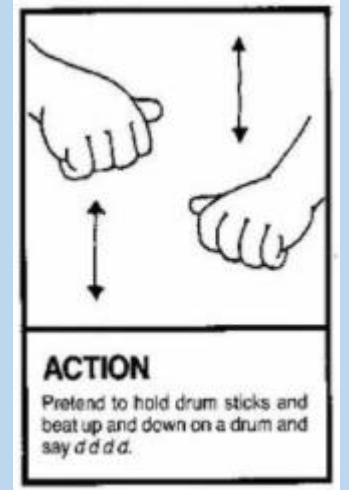


**Action**

Rub tummy  
seeing tasty food  
and say  
mmmmm.

My name is . . . and my sound is . . .

D d

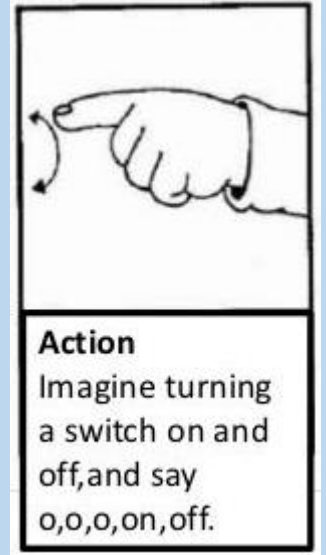
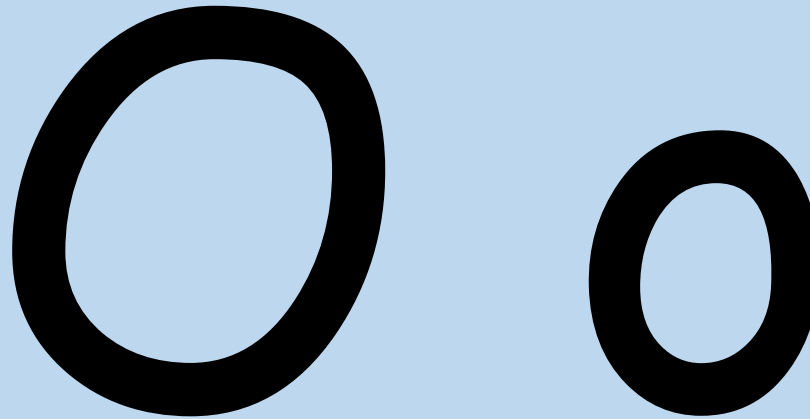


My name is . . . and my sound is . . .

G g



My name is . . . and my sound is . . .



My name is . . . and my sound is . . .

C c



[Jolly phonics letter c - Bing video](#)

My name is . . . and my sound is . . .

K k





Well done. You have remembered the first set of sounds we have learned.

Now Pop wants us to look at the next set of sounds to make sure we can remember the name of each of the letters and the sound that letter makes.

Let's make a start:



My sound is . . .

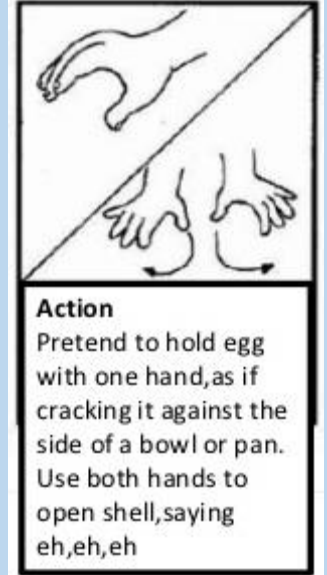
ck



**Action**  
Raise hands and snap  
fingers together as if  
playing castanets and say  
k,k,k,k.

My name is . . . and my sound is . . .

E e

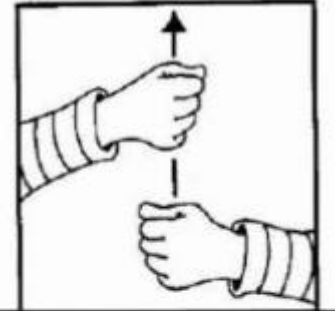


**Action**

Pretend to hold egg with one hand, as if cracking it against the side of a bowl or pan. Use both hands to open shell, saying eh, eh, eh

My name is . . . and my sound is . . .

U u



**Action**

Keep one hand steady and raise the other, as if raising an umbrella, and say u, u, u, up.

My name is . . . and my sound is . . .

R r



My name is . . . and my sound is . . .

H h



My name is . . . and my sound is . . .

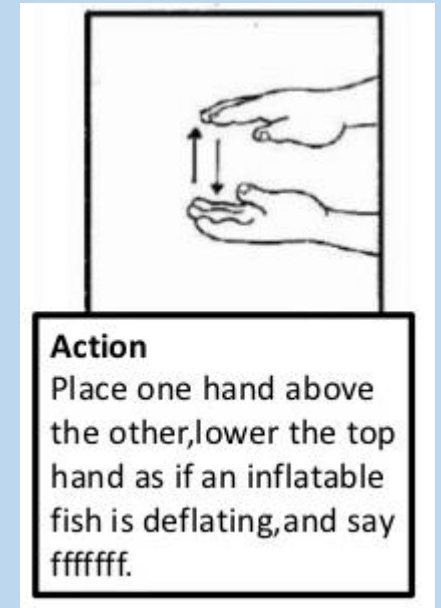
B b



[Jolly Phonics "b" Sounds - Bing video](#)

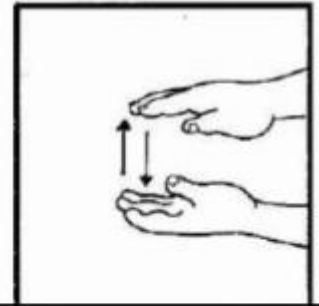
My name is . . . and my sound is . . .

F f



My name is . . . and my sound is . . .

f f



**Action**

Place one hand above the other, lower the top hand as if an inflatable fish is deflating, and say fffffff.



My name is . . . and my sound is . . .

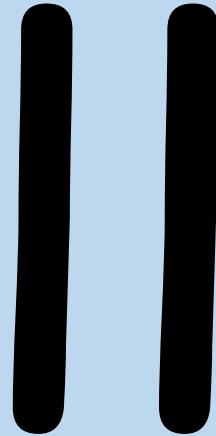
L l



**Action**

Pretend to lick a  
lolly, saying l,l,l.

My name is . . . and my sound is . . .

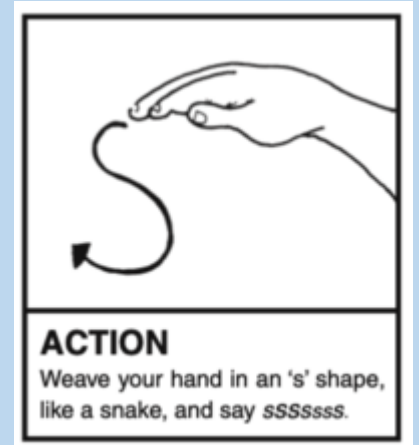


**Action**

Pretend to lick a lolly, saying l,l,l.

My name is . . . and my sound is . . .

S S



[S snake is in the grass 3 times 1 - Bing video](#)



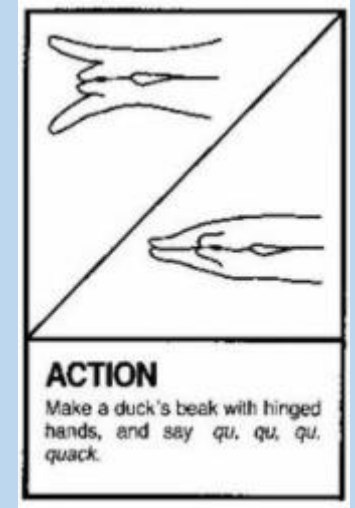
Next Pop wants us to learn about digraphs.

A digraph is when we put two letters together to make a new sound.

Let's make a start:

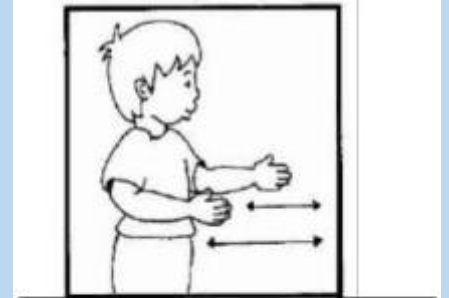
Here are two letters that make one sound:

qu



Here are two letters that make one sound:

ch



**Action**

Pretend to be a steam train moving arms like the piston rods, saying ch,ch,ch.

Here are two letters that make one sound:

sh



**Action**

Place index finger over your lips ,and say sh,sh.

[JOLLY PHONICS sh song from Read Australia Having FUN with phonics - Bing video](#)



Now that we know these sounds Pop wants us to push some sound buttons.

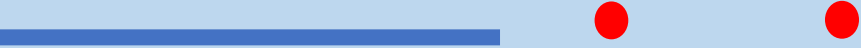
We use sound buttons to help us to sound out new words then blend the sounds to read the word.

Let's make a start:



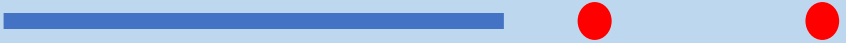
Sound buttons . . .

ship



Sound buttons . . .

shin

A blue horizontal line is positioned below the letter 's'. Two red dots are positioned below the letters 'i' and 'n' respectively.

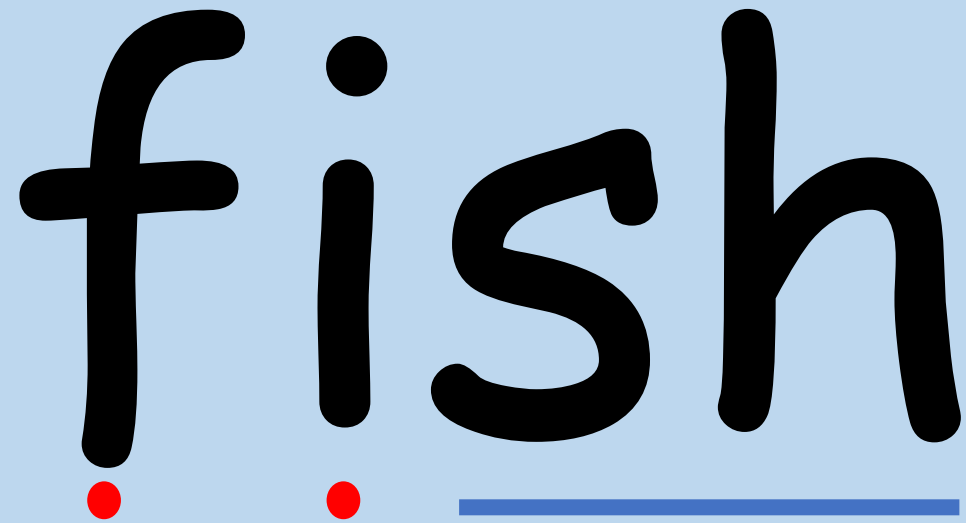
Sound buttons . . .

shop



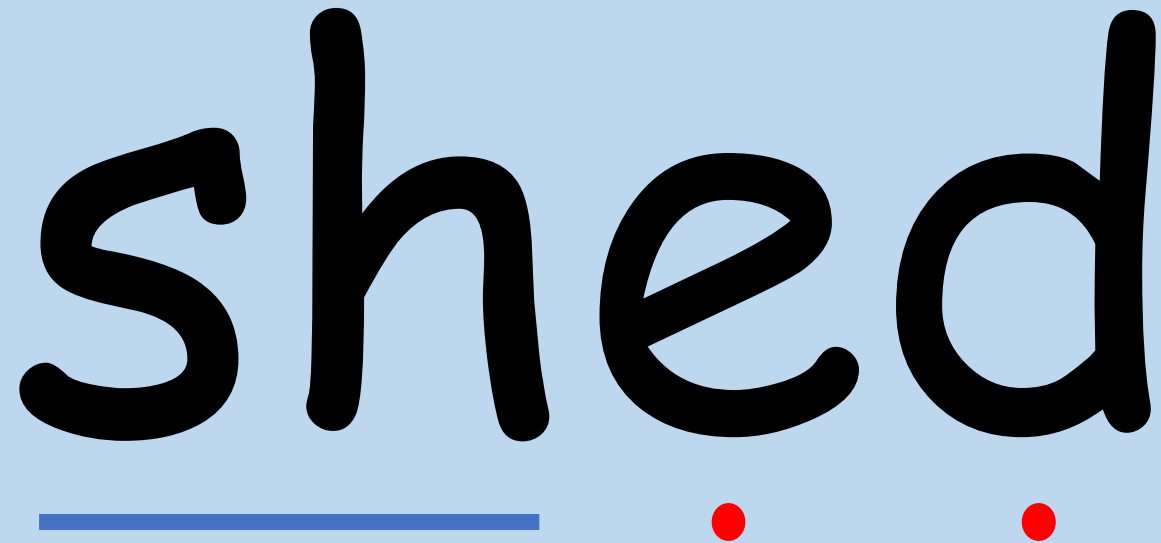
Sound buttons ...

fish



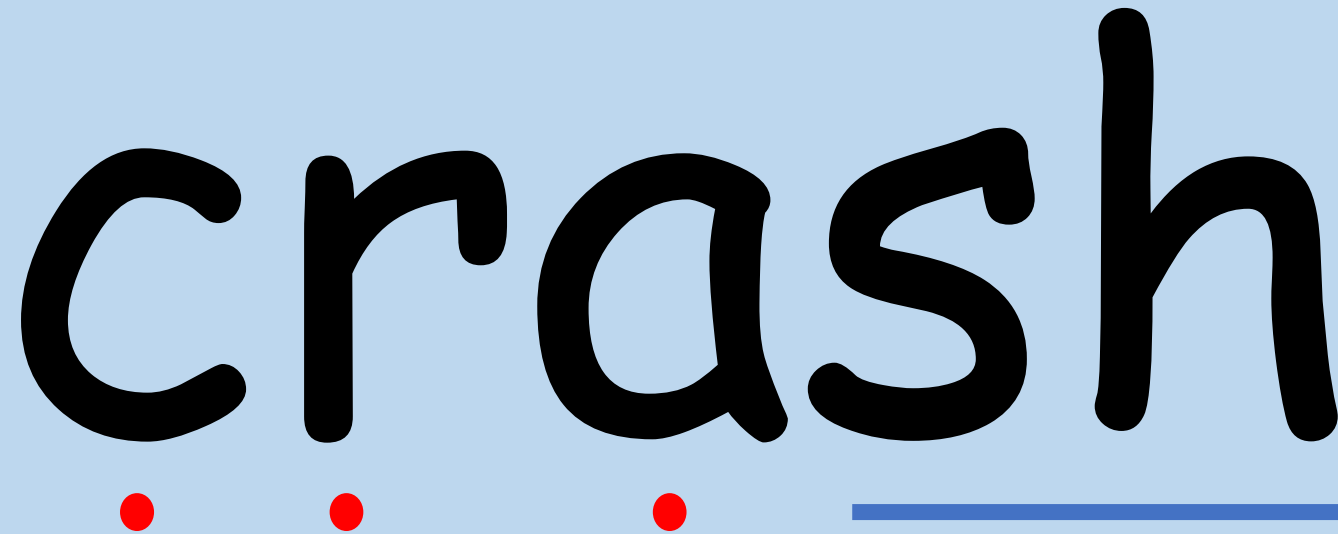
Sound buttons ...

shed

The word 'shed' is written in a large, black, rounded font. A blue horizontal line is positioned below the 's' and 'h' characters. Two red dots are positioned below the 'e' and 'd' characters, indicating sound buttons for those letters.

Sound buttons . . .

crash



Sound buttons . . .

shell



Pop wants us to practise our tricky words.

Tricky words are words in English that we can't sound out. We just need to know them.

We are going to start with the words we have learned and then add some new ones.

Let's make a start:



Tricky words . . .

I

Tricky words . . .

as

Tricky words . . .

is

Tricky words . . .

and

Tricky words . . .

the

Tricky words . . .

go

Tricky words . . .

to

Tricky words . . .

no



Tricky words . . .

into




Next Pop wants us to try reading some sentences using the letters and sounds that we have learned.

Let's try:

Press the sound buttons first

Then blend the sounds to read the words:

a shed can shut



Press the sound buttons first

Then blend the sounds to read the words:

a ship and a shop

