

Day 5 · 50 minutes

a m s t Review: Roll and Cover

Today: I can say the sounds for a, m, s and t and find pictures that start with them.



Sound games

10 min

Friday Check first at home; then sound games: step each word in sentences.

SAY

Listen. Sam sat. Sam... sat. One finger for each word.



Letter drill

3 min

A m s t, small and capital; no check straight after it.

SAY

Watch me. a, /a/, apple. m, /m/, map.



New skill

20 min

Roll, say the sound, cover a picture starting with it.

SAY

Watch me. I rolled 3. Three is s. s says /s/.



Read together

7 min

Child points to each word in Hello, School!

SAY

Watch my finger. I start here, at the top, on the left.



Handwriting

10 min

Form t and T from the top; trace and write first name.

SAY

Pinch and flip. Sit tall. Watch me write small t, then capital T.

You need Roll and Cover: a m s t

 Friday Check: Week 1 (about 2 minutes per child, plus about 1 minute to record; at home first, before the letter drill; in class one child at a time, never straight after the drill)

 Handwriting: t and My Name, day 5 From the kit: a m s t letter cards, T t trace page; Hello, School! from day 1

One die, 16 counters in 2 colors (coins or cereal), pencil, highlighter

Quick check

Give Friday Check: Week 1 at home at the start of the sitting, before the letter drill, and in class one child at a time during the day, never straight after the letter drill.

Step by step?

Open Teach mode on your phone: it walks you through every step, with a timer.

Step by step · everything to say and do



Sound games: words in a sentence

10 min

Hear that a spoken sentence is made of separate words, and count them.

1 Show them

Listen. Sam sat. Sam... sat. One finger for each word.

Two words! Now: Sam sat on a mat.

Sam, sat, on, a, mat. Five fingers. Five words!

- Say each sentence at normal speed, then slowly, lifting one finger per word.
- Ears only: no letters, no paper.

2 Together

Our turn. Stand up. One step for each word.

I see the sun. I, see, the, sun. Four steps!

Mom has a map. Step it with me. How many?

- Step forward together, saying each word as you step; count the steps aloud.
- Keep sentences short: 2 to 5 words.

3 Their turn

Your turn. Step each word, then tell me how many.

Sam ate an apple. Six seals swim. The sun is hot.

- Answers: 4, 3, 4. Apple is one word, even with two claps.
- Time left? The child makes up a sentence; you step it together.

Stuck? Two steps for apple: 'Apple is one word. My turn... Our turn... Your turn.' Steps drift from words: step it slowly (My turn), hold hands (Our turn), then Your turn.



Letter drill: a m s t

3 min

Say the name, sound and key picture for a, m, s and t, small and capital, quickly.

1 Show them

Watch me. a, /a/, apple. m, /m/, map.

s, /s/, sun. t, /t/, top.

/t/ is quick and quiet. No 'uh'.

- Hold up the small letter cards first, then the capital cards: name, sound, key picture.
- Hold /m/ like a hum and /s/ like a hiss; whisper /t/ once.

2 Together

Say it with me: name, sound, picture.

Now the capital cards. A, /a/, apple.

- Say all three together for a m s t, then repeat with the capital cards.
- Keep a brisk beat, about 5 seconds a card.

3 Their turn

Your turn. I'll mix them up. Name, sound, picture.

- Shuffle and show all 8 cards in a new order; the child answers alone.
- A card the child stalls on goes back in the pile twice more.

Stuck? 'tuh' or 'muh': 'My turn: /t/, quick, no tail. Our turn: /t/. Your turn.' Wrong name or sound: 'This is m. It says /m/, like map. Say it with me... Your turn.'



New skill: Roll and Cover

20 min

Roll, say the letter's sound, and cover a picture that starts with that sound.

1 Show them

Watch me. I rolled 3. Three is s. s says /s/.

Sun: /s/... sun. Sun starts with /s/. I cover the sun.

Roll 6? Roll again. Roll 5? I pick any letter.

- Point to the dice key on Roll and Cover, then the sun; put a counter on it.
- Stretch the first sound as you check a picture: /m/... oon, moon.

2 Together

Our turn. You roll. Two is m. What sound?

/m/. Which picture starts with /m/? Moon? Map? Mouse? Mop?

Say it with me: /m/... map. Cover it!

- Take 2 or 3 shared turns: roll, say the sound, say the picture, cover.
- If a letter's four pictures are all covered, that roll is a free turn.

3 Their turn

Your turn. Roll, say the sound, say the picture, cover it.

We take turns until every picture is covered.

- Take turns, each with one counter color; say your own sound and picture aloud as a model.
- When all 16 are covered, count who covered more; play again if time is left.

Stuck? Wrong picture (tent for /s/): 'Listen: /t/... ent. Tent starts with /t/. Find one with /s/.' Says the letter name: 'That's its name. My turn: /s/. Our turn: /s/. Your turn.'



Read together: Hello, School!

7 min

Start at the top left, go left to right and top to bottom, and point to each word as the grown-up reads.

1 Show them

Watch my finger. I start here, at the top, on the left.

One tap for each word I read. Then back and down.

Hello, School! Two words. See the space between them?

- Tap under 'Hello', then 'School' on the cover; read 2 pages, tapping each word.
- At each line's end, sweep your finger back to the left and down.

2 Together

Put your finger on mine. We tap each word together.

End of the line. Where do we go? Back and down!

- Read 3 more pages; the child's finger rides on yours, one tap per word.
- At each page turn, ask 'Which page comes next?' The child turns it.

3 Their turn

Your turn to be the pointer. Show me where to start.

I'll read. You tap one word each time I say one.

Can you find a letter you know: a, m, s or t?

- Read the last pages slowly as the child points alone; pause if taps and voice drift.
- The child points to one a, m, s or t and says its name.

Stuck? Starts on the right: 'My turn: top, left, here.' Guide their finger, then they try alone. Taps run ahead: 'One tap, one word. Our turn' (hand over hand), then reread the line.



Handwriting: t, T and my name

10 min

Form small t and capital T from the top, and write my first name with a capital first.

1 Show them

Pinch and flip. Sit tall. Watch me write small t, then capital T.

Start near the top line. Pull straight down. Cross at the middle line: slide right.

Start at the top line. Pull straight down. Back to the top: slide right across.

- Air-write both big, then write one of each on the kit T t trace page.
- Start small t near the top line; say each path as you write.

2 Together

Write it in the air with me, big. Say the path.

Start near the top line. Pull straight down. Cross at the middle line: slide right.

Now we trace the first t and T together.

- Hand over hand, trace the first t and T on today's handwriting page, saying each path.
- Air-write capital T together too, saying its path from the trace page.

3 Their turn

Your turn. Trace 3, then write one alone from the green dot.

Say the path while you write.

Last row: trace your name, then write it. Capital first.

- Before the name row, write the child's first name in highlighter, capital first.
- Praise one exact thing: 'Your t started at the top.'

Stuck? Starts at the bottom: 'Tops first. My turn' (write, saying the path), 'Our turn' (hand over hand), 'Your turn.' Cross on small t too high or low: point to the middle line: 'The cross sits here.'

Say these words as you write

T Start at the top line. Pull straight down. Back to the top: slide right across.

t Start near the top line. Pull straight down. Cross at the middle line: slide right.

Quick check

1. Give Friday Check: Week 1 at home at the start of the sitting, before the letter drill, and in class one child at a time during the day, never straight after the letter drill.
2. Point to a, m, s, t, A, M, S, T in a mixed order and ask 'What sound?' for each (about 2 minutes per child).
3. Then take about 1 minute to record: tick each right sound on the child's row, write the total out of 8, and say only 'Thank you.'

Got it

8: Next week runs as planned: the start-of-year check first, then lesson 6 on Wednesday.

Nearly

6 or 7: Put each sound not ticked first in Wednesday's 3-minute letter drill, with its key picture.

Not yet

0 to 5: Same as Nearly, plus 3 extra minutes a day from Wednesday on the missed sounds, 2 at a time (in class a small group; at home just you and your child).

At home in 20 minutes

1. Friday Check (3 min) at the start of the sitting, before the letter drill (about 2 minutes per child, plus about 1 minute to record): point to a m s t A M S T in a mixed order, ask 'What sound?' and tick each right one.
2. Sound games (3 min): say short sentences like 'Sam sat on a mat' and take one step per word together.
3. Letter cards (2 min): show the small letter cards first, then the capital cards, and say name, sound and key picture together, like 'a, /a/, apple'.
4. Roll and Cover (7 min): take turns rolling, saying the sound, naming a picture that starts with it and covering it.
5. Handwriting (5 min): say the path as your child traces 3 t and 3 T, writes one of each alone, then their first name.

Tip: Give the Friday Check before the letter drill (in class, one child at a time, never straight after the drill), and only tick during it; any sound not ticked goes first in Wednesday's letter drill. Keep the kit letter cards in an envelope; you will use them for all 3 weeks. Black-and-white prints: the green start dot is the big dot.