

Day 6 · 50 minutes

Start-of-Year Check 1: Letter Names and Sound Games

Today: I show what I know: letter names, rhymes, word claps, and my name.



Check

10 min

Rhyme thumbs and syllable claps, practice first, 5 scored each.

SAY

Listen: fan, pan. They sound the same at the end: -an. Thumb up!



Check

3 min

Warm-up with the key picture; practice saying pass. Nothing scored.

SAY

Here is our practice picture. I point, then I say it: key.



Check

20 min

26 capitals, then 26 small letters, no correcting.

SAY

Now letters. I point to one. You tell me its name.



Read together

7 min

Point where reading starts and which way it goes.

SAY

Story time! I start here, at the top left.



Handwriting

10 min

Write your name your way, draw yourself, keep for January.

SAY

This page shows your name today. We'll do it again in January and May.

You need 📎 Letter Check: Capitals + Letter Check: Small Letters (once per class; keep for day 7)

📎 Letter Check Record + Handwriting: My Name (start of year), day 6 (one each per child)

📎 Sound Check: Rhyme + Sound Check: Syllables (one each per child)

Pencil and crayons

Any picture book

Quick check

Letter names: count the ticks on the Letter Check Record, capitals out of 26 and small letters out of 26.

Step by step?

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



Check: Rhyme and Syllables

10 min

Find out if the child can hear rhymes and clap word parts. Spoken words only, no letters.

1 Show them

Listen: fan, pan. They sound the same at the end: -an. Thumb up!

Listen: fan, dog. Different endings. No rhyme. Thumb down.

Listen: monkey. Mon-key. I clap 2 times. Monkey has 2 parts.

- One child at a time, side table. Model each practice item with a thumb or claps.
- Practice words are never scored.

2 Together

Now you: fan, pan? Fan, dog? Show me your thumb.

Clap pencil with me: pen-cil. How many claps? 2!

- The child shows a thumb for each practice pair.
- Clap pencil together slowly, then count the claps out loud together.

3 Their turn

Rhyme or no rhyme? Cat, hat. Fish, cake. Goat, boat. Sun, bed. King, ring.

Clap the parts and tell me how many: house, rabbit, zebra, butterfly, fox.

Thank you! Your ears worked so hard.

- Say each item once, slowly; repeat at most twice. Tick right answers only.
- Write Rhyme ___/5 and Syllables ___/5 on the two Sound Check pages.

Stuck? On a scored item, do not correct. Say Thanks! in the same calm voice and go on. On practice only: My turn (fan, pan, thumb up). Our turn. Your turn. Then begin scoring.



Check: The Key Picture (not scored)

3 min

Teach how the letter check works, using the practice picture only. No letters are drilled.

1 Show them

Here is our practice picture. I point, then I say it: key.

If I don't know one, I say pass. That's okay!

- Lay Letter Check: Capitals flat. Point only to the key picture at the top.
- Model a cheerful pass so not knowing feels safe.

2 Together

Point to the key with me. What is it? Key!

Let's say pass together: pass!

- Your finger and the child's finger touch the key together.

3 Their turn

Your turn: point to the picture and tell me what it is.

Show me your pass voice. Great!

- The child points and names the key alone. Nothing is ticked.

Stuck? If the child names something else, smile: It's a key. Say key. Practice can be taught.



Check: Capitals, then Small Letters

20 min

Record which of the 26 capital and 26 small letter names the child knows today. In class: one child at a time, 5 to 8 minutes each, spread across the day; the others work on trace, find and Roll and Cover pages from days 1 to 5.

1 Show them

Now letters. I point to one. You tell me its name.

Some are new. That's fine. Say pass, and we go on.

- Hold Letter Check Record on your clipboard, out of the child's sight.
- Point under each letter, row by row, left to right. Wait about 3 seconds.

2 Together

Put your finger next to mine. We go this way, row by row.

- Slide both fingers along the top row without saying any names; just show the path.

3 Their turn

What is this letter?

Great work! Now the small letters. What is this letter?

All done! Give me a high five.

- Tick each correct name; jot what the child said above a miss. Then use Letter Check: Small Letters.
- Write Capitals __/26 and Small letters __/26. A short break between cards is fine.

Stuck? Never correct or show the answer. Say Thanks! and point to the next letter. If the child gives a sound, ask once: What is its name? Tick only a name.



Read together: Reading Together (not scored)

7 min

Enjoy a book and show where reading starts and which way the words go.

1 Show them

Story time! I start here, at the top left.

My finger goes this way, word by word.

- Read the first page of any picture book aloud. Sweep your finger under the words.

2 Together

Where do I start? Show me with your finger.

Which way do I go? Let's sweep together.

- Guide the child's finger under one line as you read it.

3 Their turn

Your turn: point where I start this page.

Now point where I go when this line ends.

- The child points; you read. Nothing is ticked. Just enjoy the story.

Stuck? My turn: I start here, top left. Our turn: point together. Your turn: show me.



Handwriting: My Name, Start of Year

10 min

Capture how the child writes their name and draws themselves today, with no help.

1 Show them

This page shows your name today. We'll do it again in January and May.

Watch me: pinch and flip. My capital starts at the top.

- Show pinch and flip with a pencil. Air-write your own first name big, capital first.

2 Together

Pinch and flip with me. Sit tall, feet flat.

Point to where your name goes. Now point to your drawing box.

- Check grip and sitting tall together. No letters are practiced.

3 Their turn

Write your name your own way. Then draw yourself.

Show me when you're done. I love it!

- No dots, tracing, erasing or help: this is the true start-of-year sample.
- Add the date if it is missing. File the page for January and May.

Stuck? Do not fix letters today. Say: That's your August name! and keep it. If the child fists the pencil, show pinch and flip once, then let them write.

Quick check

1. Letter names: count the ticks on the Letter Check Record, capitals out of 26 and small letters out of 26.
2. Rhyme: count right thumbs on Sound Check: Rhyme, out of 5.
3. Syllables: count right clap numbers on Sound Check: Syllables, out of 5.
4. If parts fall in different bands, use the band of the lowest part (as on day 7).

Got it

Capitals 22 to 26, small letters 22 to 26, rhyme 4 or 5, syllables 4 or 5. Tomorrow: Check 2 as planned. From day 8: Keeps pace with the daily lessons. On review days, give a challenge: read am and at early, or find the first sound in friends' names.

Nearly

Capitals or small letters 12 to 21, or rhyme or syllables 2 or 3. Tomorrow: Check 2 as planned. From day 8: Daily lessons plus 3 extra minutes with index cards (on a ring) of only the letters and sounds the child missed: say each one, then its key picture.

Not yet

Capitals or small letters 0 to 11, or rhyme or syllables 0 or 1. Tomorrow: Check 2 as planned. From day 8: Daily lessons plus 5 extra minutes (in class a small group; at home just you and your child): 2 or 3 letters at a time, name, sound and key picture, with sound games. Check again in 4 weeks.

At home in 15 minutes

1. Sit side by side at the table with the six printed pages and a pencil, in one 15-minute sitting.
2. Sound checks (4 minutes): do the fan-pan, fan-dog and monkey practice, then say each scored item once and tick right answers.
3. Letter check (6 minutes): name the key together, then point to each capital and small letter, ask What is this letter?, and tick names without correcting.
4. Name page (5 minutes): your child writes their name their own way and draws themselves, and you keep it for January and May.
5. After the sitting, count each part, circle Got it, Nearly or Not yet, and save the two letter cards for tomorrow.

Tip: Never teach or correct during a check; a calm Thanks! after every answer keeps it a game. At home it is one 15-minute sitting; in class, give each child a 5-8 minute slot across the day while the others work on trace, find and Roll and Cover pages from days 1 to 5. Black-and-white prints: the green start dot is the big dot.