

# s

sit sat sip sun

nest mist fast

pots bats sips

Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words very slowly. You are tracking *only* the sound /s/ (not "uh") and the letter shape 's' and how these work in *some* written and spoken words.

The learner holds the pencil with 'froggy legs and leg under' and writes the letter 's' as he/she says the sound /s/.

s

s

Draw pictures of objects, animals and 'actions' (e.g. sliding) starting with the /s/ sound.

Fold this page up to the bottom of the first 's' box to hide the words but to reveal the 's'. Use the back of the folded-up part to practise writing the letter 's' whilst saying the sound /s/.

# a

ant apple act add

man bag cat hand

lamp tap sand trap

Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words very slowly. At this point, you are tracking *only* the sound /a/ and the letter shape 'a' and how these work in *some* written and spoken words. Say, "In *these* words, the letter-shape 'a' is the code for the sound /a/. When you see 'a', say /a/. *Lower!* I will teach you more code using this letter."

The learner holds the pencil with 'froggy legs and leg under' and writes the letter 'a' as he/she says the sound /a/.

a

a

Draw pictures of objects and animals starting with the /a/ sound.

Fold this page up to the bottom of the first 'a' box to hide the words but to reveal the 'a'. Use the back of the folded-up part to practise writing the letter-shape 'a' correctly whilst saying the sound /a/.

t

tin taps top ten

hats cats spots

sat cut plant tent

Model how to say these words. Track under the words with the index finger to correspond with saying the sounds as you say the words very slowly. You are teaching only the sound /t/ (not "uh") and the letter shape 't' and how these work in *lower* written and spoken words. The learner holds the pencil with 'froggy legs and log under' and writes the letter 't' as he/she says the sound /t/.

t

t

Draw pictures of objects, animals and 'actions' starting with the /t/ sound.

Fold this page up to the bottom of the first 't' box to hide the words but to reveal the 't'. Use the back of the folded-up part to practice spelling and writing. Say the word 'sat' or slowly as you can. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes - one on each dash. Check this word by sounding out and blending (this is called 'nding'). Then, say the word 'sat' very slowly so the learner can repeat the spelling, writing and editing routine. Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word.

p

pit pat pits pats

sips taps spat spits

tip sip tap sap pip

Model how to say the sound /p/. (Not "puh".) You are teaching the sound /p/ and the letter shape 'p' and how these work in most written and spoken words. Ask the learner to say all the sounds all-through-the-words in all the lines. Can he/she then 'hear' the target words independently? If not, model the sounding out and see if the learner can then hear the target words. If not, sound out and *blend* the whole words. Track under the letters with the index finger at all times. The learner holds the pencil with 'froggy legs and log under' and writes the letter 'p' as he/she says the sound /p/.

p

p

Draw pictures of objects and animals starting with the /p/ sound.

Fold this page up to the bottom of the first 'p' box to hide the words but to reveal the 'p'. Use the back of the folded-up part to practice spelling and writing. Start with saying the three letter/sound words above. The learner identifies the sounds all-through-the-spoken-word and draws a dash for each sound identified and then writes down the corresponding letter shapes - one on each dash. Check each word by sounding out and blending (this is called 'nding'). Always track under the letters with the index finger when saying the sounds and then re-track under the whole word when blending/saying the whole word. As first beginners may only manage the shorter words.