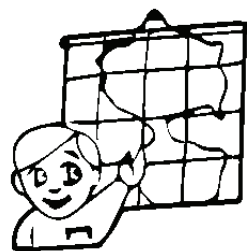
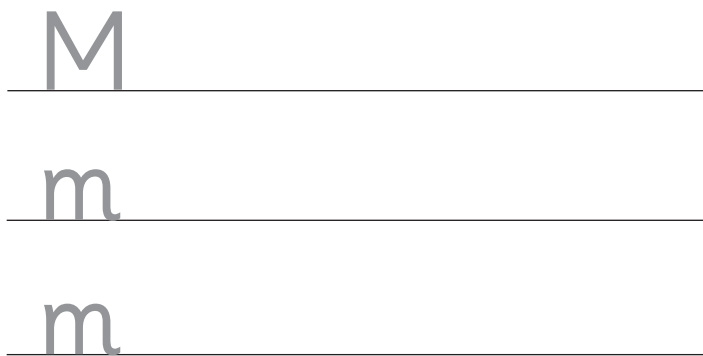


# Multi-skills Activities

# m



**Learn the code:** This letter is code for the sound /m/ as in **map**.



**Link letter formation with sounds:** Finger trace the letter shapes from the dots, then write the capital and lower case letters, whilst saying the sound /m/.



**Phonemic awareness:** Where can you hear the sound /m/ in these words? mouse cup swim mop

t m s n i p a m  
M A N I P A T S  
map tin am man Tim  
pan mist mat mint stamp

**Decoding:** Point under the letter shapes from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine*.



**Oral segmenting:** Say the words, identify and *tally* the sounds, write a *sound dash* for each sound.

See the letters, say the sounds: **s a t i p n m**

## Mini Story

s a t i p n m

A I T P

Say the sounds.



Is is

s pronounced /z/ in these words

Tim

An ant nips in a tin.

Tim spins it.

Pam tips it.

Is an ant in it?

**Grapheme search:** Underline **M** and **m** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Write the sentences whilst you say the sounds of each word *in your head*. Draw a picture.

**Question:** What do you think happens to the ant when Tim spins the tin?

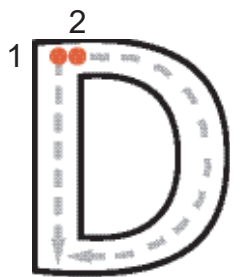
See the letters, say the sounds: **s a t i p n m**

# Multi-skills Activities

# d



**Learn the code:** This letter is code for the sound /d/ as in **dig**.



D

d

d

**Link letter formation with sounds:** Finger trace the letter shapes from the dots, then write the capital and lower case letters, whilst saying the sound /d/.



**Phonemic awareness:** Where can you hear the sound /d/ in these words? bed dig map band

a t d s i m p n d  
 D A M P I N A N T S  
 dip mad and sad dim  
 pad din did sand damp

**Decoding:** Point under the letter shapes from left to right and say the sounds. Sound out and blend to read the words. **Encoding:** Use some of these words for the *spelling routine*.



**Oral segmenting:** Say the words, identify and *tally* the sounds, write a *sound dash* for each sound.

See the letters, say the sounds: **s a t i p n m d**

## Mini Story

s a t i p n m d

D I S T

Say the sounds.



Is is

Read the words.

Sand

Dad tips sand in a pit.

Is it a sandpit?

Tim and Dan stand, stamp, sit

and pat in it.

**Grapheme search:** Underline **D** and **d** and note the total. **Read, write, discuss and draw:** Sound out and blend to read new words. Re-read and talk about the sentences. Write the sentences whilst you say the sounds of each word *in your head*. Draw a picture.

**Question:** Why do you think Dad has made a sandpit?

See the letters, say the sounds: **s a t i p n m d**