Say it, count it: answers and notes

What your child practised: holding a spoken sentence in their head and counting its words, the first step in dictation.

Read these aloud (at a normal speed; repeat if asked)

Page 3 · C: "I went to the shop with Gran." · "My dog likes to dig."
Page 3 · D: Sentence 1: "Pip has a red kite." · Sentence 2: "We went to the park today."

Page 1 · Warm up

I can see a dog. = **5** · The sun is hot. = **4**

Page 2 · Try it together

The ideas: **3**, **4**, **6** and **6** words. Your child's own sentences will vary.

Page 2 · A. Dot and count

Sam has a hat. = **4**
Look at the big red bus. = **6**
I can run fast. = **4**

Page 3 · Challenge

No, it has **6 words**. Ava probably lost a small word, like the second "the".

Page 3 · B. Match

Go to bed. → **3** · Dad has a van. → **4**
The hen has six eggs. → **5**
The fox ran into the wood. → **6**

Page 3 · C. The lost word

I went to **^ the** shop with Gran.
My dog **^ likes** to dig.

Page 3 · D. Boxes

Pip has a red kite. = **5** boxes
We went to the park today. = **6** boxes

Watch out for

- **Losing words, so counting too few.** Small words (a, the, is, to) slip out first. Say it again and touch a finger for every word. Remember "today" is one word, even with two beats.
- **Muddling the order** ("We fish had for tea"). Ask "Does that sound right?" and say it back together as one smooth sentence.

Going further (5 minutes, no paper)

- **Tea-time echo:** say a short sentence about tea time. Your child says it back; count the words together on your fingers.
- **Grow a sentence:** start with "I ate cake." and take turns adding a word. Say it all back each time.
- **In the game:** Chapter 2, Spell each word with sounds and tricky words, shows how to spell every word in the sentence.