Entry check

Administer in a short, calm session. Say that the tasks help you plan. Record the date and support used. Stop a section when the learner cannot engage with it and record what was available.

Area	Ready-to-use prompt	Record
Letter sounds	Display m, s, a, i, t, p, n, f, c, h. Ask for a familiar sound for each. Model only after recording the attempt.	___ / 10 independent
Oral blending	Say /m/ /a/ /p/, then /s/ /i/ /t/, then /f/ /a/ /n/. Ask for each whole word.	___ / 3
Oral segmenting	Say map, sun, fish. Ask the learner to say the sounds or use one counter for each sound.	___ / 3
Word reading	Display cat, map, sit, pin, log, sun, hen, bed in a mixed order.	___ / 8
Spelling	Dictate map, sit, log, hen. Ask for a written word or letter-tile spelling and record which was used.	___ / 4
Listening comprehension	Read the passage below and ask its two questions.	___ / 2 questions with relevant answers
Writing and language	Ask the learner to draw a favorite activity and write or dictate a sentence about it.	Record the sentence, support, and one observed strength.

Listening passage

Ava carried a ball to the park. The ball rolled under a bench. Ava could not reach it with her hand. She used a long stick to roll it out. Then she played with her friend.

Ask what Ava’s problem was and how she solved it. Accept that the ball was under the bench or out of reach and that she used a stick to roll it out.

Choose the starting point

Begin with missing letter sounds and oral practice when needed, then move into Week 1 word work. For a learner already reading the entry words accurately, sample the later weekly checks to find the earliest pattern needing instruction. Continue age-appropriate listening and discussion at the same time.