ENKI

TOM TOM'S FIRST BOOK OF ENGLISH & LANGUAGE

Little words. Big discoveries.



Self-care • Manners • Phonics • Language

The Four Pillars • Wonder • Love

For little learners, ages 4–7

By Tom Tom James Wood

LESSON 01

Circles

My body and my words

Tom Tom says: Your body belongs to you. Words, signs, pictures and gestures can help you tell someone what you need.

1. Notice if you need food, water, rest or the toilet.
2. Say, sign or point to "I need help" or "I need a break".
3. Tell a trusted adult if you feel hurt, unwell or unsafe.
4. You can say no to unwanted touch, even from an adult.

TRY IT WITH TOM TOM

Practise asking for water, a rest and help using your favourite way to communicate.

MY LITTLE STAR PROMISE

My voice matters, even when I do not speak.

SAY • POINT • TRACE • WRITE

I need _____.

help / water / a break

LESSON 02

Circles

Washing my hands

Let us learn the words for each step: wet, soap, rub, rinse and dry.

1. Wet your hands with clean water.
2. Put soap on your hands and rub your palms.
3. Rub the backs, between fingers, thumbs and fingertips for about 20 seconds.
4. Rinse away the soap and dry your hands.
5. Wash before eating and after using the toilet or playing outside.

TRY IT WITH TOM TOM

Say the five action words in order. Act them out at the sink with a grown-up.

MY LITTLE STAR PROMISE

A little routine helps me stay well.

SAY • POINT • TRACE • WRITE

Wet → soap → rub → rinse → dry

Draw a picture of soap.

LESSON 03

Circles

Washing my body

A bath, shower or gentle wash helps us feel comfortable. A grown-up checks that the water is warm, not hot, and stays nearby.

1. Get a towel, clean clothes and a soft washcloth ready.
2. Wash your face gently with water.
3. Wash your neck, arms, tummy, back, underarms, legs and feet.
4. Wash your bottom and outside private parts gently with water. Do not put soap inside your body.
5. Rinse and dry yourself, including between your toes. Put on clean clothes.

TRY IT WITH TOM TOM

Point to the things you need before washing. Ask for a soft cloth or a different soap if a sensation bothers you.

MY LITTLE STAR PROMISE

I can ask for help and privacy.

SAY • POINT • TRACE • WRITE

First I get my _____.

towel / clothes / cloth

LESSON 04

Circles

Brushing my teeth

A little star smile needs gentle care every morning and just before bed.

1. Put a pea-sized amount of fluoride toothpaste on your toothbrush.
2. Brush the outside, inside and biting surfaces gently.
3. Brush for about two minutes, reaching the gum line.
4. Spit out the toothpaste; do not rinse with water afterwards.
5. Ask a grown-up to help or check until you can brush well on your own.

TRY IT WITH TOM TOM

Name the toothbrush and toothpaste. Use a two-minute timer with a grown-up.

MY LITTLE STAR PROMISE

I look after my smile.

SAY • POINT • TRACE • WRITE

I brush my teeth in the morning and at _____.

bedtime

LESSON 05

Circles

Toilet and getting dressed

A routine is a little story of things we do in order.

1. Tell a grown-up if you need the toilet or help.
2. Wipe gently from front to back, then flush.
3. Wash and dry your hands.
4. Put on clean underwear and clothes.
5. Place dirty clothes in the laundry basket.

TRY IT WITH TOM TOM

Put socks, a shirt and trousers in the order you want to dress. Ask for help with fastenings.

MY LITTLE STAR PROMISE

I can learn one step at a time.

SAY • POINT • TRACE • WRITE

First, next, then, last.

Say or draw your dressing routine.

LESSON 06

Bridges

Kind words and manners

Manners are ways of showing care, not rules about being perfect.

1. Say or sign please when asking for something.
2. Say thank you when someone helps you.
3. Say excuse me to get attention or move past.
4. If you hurt someone, apologise and try to make things better.
5. You can be polite and still say no.

TRY IT WITH TOM TOM

Ask Tom Tom's pup for a toy using please, then thank you. Swap roles with a grown-up.

MY LITTLE STAR PROMISE

Kindness can be spoken, signed or shown.

SAY • POINT • TRACE • WRITE

May I have a turn, _____?

please

LESSON 07

Bridges

Manners at the table

Meals are a chance to share time, food and kind conversation.

1. Wash your hands before eating.
2. Sit safely or use a comfortable adapted seat.
3. Ask politely for food or for help with cutting it.
4. Chew before speaking. Use a napkin if you need one.
5. Say thank you and ask to leave the table if that is your family routine.

TRY IT WITH TOM TOM

Set a place with a plate, cup and spoon. Practise asking someone to pass the water. You never have to finish food to be polite.

MY LITTLE STAR PROMISE

I respect others and listen to my body.

SAY • POINT • TRACE • WRITE

Please pass the _____.

water / spoon / bread

LESSON 08

Bridges

Talking with grown-ups

Grown-ups deserve kindness, and so do children. Respect goes both ways.

1. Greet a grown-up in a way that feels comfortable: wave, sign or say hello.
2. Listen or use another way to follow the conversation. Eye contact is not required.
3. Wait for a pause when you can, or say "Excuse me".
4. If something feels wrong, say no, move away and tell a trusted adult.
5. Ask questions when you do not understand.

TRY IT WITH TOM TOM

Practise saying "Excuse me, I need help" and "No, thank you". If someone is unsafe, get help right away.

MY LITTLE STAR PROMISE

Respect does not mean obeying unsafe instructions.

SAY • POINT • TRACE • WRITE

Excuse me, can you _____?

help me / repeat that

LESSON 09

Waves

Cheeky words for big feelings

Sometimes a wave of frustration arrives! We can let it out with funny words that do not hurt people.

1. Oh sugar! • Flipping heck! • Botheration!
2. Oh flapjacks! • Dandelions! • Sausage rolls!
3. Oh broccoli! • Flip my pancakes! • Balderdash!
4. What the jelly beans? • Bananas and custard!
5. That's a pickle! • I'm a grumpy potato!

TRY IT WITH TOM TOM

Drop a soft toy on purpose, then choose a silly expression. Try "I feel cross; I need a break". Use silly words for situations, not to insult someone.

MY LITTLE STAR PROMISE

My feelings are welcome; hurtful words are not.

SAY • POINT • TRACE • WRITE

Oh _____!

Make up a funny food expression.

LESSON 10

Waves

Words for my feelings

Tom Tom's Waves remind us that feelings come and go. Naming them can help us ask for support.

1. Happy: I feel pleased.
2. Sad: I feel upset or miss someone.
3. Worried: I feel unsure about something.
4. Cross: I feel frustrated or angry.
5. Calm: I feel settled, or ready to rest.

TRY IT WITH TOM TOM

Choose a feeling, draw a face or point to a picture. Ask what might help: a quiet space, a cuddle if wanted, or time alone.

MY LITTLE STAR PROMISE

All feelings are allowed.

SAY • POINT • TRACE • WRITE

I feel _____. I need _____.

Choose words, pictures or gestures.

LESSON 11

Brian's

Listening to sounds

Curious Brian likes finding sounds. English words are made from sounds that we can hear, see or feel through vibrations.

1. Find a quiet place or use ear defenders if needed.
2. Listen for a clock, a bird, a tap or a door.
3. Say which sound is near, far, loud or quiet.
4. Clap or tap a simple rhythm and copy it.

TRY IT WITH TOM TOM

Hide a safe object behind a screen and make a sound. Guess what made it. You can look at pictures instead of listening.

MY LITTLE STAR PROMISE

I discover in my own way.

SAY • POINT • TRACE • WRITE

I heard a _____.

Draw or point to the sound maker.

LESSON 12

Brian's

Letters and their sounds

Letters are marks we use to write words. The alphabet has 26 letters. A letter name and its sound can be different.

1. Look at s, a, t and p.
2. Say their common sounds with a grown-up: s as in sun, a as in ant, t as in tap, p as in pin.
3. Find the same letter on a label or in a book.
4. Make a letter with playdough or trace it with your finger.

TRY IT WITH TOM TOM

Match s to sun, a to ant, t to tap and p to pin. Avoid adding an "uh" sound after consonants.

MY LITTLE STAR PROMISE

I can explore letters slowly.

SAY • POINT • TRACE • WRITE

s a t p

Trace each letter in the air.

LESSON 13

Brian's

More sounds to discover

Letters can help us unlock new words. Try i, n, m and d.

1. i as in ink; n as in net.
2. m as in map; d as in dog.
3. Find an object or picture that starts with each sound.
4. Sort your pictures by their first sound.

TRY IT WITH TOM TOM

Make four letter cards and match them to pictures of ink, a net, a map and a dog.

MY LITTLE STAR PROMISE

Every new sound is a discovery.

SAY • POINT • TRACE • WRITE

i n m d

Which sound starts the word dog?

LESSON 14

Brian's

Blending sounds into words

Learning Brian puts little sounds together to read a word.

1. Point to each letter in s-a-t and say its sound.
2. Say the sounds closer together: sat.
3. Try p-i-n: pin.
4. Try m-a-p: map.
5. Try t-a-p: tap.

TRY IT WITH TOM TOM

Make three letter cards. Move them together as you blend the sounds. Change the first letter of sat to m to make mat.

MY LITTLE STAR PROMISE

I can try, pause and try again.

SAY • POINT • TRACE • WRITE

s a t → sat

Read or match: pin / map / tap.

LESSON 15

Brian's

Breaking words into sounds

We can take a word apart to help us spell it. This is called segmenting.

1. Say the word dog.
2. Stretch the sounds: d-o-g.
3. Tap one finger for each sound.
4. Choose or write the letters that match.
5. Try cat, sun and pen.

TRY IT WITH TOM TOM

Use three counters for three sounds. Move one counter as you say each sound. An adult can write the letters for you.

MY LITTLE STAR PROMISE

Mistakes help me learn.

SAY • POINT • TRACE • WRITE

c a t → cat

Try three sound counters for sun.

LESSON 16

Brian's

Rhymes and word families

Rhyming words sound alike at the end. Imagination Brian loves silly rhymes.

1. Cat, hat and mat rhyme.
2. Dog, log and frog rhyme.
3. Sun, run and fun rhyme.
4. Say a pair of rhyming words or choose matching pictures.

TRY IT WITH TOM TOM

Finish this rhyme: "The cat sat on a ..." Try hat or mat. Make up a silly rhyme about a pup.

MY LITTLE STAR PROMISE

Language can be playful.

SAY • POINT • TRACE • WRITE

cat / hat / _____

mat / dog

LESSON 17

Brian's

Two letters, one sound

Sometimes two letters work together to make a single sound.

1. sh as in shop and fish.
2. ch as in chip and chat.
3. th as in thin and this (two different sounds).
4. ng as at the end of sing and ring.

TRY IT WITH TOM TOM

Make sh and ch cards. Match them to shop and chip. Ask a grown-up to read any words with sounds you have not learnt yet.

MY LITTLE STAR PROMISE

Letters can work together.

SAY • POINT • TRACE • WRITE

sh ch th ng

Circle sh in fish.

LESSON 18

Brian's

Uppercase and lowercase

Letters can be big or small. They have matching names.

1. Match A to a, B to b and C to c.
2. Find the capital letter at the start of Tom.
3. Names start with capital letters.
4. A sentence begins with a capital letter.

TRY IT WITH TOM TOM

Write or build your name with letter cards. Put a capital letter at the beginning.

MY LITTLE STAR PROMISE

My name is special to me.

SAY • POINT • TRACE • WRITE

A a B b C c T t

My name: _____

LESSON 19

Brian's

Naming things and doing things

A noun names a person, place, animal or thing. A verb tells us what happens or what someone does.

1. Nouns: pup, cup, Tom, garden.
2. Verbs: run, sit, jump, wash.
3. A pup can run. Tom can sit.
4. Choose a noun and a verb to make a little sentence.

TRY IT WITH TOM TOM

Find three things in the room. Act out three actions. Ask a grown-up to write your favourite sentence.

MY LITTLE STAR PROMISE

Words help me tell a story.

SAY • POINT • TRACE • WRITE

The pup can _____.

run / sit / jump

LESSON 20

Brian's

Describing our world

Describing words tell us more about things. They are called adjectives.

1. A soft pup. A blue cup.
2. A big ball. A little box.
3. A quiet room. A warm towel.
4. Choose a word that describes an object without judging a person.

TRY IT WITH TOM TOM

Put safe objects in a bag. Feel or look at one and describe its size, colour or texture.

MY LITTLE STAR PROMISE

I can notice details.

SAY • POINT • TRACE • WRITE

My pup is _____.

soft / small / brown

LESSON 21

Brian's

Making a sentence

A sentence is a group of words that tells us a complete idea.

1. Start with a capital letter.
2. Leave a space between words.
3. End a statement with a full stop.
4. Read the sentence back or ask someone to read it.

TRY IT WITH TOM TOM

Arrange word cards: The / pup / sat / . Then try "Tom has a cup."

MY LITTLE STAR PROMISE

Little words make big ideas.

SAY • POINT • TRACE • WRITE

The pup sat.

Copy or build the sentence.

LESSON 22

Bridges

Questions and conversations

Questions help Curious Brian discover the world. Conversations are shared, and everyone can have a turn.

1. Who? asks about a person.
2. What? asks about a thing or action.
3. Where? asks about a place.
4. Why? asks about a reason. How? asks about a way.
5. A written question ends with a question mark.

TRY IT WITH TOM TOM

Ask a grown-up "Where is the cup?" or "How do we wash our hands?" Give them time to answer.

MY LITTLE STAR PROMISE

It is good to ask questions.

SAY • POINT • TRACE • WRITE

Where is my pup?

Make your own question.

LESSON 23

Bridges

Stories, truth and imagination

Stories can be true, imagined or part of a faith tradition. We can enjoy all three while learning how they differ.

1. A true account tells what happened and can be checked.
2. An imagined story can have talking pups and magical adventures.
3. Spiritual traditions share beliefs about creation, souls and meaning.
4. Some people believe in reincarnation, or being born into another life; others do not. It has not been scientifically established.
5. Earth is our planet. We can learn about it through observation and evidence.

TRY IT WITH TOM TOM

Read a Tom Tom story with a grown-up. Find something imagined and something you can check in the real world.

MY LITTLE STAR PROMISE

I can wonder, ask and respect different beliefs.

SAY • POINT • TRACE • WRITE

I wonder _____.

Ask a question about the world.

LESSON 24

Bridges

My first little story

A story has a beginning, a middle and an ending. Tom Tom's pups are ready to help you make one.

1. Beginning: Who is there? Where are they?
2. Middle: What happens? How do they feel?
3. Ending: What changes or helps?
4. Draw, dictate, sign, type or write your story.
5. Share it with someone if you want to.

TRY IT WITH TOM TOM

Tell a story about a pup who loses a toy and asks for help. Use the words first, next and finally.

MY LITTLE STAR PROMISE

My ideas are worth sharing.

SAY • POINT • TRACE • WRITE

First … Next … Finally …

Tell or draw three parts of your story.

LITTLE STAR ACTIVITY

My everyday word chart

Tick, colour or point to each routine when you have tried it. You can ask an adult for help.

Morning ☐

Brush teeth • Wash face • Get dressed

Before food ☐

Wash hands • Ask politely

After the toilet ☐

Wipe • Flush • Wash hands

Evening ☐

Wash if needed • Clean clothes • Brush teeth

LITTLE STAR ACTIVITY

Cheeky words, kind words

Choose a funny expression to say when something goes wrong. Then practise a helpful sentence.

My pencil breaks.
Oh flapjacks!

My tower falls down.
Oh broccoli!

I cannot find my toy.
What the jelly beans?

I feel cross.
I'm a grumpy potato!

My own funny expression:

A helpful sentence: I feel cross. I need a break.

LITTLE STAR ACTIVITY

My first alphabet

Say the letter names, practise the sounds with a grown-up and trace each pair. Colour a star when you try.

A a	B b	C c	D d	E e
F f	G g	H h	I i	J j
K k	L l	M m	N n	O o
P p	Q q	R r	S s	T t
U u	V v	W w	X x	Y y
Z z				

LITTLE STAR ACTIVITY

Build and read words

Point to each letter. Say the sounds, blend them, then copy the word or make it with letter cards.

s	a	t	sat	
p	i	n	pin	
m	a	p	map	
d	o	g	dog	
c	a	t	cat	
s	u	n	sun	

LITTLE STAR ACTIVITY

Rhyming and first sounds

Circle or point to the word that matches. A grown-up can read the choices aloud.

Rhymes with cat:

hat	dog	sun

Rhymes with log:

pen	frog	cup

Starts with m:

tap	map	dog

Starts with s:

sun	pin	cat

Has sh in it:

fish	mat	dog

LITTLE STAR ACTIVITY

My first sentences

Choose a word to finish each sentence. Copy it, dictate it or arrange word cards.

The pup can _____.

run / sit / jump

I have a _____ cup.

blue / red / green

Please pass the _____.

water / bread / spoon

I feel _____.

happy / worried / calm

LITTLE STAR ACTIVITY

Tell your own story

Draw a picture or write a few words in each box. Tell the story in any way you like.

First

Who is in your story?

Next

What happens?

Finally

How does it end?

FOR PARENTS, CARERS & EDUCATORS

Helping every little star shine

Brian's — Understanding

Explore sounds and words through play, interests and real objects. Follow the child's school phonics sequence where applicable.

Waves — Regulation

Keep learning short and flexible. Offer breaks, sensory supports and a calm response to mistakes.

Circles — Safety and routines

Use pictures, modelling and now/next language for everyday care. Supervise hygiene as needed and respect privacy and autonomy.

Bridges — Connection

Welcome speech, signs, AAC, pointing, drawing and typing. Do not require eye contact, speech, physical affection or compliance with unsafe requests.

Spiritual curiosity and truth

ENKI is a spiritual philosophy. Invite questions and respect different faiths and non-religious views. Teach observation and evidence separately from spiritual beliefs.

The five commandments of love

Love creation. Love yourself. Love one another. Love the truth. Protect through love.