

Aims of Session

- Welcome and introductions.
- Introduction to Song of Sounds
- Phonics & Reading skills
- Introduction to teacher handbook and resource CD
- Resources pack
- Phonics games



READING



Reading Sessions

- Big Books

- Readers

- Core Texts



Reading Behaviours

Concepts of Print:

- Print direction
- One-to-one matching
- Spacing
- 'Return Sweep'



Reading Behaviours

Phonemic Awareness:

- Letter sounds
- Rhyming
- Blending
- Segmenting



Reading Behaviours

Understanding:

- Vocabulary
- Talk about topic
- Prior knowledge / experiences
- Student talk time (70/30)



Reading Behaviours

Independent Reading:

- Making mistakes is good
- Self correction
- Looking for clues



Reading Activity

Before / During / After.....or all?



Before Reading Activities



- Introduce the book
- Guess the title
- Pre-teach new vocabulary
- Do a 'Picture Walk'
- Check prior knowledge
- Predict what the book might be about

During Reading Activities



- Spot key vocabulary
- Spot certain sounds
- Predict what will happen next
- Ask True/False and Wh-questions
 - Follow words with fingers.

After Reading Activities

- Discussion
- Ask questions
- Summarise the story
- Act out the story
- Draw a picture
- Retell the story





Phonics Training Session



Phonics
scheme

FUN
EXCITING
CREATIVE

What is the Song of Sounds?





Letter sounds

Letter formation

PHONIC

Blending

Segmenting

SKILLS

Tricky words

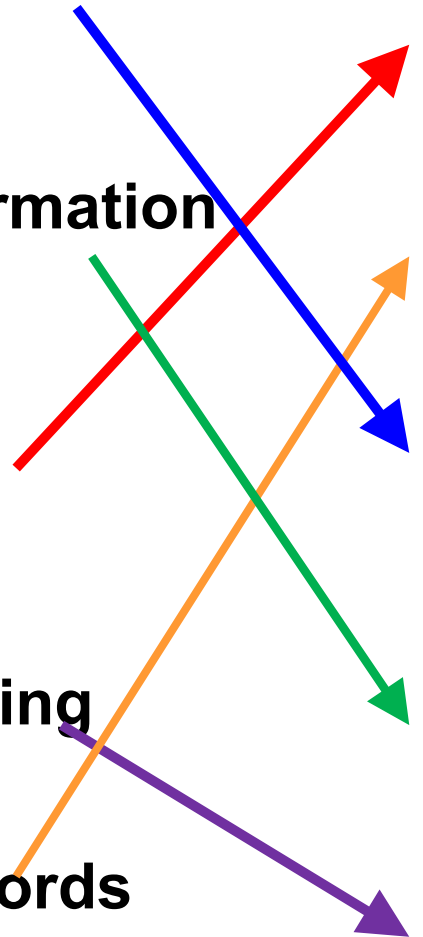
Phonic Skills

Match the terms to the definitions:

- **Letter sounds** Draw (bring) sounds together to read a word. e.g. /c/ /a/ /t/ = cat
- **Letter formation** words which can't be sounded out correctly using Phonics.
- **Blending** phonemes that can be put together to make words
- **Segmenting** learning to write letters correctly
- **Tricky Words** Breaking down words into individual sounds e.g. cat = /c/ /a/ /t/

Phonic Skills

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- 
- The diagram consists of five colored arrows connecting the terms on the left to the definitions on the right. A red arrow points from 'Blending' to 'Letter sounds'. A blue arrow points from 'Letter sounds' to 'Blending'. A green arrow points from 'Letter formation' to 'Segmenting'. An orange arrow points from 'Tricky Words' to 'Letter formation'. A purple arrow points from 'Segmenting' to 'Tricky Words'.



STAGE 1 – KG2





Audio
& ppt

SONG



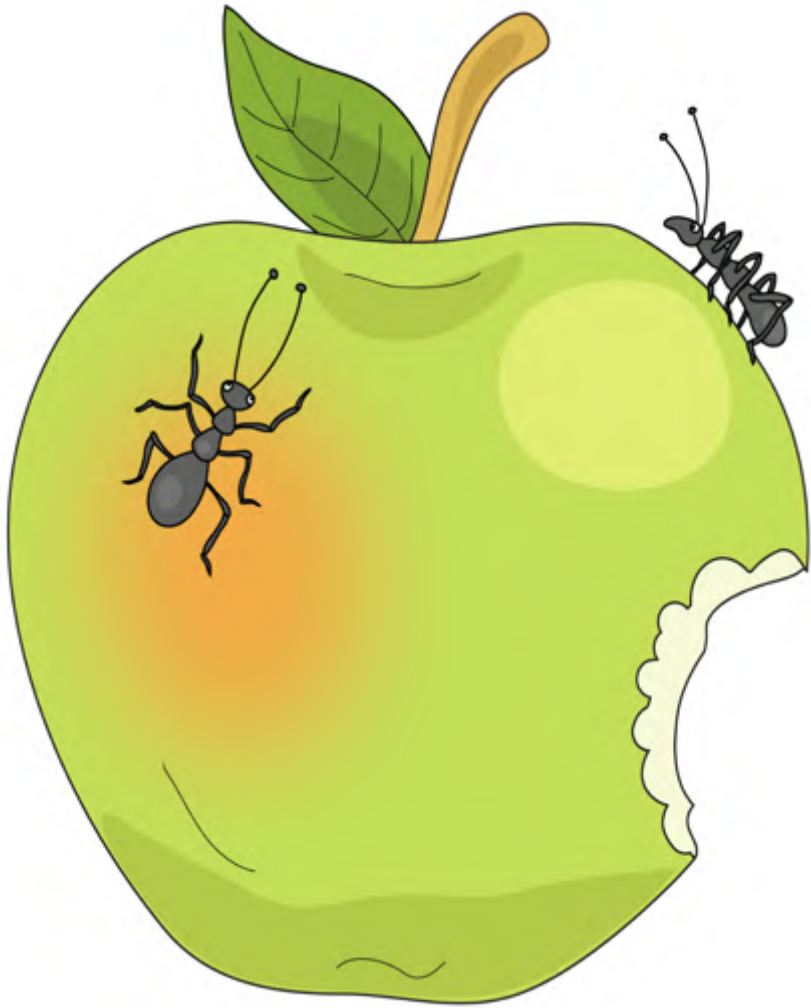
Song of Sounds





We can sing a song
of sounds, skip to my
lou my darling





a

Ants on an apple

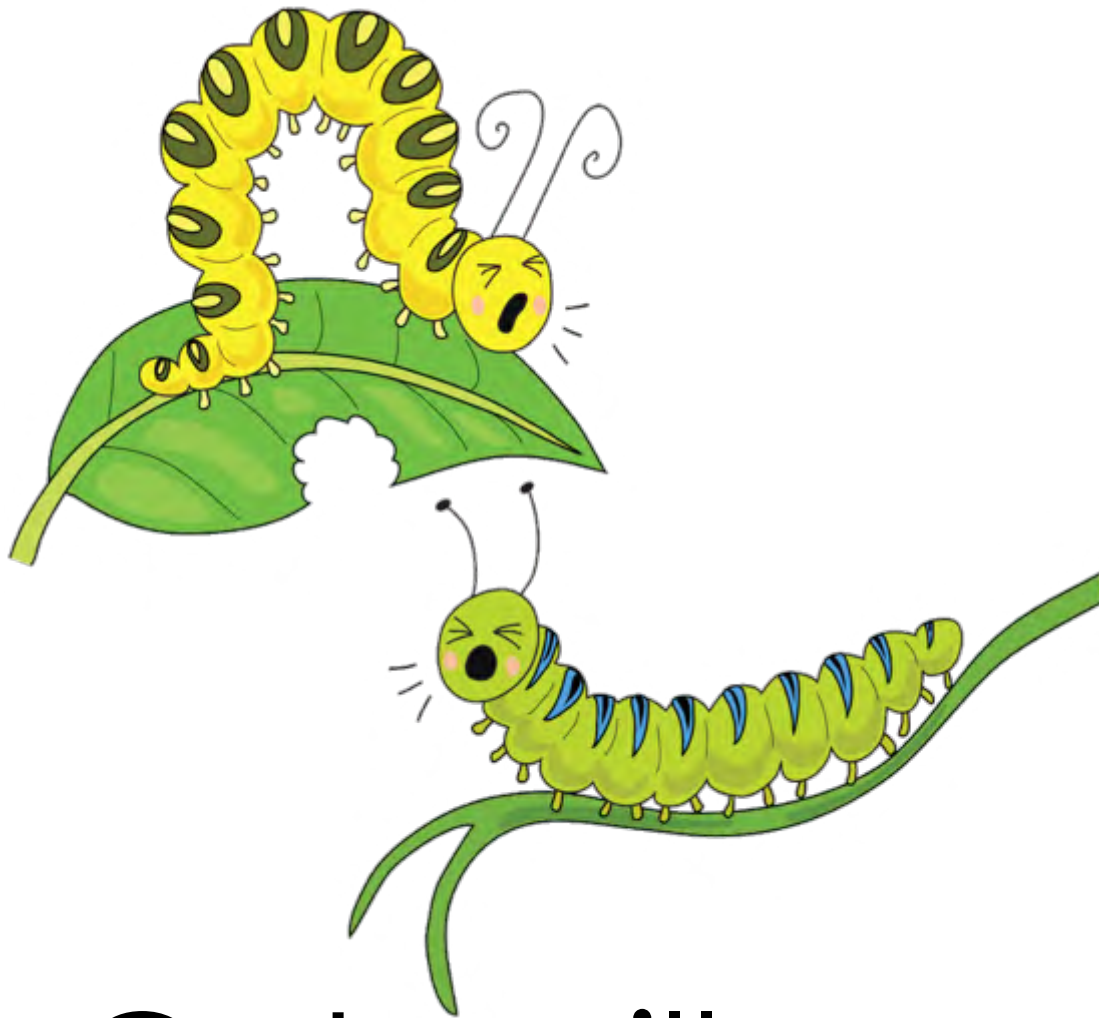
a a a

b



Butterflies are beautiful

b b b



C

Caterpillars coughing

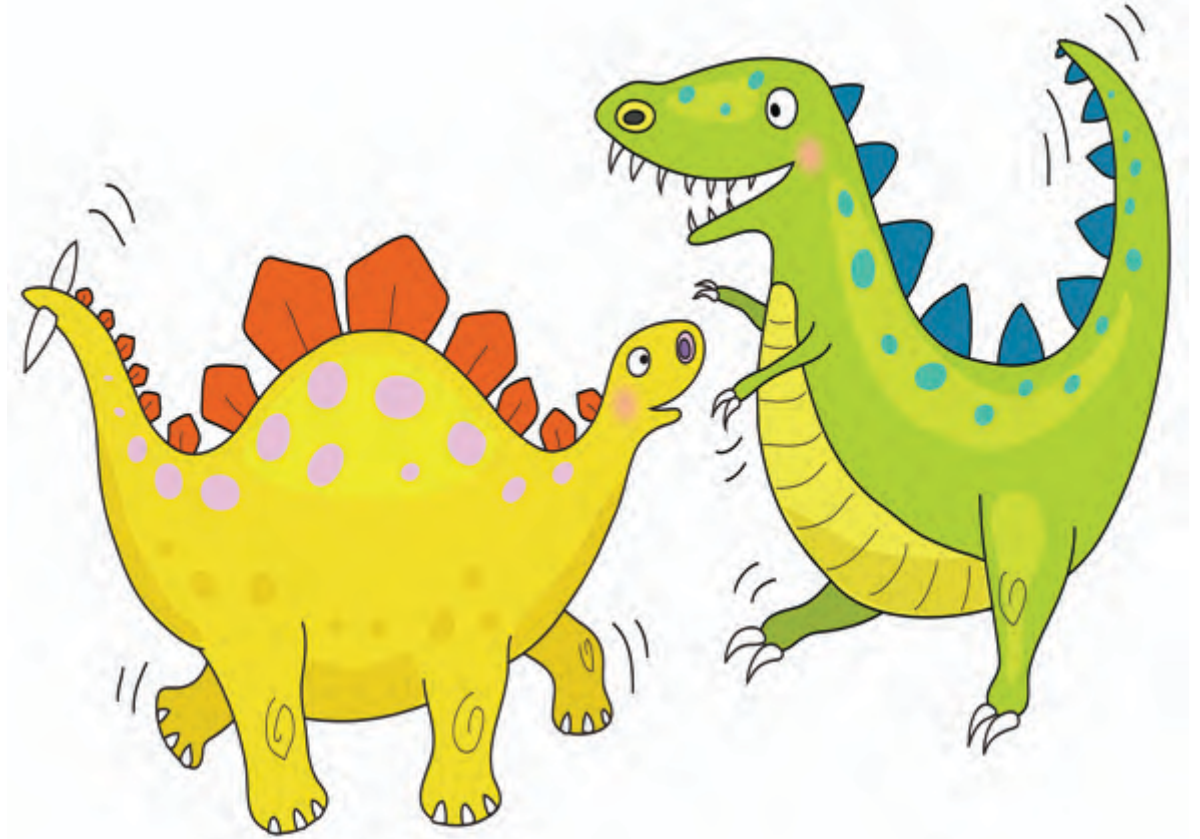
c c c



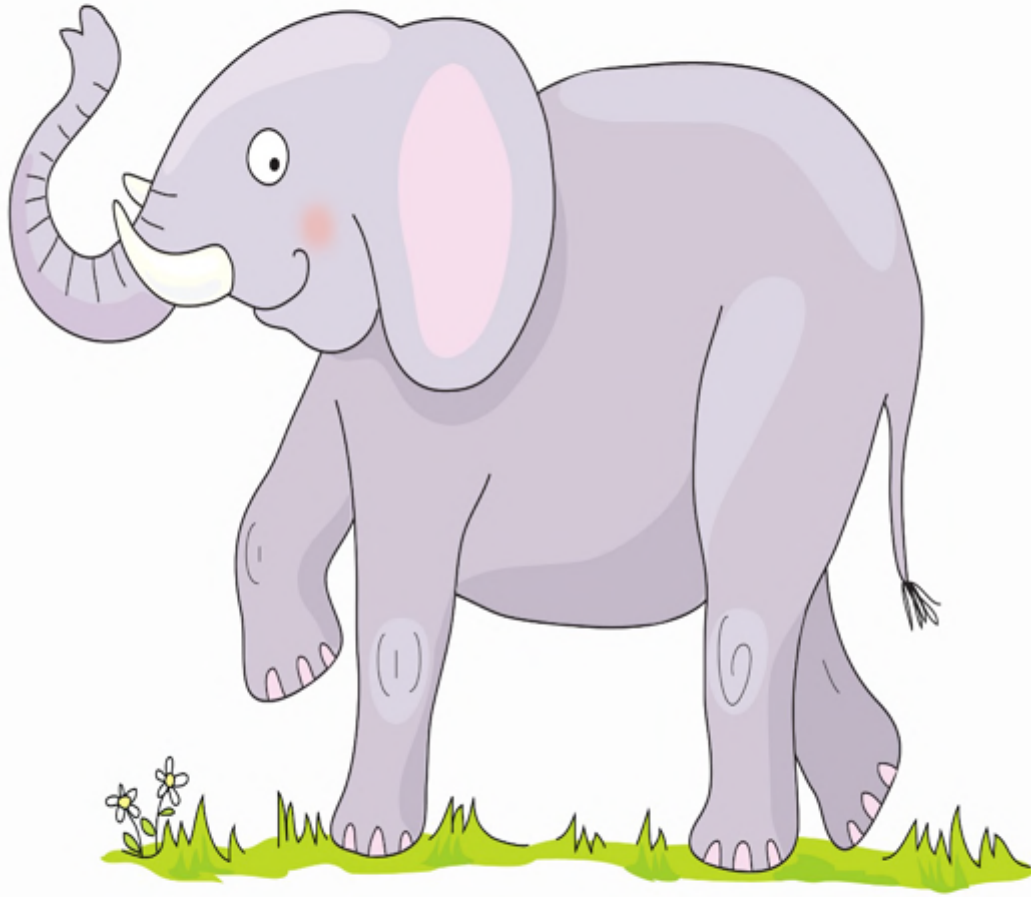
Skip to my lou my
darling



d



Dinosaurs are dancing
d d d

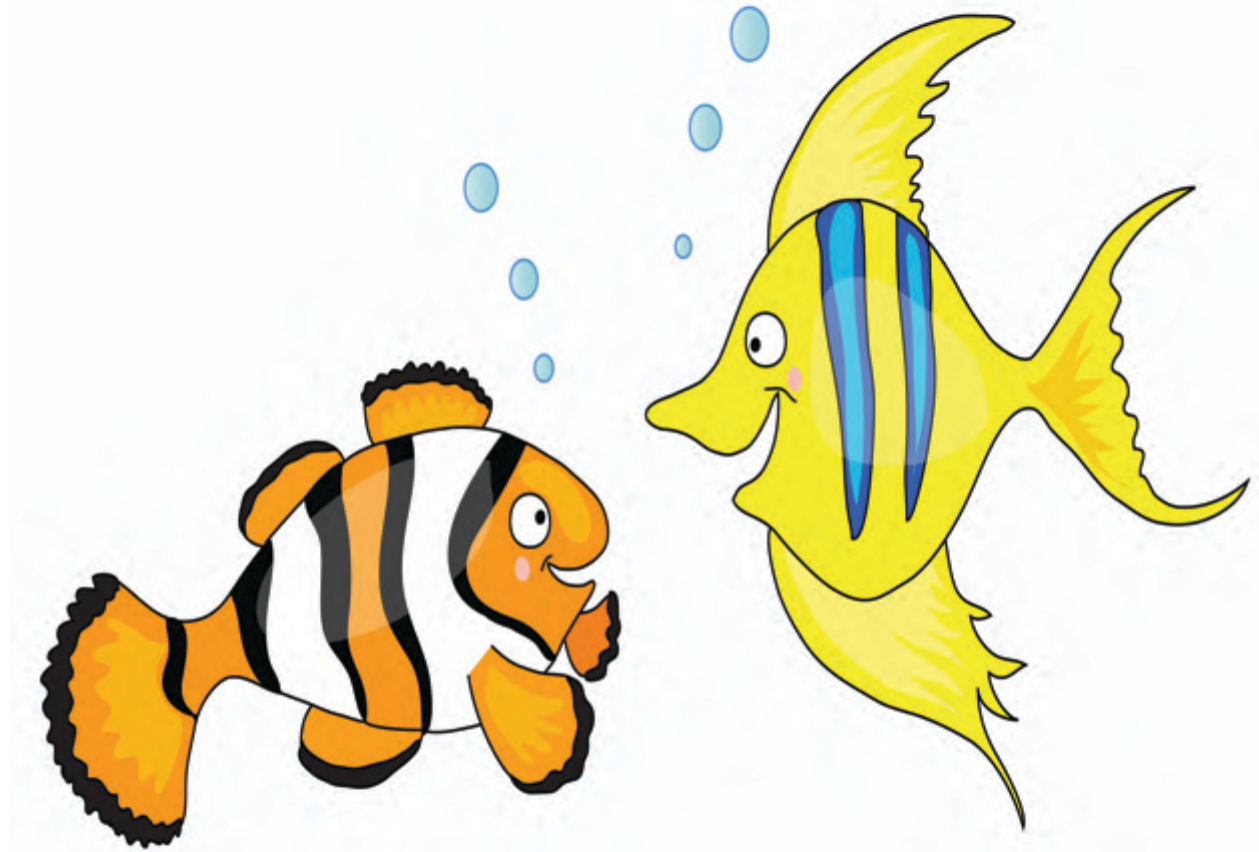


e

Elephant's enormous

e e e

f



Fish are funny

f f f



Skip to my lou my
darling





g

Goats are gardening

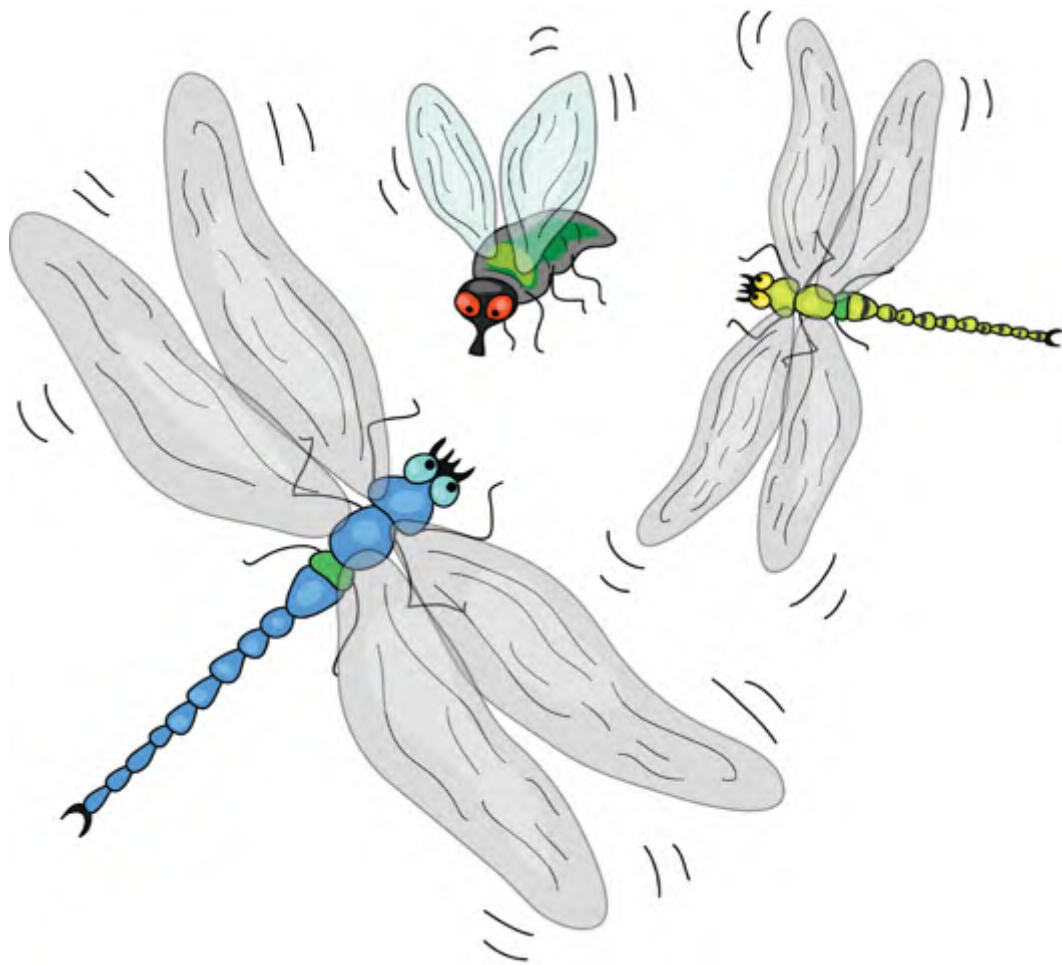
g g g

h



Hats on heads

h h h



i

Insects are interesting

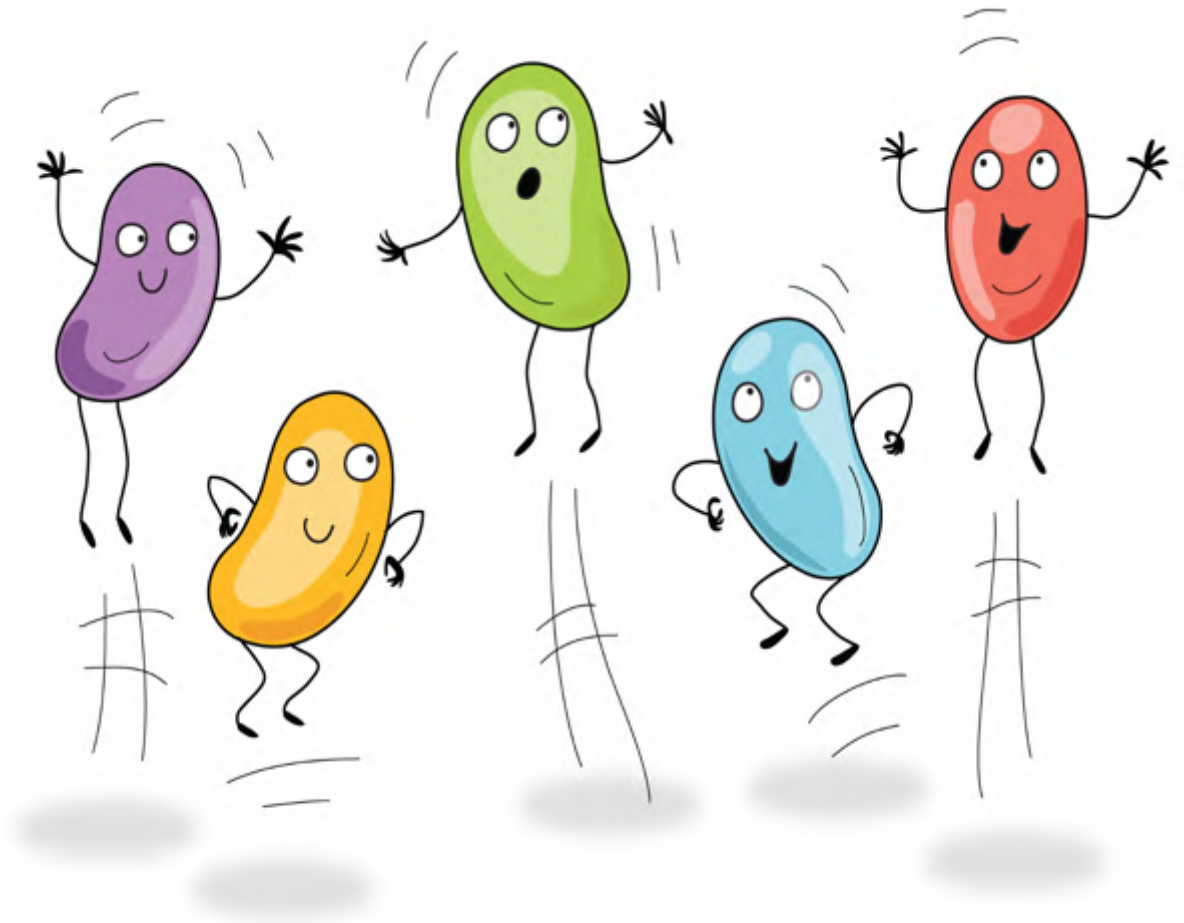
iii



Skip to my lou my darling



j



Jellybeans are jumping

j j j



k

Kings flying kites

k k k

L



Lions love lollipops

|||



Skip to my lou my darling





m

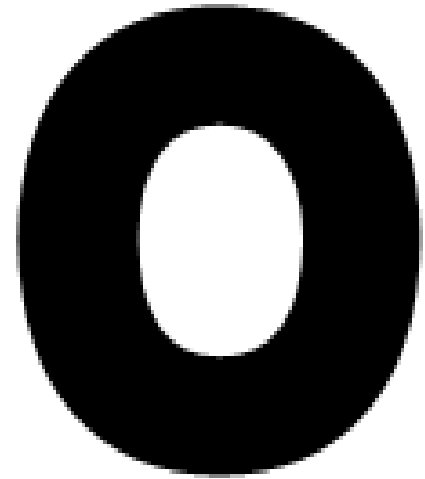
Mice are munching
m m m

n



Nurse Nelly's nice

n n n



Octopus is orange





Skip to my lou my darling



p



Popcorn popping

p p p



qu

Queens run quickly

qu qu qu

r



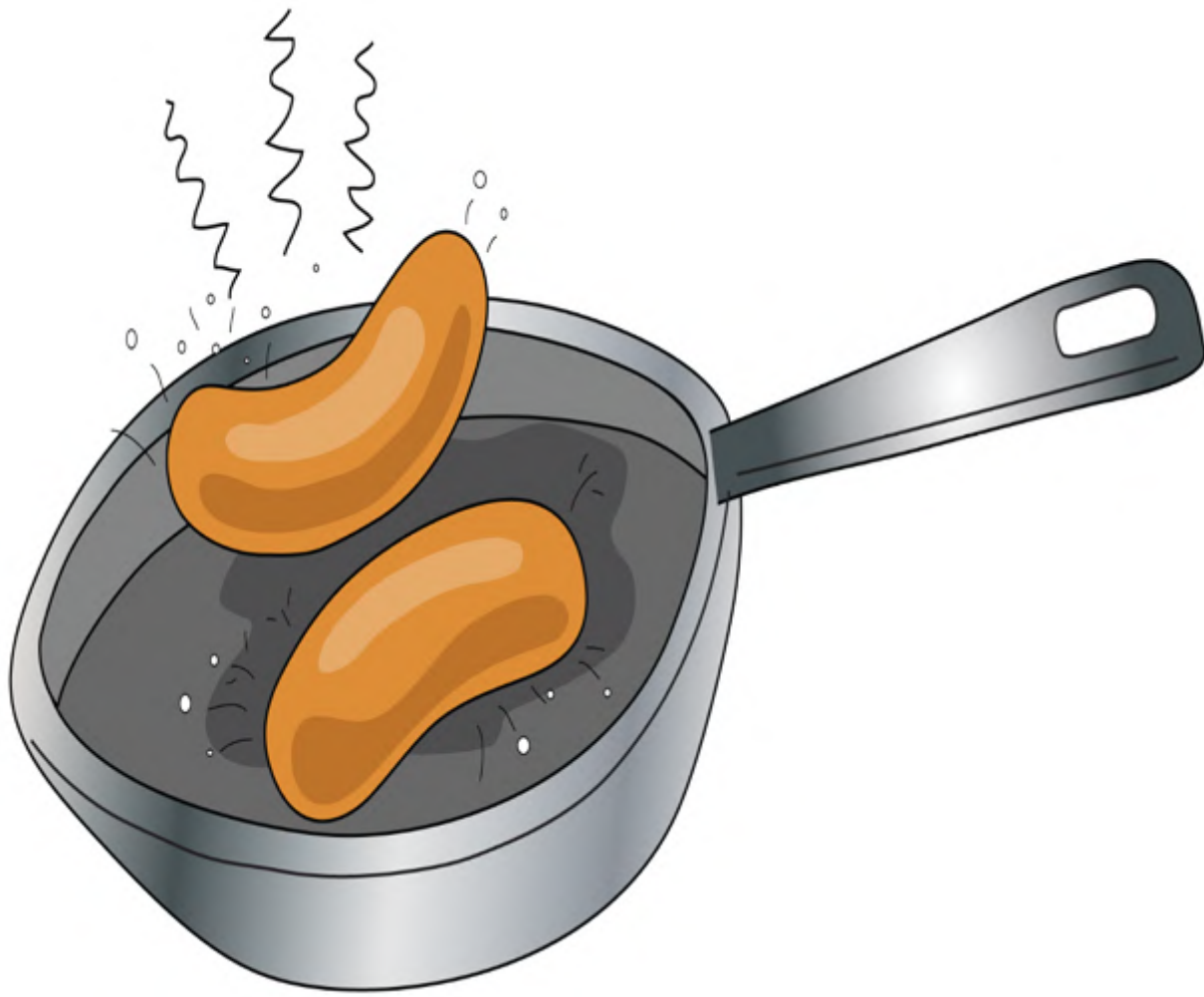
Rabbits are rascals

r r r



Skip to my lou my darling





S

Sausages are sizzling

s s s

t



Tiger on the TV

t t t



u

Umbrellas up

u u u



Skip to my lou my darling

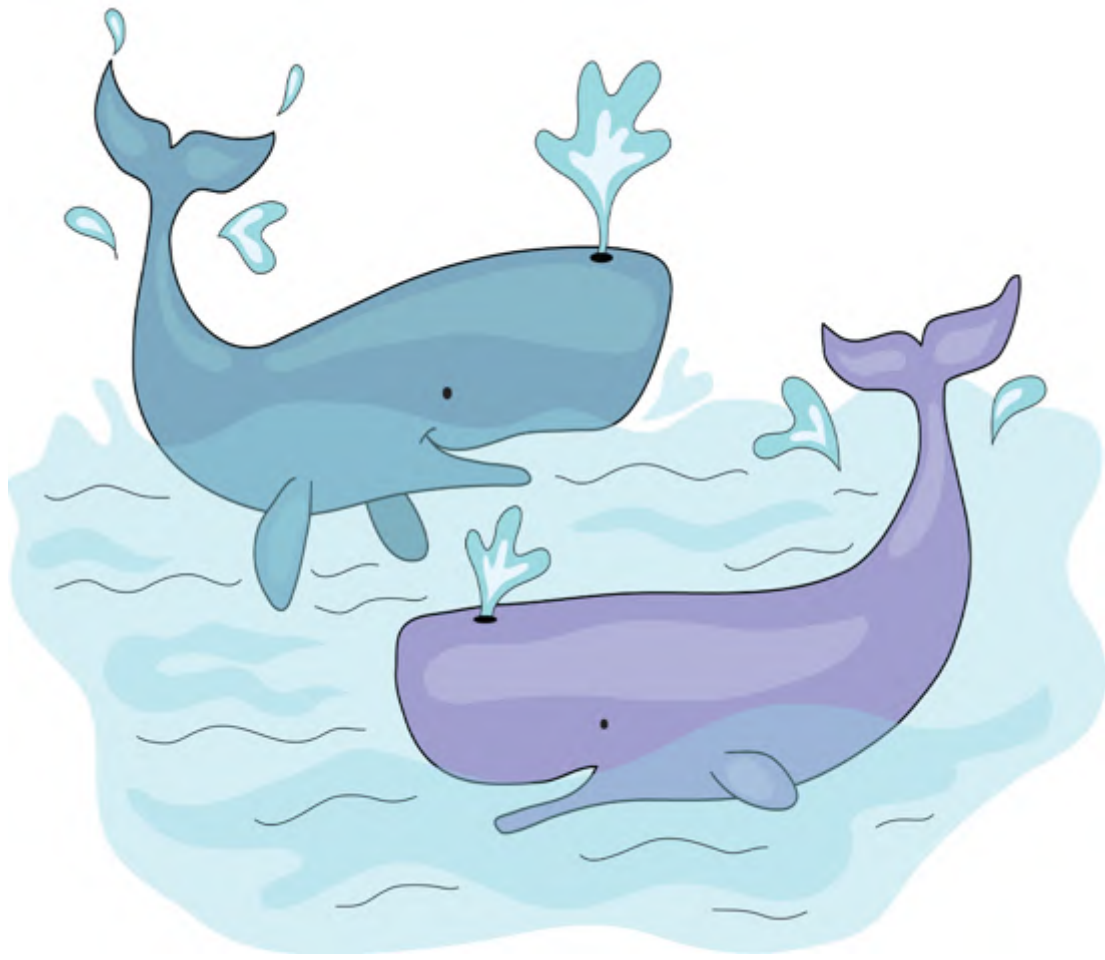


V



Val has a violin

v v v



W

Whales in the water

w w w

X



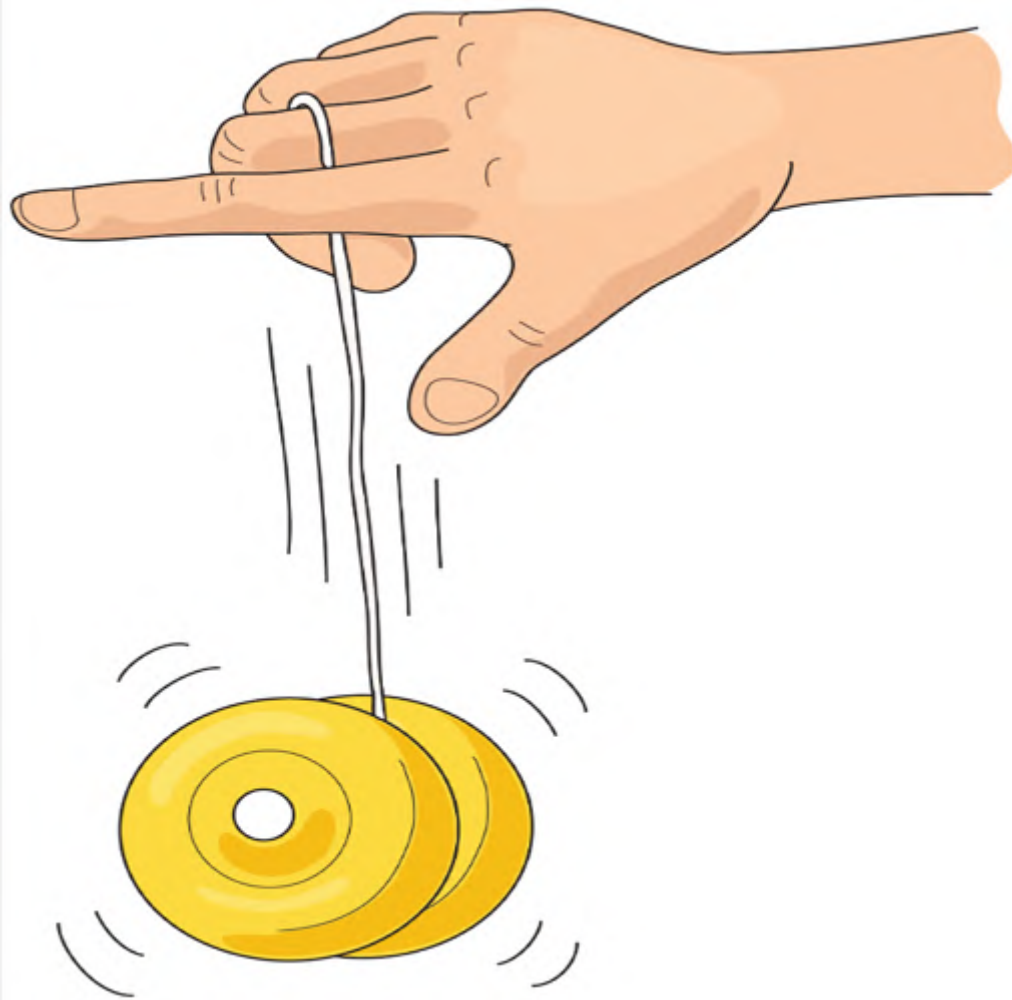
Fox on a box

x x x



Skip to my lou my darling





y

Yellow yoyo

y y y

Z



Zebras in the zoo

z z z



ng

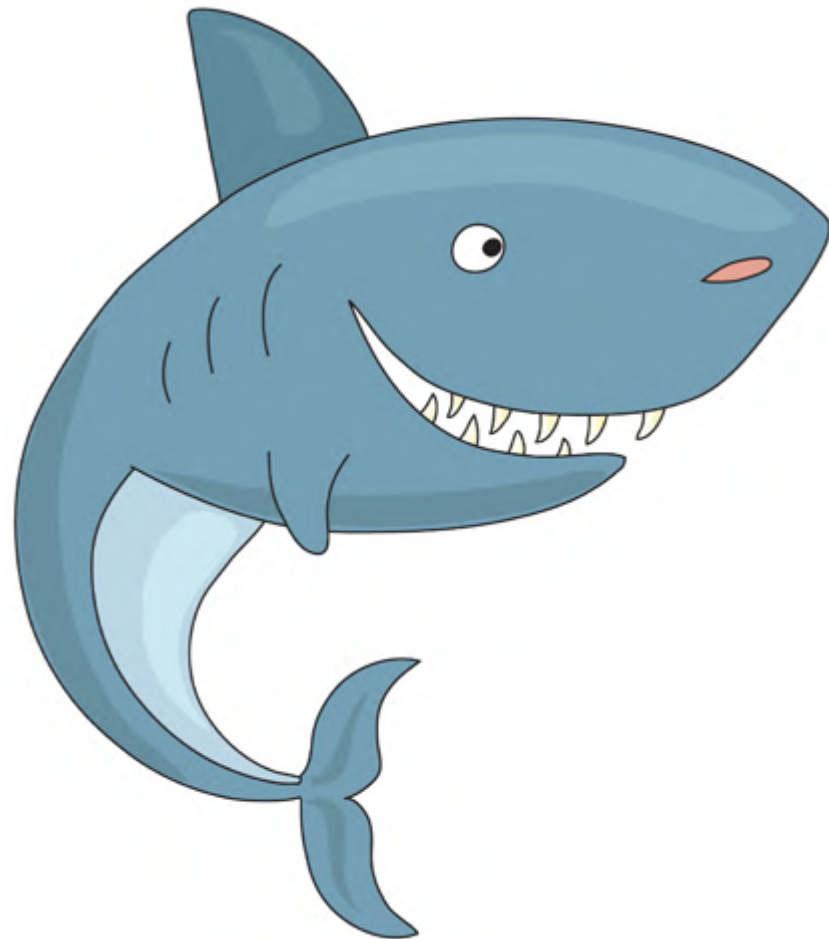
Sing a song
ng ng ng



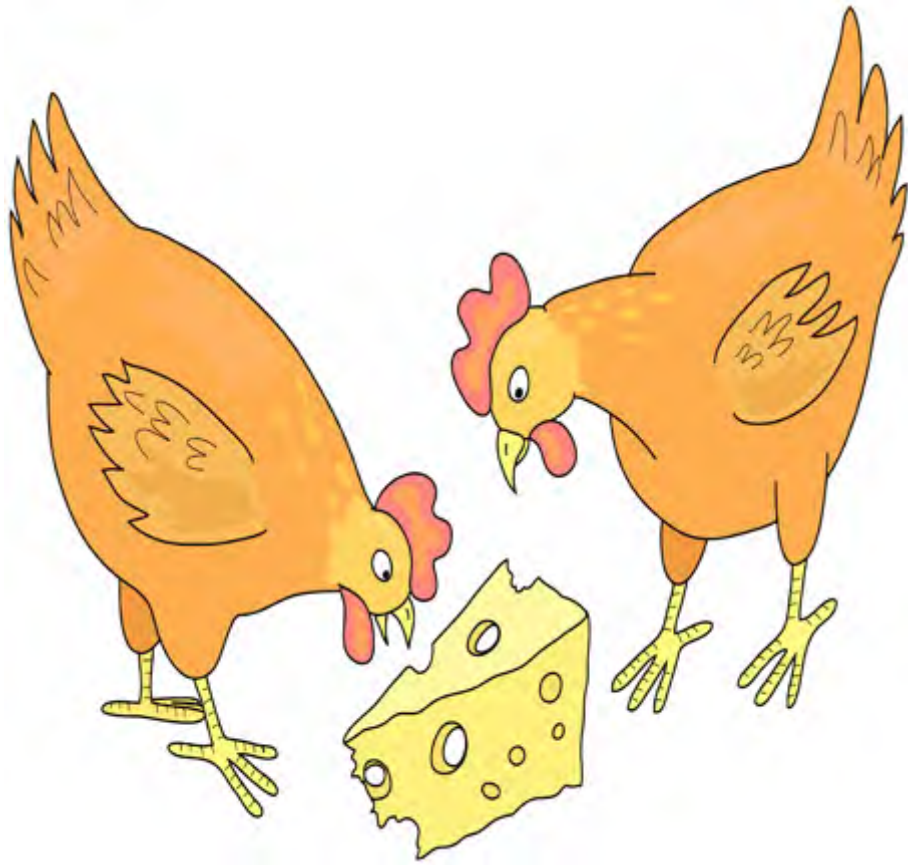
Skip to my lou my darling



sh



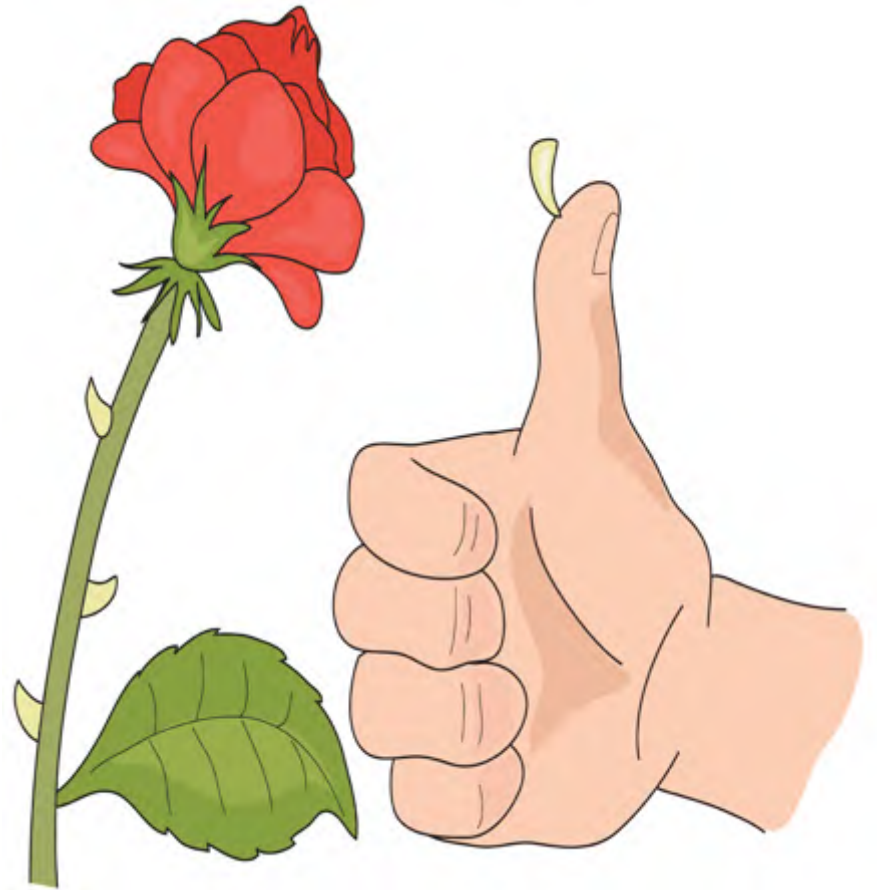
Sharks on the shore
sh sh sh



ch

Chickens eating cheese
ch ch ch

th



Thorn in my thumb
th th th



Skip to my lou my darling

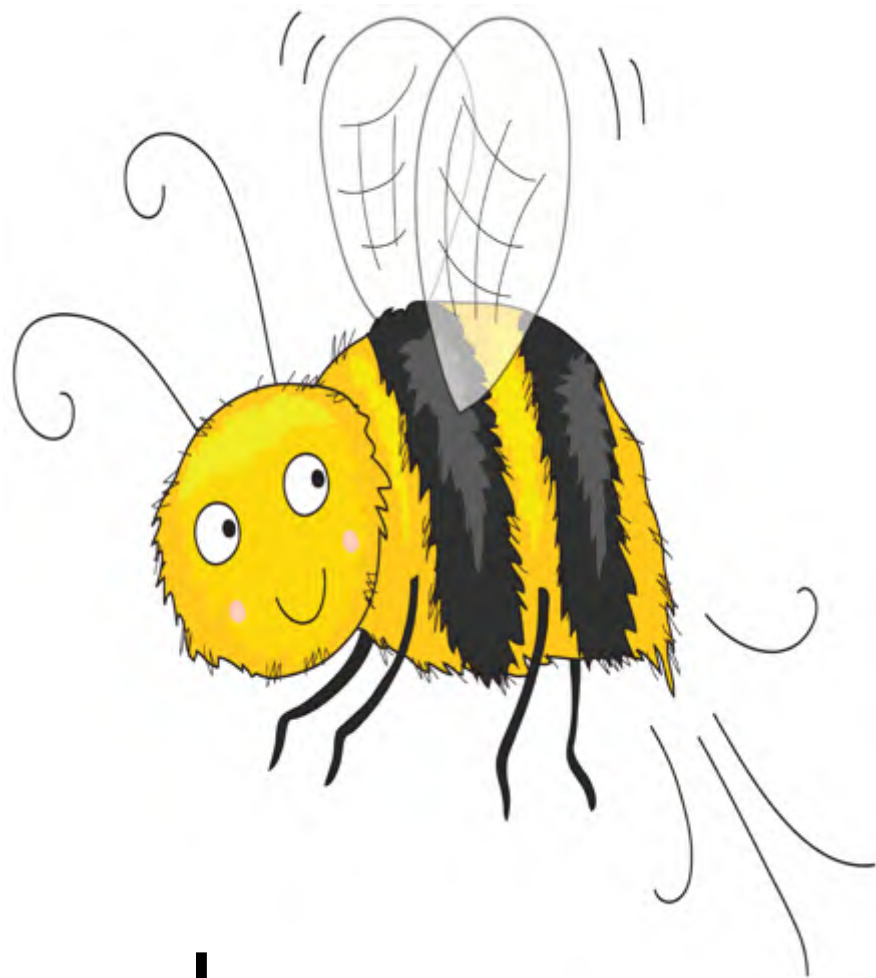




ay

May I play
ay ay ay

ee



Busy busy bee

ee ee ee



igh

Soar up high
igh igh igh



Skip to my lou my darling

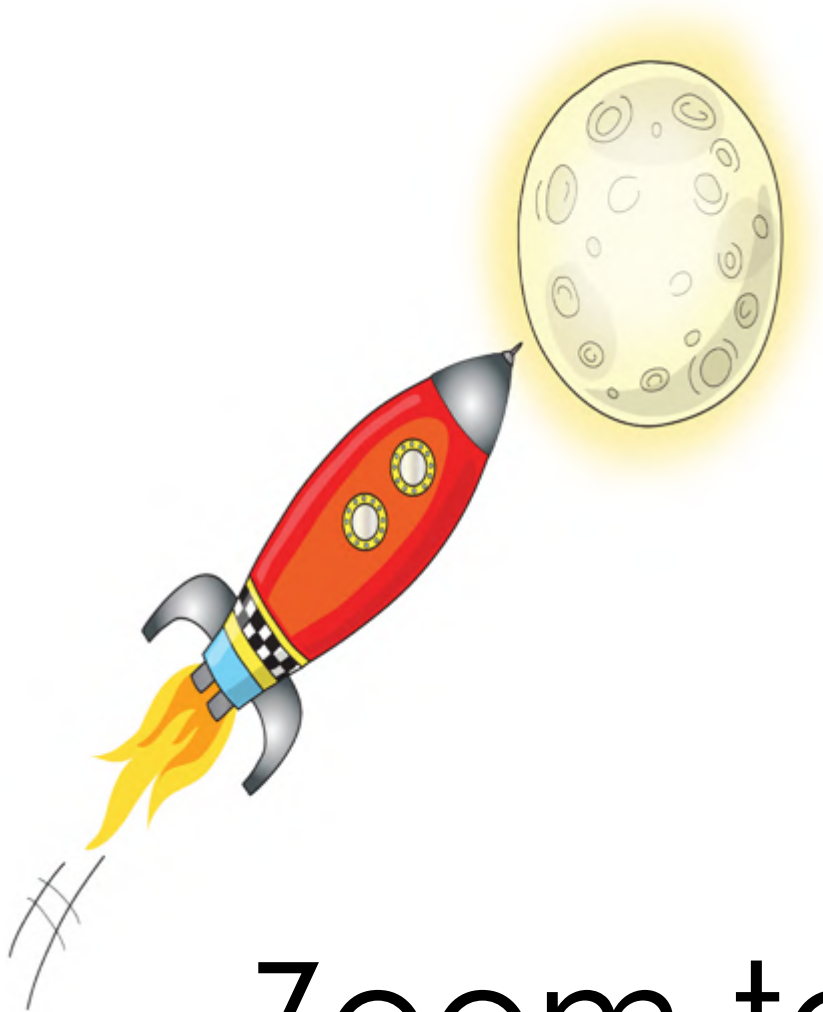


OW



Throw the snow

OW OW OW

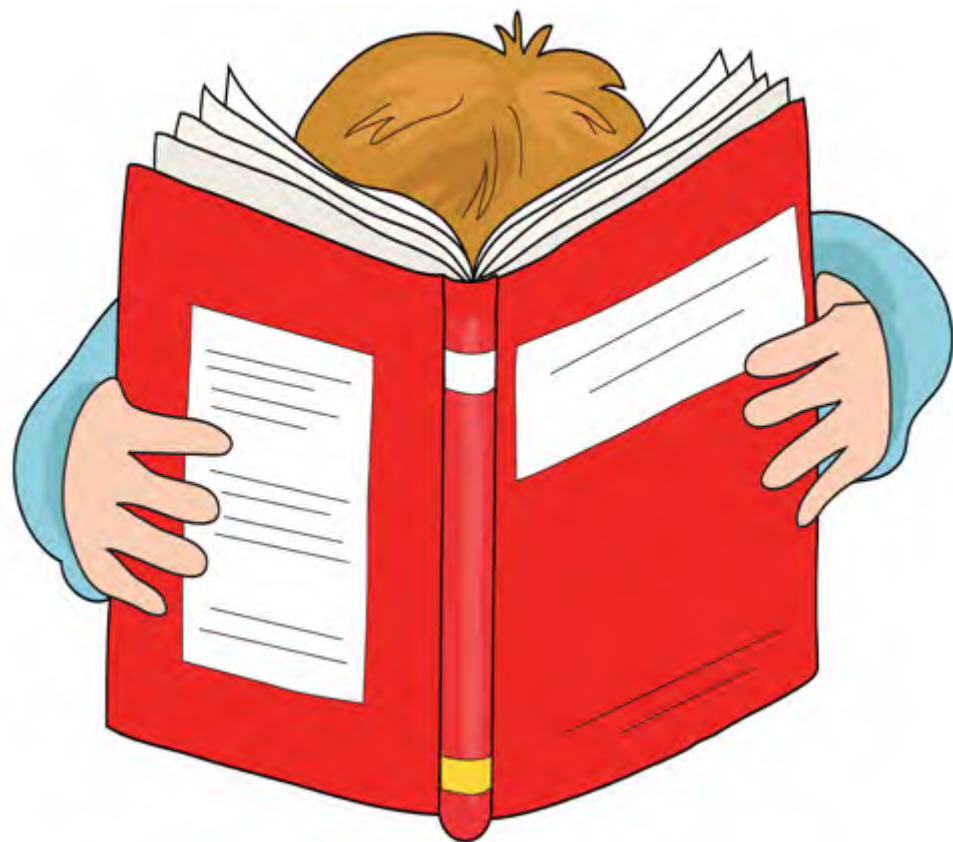


oo

Zoom to the moon

oo oo oo

oo



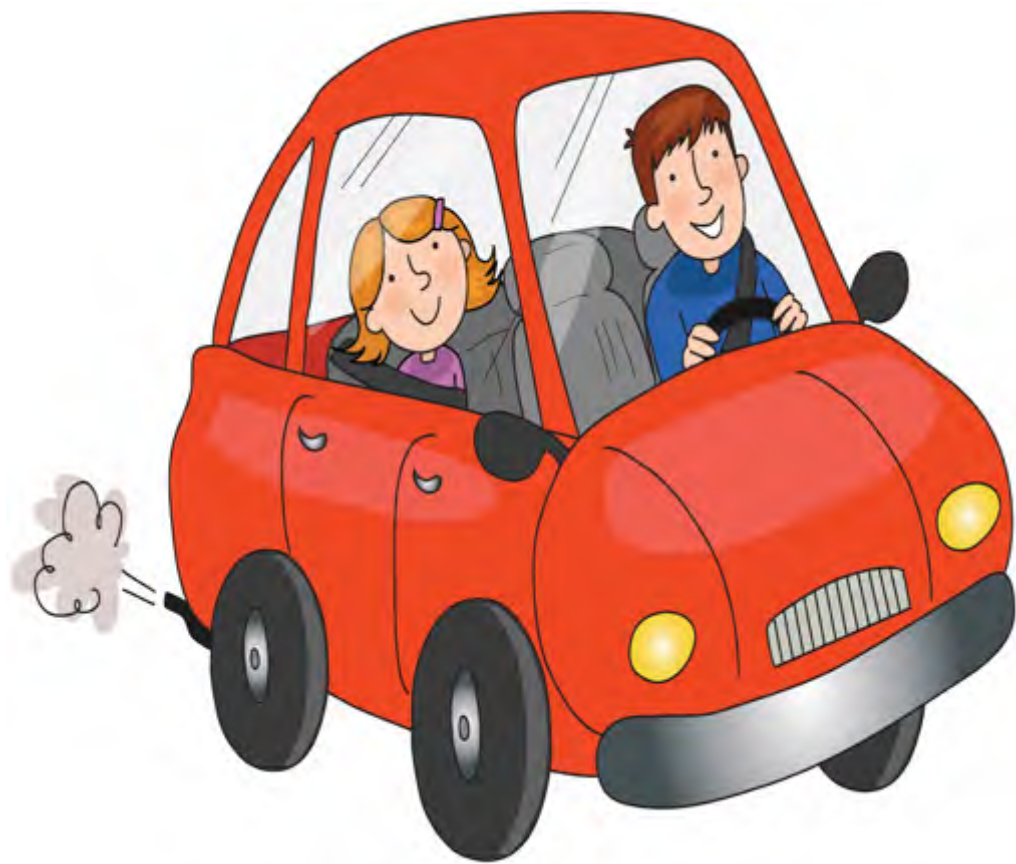
Look in a book

oo oo oo



Skip to my lou my darling

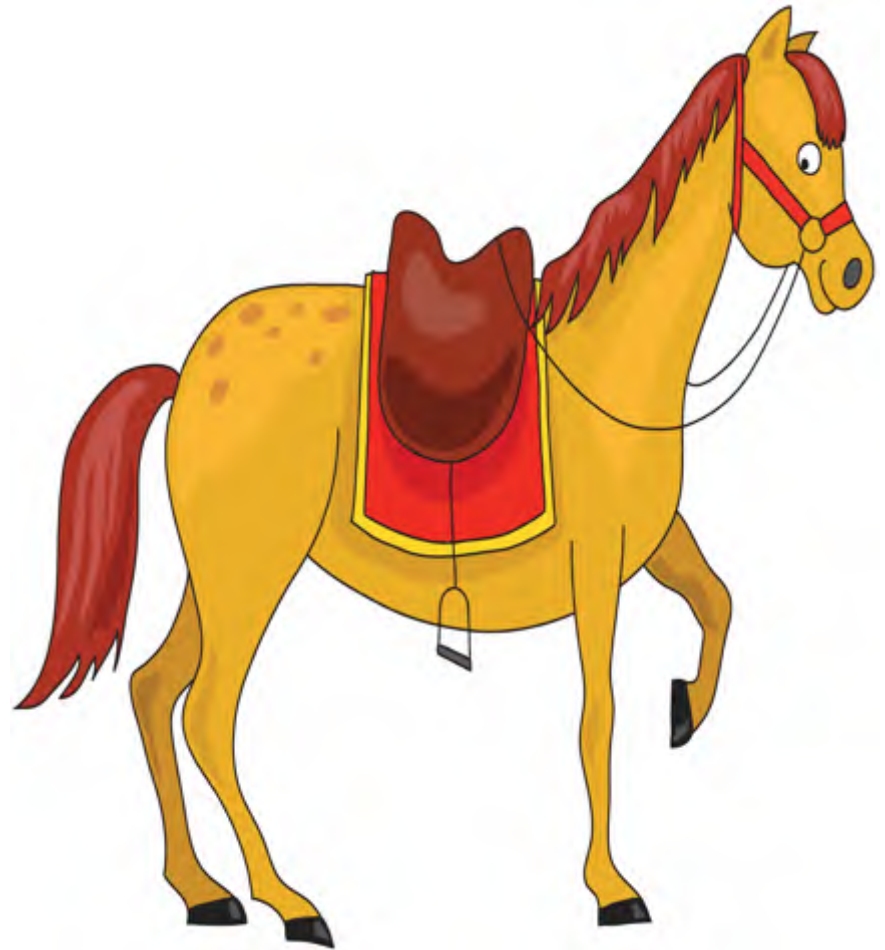




ar

Go far in your car
ar ar ar

or



It's a horse of course
or or or



er

Flower in a shower
er er er



Skip to my lou my darling

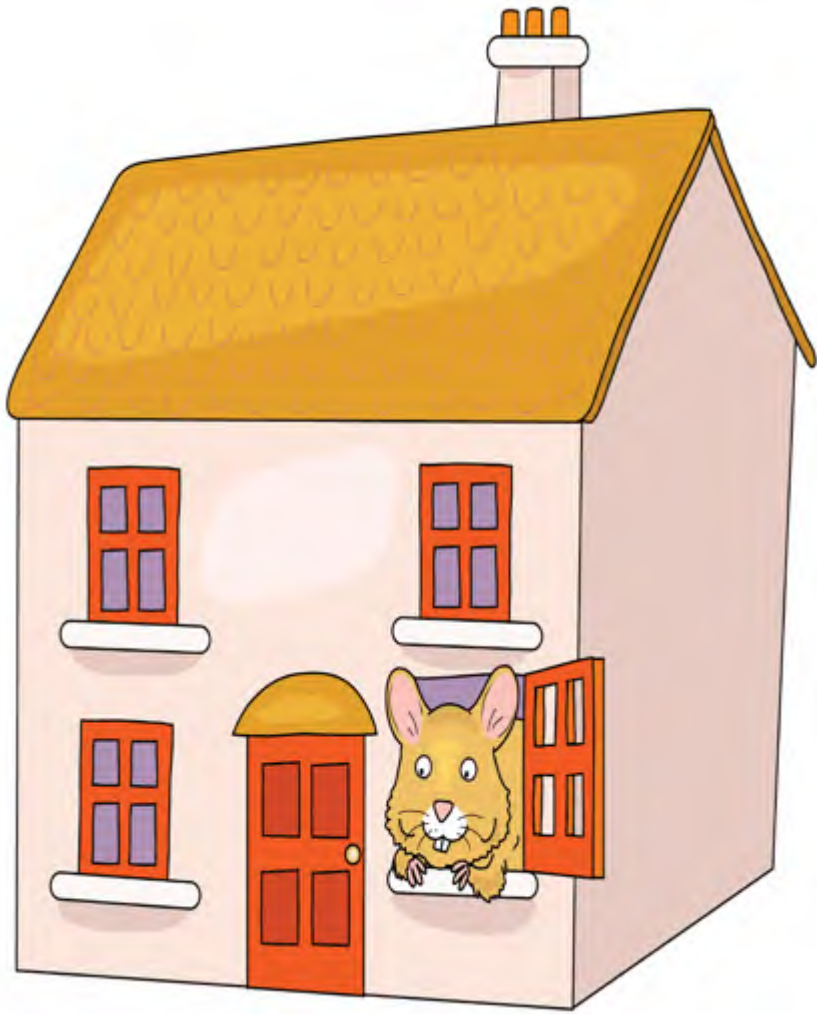


oy



Boy with a toy

oy oy oy



ou

Mouse in a house

ou ou ou

air



Hairy fairy
air air air



Skip to my lou my darling





Now we've sung our
song to you, you can
learn to blend sounds
too.





Blending helps you
read and write so sing
this song all day and
night.



Listen to the Song



Song of Sounds





Audio
& ppt

SONG

Visual

Auditory

Kinaesthetic

VAK Questionnaire

- Now take a few minutes to fill out the questionnaire to find out which way you learn best.
- Choose answers that describe you best.



VAK Questionnaire

- Mostly **A**'s = **VISUAL** learning style.
- Mostly **B**'s = **AUDITORY** learning style.
- Mostly **C**'s = **KINAESTHETIC** learning style.
- Some people find that their learning style may be a blend of two or three styles



*Daily
Sessions*

TEACHER

HANDBOOK

Extended Weekly

Session

Resource

CD

What's in the Teacher Handbook?

Lesson Plans and Activities for:

- Tricky words
- Upper and lower case letters
 - Practise writing
 - CVC words
- Alphabetical order
- Informal assessment



Handbook Example - a

Week 2: Daily phonics session 2

Target phoneme: /a/




Learning objective

to learn to say, read and write /a/

Starter



Sing /a/

 Song text: "ants on an apple a a a"



- Gather children on the carpet.
- Explain that today they are going to learn a new sound.
- Show the class the "a" flashcard and sing "ants on an apple a a a."
- Show the class the action and ask them to perform it together.

Resources

- Song of Sounds flashcards: a, s
- Song of Sounds picture cards: ant, apple, ambulance
- Song of Sounds green word cards: as

Main lesson



Say /a/



- Show children how to say /a/ by opening your mouth wide – “say /a/ to me, say /a/ to your friend, say /a/ to the ceiling, say /a/ to the floor, say /a/ to the book corner,” etc.
- Show children the “a” picture cards and ask them to repeat after you, using the “I say, you say” technique, so that they can hear the /a/ sound at the beginning: “a a a ant, a a a apple, a a a ambulance”.

Read /a/

- Show children the grapheme side of the card and explain what the “a” grapheme looks like.
- Hide the flashcard behind your back – if you bring it out and show the picture side, children must sing, “ants on an apple a a a”; if you bring it out and show the grapheme side, they must say /a/. Bring the card out in different ways from either side of your body. Try to catch them out.

Write /a/



- On the board, show children how to form an “a”, using the explanation, “Go round the apple, down and flick.” Add a stalk onto your “a” grapheme and also some ants. Repeat the phoneme formation and explanation a few times.
- Ask children to follow your actions and sky-write the “a” grapheme – don’t forget that you need to write backwards when facing the children.
- Ask children to find their chatting chums and to then take it in turns to write an “a” on their partner’s back. Ask them to write a small “a” and then a larger one (both lower case).

Blend /a/

- Practise reading and blending the graphemes to make the green word “as”. Do this by asking children to say the sounds as you press the sound buttons and then blend the sounds together as you sweep your hand underneath the word.

How to introduce a letter

- Every daily session should follow the same pattern:
 - *Say*
 - *Read*
 - *Write*
 - *Blend*

What's on the Resource CD?

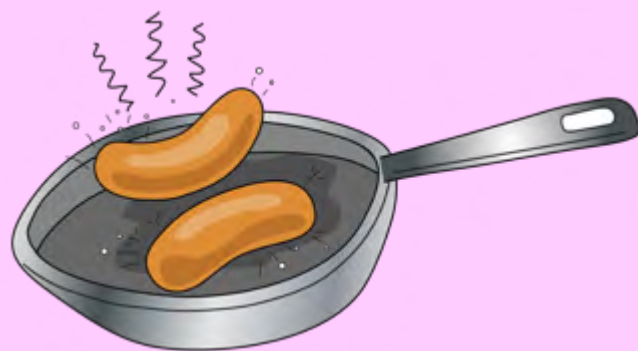
- Song of Sounds audio and video
- Week by week presentations
 - Activities sheets
 - Assessment sheets
- Printable Phoneme Finder
- Song of Sounds ppt





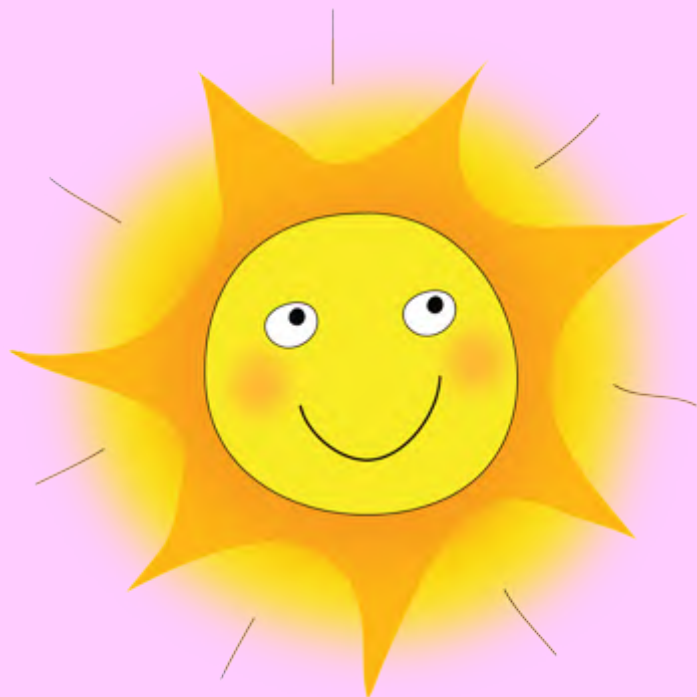
We are
learning
about

S



S

has spots
on its side







Flashcards

Classroom
frieze

Picture Cards

RESOURCES

Tricky word

cards

Phoneme

stars

Phoneme

finder

Green words

& sentences

Lotto

game

GROUP WORK

- In groups, come up with ways of using the different resources in the phonics kit.
- Each group will have to demonstrate their games and activities.





Creative

teaching styles

Games

SONG OF

Pace

SOUNDS

*User-
friendly*

SUCCESS

Assessment

Differentiation



ANY

QUESTIONS?