**Reading Rhythm and Rhyme Project for Foundation 1**

**(Or for intervention with Foundation 2)**

**Every Child’s a Talker-Reading, rhythm and rhyme**

**Rationale-** ECAT/rhymes/song/conversation/taking turns/listening/EAL

**History-** Project/Letters and Sounds-phase 1

* rhyme discrimination
* rhyme generation
* alliteration
* blending (reading)
* segmenting (spelling)

**Auditory awareness/phonemic awareness**

* environmental sounds
* un-tuned sounds (spoken/played/made)
* tuned sounds (sung/played)
* sequences of sound (memory)
* identification of timbre (sound colour)

**What are we looking for?**

* attentiveness/concentration
* participation/interaction
* pitch-matching (hello)
* playing with initial sounds (alliteration)
* playing with rhyme
* discrimination (long/short, high/low- later)
* following pulse and pattern (rhythm/syllables)
* ‘surfacing of material’ at other times

**Phonics Session 1: 3-4 year olds**

**Introductory activity (10mins)**

If you want to.....
Hello children/ hello Barnaby (GEGE)

What’s in Barnaby’s backpack/ (everything starts with a ‘b’ sound)

Make their voices slide/siren/chilly/tick tock/buzz/yawn/yelp

**Main activity (15mins)**

Does anyone’s name begin with the sound ‘b’?

Use, ‘Hickety Tickety Bumble Bee Can you sing your name for me?’

All sing together and then let volunteers sing alone.

‘I’m going to give Hickety to someone whose name begins with the sound, ‘h’ – Hamsa

What shall I find I my birthday present x 3

On a Wednesday morning

Tune: Drunken Sailor

All the objects begin with ‘b’

Let’s all blow some lovely bubbles

Let’s all put a nice new badge on

Let’s all dress up like a pirate (belt)

Let’s all read a nice new book

Let’s all be a Ben Ten alien

Let’s all be a buzzy bee

Let’s all be a butterfly

**Plenary (5mins)**

Move like ‘Big Bears’, ‘Beetles’, ‘Baby Bunnies’.

**Observation Form**

**3 = emerging 2 = achieving 1 = exceeding**

**A space has been given for any further observations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Pitch-matching** | **Listening (general)** | **Moving to a changing beat** | **Awareness of initial sound (b)** |
|  |  |  |  |  |

**General comments:**

**Phonics Session 2: 3-4 year olds**

**Introductory activity (10mins)**

If you want to....

Hello children/Hello Barnaby (GEGE)

What’s in Barnaby’s backpack? (Everything begins with a ‘d’ sound)

Make their voices sigh/hum/slide/bounce/shiver/dive

I’m going to roll the ball to someone whose name begins with the sound, ‘d’

Roll the ball, roll the ball, roll the ball to David/Daniel

Find objects in the sound sack that start with ‘d’, using this song and the tune, ‘Drunken Sailor’

Let’s find sounds that start with ‘d’,

Let’s find sounds that start with ‘d’

Let’s find sounds that start with ‘d’

On a Wednesday morning

**Main activity (15mins)**

One of Barnaby’s favourite instruments is here today. It begins with a ‘d’ sound.

Is it a tambourine?

Is it a woodblock?

Is it a shaker?

Is it a drum?

Barnaby’s drum goes, ‘Dum dum dee dum’

Sometimes it goes, ‘Diddle diddle dum’

Ask the children to say these words and to pat their knees to their rhythm.

Sing and play some drumming songs

* Grand Old Duke Of York
* I can play my drum with a rum tum tum
* We’re marching all around
* We’re going to march and march and march and stop

**Plenary (5mins)**

Two of Barnaby’s favourite songs begin with a ‘d’ sound

Sing, ‘Down at the Station’ and ‘Five Little Ducks’

**Observation Form**

**3 = emerging 2 = achieving 1 = exceeding**

**A space has been given for any further observations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Pitch-matching** | **Listening (general)** | **Rhythm****(clapping syllables)** | **Awareness of initial sound (d)** |
|  |  |  |  |  |

**General comments:**

**Phonics Session 3: 3-4 year olds**

**Introductory activity (10mins)**

If you want to.... sit by me (clap/tap/stamp/click/flick)

Hello Barnaby (all sounds begin with ‘t’)

Introduce Charlie Crocodile who likes short, snappy sounds and ask the children to make some when he appears.

**Main activity (15mins)**

Play, ‘Old MacDonald had a sack’. The children need to identify the sounds of instruments that are inside it e.g. a woodblock, some castanets and a drum

Now use one of those instruments to play, ‘Mrs. Bear’ (Tune: Oats and Beans)

Mrs. Bear lives in a cave x 2

Now who will dare, now who will dare?

To steal a sound from Mrs. Bear?

One child is Mrs./Mr. Bear and sits on the chair with eyes closed in the centre of the circle.

A thief will steal some claves from under the chair and play them all the way back to his or her place in the circle. Mrs. or Mr. Bear needs to identify the thief.

Introduce the Shoemaker song (Kids Make Music book) and ask the children to tap’ hammers’ in the air on the words, ‘tap’.

Give out half the group wooden sounds to tap and sing the song with these sounds.

Swap over and ask the other children to play the sounds.

*Who else uses a hammer?*

*Where else might they hear tapping?*

**Plenary (5mins)**

Choose a selection of well-known songs to finish

e.g. Hickory Dickory Dock (tick tock)

Horsey Horsey (clip clop)

Peter taps with one hammer (good if the children need to move)

Another song for small groups: Who’s that tapping at the window?

Who’s that knocking at the door?

Charlie’s tapping at the window

Charlie’s knocking at the door

(Play the rhythm of the words, ‘tapping at the window’ and ‘knocking at the door’.)

**Observation Form**

**3 = emerging 2 = achieving 1 = exceeding**

**A space has been given for any further observations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Identifying long and short sounds** | **Listening (general)** | **Creating long and short sounds** | **Changing sounds** |
|  |  |  |  |  |

**General comments:**

**Phonics session 4: 3-4 year olds**

**Introductory activity (10mins)**

Sing Hello to Barnaby and look at what he has in his back -pack. He has some tools (a saw, a hammer and a paint brush)

*Can the children make sounds to go with these toys?*

*Which sounds are long and which are short?*

Sing, Peter taps with one hammer’ and encourage the children to keep the pulse with their hands/feet/head

**Main activity (15mins)**

Talk about the Shoemaker in his house and sing the song (see session 3), adding the hammering actions.

Another name for a shoemaker is a cobbler.

Teach the children how to sing ‘Cobbler cobbler’

Puppet 1: Cobbler, cobbler, mend my shoe. Have it done by half past two.

Puppet 2: Half past two is much too late. Get it done by half past eight.

Ask the children to hammer the pulse using wooden sounds and triangles held tightly so they don’t ring.

Now ask the children what the shoemaker will do to the shoes when he has finished (he will polish them)

*Who can clap the word ‘polish’?*

Ask some children to play the word ‘polish’ on shakers.

*Can they do that whilst the other children say the chant and keep time with hands on knees?*

Swap over tasks

If time play, ‘Who’s that, tapping at the window?’

The children play or tap the rhythm of the words, ‘tapping at the window’ and ‘knocking at the door’

Use names from around the circle and then use Barnaby’s

**Plenary (5mins)**

Use the singing sack to sing songs but say to the children, ‘I have something in my sack that begins with the sound ‘b’. It’s a b-u-s. It’s a bus! Do we know a song about a bus?’

**Observation Form**

**3 = emerging 2 = achieving 1 = exceeding**

**A space has been given for any further observations**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Moving to a steady pulse** | **Playing rhythmic patterns** | **Playing with control** |
|  |  |  |  |

**General comments:**

**Phonics Session 5: 3-4 year olds**

**Introductory activity (10mins)**

If you want to tap your feet, tap your nose, tap your knees, touch your toes, tickle your friend.... sit by me (All start with ‘t’)

Hello Children/ Hello Barnaby (GEGE)

What’s in Barnaby’s backpack? (Everything begins with a ‘t’ sound)

Make their voices like a siren/follow the buzzy bee/follow the roller coaster/climb up the slide and slide down again.

**Main activity (15mins)**

Teach the children ‘Touch your shoulders’

Touch your shoulders, touch your knees

Raise your arms and drop them please

Touch your ankles, touch your toes

Pull your ears and touch your nose

Add the actions and then use a parachute to show the higher of the two notes

Touch your (up) shoulders (down) touch your (up) knees (down)

Now introduce Three Teddies. Say hello to them with Daddy Bear, Mummy Bear and Baby Bear voices.

Introduce the chant, ‘Three Tapping Teddies.

The children keep a pulse and use the three different voices to say, ‘Tap, tap, tap, tap, tiny tapping teddy’. (Bigger tapping teddy/huge tapping teddy)

Extension: The children keep the beat (pulse) with instruments such as drums and learn how to control their volume.

**Plenary (5mins)**

Finish by singing and chanting songs that begin with ‘t’ e.g. Tommy Thumb and Teddy Bear, Teddy Bear (turn around/touch the ground/walk down the street/tickle your feet)

**Phonics Session 6: 3-4 year olds**

**Introductory activity (10mins)**

If you want to stamp your feet, stretch up tall, shake your hands, slither and slide....sit by me (All actions begin with ‘s’)

Sing, Hello Barnaby and look in his backpack (All the objects begin with ‘s’)

Sing, ‘Make your sound as long as mine’ and explore long body and vocal sounds (Ask the children for suggestions).

Sing, ‘Sally go round the Sun’ and use other names that begin with ‘s’.

Now use actions such as stomp, strut, slide and skip to ‘go round the sun’.

**Main activity (15mins)**

Introduce Sidney snake and ask the children to help find a sound to accompany him (A drum? A woodblock? A shaker?)

Ask the children to play when they see Sidney and stop when he disappears

Play, ‘Shake and Stop’ and ‘Shaker’s all...where are you?’ (Tommy Thumb)

Ask the children to sing, ‘Hear I am’ and to bring the shakers from behind their backs.

Play ‘Silly Sam’ and make the shakers move like a snake. The children can follow the words of the song.

Play, ‘Now my shaker’s up’ and ask the children to move their shakers around their body as the words suggest.

**Plenary (5mins)**

Listen to some more long sounds- bells and triangles

Give them to some children to play gently while the others sing, ‘Twinkle, twinkle, little star’.

**Observation Form**

**3 = emerging 2 = achieving 1 = exceeding**

**A space has been given for any further observations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Identifying the initial sound ‘t’ or ‘s’** | **Listening (general)** | **Keeping a pulse** | **Playing/identifying the rhythm/syllables of objects** |
|  |  |  |  |  |

**General comments:**