



Using actions to support your phonics teaching

A narrative driven multi-sensory systematic synthetic phonics programme

Approved
Phonics
Teaching
Programme



Department
for Education





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Why use actions for learning phonics?

‘Beginning and struggling readers often have difficulty committing letters and sounds to their permanent memories. Teaching these sounds through actions requires students to move their bodies, which serves to strengthen students’ memories of the letters and sounds.’

Zimmerman, B. S., Padak, N. D., & Rasinski, T. V. (2008). Evidence-Based Instruction in Reading: A Professional Development Guide to Phonics.





Why use actions in phonics sessions?

- Promotes active engagement and participation
- Targets kinaesthetic types of learners
- Helps to distinguish between similar sounds
- Visual prompt
- Aids consolidation
- Connections made to GPC character





Using actions in phonics sessions

Introduction



See

- Show the flashcard.
- Introduce the character.
- Example: "This is Sam the snake. Say hi to Sam"

"sss"

Sound

- Say the sound it makes.
- Please check guidance videos to ensure correct pronunciation.
- Example: Demonstrate the sound the 's' makes (long hiss sound, NOT 'suh')

"Es"

Name

- Say the name of the letter and compare it to the sound.
- Example: "This is an 'es'. Its name is 'es' and it makes a 'sssss' sound"



Action

- Do the action related to the specific GPC/Character.
- Make the sound as you do the action.
- Example: Hands together and wriggle upwards like a snake from chest up to face and over your head. "sss"

Whole Group



Song

- Sing/Listen to the song once and then ask the children to join in, you may need to talk through the words too.
- The song should be repeated at least twice.
- A lyrics sheet is included in the resources and videos of the songs are available on the Phonics Shed Hub.
- All songs are to the tunes of common nursery rhymes.



Formation

- Lower and Upper Case Formations
- Use the Formation Animations on the Phonics Shed hub to model, or run your finger over the character on the flashcard.
- Say the formation rhymes as the letter is written.
- Formation Rhymes are found in the planning and on the bottom of the flashcards.
- Children are to practice forming the letters with their fingers before using a pen or pencil.



Story

- Share the characters story book.
- Use the book that has the same name as the character.
- Try to emphasis the focus sound every time you read it.
- You can use the comprehension questions at the end of the story to recap and assess comprehension and listening.
- Use the word lists on the final page to practice blending and segmenting using the focus sound.



"This is Sam's mummy, she makes the same sound as Sam (s) and has the same letter name (es), but she is a capital letter, she is bigger. We use a capital at the start of names, places and sentences"

Example: Introducing Sam the Snake





Our guidance videos

 **Phonics Shed**





Joe the puppet

- Visual cue as to what is taking place
- The puppet can also be used during the welcome songs, any fine and gross motor warm-ups and to demonstrate actions.
 - Letter formation





- Teacher hub
- Resources, assignments and games
- Any questions

