



Using songs to supercharge 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 songs for learning phonics?

It has been proven that songs have a positive intellectual impact on pupils, as well as helping linguistic development that later aids learning to read.

(Susan Hallam)





Why use songs for learning phonics?

- Promotes active engagement and participation
- Multi-sensory approach targets different types of learners
- To tunes of well known nursery rhymes
- Can easily recap throughout school day
- Connections made to GPC character
- Improves listening skills





Using songs in phonics sessions

We also provide other useful songs, such as those which support Chapter 1 planning, the additional planning in Chapter 2 and three Chapter 4b songs that reinforce 'best fit' rules.

You can find videos of these songs online at the Phonics Shed Hub and there are lyric sheets in the resource packs for every session with a song. There are also three, very special, additional songs (two welcome songs and a plenary song) that can be used every lesson to encourage routine and help refocus the children





Using songs in phonics sessions

Introduction

Whole Group



See

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



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')



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"



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 emphasize 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





Wing the duckling's song: (to the tune of Humpty Dumpty)

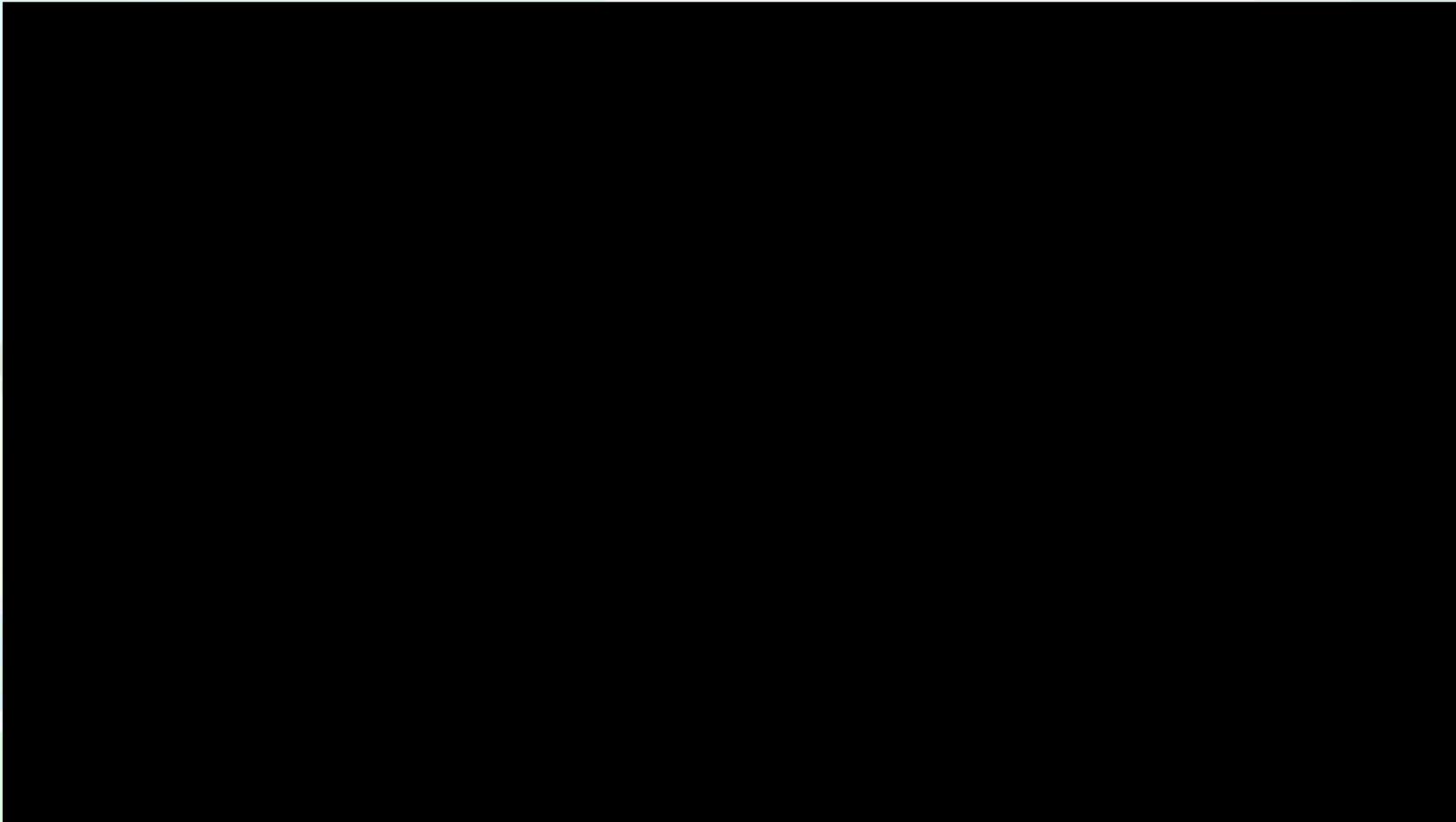
**Wing the duckling loves to sing,
Singing is Wing's favourite thing.
Whenever Wing sings a special song,
Everybody sings along!**

[make stretched 'ng' sound and do Wing the duckling action]





Using GPC characters in songs





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

