Colham Manor Primary School
Aspire, Achieve, Thrive

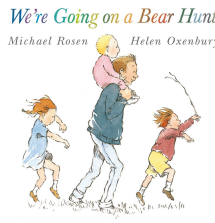
CMPS Early Reading Programme
Stage 3 - 5 Weeks

DailySession Outline	Hello Song	Bucket Time / Sound Input	Stage 1: Engagement & Interaction Stage 2 & 3: Voice Sounds	Instrument Time	Rhyme Time	Story Time	Good Bye Song
Purpose:	To signal the start of a new transition and the start of the session. To develop vocal sounds and interaction.	To introduce vocal sounds. To begin to associate sounds with print. To develop listening and attention skills.	**Engagement & Interaction:** To promote joint attention, turn-taking, and social communication. **Voice Sounds:** To distinguish between the differences in vocal sounds, including oral blending and segmenting.	To experience and develop awareness of sounds made with instruments and sound makers.	To experience and develop awareness of rhythm and rhyme in speech.	To share and join in with a story. To develop language and listening skills and stimulate imagination.	To support pupils in signalling the end of the session and the start of a new transition.

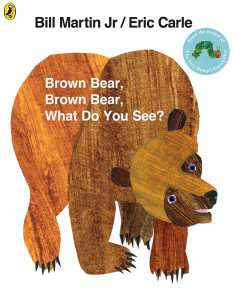
Videos NOT to be used for watching (provided as examples). Song/stories to be sung and shared together

Week 1 - Settling and Regulation						
Hello Song	**Bucket Time**	**Voice Sounds**	**Instrument Time**	**Rhyme Time**	**Story Time**	**Goodbye Song**
Hello Hell… **Makaton:** Makaton …	**'t'** Example: Attenti…	**Feed The Stuffed Animal** Presenting the child with a stuffed animal as well as pictures of objects that begin with the target sounds. To "Feed" their stuffed animal the child must model the	**Repeating Beats** An adult taps out a simple beat - can the children repeat what	**Incy Wincy Spider** Incy wincy spid…	We're going on a Bear Hunt	**Makaton:** Goodby…

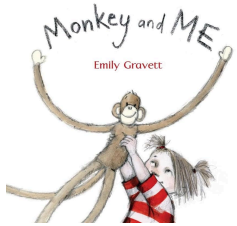
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		target sound ‘n’	they have heard? This can be done with an instrument, such as a drum and as a small group activity if you have enough instruments to go around or as a spontaneous adult activity when supporting learning in a music area.			

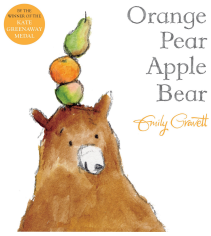
Week 2

Hello Song	Bucket Time - Sound Input	Voice Sounds	Instrument Time	Rhyme Time	Story Time	Goodbye Song
Hello Hell… **Makaton:** Makaton …	**‘i’** Example: Attention…	**Sound Box:** Box to contain a selection of objects that make a noise. The adult will model the correct sound for the children to copy. There will be a selection of long, short, loud and quiet sounds. Examples: train (long and loud.) clock (short and quiet) slide (long and loud) snake (long and quiet) mouse (short and quiet) fire engine or plane. (long, crescendo) The object is for the children to be aware of differences in sounds with emphasis on loud, quiet,	**Happy and You Know It:** Demonstrate with one of the instruments by singing the song ‘If You’re Happy and You Know It’ and use an instrument as the action *e.g:* *If you're happy and you know it* *bang a drum, bang, bang!* *If you’re happy and you know it* *bang a drum, bang, bang!* *If you're happy and you know it* *and you really want to show it,* *If you’re happy and you know it* *bang a drum, bang, bang!* Continue singing the song using	**Miss Molly had a Dolly** Miss Molly had …	Brown Bear, Brown Bear What do you see? 	**Makaton:** Goodby…

		long and short sounds and to model appropriately.	the other instruments (tap a triangle, ring a bell, shake a shaker)			

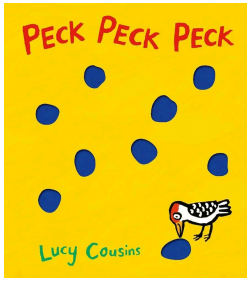
Week 3						
Hello Song	**Bucket Time - Sound Input**	**Voice Sounds**	**Instrument Time**	**Rhyme Time**	**Story Time**	**Goodbye Song**
Hello Hell… **Makaton:** Makaton …	**'n'** Example: Attention…	**Metal Mike:** Encourage a small group of children to sit in a circle or facing the front so they can see you and Metal Mike (a toy robot computer). Have ready a bag of pictures of objects (e.g. cat, dog, mug, sock) and sound out and blend the phonemes in their names. Ask each child in turn to take out a picture or an object from a bag. Hold it up and tell the group that Metal Mike is a computer and so he talks with a robot voice. Ask the children to name the object as Metal Mike would and demonstrate it for them in a robotic voice (e.g. 'c-a-t'). Feed the object or picture into Metal Mike and encourage the group rst to listen to you and then join in as you say the word exaggerating the sound of each	**Stop and Go:** Begin by showing the children the 'stop' and 'go' Sound Instruction Cards. Tell the children what the words say and explain that you are going to hold up a card to show the children when to start or stop playing an instrument. Hold up the 'go' card and encourage the children to play their instruments. After a few moments, hold up the 'stop' card and also say the word 'stop.'	**A Sailor went to Sea, Sea, Sea** A sailor went to …	Monkey & Me by Emily Gravett 	**Makaton:** Goodby…

		phoneme, followed by blending the phonemes to make the word.				

Week 4						
Hello Song	**Bucket Time - Sound Input**	**Voice Sounds**	**Instrument Time**	**Rhyme Time**	**Story Time**	**Goodbye Song**
Hello Hell… **Makaton:** Makaton …	**'p'** Example: Attention…	**Silly Soup:** You will need a large bowl, a wooden spoon and a selection of rhyming objects or pictures. These could include: hat,cat,bat,mat,rat. knee,tree,three,bee,sea,key . tin,bin,pin,fin. Sing the Silly Soup Song and in turn get the children to add an object and stir the 'soup'. *The Silly Soup Song (to the tune of Pop goes the Weasel)* *I'm making lots of silly soup,* *I'm making soup that's silly.*	**The Clapping Game:** Gather students in a circle and establish a steady beat by clapping hands together. Then, introduce a simple rhythmic pattern, such as "clap, slap, clap." Students take turns continuing the beat while adding their own unique actions, like tapping their knees or snapping fingers. The challenge increases as the rhythm gets faster or more complex, encouraging students to focus and stay engaged.	**Twinkle Twinkle Little Star** Twinkle Twinkle…	Orange, Pear, Apple, Pear – Emily Gravett 	**Makaton:** Goodby…

		I'm going to cook it in the fridge, *To make it nice and chilly* *Have a tray of rhyming objects for the children to add to the bowl eg bat, rat,cat,*				

Week 5

Hello Song	Bucket Time - Sound Input	Voice Sounds	Instrument Time	Rhyme Time	Story Time	Goodbye Song
Hello Hell… **Makaton:** Makaton …	**'g'** Example: Attention…	**I've got a sound:** I've got a sound, *I've got a sound*. (Call and answer) The sound is wooo, *the sound is wooo*. (Call and answer) It goes around, *it goes around*, (call and answer) Around and around, *around and around*. (Call and answer) Wooooooooooo! (Make the sound whilst turning or drawing a circle with your fingers in the air) *Wooooooooooo*! (Children make the sound and copy the action) I've got a sound, *I've got a sound*. (Call and answer) The sound is wooo, *the sound is wooo*. (Call and answer)	**Match the Sound Maker:** Show pairs of sound makers (e.g. maracas, triangles) to a small group of children. Place one set of sound makers in a feely bag The children take turns to select a sound maker from the feely bag. Once all the children have selected a sound maker, remind them to listen carefully. Play a matching sound maker. The child with that sound maker stands up and plays	**Wiggly Woo** Wiggly Woo | E…	Peck, Peck Peck - Lucy Cousins 	**Makaton:** Goodby…

		It is short, *it is short*,short, short sound, *a short, short sound.* Woo! (Make a shorter version of the sound, whilst bobbing down on the floor) It is long, *it is long*, A long, long sound, *a long, long sound.* Wooooooo! (Make a longer version of the sound, starting off with your hands close together and getting further apart) **Repeat with:** - Loud sound - Short Sound - Quiet Sound	it. Adapt the activity by playing the sound maker behind a screen so the children have to identify it by the sound alone.			