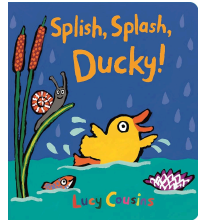
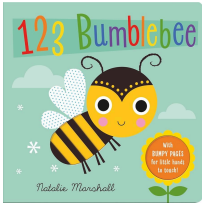


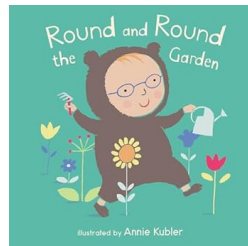
Early Reading Programme - AUTUMN 2 2024 - 2025

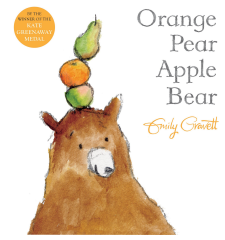
Daily Session Outline	Hello Song	Bucket Time - Sound Input	Voice Sounds	Instrument Time	Rhyme Time	Story Time	Good Bye Song
Purpose:	To signal the start of a new transition and the start of the session. To develop vocal sounds and interaction.	To introduce vocal sounds. To begin to associate sounds with print. To develop listening and attention skills.	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

Autumn 2 Week 2 - WB 11.11.24						
Hello Song	Bucket Time - Sound Input	Voice Sounds	Instrument Time	Rhyme Time	Story Time	Goodbye Song
<p>▶ Hello Hell...</p> <p>Makaton:</p> <p>▶ Makaton ...</p>	<p>'m'</p> <p>Example:</p> <p>▶ Attenti...</p> <p>1: Bucket 2: Mountain splat 3: Feed the monster - your turn</p>	<p>Show children how they can make sounds with their voices, for example:</p> <ul style="list-style-type: none"> - Make your voice go down a slide – wheel! - Make your voice bounce like a ball – boing, boing - Sound really disappointed – oh - Hiss like a snake – ssssss - Keep everyone quiet – shshshsh - Gently moo like a cow – mmmoooo - Be a steam train – chchchchch - Buzz like a bumble bee – zzzzzzz - Be a clock – tick tock. 	<p>Drum time:</p> <p>Using the drums, stand in a circle and have a go at beating the drum, counting at the same time.</p> <p>1,2,1,2 1,2,3 1,2,3</p>	<p>The Big Ship Sailed</p> <p>▶ The big ship sai...</p>	<p>Splash, Splash, Ducky! – Lucy Cousins</p> 	<p>Makaton:</p> <p>▶ Goodby...</p>

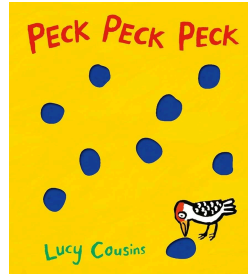
Autumn 2 Week 3 - WB 18.11.24						
Hello Song	Bucket Time - Sound Input	Voice Sounds	Instrument Time	Rhyme Time	Story Time	Goodbye Song
<p>▶ Hello Hell...</p> <p>Makaton:</p> <p>▶ Makaton ...</p>	<p>'a'</p> <p>Example:</p> <p>▶ Attention...</p> <p>1: Bucket 2: Paint weaving 3: find objects around the room beginning with 'a' - your turn</p>	<p>Making Trumpets: Make amplifiers (trumpet shapes) from simple cones of paper or lightweight card and experiment by making different noises through the cones.</p> <p>Model sounds for the children: - the up and down wail of a siren, - the honk of a fog horn, a peep, peep, peep of a bird.</p> <p>Contrast loud and soft sounds. Use the trumpets to sound out phonemes that begin each child's name.</p>	<p>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</p> <p>e.g: <i>If you're happy and you know it bang a drum, bang, bang!</i> <i>If you're happy and you know it bang a drum, bang, bang!</i> <i>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!</i></p> <p>Continue singing the song using the other instruments (tap a triangle, ring a bell, shake a shaker)</p>	<p>Bobby Shaftos Gone to See</p> <p>▶ Bobby Shafto</p>	<p>1,2,3 Bumble Bee - Natalie Marshall</p> 	<p>Makaton:</p> <p>▶ Goodby...</p>

Autumn 2 Week 4 - WB 25.11.24						
Hello Song	Bucket Time - Sound Input	Voice Sounds	Instrument Time	Rhyme Time	Story Time	Goodbye Song
<p>▶ Hello Hell...</p> <p>Makaton: ▶ Makaton ...</p>	<p>'s'</p> <p>Example: ▶ Attention...</p> <p>1: Bucket 2: Foam s 3: Decorate a snake - your turn</p>	<p>Watch My Sounds: Provide small mirrors for the children to observe their faces, lips, teeth and tongue as they make different speech sounds and experiment with their voices.</p>	<p>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.'</p>	<p>Bobby Shaftos Gone to See ▶ Bobby Shafto</p>	<p>Round and Round the Garden - Annie Kubler</p> 	<p>Makaton: ▶ Goodby...</p>

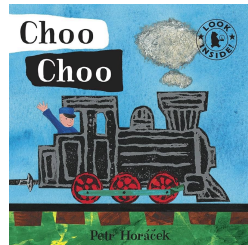
Autumn 2 Week 5 - WB 2.12.24						
Hello Song	Bucket Time - Sound Input	Voice Sounds	Instrument Time	Rhyme Time	Story Time	Goodbye Song
<p>▶ Hello Hell...</p> <p>Makaton: ▶ Makaton ...</p>	<p>'t'</p> <p>Example: ▶ Attention...</p> <p>1: Bucket 2: Build a tower</p>	<p>Hear the Sound, Make the Sound: Show the children the different foods and explain that each of the items makes a different sound. Explain to the children that you are going to make a sound with one of the items of food and you want them to repeat the sound, using</p>	<p>Copy Me Rhythm Game: Demonstrate different ways of playing the drum, such as using your fingers gently to make it sound like raindrops or using a whole flat hand to make a loud booming noise. You could also point out that tapping the drum around the edge</p>	<p>Five Little Elves ▶ Five Little Elves...</p>	<p>Orange, Pear, Apple, Pear – Emily Gravett</p> 	<p>Makaton: ▶ Goodby...</p>

Early Reading Programme - AUTUMN 2 2024 - 2025

		<p>only their mouths. First, stick your fingers in the jelly and squeeze it to make a squelch noise.</p> <p>Ask the children to make the same noise. The noise they make won't sound exactly like the sound you made, however, this activity will encourage them to learn the different sounds they can make using their mouths.</p> <p>Repeat the activity with each of the foods, shake the rice, squash the crisps and pour the water from the jug.</p> <p>Once the children have had a chance to experiment with the sounds they can make, create a pattern of sounds for the children to follow.</p> <p>Begin with shaking the rice, then squashing a crisp. Ask the children to listen to the two sounds and then repeat the sounds alternately a few times. Extend to three sounds in a repeated pattern.</p>	<p>makes a different sound to when it is played in the middle.</p> <p>Invite each child in the group to choose a drum and place it on the floor in front of them. They will want to spend some time exploring their instrument, so give the children a noisy minute or two to play their drums freely.</p> <p>When the children have had some time to explore their drums, play and say a simple rhythm on your drum, such as 'tap, tap, bang!' or 'pitter-patter, pitter-patter!' Encourage the children to copy your rhythm on their drums until you are all playing the same rhythm together.</p>			
--	--	---	--	--	--	--

Autumn 2 Week 6 - WB 9.12.24						
Hello Song	Bucket Time - Sound Input	Voice Sounds	Instrument Time	Rhyme Time	Story Time	Goodbye Song
<p>▶ Hello Hell...</p> <p>Makaton: ▶ Makaton ...</p>	<p>'d'</p> <p>Example: ▶ Attention...</p>	<p>I've got a sound: I've got a sound, <i>I've got a sound.</i> (Call and answer) The sound is wooo, <i>the sound is wooo.</i> (Call and answer) It goes around, <i>it goes around,</i> (call and answer) Around and around, <i>around and around.</i> (Call and answer) Woooooooooooo! (Make the sound whilst turning or drawing a circle with your fingers in the air) Woooooooooooo! (Children make the sound and copy the action)</p> <p><i>I've got a sound, I've got a sound. (Call and answer)</i> <i>The sound is wooo, the sound is wooo. (Call and answer)</i> It is short, <i>it is short,</i>short, short sound, <i>a short, short sound.</i> Woo! (Make a shorter version of the sound, whilst bobbing down on the floor)</p> <p>It is long, <i>it is long,</i> A long, long sound, <i>a long, long sound.</i> Woooooooo! (Make a longer version of the sound, starting off with your hands close together and getting further apart)</p> <p>Repeat with:</p>	<p>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 it.</p> <p>Adapt the activity by playing the sound maker behind a screen so the children have to identify it by the sound alone.</p>	<p>Five Little Elves ▶ Five Little Elves...</p>	<p>Peck, Peck Peck - Lucy Cousins</p> 	<p>Makaton: ▶ Goodby...</p>

		<ul style="list-style-type: none"> - Loud sound - Short Sound - Quiet Sound 				
--	--	--	--	--	--	--

Autumn 2 Week 7 - WB 16.12.24						
Hello Song	Bucket Time - Sound Input	Voice Sounds	Instrument Time	Rhyme Time	Story Time	Goodbye Song
<p>▶ Hello Hell...</p> <p>Makaton:</p> <p>▶ Makaton ...</p>	<p>Review Sounds using objects from each sound</p>	<p>Listening Walk:</p> <p>▶ The Listening Walk ...</p> <p>Remind the children about the things that good listeners do (e.g. keep quiet, have ears and eyes ready). Encourage the children to listen attentively to the sounds around them. Talk about the different sounds they can hear. The children could use cupped ears or make big ears on headbands to wear as they go on the listening walk. After the children have enjoyed a listening walk indoors or outdoors, make a list of all the sounds they can remember. The list can be in words or pictures and prompted by replaying sounds recorded on the walk.</p>	<p>Christmas Music:</p> <p>Fill some boxes or jars with small items that make interesting sounds, such as jingle bells, beads, balls of tinfoil and rice. Wrap the jars up in Christmas wrapping paper so that children cannot see what is inside. Encourage children to shake each jar and listen to the sounds. How do the sounds make them feel? What do the sounds remind them of?</p>	<p>Jingle Bells</p> <p>▶ Jingle Bells So...</p>	<p>Choo Choo – Petr Horáček</p> 	<p>Makaton:</p> <p>▶ Goodby...</p>