

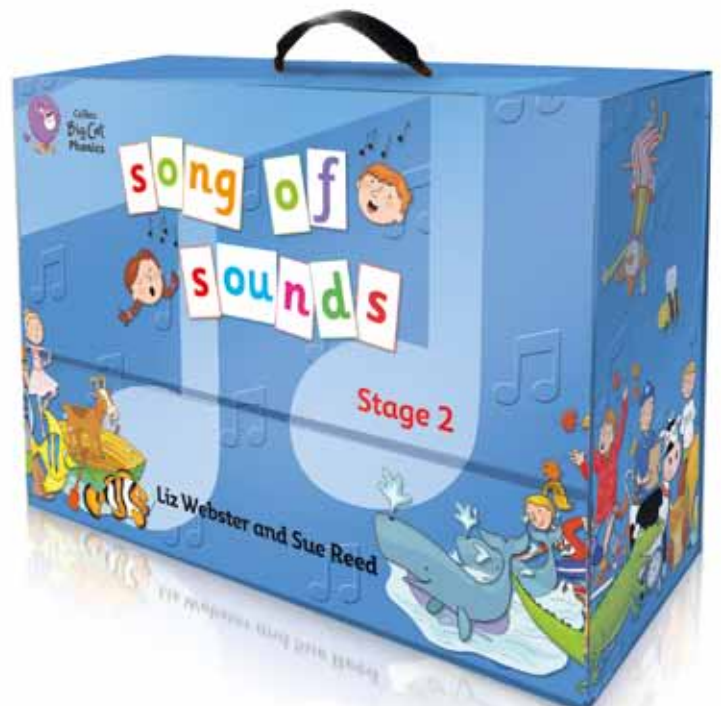


Collins  
**Big Cat**  
Phonics

**NEW**  
for May  
2014



# EVALUATION PACK



# Welcome to the Song of Sounds evaluation pack!



In this pack there is an introduction to phonics and the Song of Sounds programme, the Stage 1 scheme overview, a week's worth of lessons and the required flashcard, picture cards and green word and sentence cards for a daily phonics session.

To listen to a sample of the song at the heart of Song of Sounds visit:

[www.collins.co.uk/songofsounds](http://www.collins.co.uk/songofsounds)

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# Hello from the authors

Dear colleagues,

We are thrilled to be able to present to you our dynamic phonics programme, *Song of Sounds*.

We are Headteacher and Deputy Head at Aldingbourne Primary School in West Sussex, a highly successful and happy village school with 220 pupils from reception to Year 6. Our intake is 'broadly average' with a mixture of socio-economic backgrounds.

Aldingbourne was rated Outstanding in all areas in its last 2 Ofsted inspections (2006 and 2009), with the 2009 report stressing that 'the high quality of teaching...combined with an inventive curriculum results in pupils being creative writers (and) avid readers', that the 'excellent provision (of the Early Years Foundation Stage teaching) ensures that children get off to a flying start and they make rapid progress in all areas of learning'. We are very proud of our school, not only of its achievements, but also its atmosphere of fun and creativity, which we have worked hard to establish.

Both of us have a vast range of teaching experience, having taught all primary ages. We are both Foundation Stage specialists and Sue currently teaches full-time in the Reception class at our school. We have developed *Song of Sounds* over the last 10 years in a bid to ensure our children get the best possible start to their reading and writing journey, leaving Reception and Year 1 classes with a firm grip on phonics. Children continue this journey



throughout the school, building on their word and sentence level skills and blossoming into confident readers and writers.

The rigorous teaching of systematic synthetic phonics is at the core of *Song of Sounds*. Children learn the 42 basic sounds and 27 complex and alternative spellings, and how to blend words for reading and segment words for writing at an impressive rate. Alongside this, they enjoy a range of decodable readers that they can easily sound-blend to ensure success and inspire confidence, as well as games and practical activities to put their phonics skills into practice.

Perhaps our school's results in the National Curriculum's Year 1 statutory Phonics Screening Check are the best evidence of the programme's success: Aldingbourne enjoyed an impressive 87% success rate in 2012 versus a national average of 58%. 7 children out of 30 scored full marks, with 24 out of 30 passing the test. In 2013, the results were similar, with an 86% success rate versus a national average of 69%. 55% of children at Aldingbourne scored either 39 or 40 out of 40.

We passionately believe that, although systematic, there's no reason why the teaching of phonics has to be dull or predictable. Through *Song of Sounds* we have worked hard to create a phonics scheme that is creative, lively and fun. Our programme has as its core ingredient a song that children love to sing and learn the actions to. Our approach is multi-sensory and our programme is packed full of exciting games and activities through which the children have endless opportunities to apply their new skills and embed their learning. There are optional opportunities for you to teach in role as we have created a cast of characters that make letters and sounds all the more appealing.

By following *Song of Sounds*, you will not only be overwhelmed by the success rates in your class or school, but will see first-hand how phonics can truly be a fun and rewarding part of the curriculum for both child and teacher alike.

Regards,

**Liz Webster and Sue Reed**

**Liz Webster** and **Sue Reed** are Headteacher and Deputy Head at Aldingbourne Primary School in West Sussex in the UK



# Introduction

## Background to phonics

Systematic synthetic phonics teaches children to read and write by introducing the 42 basic and 17 complex phonemes sounds (phonemes) and their written equivalents (graphemes), blending or synthesising those sounds together to make full words and segmenting them to spell words correctly.

Systematic synthetic phonics has been the recommended approach to learning to read for some time, as noted in the Rose Review (2006) and the Clackmannanshire Report (2006). Both reports showed overwhelming evidence for the use of synthetic phonics in the teaching of reading, reporting that the reading skills of children who followed a pure synthetic phonics approach were more advanced than those of their peers who employed different reading techniques.

## Key objectives of systematic synthetic phonics

To:

- teach grapheme-phoneme correspondences (GPCs) at a quick pace (around one a day)
- immediately teach how to blend sounds into complete words for reading e.g. the phonemes /c/ /a/ /t/ blend together to make the word 'cat',
- immediately teach how to segment words into their individual phonemes for writing e.g. the word 'bus' segments into the phonemes /b/ /u/ /s/
- teach key irregular words (tricky words), noting which parts of the words can be blended phonically and which are irregular, e.g. the, I, me, we
- use decodable texts to ensure children apply phonics knowledge to read at an age-appropriate level.

## Grapheme-phoneme correspondence

Establishing the relationship between a phoneme (a letter sound) and its corresponding grapheme (the written equivalent) is the first step to success in any phonics programme.

Phonemes are not the same as the letter name (e.g. the letter 's' makes the phoneme sound 'sss' as opposed to its letter name 'es') and are not introduced in alphabetical order; the first phonemes covered (/s/ /a/ /t/) make more simple 2 (CV) and 3 (CVC) letter words than any other phonemes, and are considered the easiest phonemes for children to access first as they are common and feature in a lot of children's names.

Some phonemes are pronounced the same but are spelt differently, for example /ay/ and /ai/. In systematic synthetic phonics programmes these are not all taught simultaneously. Sounds with more than one way of being written are taught first in one form only, for example, the sound /ay/ ('day') is introduced first, with the alternatives

/ai/ ('rain') and /a-e/ ('cake') being taught later as /ay/ makes easier words for Reception level children to decode and use, e.g. 'day' and 'play'. The only exception is /c/ and /k/ as children tend to arrive at school with knowledge of these two letters having been taught them in nursery.

**Table 1: Phoneme list**

BASIC PHONEMES	COMPLEX PHONEMES	
	DIGRAPHS (2 letter graphemes)	TRIGRAPHS (three letter graphemes)
s	qu	igh
a	ch	air
t	sh	are
p	th	
i	ng	
n	ay	
m	ee	
d	ow	
g	oo	
o	oo	
c	ar	
k	or	
e	er	
u	ou	
r	oy	
h	oi	
b	ai	
f	a-e	
l	ea	
j	e-e	
v	ie	
w	i-e	
x	oa	
y	o-e	
z	ew	
	u-e	
	ur	
	ir	
	au	
	aw	
	ow	

## Blending sounds

Blending is the process of saying the phonemes in a word and then running them together to decode the word, e.g. the phonemes /c/ /a/ /t/ make the word 'cat'. Like all other phonics skills, this technique improves with practice, and is easier when sounds are said quickly together (to orally blend them and 'voice' a word).



Blending is the first stage of reading full words as letters are no longer seen in isolation from one another. Rather than a 'look and say' approach, in which children learn to recognise words by sight, through blending they apply their decoding skills to the phonemes they have been taught in a range of different combinations, equipping them with the skill set to read any word. For example, with the graphemes /t/, /a/, /p/ and /s/, children can make the words 'tap', 'pat', 'taps', 'pats', 'sat' and 'sap'.

Once children have mastered blending simple phonemes, they can move on to blending words containing digraphs and trigraphs. To do this successfully they must recognise digraphs as grouped letters, which together represent one sound, rather than as separate phonemes. e.g. to read 'moon', they need to recognise the /oo/ and not read /o/ and /o/. Sound buttons can be used to help scaffold words for children.

### Sound buttons

Sound buttons are a key visual clue to children learning to blend and segment words. When a word is written, each phoneme is identified by a "sound button" (dot) underneath it; when a teacher points at a sound button, children say the phoneme on its own; when a teacher sweeps their hand under the word, children blend the phonemes to read the whole word. To denote digraphs and trigraphs, a long thin 'sound button' highlights that two or three letters make one sound.

## Segmenting sounds

To begin to write independently children must be able to hear the individual phonemes in words to write the corresponding graphemes. Segmenting is the opposite of blending; to write the word 'dog' a child needs to be able to identify and segment the word into the three separate phonemes /d/ /o/ and /g/.



Some sound combinations are more difficult for children to segment than others, particularly as the children move past CVC words onto CCVC words e.g. the n in 'went' and the l in 'belt' are difficult to hear as they merge with the final letter of the word. Again, sound buttons can be used to help children at first, as they can see how many phonemes they should be listening for in a word.



## Reading and writing irregular words

Some words cannot be blended or segmented correctly by listening for the phonemes alone, as they contain phonemes that are irregular in their pronunciation. For example, the word 'was' contains an /a/ that makes an 'o' sound and an /s/ that makes a 'z' sound. Children should try and decode words in the first instance by recognising the decodable/regular sounds, learning to recognise irregularities and then self-correcting; in this instance, the /w/ is still decodable while the /a/ and /s/ are not.

These are called the 'tricky words' as they contain irregular spelling and are 'tricky' to decode. Once children can read these words, they can learn to spell them too.

## Using decodable texts

As part of a rigorous phonics programme, decodable texts provide children with the opportunity to apply and practise their phonics skills with appropriate reading material. By working through texts that are matched to their phonic ability, children can practise decoding in a 'real book' environment and gain confidence in their reading skills whilst teachers can monitor their progress and identify potential difficulties. A range of high-quality readers on diverse themes and topics across both fiction and non-fiction is critical to ensuring books are relevant and meaningful, increasing children's engagement, comprehension and enjoyment.



## Song of Sounds

*Song of Sounds* is a multi-component, multi-sensory, systematic synthetic phonics programme. Teacher-led, hands-on and interactive, it contains a huge variety of games and activities that reinforce learning and a daily phonics session that has music and movement at its core to embed knowledge and understanding, and to ensure children enjoy the phonics learning process.



The programme ensures fluency by the end of Year 1 by immediately and quickly beginning to teach the 42 basic phonemes. By the end of Reception, these should be secure and then in Year 1 the same process is used for complex sounds and alternative spellings.

From week 2 in Reception, *Song of Sounds* teaches children how to begin to read and write words and sentences using their knowledge of the phonemes they have learned through the processes of blending and segmenting. Letter formation is taught alongside GPCs to ensure handwriting skills are also developed and correct letter formation is achieved.



## Teaching the programme

The programme consists of daily phonic sessions, four of these lasting 15 minutes each and one weekly session lasting 2 hours, on the basis that giving children the opportunity to consolidate and apply their phonics skills at the end of the week reinforces learning.

The programme's short sessions are aimed at the rigorous teaching of synthetic phonics skills. At the beginning, this focuses on teaching a different phoneme every day, and blending and segmenting using this new phoneme. Once children have learned all their phonemes, these sessions focus on revision, letter names and word-building.

During weekly sessions, children play games and engage in practical activities all based around them developing and applying their reading and writing skills and increasing confidence in their phonic ability. Weekly lessons not only embed what children have learned during the week; they also revisit previously taught phonemes to ensure children are constantly reinforcing what they have learnt through the whole programme. Suggestions are made in the weekly session overviews to teach in role as a variety of fun characters such as Felicity the Phoneme Fairy to ensure lessons are fun and exciting.



## The song

The programme is based around a song which embeds GPCs by matching each phoneme with its written equivalent, a picture and corresponding action. The song is introduced on the first day of school and sung every day. The visual, auditory and kinaesthetic elements of the song enable all types of learners to learn phonemes at a rapid rate. Whilst the programme teaches phonemic awareness by introducing phonemes in order of difficulty, the song introduces phonemes alphabetically.



The song begins with the 26 letters of the alphabet. It is useful to begin with these as it helps children to remember the order of the alphabet later on. The song then moves on to digraphs. Similar digraphs have been placed in the song together e.g. /sh/, /ch/ and /th/ and the first set of long vowels /ay/, /ee/, /igh/, /ow/ and /oo/. This is deliberate to help children make the link between these sets of graphemes.

The Stage 2 song groups graphemes that make the same sound together, e.g. /ai/, /ay/ and /a-e/. Again, this helps children to make the link between these graphemes which is another strategy for helping to remember them.

From the children's first day at school, the song should be sung every day all the way through. This means that while you tackle each GPC individually and systematically in the daily sessions, singing the whole song enables more able children in the class to access all GPCs from the very beginning of the programme. This avoids a monotonous, go-slow approach and broadens the children's phonic experience. The classroom frieze is ordered in the same order as the songs as a visual reminder of the song order.

## Teaching irregular words

Tricky words are not taught until Week 13, so that children have a good grasp of the regular rules of phonics before they tackle words that are irregular.

Words that can be blended, i.e. that are phonetically regular, are known in Song of Sounds as 'green words' as green symbolises 'go' whilst red, for tricky words, symbolises 'stop and think'. These 'red' words are taught explicitly in daily and weekly sessions, in which the teacher identifies the regular and irregular parts of the word and gives children advice on how to tackle them. The words are then displayed in the classroom to allow constant reference.

The programme teaches children to apply decoding skills to irregular as well as regular words where possible, by identifying the 'green' and 'red' parts of a word and provides techniques to help remember irregular words, such as mnemonics e.g. remembering how to spell the word because through the phrase 'big elephants can always understand small elephants' or using auditory techniques, such as saying the word as it looks e.g. 'was' instead of 'wos'. A total of 64 irregular words are taught.



## Big Cat Phonic readers

As children learn to blend and segment phonemes, they are encouraged to read from a selection of Collins Big Cat Phonic readers. These are high-quality books by a huge range of authors and allow children an authentic experience of reading fiction and non-fiction whilst they practise their decoding skills. The readers are levelled, which ensures children are reading material that is appropriate to their phonic knowledge. Books are mapped through the programme; each weekly lesson teaches or revises a list of target phonemes and readers are suggested for further reading that contain the target phonemes for that week. As well as applying and improving their decoding skills, children also begin to see tricky words in context, allowing children to make judgements on when to decode a word and when to recognise it as tricky, which also helps to reinforce spelling.



## A whole-class approach

The programme's daily session starters and weekly carpet sessions, during which children learn new phonemes, are designed to be delivered to the whole class. This ensures an inclusive approach, as the class works together to acquire new skills, led by the class teacher. In contrast to withdrawing children from the class to be grouped with a variety of ages and support staff, a whole-class approach means that children's confidence and self-esteem is high. This is because children are taught alongside their peers and are assessed by their own experienced class teacher who knows them and can effectively differentiate. Carpet sessions cater for differing abilities within the class as they begin by teaching the easier skills and move on to more complex teaching by the end, thus catering for every child whilst teaching the whole class together. Once children have acquired skills together in these progressive sessions, they can then be separated out into differentiated groups to take part in the practical activities of each weekly session, to practise and apply the skills that the class has learnt together at their own particular level.



## Differentiation

Not all children will acquire phonic skills at the same rate and some children will need more support than others, and others will need extra challenges to keep them learning at the rate that is right for them. Also, there will be a discrepancy in children's phonic knowledge on entering school. In order to support this, children are assessed on entering the programme and placed in differentiated groups. Each practical

activity in the weekly sessions is carefully differentiated, with support and challenge tips offered where appropriate, and children are constantly monitored to ensure they are working at the correct level.

Peer-to-peer interaction is encouraged through the use of a pairing system in which children are paired with a 'chatting chum'. 'Chatting chums' are carefully paired, e.g. a less-able child may be placed with a more-able child, therefore supporting the less-able child and challenging the more-able child as they explain their phonics knowledge to their peer.



Alternatively, two less-able children can be paired so that they can receive extra help from a teacher or teaching assistant during practical activities, or two more-able children can be paired and given extension activities to push them further. Each weekly consolidation session is divided up into games, each of which has its own differentiation capacity, and as the games are played by small groups around the classroom, differentiation is subtle enough that children are unaware of clear ability grouping.



## Assessment

Regular diagnostic and formative assessment is a key feature of the programme and helps not only to monitor children's progress but also to identify key areas for revision. Children are diagnostically assessed on entering school, then at specific points throughout the programme (roughly halfway through each term, depending on individual schools' holiday schedules); these more formal assessments should be carried out on a one-to-one basis by a teacher or teaching assistant. The findings of these assessments help teachers to plan carefully to meet class needs and also identify any children who need further support or extension work. Formative assessment ideas are presented in each weekly session guide, mostly through small group observation during games and activities. Through using both diagnostic and formative assessment and having the opportunity to work with every child in a small group every week, the teacher has an accurate understanding of each child's achievement's and needs.



## Year One Phonics Screening Check

In England, all Year 1 pupils in state-funded schools must undertake a statutory Phonics Screening Check towards the end of the school year to ensure they are decoding at the appropriate level. Children are asked to decode 40 words under one-to-one test conditions with a teacher or teaching assistant.

The word list contains a combination of real and 'nonsense' words, the latter being included to ensure that children are using phonics skills to decode words and not recognising words by sight. To pass, children must score at least 32 out of 40. Children who fail in Year 1 are expected to retake the test at the end of Year 2.

The test became statutory in 2012 and test results are publicly reported annually by the Department for Education. Results are used to inform internal intervention in schools and reported to Local Education Authorities, which then feed into National Statistics. If children fail the test in Year 1, their results are flagged and a plan of action developed.

Song of Sounds prepares children for the test by immersing them in decoding from their very first week in Reception class. Strong decoding and blending skills enable application to any word – real or nonsense, therefore preparing children for all reading, including the check.

## Home/School links

Parents can offer invaluable support to the programme at home if they understand the objectives and contents of it. These can be introduced through an introductory parents' meeting at the beginning of Reception in which they are introduced to the programme's key goals and contents, including the song, which they can sing at home with their children to reinforce the work that children do in the classroom. Various homework options are also identified throughout the programme.

**Table 2: List of components**

COMPONENT	USE	PURPOSE
Teacher Handbook	By teachers before starting the programme and thereafter for daily and weekly phonics planning	To provide teachers with the methodology behind the synthetic phonics approach, a clear outline of the Song of Sounds programme and a complete planning tool for teaching phonics every day
Audio CD	As part of daily and weekly sessions to sing along to the Song of Sounds song with the whole class or in groups	To reinforce song words and actions. Particularly helpful for auditory learners.
Flashcards	Initially to teach GPCs, then to revise and reinforce GPCs in daily and weekly sessions, and intermittently in between	To teach GPCs with the aid of visual clues



COMPONENT	USE	PURPOSE
Picture cards	To reinforce the teaching of phonemes in daily sessions, and in various games and activities throughout the programme	To teach GPCs with the aid of visual clues
Green word cards	As part of daily and weekly phonics sessions in both whole class and group activities	To practise blending and segmenting words, phrases and short sentences with the aid of sound buttons
Tricky word cards	As part of daily and weekly tricky word sessions in both whole class and group activities	To practise reading and spelling irregular tricky words
Phoneme stars	Used in numerous games and activities throughout the programme	To revise, consolidate and apply children's knowledge of GPCs
Classroom frieze	As a visual aid for the classroom	To display each GPCs visually in the classroom and to reinforce GPCs
Lotto game	By small groups in various weekly sessions	To revise, consolidate and apply children's knowledge of GPCs
Phoneme finder sheet	As an aid for writing, and during various games and activities in weekly sessions	To aid independent writing and GPC recognition
Resource CD	As part of each weekly session	To provide teachers with all IWB and printable resources necessary to teach every weekly session
Decodable readers	Independent or group reading during a lesson or as homework	To practise blending and segmenting skills at the appropriate level; to apply phonics skills to levelled readers

## Whole class approach

In order to provide an inclusive environment where children work together to acquire new skills, a whole-class approach is used to teach the class new phonemes. Daily sessions are short bursts of phonics activity, which are then reinforced by child-initiated learning in weekly sessions. These sessions are led by the children's own class teacher, who can evaluate children's ability level and progression and differentiate accordingly.

## Differentiation

Each daily phonics session includes content relevant for each ability group within the class. Each session starts at a level that caters for children with the lowest ability in the class and adds increasingly difficult material to be used with higher-level children as the lesson progresses. Different parts of the sessions are aimed at the different ability groups in the class, but can be accessed by all due to the multi-sensory and fun-filled nature of the lesson. The pace of the session is rapid and the energy level of each session is high, meaning that everyone remains on task for the session. Lower ability children may be supported by their chatting chum or a teaching assistant to ensure they stay involved, whilst the challenging extension activities and tips stretch more able children and keep them motivated.

## Assessment

Formative assessment is carried during daily sessions through observation of children as they progress through the lesson. Every daily session includes grapheme recognition, blending and segmenting and reading and writing practice which can be observed during the class. Diagnostic assessment is reserved for weekly sessions, when there is more time to effectively conduct assessments.

GPC, blending, segmenting and writing skills can be observed through carpet session activities such as calling children up to the board to write or read individually, or asking small groups of children or chatting chum pairs to work together to give you the opportunity to assess individuals' performance. Weaknesses in particular skills or gaps in children's learning can then be identified to inform future planning.

# An introduction to the weekly session

## What is a weekly phonics session?

Weekly sessions are taught over two hours, one day per week, and are designed to help reinforce and embed phonic skills learned during the week, plus to revisit and consolidate previously-taught work. These extended sessions aid children's phonic skills through their practical application to varied activities.

Children play games and engage in practical activities all based around developing their reading and writing skills using all the phoneme/grapheme correspondences learned so far, with a particular emphasis on the phonemes learned over the last week.

The emphasis of these sessions is fun and it through these practical, multi-sensory and memorable sessions that the children truly apply their knowledge and become confident in their phonic ability.

## Session structure

Every weekly session follows the same basic structure by including a carpet session, practical activities, plenary and links to Collins Big Cat readers. This structure reflects the systematic nature of the programme and makes planning easy. Learning objectives are provided in clear overview charts in the Teacher's Handbook alongside detailed plans for each weekly session with adaptable ideas offering alternatives for varied teaching styles such as teaching in role and using puppets or props.

## Carpet session



The carpet session is delivered to the whole class before they split up into groups for the practical activities. It should last for about 25 minutes and includes a starter and a teaching focus which is clearly identified by the learning objective. The starter outlines the learning objective for each session and is engaging and stimulating so that each session is exciting, meaningful and relevant. Children should have a sound understanding of the aims of the lesson and be ready to participate.

The Song of Sounds song is sometimes sung as part of a carpet session, but care should be taken to avoid the use of the song becoming monotonous – it is more engaging for children to sing the song at different times of the school day in addition to the phonics session, e.g. at registration, at lunchtime, at the end of the school day, than to sing it at the beginning of every daily session. The song can be sung in different ways, too, e.g. using the software to show accompanying phoneme images, singing along to the Song of Sounds CD, silently miming the song actions, singing the phonemes only, using the Song of Sounds flashcards as prompts and so on. Thinking of ways to keep the song fresh and fun is key to keeping children engaged.

During each carpet session, children are guided by the teacher and the use of the Song of Sounds software through revision of the phonemes they have learned through the week. Carpet sessions contain a variety of group games and activities for the class to play together or in pairs to embed phonemes. Once the carpet session is over, children should be divided up into differentiated groups to take part in practical activities, which are games for small groups of children (usually around 5-6 children).

## Teaching software

Each weekly session is accompanied by a software presentation. Each presentation is an excellent visual resource for children to engage and interact with, and a guide to the contents of each presentation and how and when to use it is provided in each weekly session overview in the Teacher Handbook. In addition, printable activity sheets are provided to accompany the practical activities and carpet sessions of each weekly session (see Practical Activities section below).



## Chatting chums

During the carpet session, children should work with a 'chatting chum' (a partner for pair work). They should sit next to their chatting chum throughout the whole class starter and work collaboratively.

This ensures that all children engage with the lesson, as rather than being asked to put their 'hands up' to tell the teacher the answer, they discuss the answer with their 'chatting chum' and then the teacher chooses a pair at random to answer the question. Children are more confident to volunteer answers that they have tried out with a partner first. Furthermore, they learn and retain so much more when they have discussed it with someone else.

Chatting chum pairs should be chosen by the teacher and rotated every week or fortnight so that they have the opportunity to work with lots of different partners over the year. An effective way to organise this is a display of the children's photos that you move around to show their pairs.

Choosing effective partnerships is key. It is often beneficial to pair chatting chums by ability e.g. a lower ability child with a higher ability child. The higher ability child can then support the lower ability child, and through 'teaching' their partner will truly embed their own learning. However, this is not the only way to pair children and you may want to consider other factors to keep the pairings interesting for children.

### Top tips for choosing chatting chum pairs

- Pair very able children and set them more challenging tasks
- Pair 2 less able children, with a teaching assistant for support
- Pair 2 shy children together to encourage them to talk
- Pair a boy and a girl to encourage positive relationships between genders
- Pair a lively child with a well-behaved (but confident) child so that good behaviour is promoted
- Pair friends together so that like-minded children have the opportunity to share ideas

## Practical activities

In every weekly session, there is an activity focused on:

- blending for reading
- segmenting for writing
- handwriting/letter formation practice

All of these skills are developed each week to encourage confidence in all aspects of phonics learning.

Practical activities are multi-sensory, and coded for easy reference as kinaesthetic, visual and auditory to help provide a balance of activities.

Each game or activity should last for 20–25 minutes and children should rotate around them in a carousel system in small differentiated groups until they have completed all of them, either working with yourself, a teaching assistant or a parent helper (you

can station an adult at each game to ensure children have help where they need it, or explain the rules of each game and move around groups yourself if you do not have any assistance). Practical ideas for different kinds of games are included as well as ideas for how to produce work in an imaginative way (e.g. on paper/in exercise books, on whiteboards, through drawing, through play etc). They can be used and organised in different ways, according to how you manage your classroom. You may decide to adapt the games, vary the group size, or add in some of your own games and ideas.

Numerous printable resources to accompany each game are provided on a Resource CD. These may include game boards, game cards or other resources to make lessons varied and interesting. To minimise administration for teachers, most printable resources are offered as optional, with alternative options where possible. Alternatively, resources can be reused if they are laminated.

Some activities are designed for a classroom setting, some are outside games and some can be played in a large indoor space such as a hall. When setting up your games, ensure that children are clear on the order of the rotation of games, and that you have enough teaching assistants so that each station is overseen by a responsible adult. If this is not possible, games can be tailored to be played in the classroom.

## Differentiation

Children should be carefully divided into differentiated groups before they are sent to complete the practical activities. For each activity, tips are provided to help differentiate each game up or down to challenge more-able children and support those that are less-able. In addition, you may use the same activity in a slightly different way to shift the focus of the group's learning. All of the activities provided are optional and fully adaptable, and thus form part of a fast-paced, dynamic lesson catering for all ability levels.

## Plenary

Each weekly session ends back on the carpet for a plenary, which gives the class an opportunity to reflect on the session and its learning objective. The plenary should last around 10–15 minutes, during which children should revisit and review their learning. A plenary idea is included in every lesson plan, and careful observation is instrumental here in assessing the children's progress to inform future planning.

## Assessment

Diagnostic assessment takes place 8 times in the programme, when the class teacher should work with one child at a time to carry out a formal assessment using the assessment sheets provided. The results of these assessments should be used to inform your future planning and any possible intervention needed for individual children, for example, moving children to a more appropriate ability group or offering extra support for under-achievers. Assessments results could impact on the pace of delivery of the rest of the programme, and/or which parts of the programme you choose to revise.

Furthermore, the weekly sessions can be used for additional formative assessment through close observation of each child within the group-work structure. The weekly

sessions are ideal for formative assessment opportunities as you will have the opportunity to work with every child in the class in a small group setting, and see firsthand how they apply their skills and what they are capable of. Again, this will impact further delivery of the programme and guide you on revision areas, the accuracy of differentiated ability groups and any intervention plans for individual students. Weekly sessions will afford you a more extended opportunity to assess children's skills than the daily ones, in which it is more difficult to monitor individuals' progress as sessions are brief, children are taught in a whole class setting and the focus is on imparting information to children and revising previously-taught work collectively. The nature of the carousel system used during the practical activities enables teachers to choose specific assessment focuses to monitor, for example, you may focus on a reading activity to assess children's ability to blend, or the spelling activity to see which children can segment words for writing.

# Song of Sounds scheme overview

## Stage 1

WEEK	DAILY SESSIONS	WEEKLY SESSION *	WEEKLY LEARNING OBJECTIVES
1	Introduction to sound talk	Sound-talk 1	to practise orally blending and segmenting sounds in words
2	/s/ /a/ /t/ /p/	Felicity the Phoneme Fairy	to learn to say, read and write /s/
3	/i/ /n/ /m/ /d/	Blending and building	to practise blending and segmenting all phonemes learned so far
4	/g/ /o/ /c/ /k/	Sound-talk 2	to practise blending and segmenting all phonemes learned so far
5	/ck/ /e/ /u/ /r/	Reintroducing sound-talk	to practise blending and segmenting all phonemes learned so far
6	/h/ /b/ /f/ /ff/ /l/ /ll/	Felicity returns	to understand that graphemes with a double consonant make the same sound as the single consonant
7	<b>ASSESSMENT WEEK 1</b>	<b>ASSESSMENT WEEK 1</b>	To assess each child's phonic ability on a one-to-one basis
8	/j/ /v/ /w/ /x/	Puppet play	to practise blending and segmenting all phonemes learned so far
9	/y/ /z/ /zz/ /qu/	A royal appearance	to practise blending and segmenting all phonemes learned so far
10	/ch/ /sh/ /th/ /ng/	Felicity returns	to practise blending and segmenting all phonemes learned so far
11	/ay/ /ee/ /igh/ /ow/	Felicity's story	to practise blending and segmenting all phonemes learned so far
12	<b>ASSESSMENT WEEK 2</b>	<b>ASSESSMENT WEEK 2</b>	to revise all phonemes learned so far
13	Tricky words l, the, he, she, we, be, me	Tricky words	to practise reading and spelling tricky words
14	/oo/ /oo/ /ar/ /or/	Pirate fun	to practise blending and segmenting all phonemes learned so far
15	/er/ /ou/ /oy/ /air/	Felicity returns	to practise blending and segmenting all phonemes learned so far
16	<b>ASSESSMENT WEEK 3</b>	<b>ASSESSMENT WEEK 3</b>	to assess each child's phonic ability on a one-to-one basis
17	Revision following assessment week	A letter from Felicity	to revise any phonemes that children are finding difficult as identified during assessment week



WEEK	DAILY SESSIONS	WEEKLY SESSION*	WEEKLY LEARNING OBJECTIVES
18	Revision following assessment week	Croc is stuck	to revise any phonemes that children are finding difficult as identified during assessment week
19	Tricky words go, no, to, was, saw	Tricky words	to practise reading and spelling tricky words
20	CVC words	CVC words	to practise reading and spelling CVC words
21	CVCC and CCVC words	CVCC and CCVC words	to practise reading and spelling CVCC and CCVC words
22	CCVCC, CCCVC and CCCVCC words	CCVCC, CCCVC and CCCVCC words	To practise reading and spelling CCVCC, CCCVC and CCCVCC words
23	Syllables	Syllables	To practise reading and spelling a range of CVC, CCVC/CVCC and CCVCC words
24	Syllables	Syllables	To discriminate syllables in multi-syllabic words
25	Tricky words my, you, they, all, are	Tricky words	to practise reading and spelling tricky words
26	Phoneme revision, reading and writing green cards, reading and writing sentences	Alphabetical order 1	to use letter names and to develop an understanding of the order of the alphabet
27	Letter names	Alphabetical order 2	to begin to use letter names and to develop an understanding of the order of the alphabet
28	Phoneme revision, reading and writing green cards, reading and writing sentences	Upper and lower case 1	to be able to match upper and lower case letters
29	Letter names	Upper and lower case 2	to be able to match lowercase and uppercase letters and begin to be able to write uppercase graphemes
30	<b>ASSESSMENT WEEK 4</b>	<b>ASSESSMENT WEEK 4</b>	to practise all skills learned so far

**\* All previously taught phonemes are revised every week in addition to those listed being introduced for the first time.**

# Song of Sounds song

We can sing a song of sounds, skip to my lou my darling.

Ants on an apple a a a

Butterflies are beautiful b b b

Caterpillars coughing c c c

Skip to my lou my darling

Dinosaurs are dancing d d d

Elephant's enormous e e e

Fish are funny f f f

Skip to my lou my darling

Goats are gardening g g g

Hats on heads h h h

Insects are interesting i i i

Skip to my lou my darling

Jellybeans are jumping j j j

Kings flying kites k k k

Lions love lollipops l l l

Skip to my lou my darling

Mice are munching m m m

Nurse Nelly's nice n n n

Octopus is orange o o o

Skip to my lou my darling

Popcorn popping p p p

Queens run quickly qu qu qu

Rabbits are rascals r r r

Skip to my lou my darling

Sausages are sizzling s s s

Tiger on the TV t t t

Umbrellas up u u u

Skip to my lou my darling

Val has a violin v v v

Whales in the water w w w



# Target phoneme: /er/

## Learning objective

to learn to say, read and write /er/

## Resources

- Song of Sounds flashcard: er
- Song of Sounds picture cards: flower, shower, letter
- Song of Sounds green words: sister, never, blister, her
- Song of Sounds green Sentence: Her sister never cooks.

## Starter



### Sing /er/

**Song text:** "flower in a shower er er er"



- Gather children on the carpet.
- Explain that today you are going to learn a new sound.
- Show the class the "er" flashcard and sing "flower in a shower er er er".
- Show the class the action and ask them to perform it together.

## Main lesson



### Say /er/

- Show children how to say /er/ – "say /er/ to me, say /er/ to your friend, say /er/ to the ceiling, say /er/ to the floor, say /er/ to the book corner," etc.
- Show children the "er" picture cards and ask them to repeat after you, using an "I say, you say" technique, so they can hear the /er/ sound in the word: flower, shower, letter, herd, etc.

### Read /er/

- Show the children the grapheme side of the card and explain what "er" looks like.
- Hide the flashcard behind your back – if you bring it out and show the picture side, they must sing "flower in a shower er er er"; if you bring it out and show the grapheme side, they must say /er/. Bring the card out in different ways from either side of your body. Try to catch them out.

### Write /er/

- Show children on the board how to form an "er", using the explanations, "Go around the elephant's head and add his curly trunk" for the "e", and, for the "r", "Start at the top, go down, back up and over the rabbit's floppy ear."
- Ask children to follow your actions and sky-write the "er" grapheme – don't forget that you need to write backwards.
- Ask children to write an "er" on the carpet with their finger. Ask their chatting chums to check their formation.



### Blend /er/

- For the green words "sister", "never", "blister" and "her", help children to practise reading and blending the graphemes to make the words.
- For the green phrase "her sister never cooks", practise blending each word individually and then the whole phrase. Do this by asking the children to say the sounds as you press the sound buttons and then blend the sounds together as you sweep your hand underneath the word. Go through the whole phrase, and then go back and point to each word for the children to read.

## Revision



Add your "er" flashcard to the stack of flashcards that you have already taught. In front of the children, display last week's flashcards together with the "er" flashcard around the room. Point to a flashcard and ask the children to all point and sing the corresponding part of the song. Repeat a few times, then point to other flashcards, asking children to say the sound or do the correct action. Finally, sing a sound/do an action/say a phoneme and see if children can point to the correct card.



# Target phoneme: /ou/

## Learning objective

to learn to say, read and write /ou/

## Starter



Sing /ou/

**Song text:** "mouse in a house ou ou ou"

- Gather children on the carpet.
- Explain that today they are going to learn a new sound.
- Show the class the "ou" flashcard and sing "mouse in a house ou ou ou".
- Show children the song action and ask them to perform it together.

## Resources

- Song of Sounds flashcard: ou
- Song of Sounds picture cards: mouse, house, trousers
- Song of Sounds green words: out, shout, count, mouth
- Song of Sounds green sentence: I found a round pound.

## Main lesson



**Say /ou/**

- Show children how to say /ou/ – ask them to say /ou/ to each of their fingers and finally look at you and say the sound.
- Show children the "ou" picture cards and ask them to repeat after you, using an "I say, you say" technique, so they can hear the /ou/ sound in the word: mouse, house, trousers, mouth, etc.

**Read /ou/**

- Show children the grapheme side of the card and explain what an "ou" looks like.
- Hide the flashcard behind your back – if you bring it out and show the picture side, they must sing "mouse in a house ou ou ou"; if you bring it out and show the grapheme side, they must say /ou/. Bring the card out in different ways from either side of your bod. Try to catch them out.

**Write /ou/**

- Show children on the board how to form an "ou", using the explanations, "Start at the top and go around the orange" for the "o", and, for the "u", "Start at the top, go down, around the puddle, back up, down and flick."
- Ask children to follow your actions and sky-write the "ou" grapheme – don't forget that you need to write backwards.
- Ask children to write "ou" on their arm – they should start at their shoulder and write "ou's" all the way to their fingertips.

**Blend /ou/**

- For the green words "out", "shout", "count" and "mouth", practise reading and blending the graphemes to make the words.
- For the green phrase "I found a round pound", practise blending each word individually and then the whole phrase. Do this by asking the children to say the sounds as you press the sound buttons and then blend the sounds together as you sweep your hand underneath the word. Go through the whole phrase, and then go back and point to each word for the children to read.
- Repeat with the phrase "I shout as I count".

## Revision



Add your "ou" flashcard to the stack of flashcards that you have already taught. Show the class the flashcards one at a time, picture-side up, and sing the corresponding part of the song. If you sing the right part of the song, the children should give you a thumbs up; if you sing the wrong part, a thumbs down. As you produce the grapheme side say a sound and ask children to give you a thumbs up if correct or down if wrong. Finish by all singing and saying the sounds.



# Target phoneme: /oy/



## Learning objective

to learn to say, read and write /oy/

## Starter



### Sing /oy/

**Song text:** "boy with a toy oy oy oy"



- Gather children on the carpet.
- Explain that today they are going to learn a new sound.
- Show the class the "oy" flashcard and sing "boy with a toy oy oy oy".
- Show the class the action and ask them to perform it together.

## Resources

- Song of Sounds flashcard: oy
- Song of Sounds picture cards: boy, toy, oyster
- Song of Sounds green words: boy, toy, joy, annoy
- Song of Sounds green sentence: The boy enjoys his toy.

## Main lesson



### Say /oy/

- Show children how to say /oy/ – ask them to say /ou/ in a whispery voice, a loud voice, a baby voice and a monster voice.
- Show children the "oy" picture cards and ask them to repeat after you, using an "I say, you say" technique, so they can hear the /oy/ sound in the words: boy, toy, oyster, cowboy, etc.

### Read /oy/

- Show the children the grapheme side of the card and explain what an "oy" looks like.
- Hide the flashcard behind your back – if you bring it out and show the picture side, they must sing "boy with a toy oy oy oy"; if you bring it out and show the grapheme side, they must say /oy/. Bring the card out in different ways from either side of your body. Try to catch them out.

### Write /oy/

- Show children on the board how to form an "oy", using the explanations "Start at the top and go around the orange" for the "o", and, for the "y", "Start at the top, go down, around the puddle, back up, down and flick" and "go down and around, down the yoyo's string and add a curl."
- Ask children to follow your actions and sky-write the "oy" grapheme – don't forget that you need to write backwards.
- Ask children to use their hand as a "pad" and their finger as a "pencil" and practise writing "oy" several times.

### Blend /oy/

- For the green words "boy", "toy", "joy" and "annoy", practise reading and blending the graphemes to make the words.
- For the green phrase "the boy enjoys his toy", practise blending each word individually and then the whole phrase. Do this by asking the children to say the sounds as you press the sound buttons and then blend the sounds together as you sweep your hand underneath the word. Go through the whole phrase, and then go back and point to each word for the children to read.
- Repeat with the phrase "I enjoy it if Mum spoils me with toys".

## Revision



Add your "oy" flashcard to the stack of flashcards that you have already taught. Ask a child to suggest a number between one and five, and turn over that many flashcards from the pack. Ask the class to sing the correct part of the song for the flashcard that you have reached. Repeat multiple times, asking the class to sing the song, do the actions and say the phoneme for each card you reach.



# Target phoneme: /air/

## Learning objective

to learn to say, read and write /air/

## Starter

Sing /air/



 **Song text:** "a hairy fairy air air air"



- Gather children on the carpet.
- Explain that today they are going to learn a new sound.
- Show the class the "air" flashcard and sing "a hairy fairy air air air".
- Show the class the action and ask them to perform it together.

## Resources

- Song of Sounds flashcard: air
- Song of Sounds picture cards: fairy, hair, chair
- Song of Sounds green words: fair, hair, stairs, chair
- Song of Sounds green sentence: Her hair is fair.

## Main lesson



Say /air/

- Show children how to say /air/ – ask them to whisper, sing, cry and shout /air/.
- Show children the "air" picture cards and ask them to repeat after you, using an "I say, you say" technique, so they can hear the /air/ sound in the words: fairy, hair, chair, etc.

Read /air/

- Show the children the grapheme side of the card and explain what "air" looks like.
- Hide the flashcard behind your back – if you bring it out and show the picture side, they must sing "a hairy fairy air air air"; if you bring it out and show the grapheme side, they must say /air/. Bring the card out in different ways from either side of your body. Try to catch them out.

Write /air/

- Show children on the board how to form "air", using the explanations, "Go around the apple, down and flick" for the "a", "Go down the insect's body, add a flick for his tail and a dot for his head" for the "i", and, for the "r", "Start at the top, go down, back up and over the rabbit's floppy ear."
- Ask children to follow your actions and sky-write the "air" grapheme – don't forget that you need to write backwards.
- Ask children to write a tiny "air" in the air, then get bigger and bigger until they sky-write a huge "air" in the air!

Blend /air/

- For the green words "fair", "hair", "stairs" and "chair", practise reading and blending the graphemes to make the words.
- For the green sentence "Her hair is fair", practise blending each word individually and then the whole phrase. Do this by asking the children to say the sounds as you press the sound buttons and then blend the sounds together as you sweep your hand underneath the word. Go through the whole phrase, and then go back and point to each word for the children to read.

## Revision



Add your "air" flashcard to the stack of flashcards that you have already taught. Use a piece of card to cover your flashcard pack. Reveal a flashcard by slowly moving the card. As soon as they recognise the grapheme, children should sing the corresponding part of the song. Reveal the whole flashcard to see if they are right. Repeat this slow reveal game, but this time can children do the actions or say the different sounds as you reveal the cards? Repeat continually throughout the day.

# Felicity returns

**Target phonemes:** /er/, /ou/, /oy/ and /air/

## Learning objective

to practise blending and segmenting all phonemes learned so far

### Resources

#### Carpet session

- Song of Sounds audio CD
- Week 15: Teach software
- A Song of Sounds phoneme finder sheet for each chatting chum pair (on Teach software)
- A certificate for each child (on Teach software)
- A fairy/wizard outfit and wand (optional)
- Letter from Felicity (optional)
- Felicity puppet (optional)

#### Splat the sounds

- Song of Sounds phoneme finder sheet
- Song of Sounds picture cards

- Two chairs
- Two fly swatters (optional)

#### Song of Sounds lotto

- Song of Sounds lotto game

#### Felicity's formation

- Song of Sounds phoneme stars
- One dice per player
- Individual whiteboards and pens
- Song of Sounds phoneme finder sheets (optional)
- Glitter to reward children with a fairy sparkle on their cheek if they are being good/clever (optional)

#### Revision

- Glitter to reward children

## Carpet session



This lesson has the option of teaching in role as Felicity, the Phoneme Fairy. If you do not wish to do this, use your alternative method of representing Felicity, that is, a puppet or letter.

- Gather the resources.
- Sit the children in their chatting chum pairs.
- Depending on the option you have chosen, enter as Felicity the Phoneme Fairy, hold up your puppet, or show children the letter that you have received. Explain that Felicity is very excited because she heard from the children's teacher that they have finished learning all of the phonemes in the Song of Sounds.
- Ask the children to guess what is Felicity's favourite phoneme from the Song of Sounds. Explain that it is /air/ as Felicity is a fairy.
- Ask a few children to tell you after a count of three what their favourite phoneme is. Ask them to show you the action for their favourite phoneme and then to sing their favourite.
- Explain that today, as they have finished learning all of the phonemes in the Song of Sounds, you have come to check that the children know them.
- Use the Song of Sounds audio CD to sing the Song of Sounds with the children all the way through.
- Give each chatting chum pair a phoneme finder to share. The first child should point to a phoneme and their partner should say it out loud. Swap over and repeat a few times.
- On the software, graphemes will fly in from all directions on the screen – ask children to say them out loud as they appear.
- Give each chatting chum pair an individual whiteboard and pen.



1-2

Software  
Teach  
W15

- 3-8** • A picture from the Song of Sounds flies in on the screen. The children should discuss the image and write the corresponding grapheme on their whiteboard. Then two pictures fly in and the children should write two graphemes. Then three pictures fly in and the children should write three graphemes.
- 9** • Felicity should finish by saying that the children are very clever and she thinks that today they should practise reading and writing all of the graphemes that they have learned.
- At the end of the session, present each child with a certificate for finishing the Song of Sounds.

## Practical activities



Software  
Teach  
W15



### Splat the sounds

*A game for a group of 6-10 children*

**Aim:** to identify grapheme-phoneme correspondences

**How to play**

- Gather the resources.
- Display the IWB version of the phoneme finder.
- Split the children into two teams.
- At the front of each team, place a chair, facing away from the IWB.
- One child from each team should take a turn at sitting on the chair holding their fly swatter (or being prepared to use their hand).
- Call out a phoneme. The two children should get up from their chairs and race to splat the correct picture and grapheme.

### Support tip

To help less-able children, say the phoneme and show the picture flashcard at the same time. They should focus on the easier sounds, for example, /m/, /s/, and /d/.



### Song of Sounds lotto

*A game for a group of 5-6 children*

**Aim:** to reinforce children's knowledge of grapheme-phoneme correspondence

**How to play:**

- Play the Song of Sounds lotto game according to the instructions.

### Challenge tip

Alternate between saying the sound and showing the grapheme for more-able children. They should focus on the trickier sounds, for example, /er/, /ou/ and /air/.



### Felicity's formation

*An activity for a group of 5-10 children*

**Aim:** to practise correct letter formation

**How to play:**

- Gather the resources.
- Scatter Felicity's phoneme stars on the table, face down.
- The children should choose a star, roll their dice and write the corresponding grapheme that many times.
- Work with the children and focus on their letter formation, rewarding children with glitter if they are working hard.

### Support tip

Less-able children can use the phoneme finder to support them.

## Revision



Sing the Song of Sounds together with the class. As an optional extra, give out glitter for good singing. Invite the boys to sing a part of the song on their own and then the girls, and pick several children to sing the song on their own.

## Now read...

The Mouse and the Monster, *Red*, Band 2B

Hansel and Gretel, *Blue*, Band 4



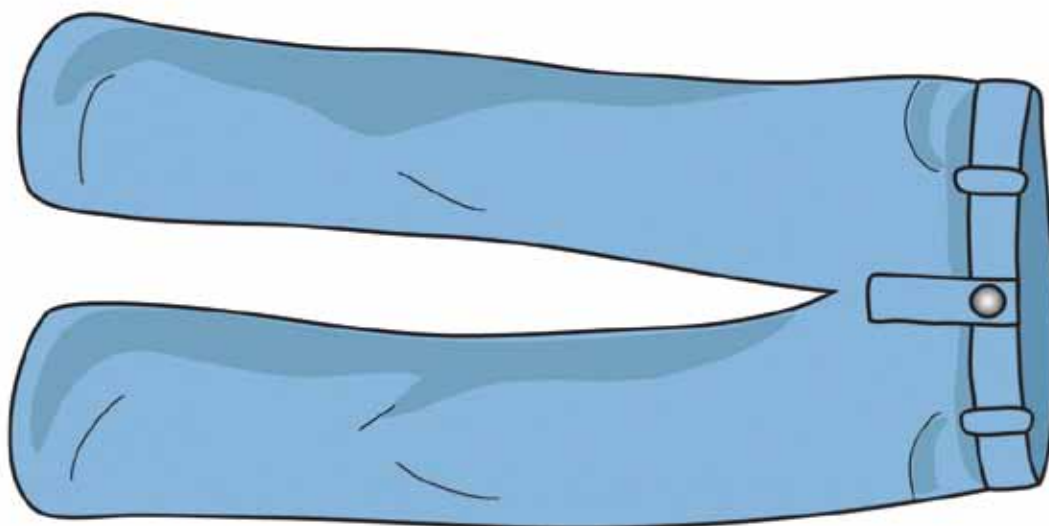
# **Song of Sounds Flashcard**

Week 15: Daily phonics session 2

or

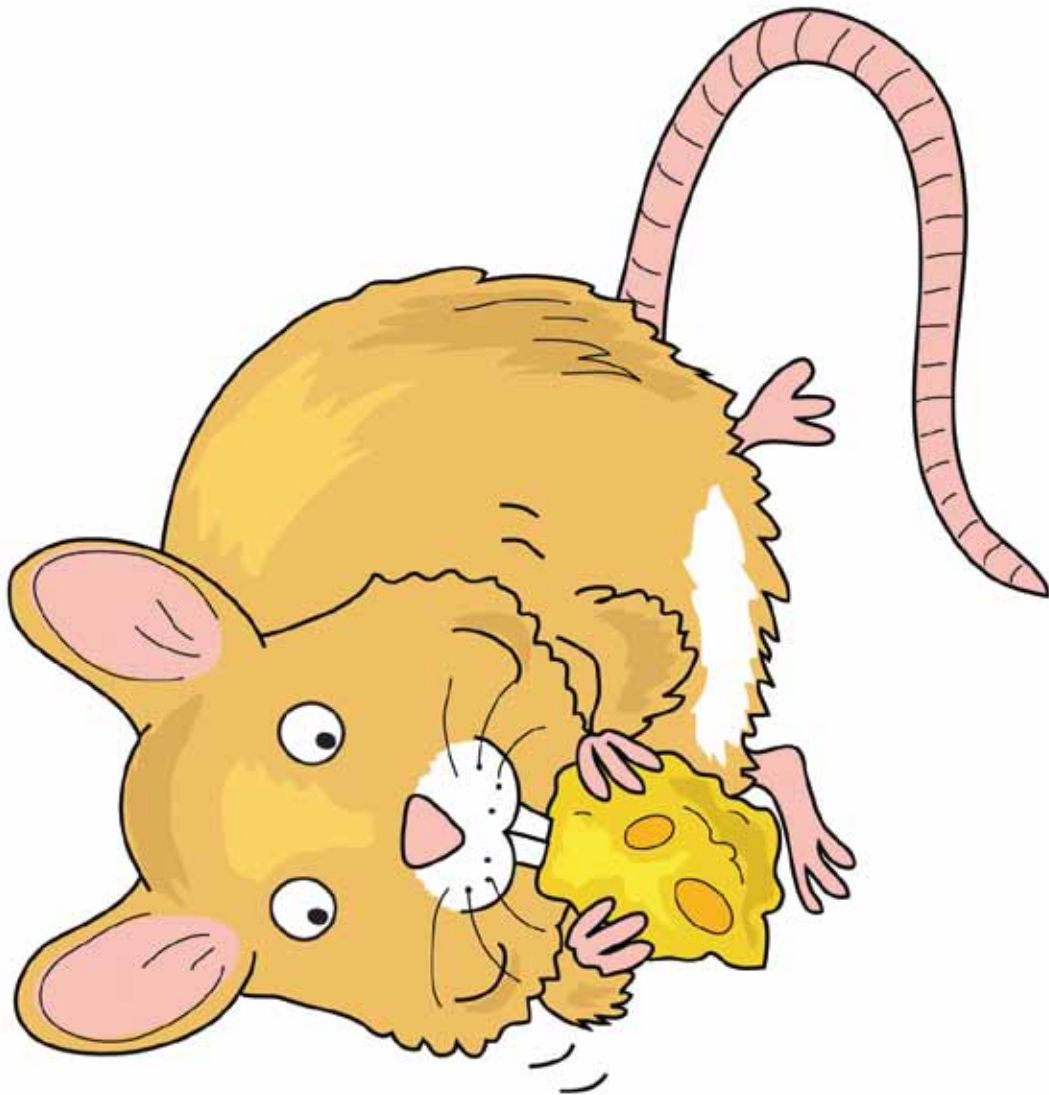
## Song of Sounds Picture Card

Week 15: Daily phonics session 2



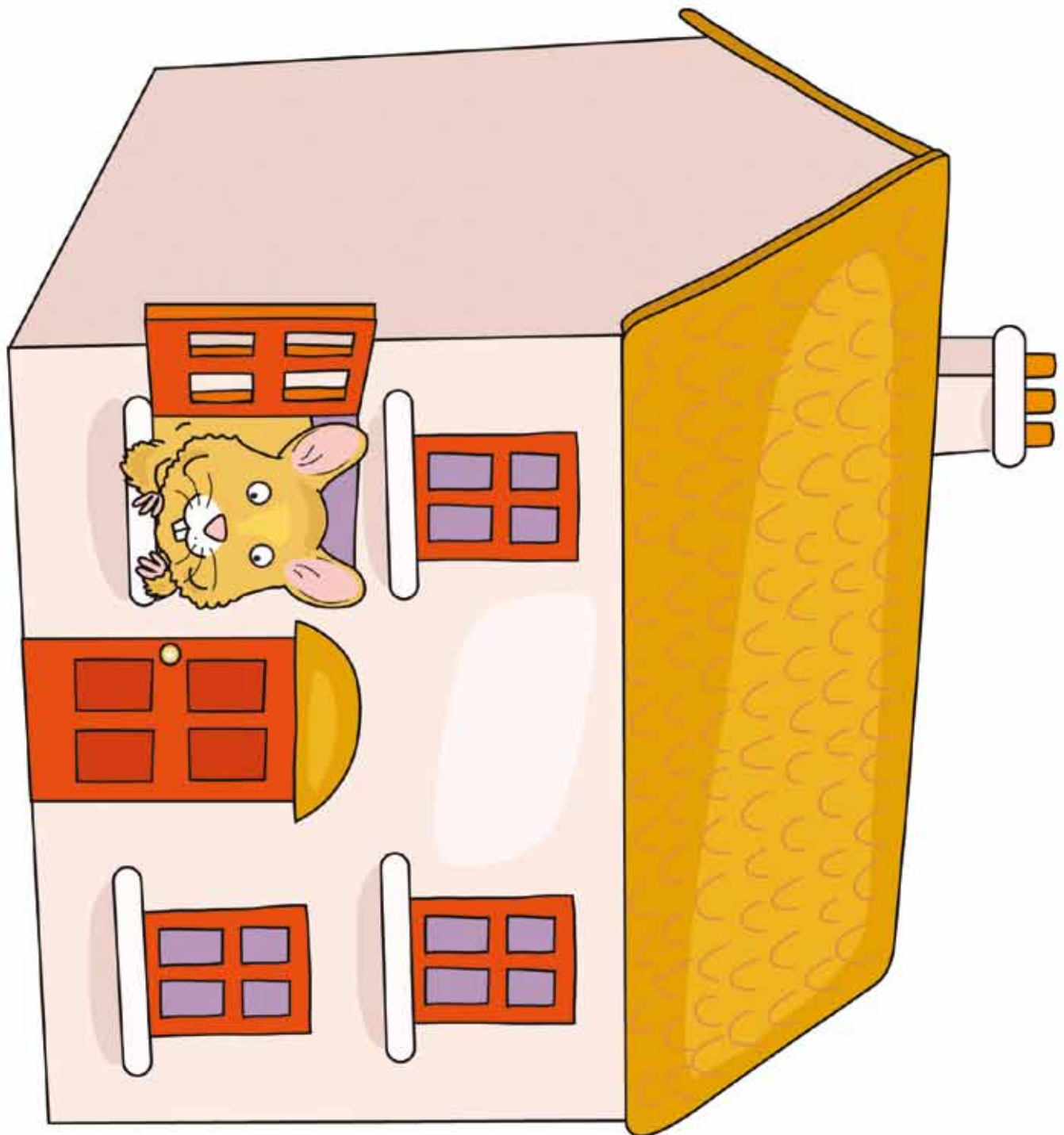
## Song of Sounds Picture Card

Week 15: Daily phonics session 2



# Song of Sounds Picture Card

Week 15: Daily phonics session 2





## Song of Sounds Green Word

Week 15: Daily phonics session 2

trio

## Song of Sounds Green Word

Week 15: Daily phonics session 2

shot!

## Song of Sounds Green Word

Week 15: Daily phonics session 2

turn!

**Song of Sounds Green Word**

Week 15: Daily phonics session 2

.

—

—

mouth

## Song of Sounds Green Sentence

Week 15: Daily phonics session 2

I found a round pound.



# We hope you've enjoyed this taster from Song of Sounds.

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# How to order Song of Sounds


**Song of Sounds** is a flexible resource and you can buy it in a variety of ways to suit your budget and school. The basic packs are also available supplemented with a selection of **Collins Big Cat Phonics** readers to support the core programme, and as packs for use with 1 or 2 classes.


Song of Sounds is available in the following combinations	ISBN	Price	Quantity
Reception Pack (Stage 1)	978-0-00-753737-2	£184.00	
Year 1 Pack (Stage 2)	978-0-00-753738-9	£170.00	
Reception and Year 1 Pack (Stage 1 and Stage 2)	978-0-00-753739-6	£346.00	
Reception and Year 1 pack including 72 Collins Big Cat Phonics readers	978-0-00-753740-2	£553.00	
Reception and Year 1 pack x 2 classes (2 x Stage 1 and 2 x Stage 2)	978-0-00-753741-9	£692.00	
Reception and Year 1 pack including 72 Collins Big Cat Phonics readers for 2 classes	978-0-00-753742-6	£899.00	

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 **Fax:** 0844 576 8131


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