



Tap Tap

Book band: Pink A

This book is a non-fiction book about making instruments from objects in the kitchen.

Practising phonics Phase 2

Warm up: What's in the box?

- Hide some objects or pictures of objects in a box for children to guess: pan, pin, tin, tap.
- Display the letters of the word. Put them out in order, for example: **p-a-n**. Ask children to read the letters and blend them.
- Say the sounds of the word as you point to each letter, for example: **p/a/n**. Ask children to shout out the answer to: *What's in the box?*
- Say the sounds of the word again. Ask children to repeat the sounds and then say the word.
- Show children the object or picture.
- Repeat for other objects.

New: Practise the sounds: /s/ /a/ /t/ /p/ /i/ /n/

Focus: /p/

- Introduce the new sounds to prepare for reading *Tap Tap*.
- Make sure children are confident at reading these sounds.

- Use **Tap Tap: Resource sheet 1** to introduce the focus sound /p/. Show children the image of the pan to help them link the grapheme to the phoneme. Ask children to say the sound as they trace the letter.
- Tell children to circle the pictures with the focus sound: /p/.

Decoding practice

- Practise reading the words on the inside front cover.
- Ask children to complete the final activity on **Tap Tap: Resource sheet 1**. Tell them to read each word and match it to the correct picture.

Children read

- As children read the book aloud, encourage them to sound out the words and explore the pictures.
- Listen to children as they read.
- When children have finished reading, ask them to find things on pages 14–15 that begin with the focus sound /p/.

After reading

Developing fluency

- Help children to gain fluency when reading. Read each chant aloud, asking them to follow in their books.
 - Tell children to join in with you as you read.
 - Hesitate as you read so children can take over reading the next word.
- Tell children what you are thinking as you read so they can see how you make links between the words and the story, for example: *When I read 'tip pips in', it helps me understand how to make a shaker. I need to tip the pips into the tin!*
- Read each chant with expression. Ask children to have a go at reading with expression to a partner.
- Have fun with the chants, enjoy the rhythm and make up actions to bring them to life!

Comprehension

- Ask children to talk to their partner about how to make the tin shaker on pages 10–13. What would they need to make the shaker?

- Ask children to look at the pictures on **Tap Tap: Resource sheet 2**, showing how to make a tin shaker and think about what order the pictures should be in. Agree the correct order for the pictures and work together to compose an instruction for each image.

Extending vocabulary

- Ask children to talk about any instruments they have played or seen being played. Talk together about the sounds that instruments can make. Which sounds do they like/dislike? Why?
- Ask children to look at the images of instruments on **Tap Tap: Resource sheet 2**. Encourage them to name the instruments and discuss the types of sounds they make. Help children to use descriptive words such as **smooth, rattling, strumming, twanging, soft, harsh, sweet, clear, booming, and high-pitched** to describe the instruments' sounds.

Reading for pleasure

All Join In Quentin Blake

Kitchen Disco Clare Foges and Al Murphy

Tanka Tanka Skunk! Steve Webb

The Ding-Dong Bag Polly Peters and Jess Stockham

Tap Tap: Resource sheet 1

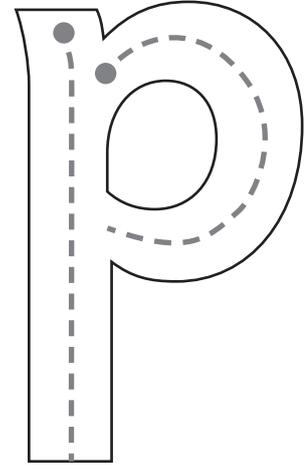
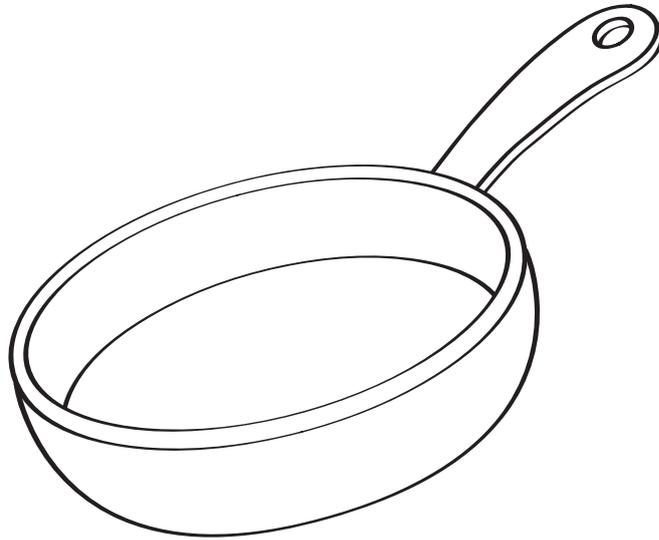
Phonic focus: /p/



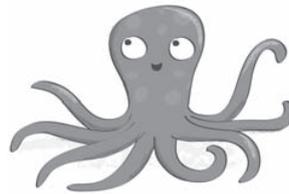
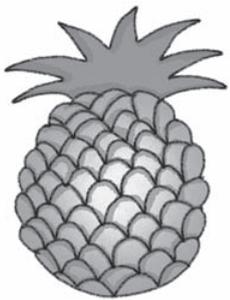
Name: _____

Say the phoneme. Talk about the picture. Trace the grapheme.

p



What begins with /p/? Circle the correct pictures.



Read the words. Draw a line to match each word to the correct picture.



pin

pan

pat

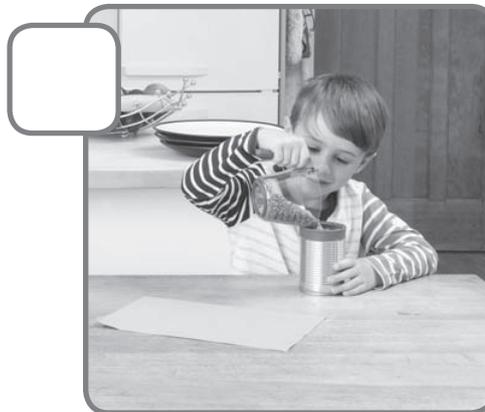
Tap Tap: Resource sheet 2

Comprehension (Sequencing) and Vocabulary



Name: _____

These pictures show how to make a tin shaker, but they are not in the correct order. Number the pictures from 1 to 4 to show the correct order.



What words can you use to describe the sounds each of these instruments make?
For example: smooth, rattling, strumming, twanging, soft, harsh, sweet, clear, booming, high-pitched.

