



phonics

Phonics and singing have long gone hand in hand.

The success of programmes such as **Jolly Phonics** and **Singing Phonics** have shown the impact singing can have on children's recall of sound and teachers have long used songs, rhymes and actions in their phonics teaching.

Rutland Music is offering your school a series of **five free phonics and singing workshops** to complement phonics teaching and help boost children's attainment.

If requested this can also include a **training session for teachers** on delivering singing in the classroom. Additional resources such as practise CDs will be provided on request.

The lessons are designed to be delivered once a week and will follow the **Letters and Sounds scheme**. Please note this can be adjusted if your school follows a different phonics scheme. Lessons are primarily aimed at Foundation Stage but can be adapted for KS1. Each week will focus on songs that reinforce the sounds taught that week, along with musical games, rhymes and actions all of which will link to the week's sounds. Sample lesson plans enclosed.

Lessons last for approximately 30 minutes and include core teaching as well opportunities for children to explore sounds, singing and instruments within a free flow environment that mirrors Foundation Stage practice.

Lessons will be delivered by the **lead teacher for Rutland Music, Alison Macfarlane**. Alison is a fully qualified teacher who until taking up the post was teaching full time in a primary school rated outstanding by Ofsted. Alison has extensive experience in delivering phonics in KS1 and in administering the KS1 phonics test. She is a music specialist with a passion for singing and has delivered phonics and singing sessions in her previous role.



The Music Education Hub for Rutland

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The positive impact singing can have on phonics and the wider curriculum...

'**Schoolastic**' article by **Susan Canizares**, who holds a PhD in language and literacy development.

*"Songs are both spoken and heard. **Children do not have to be able to read in order to learn a song.** And because songs are filled with rhymes, alliteration, and different sound patterns, they actually celebrate the sounds of language. Singing favourite songs over and over again helps children become consciously aware of sounds and the way we can manipulate them — break them apart, blend them together, highlight certain ones and minimize others."*

Chris Jolly in an article for '**SEN**' magazine on how synthetic phonics can help learners with SEN to overcome difficulties with reading

*"**A multi-sensory approach really helps to reinforce a programme** and makes the act of learning fun. Songs, activities, rhymes, dancing and colouring can all be harnessed as part of a multi-sensory approach.*

If you have your small group listening, singing, doing actions with their fingers and sounding out the letters, then you have more opportunities to keep their attention."

Sing Up report in conjunction with the Centre for the Use of Research and Evidence in Education.

The CUREE report revealed that singing improves the way students engage with the curriculum – allowing them greater concentration, memory retention and improved literacy and numeracy skills.

Schools reported, "**children remembered facts much more easily when they had sung them**" and their engagement with the curriculum noticeably improved, particularly with "Foundation and KS1 boys who previously struggled to engage"