

# Through Gestures and Music into the World of Phonics



Song Booklet

Original children's songs with gestures to support early  
English literacy learning





## Through gestures and music into the world of phonics songs booklet

Music, singing and movement greatly support literacy development for young children. Singing and acting out simple songs teaches children how language is constructed and assists with the acquisition of language. Music and movement can help children to learn vocabulary, the alphabet, the sounds of the language and particular letters. This helps them to develop phonological awareness, build phonics skills and more. This booklet presents songs for the soft introduction into the English writing system. The songs are specifically written to help literacy development for young children. Teaching the songs in classrooms during the implementation phase of our project showed that the children loved singing and signing them and that the lyrics made a way into children's minds effortlessly and that the **songs** remained in their memory long after the instruction time was over.

The songs are adapted to teach children between the ages of 2 to 4 in the UK within the Early Years framework literacy curriculum or children between the ages of 2 to 7 who are learning English as a second language. The lyrics are accompanied by the pictures of engaging characters and of gestures of KEY consonant-vowel-consonant (CVC) words. The songs lead children to easily recognise the short simple familiar words with their simple pattern which later helps them to transform individual sounds into words and the other way around.

Below is a brief description of how our songs can help within the five areas of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension:

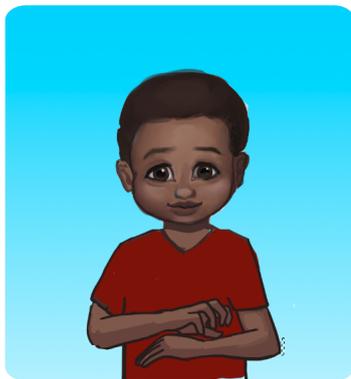
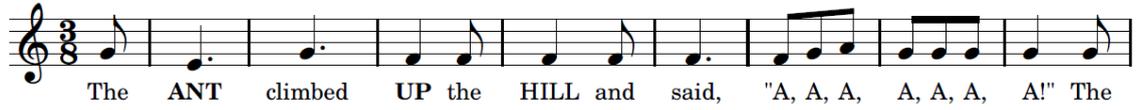
- **Phonological Awareness:** Many songs are packed with alliteration and rhyme. As children pay attention and listen, sing and sign to these songs they recognize individual sounds within a word and notice the same sounds in different words.
- **Phonics:** After children have become familiar with a song you can put the worksheet with the basic CVC words in front of them. As they recognize the first letters in key words and can start to be introduced to the code of the written language.
- **Fluency:** Repetition is key to fluency, and music and signing makes repeated practice enjoyable! Children are able to experiment with their first key words and rhyming through song. Songs and signing also discourage speed and encourage prolong the attention of the children.
- **Vocabulary/Comprehension:** Many songs provide lively oral language experiences. Children repeatedly hear and recall vocabulary using the simple melodies.

The booklet should be used with the Through Gestures and Music into the world of Phonics web page and e learning platform where you can find additional teaching materials and ideas of lesson plans.

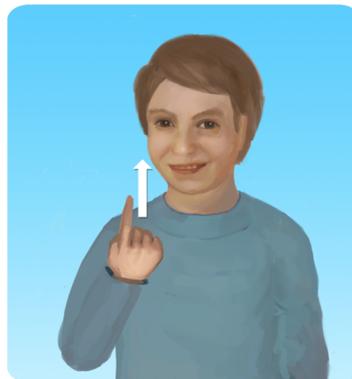
Through Gestures and Music into the world of Phonics is an Erasmus Plus project involving partners from the United Kingdom, Czechia and Slovenia. The project has been testing and developing a new approach of introducing the written system of English language to children using signs and music. Our experience has shown that children can thoroughly enjoy learning and entering the world of letters, sounds and first written words through the media of music and gestures. For us, educators was especially enjoyable to see the full participation of children with special need.

More information available from our website <http://gem-erasmusplus.com>

# THE ANT CLIMBED UP THE HILL

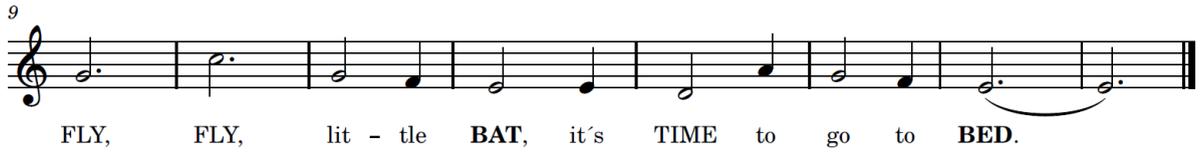


ant



up

# FLY, FLY, LITTLE BAT



bat



bed

# NAT THE CAT



Musical notation for the song "NAT THE CAT". The first line of music is in treble clef, key of D major (one sharp), and 2/4 time. The lyrics are: "NAT the CAT is SLEE-PING now. Sh! Be qui - et, PAT!". The second line of music starts with a measure rest labeled "5" and continues with the lyrics: "NAT the CAT is SLEE-PING now, SLEE-PING on the MAT.".



Nn



cat



mat

# THE CAT ON A MAT



The **CAT** on a **MAT** flies **UP** the **HILL**, **UP** the **HILL**, **UP** the **HILL**. The  
 The **CAT** in a **HAT** flies **UP** the **HILL**, **UP** the **HILL**, **UP** the **HILL**. The  
 The **CAT** and the **RAT** run **UP** the **HILL**, **UP** the **HILL**, **UP** the **HILL**. The

5



**CAT** on a **MAT** flies **UP** the **HILL** to **HUG** her **FRIEND** pink **COW**.  
**CAT** in a **HAT** flies **UP** the **HILL** to **HUG** her **FRIEND** pink **COW**.  
**CAT** and the **RAT** run **UP** the **HILL** to **HUG** their **FRIEND** pink **COW**.



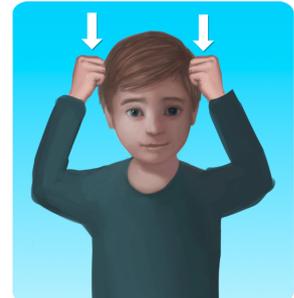
mat



cat



up



hat



rat

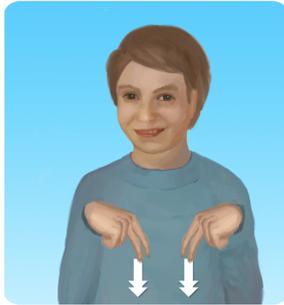


hug

# THE DOG IS PLAYING THE DRUM



mom



dog



bad

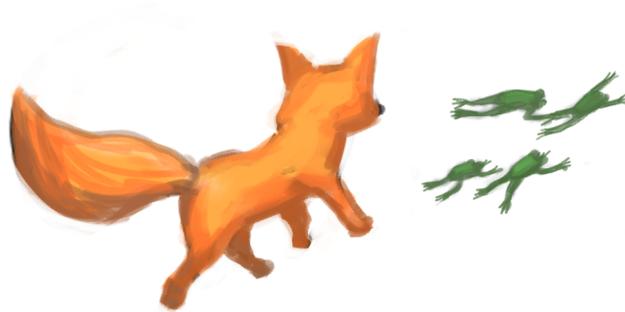


daddy



drum

# THE FOX IS CHASING FOUR GREEN FROGS

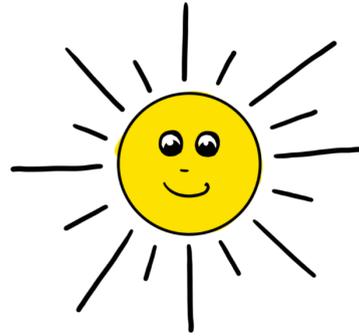


frog

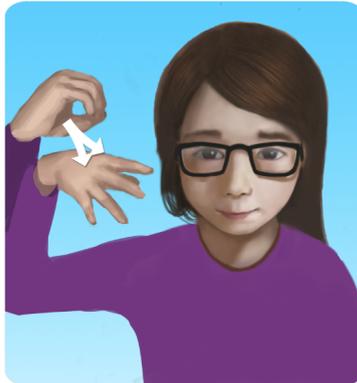


run

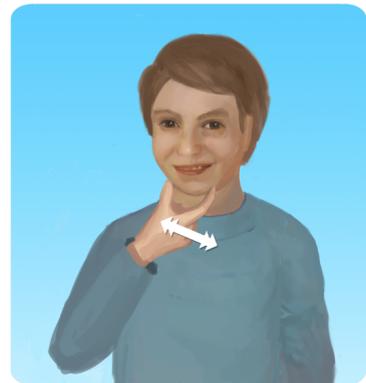
# GO AND STOP



stop



sun



fun

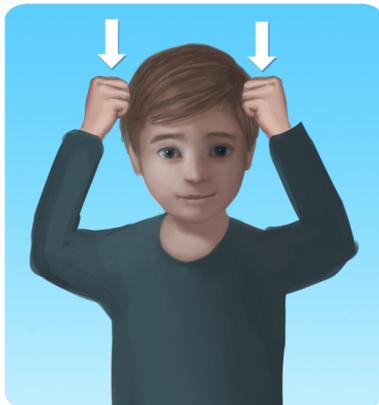
# THE HEN PUT ON A HAT

The **HEN** PUT on a **HAT**. LOOK at that! LOOK at that! The

8

**HEN** PUT on a **HAT**. Ha, ha, ha! Ha, ha, ha! LOOK at that!

The image shows two staves of musical notation in 3/8 time. The first staff contains the lyrics 'The HEN PUT on a HAT. LOOK at that! LOOK at that! The'. The second staff, starting with a measure rest labeled '8', contains the lyrics 'HEN PUT on a HAT. Ha, ha, ha! Ha, ha, ha! LOOK at that!'.



hat

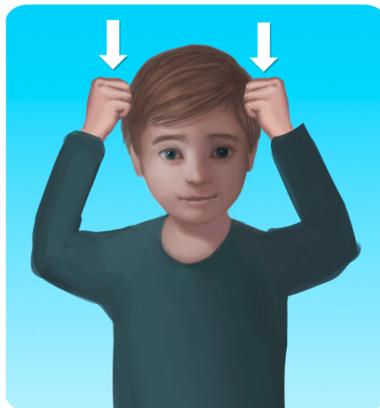


chicken

# I TOOK MY WIG

I took my **WIG** and **WENT** to town, **SIN-GING** la, la, la, **SIN-GING**

6  
la, la, la. I took my **WIG** and **WENT** to town and I met a - no-ther **CLOWN**.



wig



went

# NINA THE NANNY



Nn

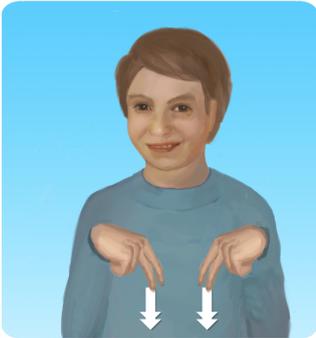
# MY DOG IS BEATING A DRUM

My **DOG** is bea-ting a **DRUM.** Bam! Bam! Bam! My **DOG** is bea-ting a

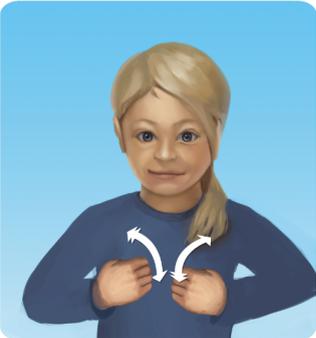
<sup>4</sup> **DRUM.** Bam! Bam! Bam! My **DOG** is bea-ting a **DRUM.** Bam! Bam! Bam! My

<sup>7</sup> **DOG** is bea - ting a **DRUM.** Bam! Bam! Bam!

The musical score is written in 4/4 time on a single treble clef staff. It consists of three lines of music. The first line contains the first four measures, the second line contains measures 4 through 7, and the third line contains measures 7 through 10. The lyrics are placed below the notes, with the words 'DOG' and 'DRUM' in bold. The drum sounds 'Bam!' are represented by a single eighth note on the staff.



dog



drum

# THE PIG, WHO LIKES TO DIG



The **PIG**, who likes to **DIG**, has found a sil - ver **WIG**. He  
 The **PIG**, who likes to **DIG**, has found a tas - ty **FIG**. He  
 The **PIG**, who likes to **DIG**, has found a bro - ken **TWIG**. He



**PUT** it on and **SAW** it was far too **BIG**.  
**PUT** it on a **PLATE** and **SHARED** it with his mate.  
**CUT** a lit - tle **PIECE** and **PUT** it in his **CHEESE**.



pig



dig



big



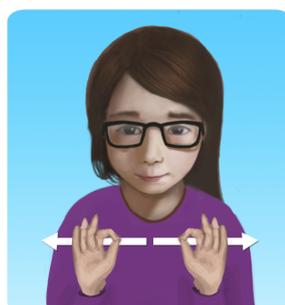
cut



wig



fig



twig

# TED AND HIS FRIENDS



**TED** and **TEN** of his **FRIENDS WENT** to the **TOP** of a gi - ant **HILL**. And  
**TED** and **ONE** of his **FRIENDS WENT** down to **BUY** a ti - ny **TIN**. They

5



on the **TOP** of the gi - ant **HILL**, they put up a **BIG, BIG TENT**.  
**WENT** back to the **TOP**, the **TOP** of the **BIG, BIG HILL**.



big



tent

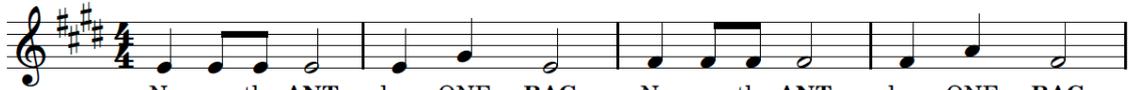


t



went

# WALK, NORA WALK



No - ra the **ANT** has **ONE BAG**. No - ra the **ANT** has **ONE BAG**.  
 A - dam the **ELF** has **TWO HUTs**. A - dam the **ELF** has **TWO HUTs**.  
 Jen - kins the **CAT** has **THREE MATs**. Jen - kins the **CAT** has **THREE MATs**.  
 Lon - don the **DOG** has **FOUR HATs**. Lon - don the **DOG** has **FOUR HATs**.  
 Ve - ra the **BUG** has **FIVE SPOTs**. Ve - ra the **BUG** has **FIVE SPOTs**.



No - ra the **ANT** has **ONE BAG**. **WALK**, No - ra, **WALK! WALK! WALK! WALK!**  
 A - dam the **ELF** has **TWO HUTs**. **RUN**, A - dam, **RUN! RUN! RUN! RUN!**  
 Jen - kins the **CAT** has **THREE MATs**. **FLY**, Jen - kins, **FLY! FLY! FLY! FLY!**  
 Lon - don the **DOG** has **FOUR HATs**. **JUMP**, Lon - don, **JUMP! JUMP! JUMP! JUMP!**  
 Ve - ra the **BUG** has **FIVE SPOTs**. **DANCE**, Ve - ra, **DANCE!**



ant



bag



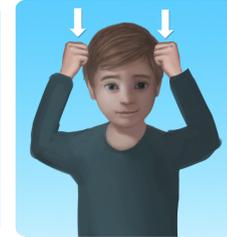
elf



hut



dog



hat



cat



mat



bug



spot

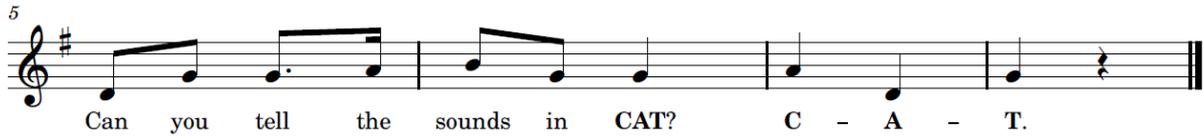
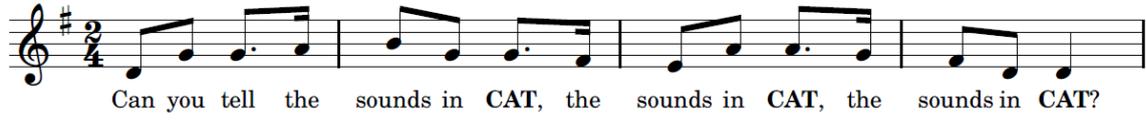


jump



run

# CAN YOU TELL THE SOUNDS



cat



Cc

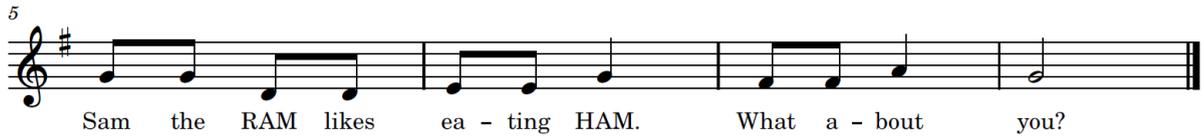
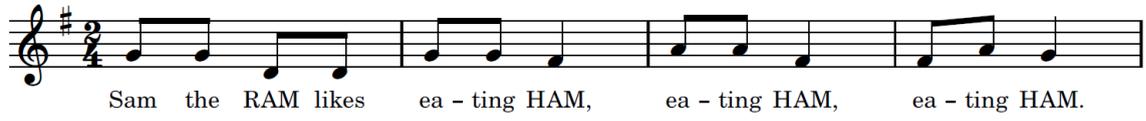


Aa



Tt

# SAM THE RAM



eat

# JACK AND JILL

Jack and Jill can **JUMP** so high, **JUMP** so high, **JUMP** so high.

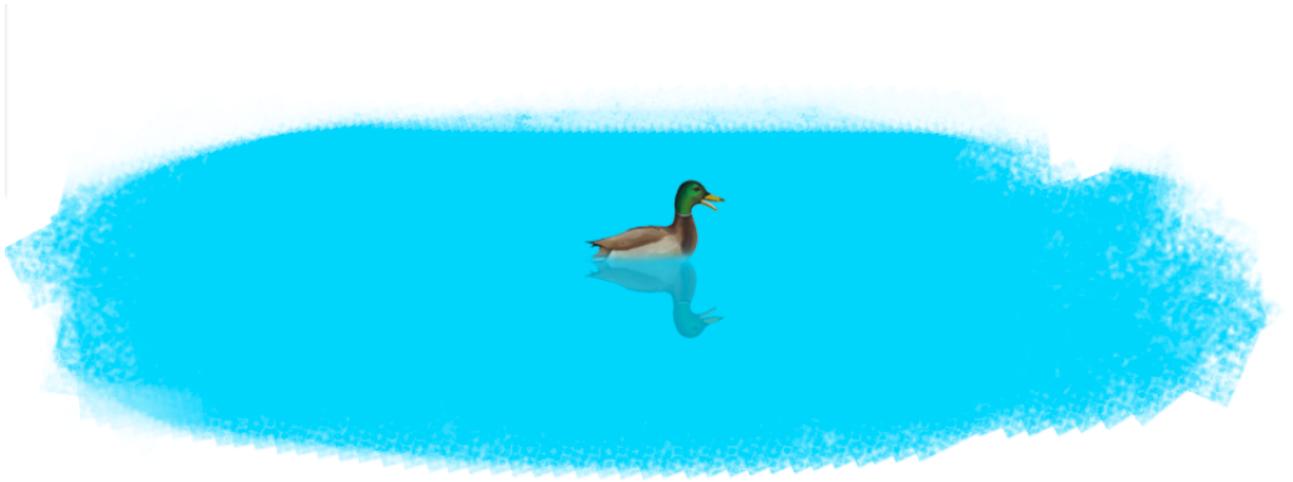
5 They **JUMP** and **HOP** and touch the **SKY**.

9 **JUMP, JUMP, JUMP,** **JUMP, JUMP, JUMP!** **HOP, HOP, HOP,** **HOP, HOP, HOP!**

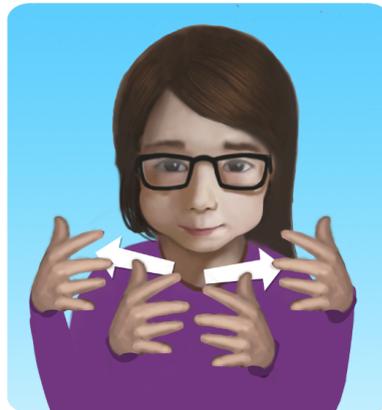


jump

# GABBY THE DUCK



duck



big

# LITTLE TED

1  
Lit - tle **TED** has an E - LE-PHANT called **NED**, who lives in a

6  
GAR - DEN **SHED.** He ATE too much BA - NA - NA

12  
BREAD and had to go to the **VET.**



shed



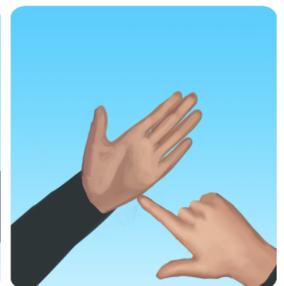
Nn



Vv

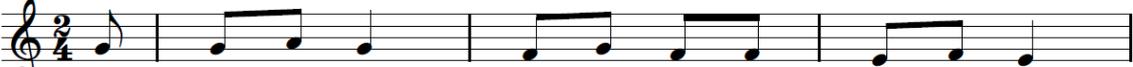


Ee



Tt

# THE RED VAN DRIVES THROUGH THE FOG


  
 The **RED VAN** drives through the **FOG**. The **RED VAN** drives  
 The **BLUE CAR** drives through the **WIND**. The **BLUE CAR** drives  
 The **GREEN BUS** drives through the **SAND**. The **GREEN BUS** drives


  
 through the **FOG**. The **RED VAN** drives through the **FOG**. Vroom! Vroom! Vroom!  
 through the **WIND**. The **BLUE CAR** drives through the **WIND**. Vroom! Vroom! Vroom!  
 through the **SAND**. The **GREEN BUS** drives through the **SAND**. Vroom! Vroom! Vroom!



red



green



blue



car/van/bus



This booklet presents the lyrics and music for 20 songs, which have been specifically written to help literacy development for young children. The songs which are fun and easy to remember are also available on our project website <http://gem-erasmusplus.com> The website and eLearning portfolio also includes videos of students singing the songs using the signs. Our experience is that by watching the videos, children pick up language quickly by learning the signs and singing the songs.

The songs aim to teach children between the ages of 2 to 4 in the UK within the Early Years framework literacy curriculum or children between the ages of 2 to 7 who are learning English as a second language. The songs lead children to easily recognise the short simple familiar words with their simple pattern which later helps them to transform individual sounds into words and the other way around. Your child's learning of English will be helped by learning the signs whilst singing the songs. All of the lyrics are accompanied by visual signs of the key words. The process helps children to recall the particular word or phrase. The signs are based on British sign language.

This brochure has been produced and the methods tested within the "Through Gestures and Music into the World of Phonics" Erasmus plus project. More information is available from <http://gem-erasmusplus.com>

