

# BMT Classroom Ideas Early Level - Literacy

## Tap-lift-fingers – Body Awareness, Coordination, Sequencing

### Activity 1



- Pupils put fingers flat on the ground. Spell a 3-lettered word on their fingers, e.g. c-a-t
- Pupils recite letters as they tap fingers on the floor. Teacher could then say tap the letter 'a'. Pupils lift finger that is 'a'. Once they are confident with 3-lettered words, increase to 4, 5, 6 lettered words.

### Activity 2



- Same as above then give pupils a sequence to remember, e.g. t-c-a. Pupils tap those fingers on the floor in the correct sequence.

### Activity 3



- Pair pupils up.
- One pupil lies on the floor with their hands flat on the floor and the other sits in front of them and spells a word, e.g. l-a-p, t-h-e, s-a-w.
- The pupil sitting taps a finger and the pupil lying down lifts the finger and tells them what letter it is.

### Progression

Put a 3-lettered word on each hand, e.g. a-n-t on the right hand and l-i-p on the left hand and the pupil sitting has to tap a finger and the pupil lying down has to say which letter it is.

### Activity 4



- Same as above. The pupil sitting taps 3 fingers, e.g. n-t-a.
- The pupil lying down taps those fingers on the floor in the correct sequence.

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## *Standing Spiders – Coordination, Kinaesthetic Awareness*

- Pupils sit or lie down with hands flat in front of them.
- They then lift their hands on to their fingertips then flat again and repeat this.
- As they do this they could spell 3 letter words, tricky words, go through the alphabet, give them a sound and they have to say words beginning with that sound, e.g. fingers up – 's', fingers down 'snake', fingers up – 's', fingers down – 'sausage', etc.
- You could give them a sequence of 's' words to remember, e.g. snake, sausage, sunshine.

### *Progression*

Pair pupils up and give them a sound. They complete the standing spiders pattern, same as above.

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## *Tapping Circles – Focus of attention, Coordination, Rhythm and Timing, Sequencing*

- Start sitting in a comfortable position; feet shoulder width apart, hands resting on the knees.
- Complete a circle of 'taps' - start with the left hand, then the right hand, then the right foot, land finally the left foot.
- Then complete a circle of 'taps' starting with the right hand, then the left hand, then the left foot, then

### *Activity 1*



As pupils perform task – have a list of tricky words on the board and pupils make their way through the list, group spelling lists, 3-4 lettered words.

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## Clap-Clap Sequences – Balance and Coordination

Pair up with a partner and face one another.

### Sequence 1

- Clap their own hands
- Clap right hands
- Clap own hands
- Clap left hands
- Clap own hands
- Clap partner's hands (both hands)

### Sequence 2

- Clap their own hands
- Clap right hands
- Clap own hands
- Clap left hands
- Clap own hands
- Clap partner's hands twice (both hands)

### Sequence 3

- Clap their own hands
- Clap right hands
- Clap own hands
- Clap left hands
- Clap own hands
- Cross arms on chest
- Clap own hands

#### Activity 1



Choose one of the hand clapping sequences and pupils have words to spell, e.g. a list of tricky words on the board and pupils make their way through the list, group spelling lists, 3-4 lettered words, words beginning with 's', words beginning with 'sh', etc.

#### Activity 2



Same as above but get pupils to choose things they would find in their kitchen, bedroom, garden, school, etc.

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## *Clap-Clap-Stamp – Coordination, Rhythm, Sequencing*

- Begin standing in a space.
- Clap both hands together, then clap again, then stamp your foot
- Repeat this sequence – clap - clap stamp
- Then clap twice and stamp twice - clap-clap stamp-stamp (with alternate feet)
- Then finish with the basic sequence - clap-clap stamp
- Introduce signalling with right and left hands to coordinate with the feet at the stamp phase – raise right hand while stamping right foot – raise left hand while stamping left foot.
- Make the same sequence but using opposite hands and feet.

### *Activity 1*



Spelling lists. Pupils spell the words on the list – each time they stamp their feet they say a letter.

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