

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

### Activity 1



- Pupils put fingers flat on the ground.
- Spell a 5-lettered word on their fingers, e.g. s-t-a-m-p.
- Pupils recite letters as they tap fingers on the floor. T
- each other then says tap the letter 'a'. Pupils lift finger that is 'a'.
- Once they are confident with 5 lettered words, increase to 6,7, 8 lettered words.

### Activity 2



- Same as above then give pupils a sequence to remember, e.g. t-p-m-s-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. t-r-u-c-k or use class/group spelling list.
- The pupil sitting taps a finger and the pupil lying down lifts the finger and tells them what letter it is.

### Progression

put a 5-lettered word on each hand, e.g. p-r-a-n-k on the right hand and c-l-i-m-b on the left hand and the

### Activity 4



Same as above. The pupil sitting taps 4 fingers, e.g. k-a-l-b. The pupil lying down taps those fingers on the floor in the correct sequence. If they get 4 letters correct then increase to 5, 6, 7 letters.

## 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)
- Clap own 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, etc.

#### Activity 2



Choose one of the hand clapping sequences and pupils are given a sound or blend, e.g. name words beginning with 'sl' or words ending in 'sh'. Pupils complete the hand clapping sequence and take turns to say words with that sound or blend.

# First/Second Level - Literacy

Listening & Talking

## *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 the right foot.
- Then progress to completing tapping circles in alternate directions.

### *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, words beginning with 'cl', words ending in 'ch', 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



Group spelling lists. Pupils spell the words in their spelling list – each time they stamp their feet they say a letter.