

JOYFUL JUNE!



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RHYTHM FOR READING DIGITAL PROGRAMMES.COM

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Impact: cohesion and centeredness
- 02** Stamp and say - when footwork, rhythm and spelling make friends
Impact: cohesion and clarity
- 03** Echo clapping - layering with words for vocabulary development
Impact: cohesion and anticipation
- 04** Heartfelt registration - a whole class listening exercise
Impact: congruence and calm
- 05** Daisy chains using rhythm and key words to build sentences
Impact: encoding and anticipation

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- 06** The flower garden walk - develops coordination and self-regulation
Impact: synchrony and cohesion
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Impact: synchrony and balance
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Impact: prosocial behaviour
- 09** Finger drumming - 'I am writing' and other affirmations for learning
Impact: phonemic awareness
- 10** The stillness game - rhythm and self-regulation come from stillness
Impact: psychological safety



Hi dear friend!

Joyful June is a system-led, rhythm-based approach to restore clarity, focus, energy, and connection during one of the most challenging points in the year.

This sequence of activities creates a system shift through rhythm: restoring focus, emotional regulation, and connection without adding to workload.

Each exercise is designed for inclusivity, offering adaptable, sensory-friendly strategies that create safety and connection for every child.

These are playful rhythm-based learning strategies that bring the joyful outdoors into the classroom.

I've included options for stillness, softness, synchrony, energy and belonging. Use these mini exercises for building precision into tasks, to energise, or to calm the children, whilst learning or between tasks.

An eagle-eyed teacher will notice children's responses. When a child's physical coordination is out of time or dysfluent, they are the ones who would benefit from targeted rhythm-based intervention.

'I wonder what it would be like to live
in a world where it was always June.'
— L.M. Montgomery, author of Anne
of Green Gables





APPLYING RHYTHM

Rhythm is well known for building stamina, mental focus, mental capacity, flexibility and self-regulation of emotions, motivation and discipline.





WHY RHYTHM MATTERS

Whole-school outcome: A system shift through rhythm

Joyful June supports:

- Curriculum delivery through spoken language, fluency and vocabulary
- Pupil focus, attention and emotional regulation through embodied learning
- Inclusive approaches to classroom practice with low-prep, high-impact activities
- Structure, inclusion and the capacity to enrich curriculum delivery without adding workload

Evidence-Informed Benefits:

- Linked to National Curriculum for English (2014)
- Strengthens auditory memory, co-regulation, and expressive fluency
- Supports vocabulary and collaborative discussion

School-Wide Potential:

- KS1 and KS2 adaptable
- SEN-friendly; TAs and LSAs can lead activities
- Strengthens school culture through kindness and rhythm

"In early June the world of leaf and blade and flowers explodes, and every sunset is different."
— John Steinbeck, Nobel Prize-winning author

Quick Look

SUPPORT TABLE 1/2



Activity	What it Supports	Curriculum Link	SEN Considerations
01 The Magical Breath	Calm, co-regulation, auditory focus	Spoken Language: attentive listening, spoken response	Offer sensory-friendly cues, use visuals
02 Stamp and Say	Word segmentation, spelling accuracy, body rhythm	Word Reading: blending and segmenting syllables	Use softer floor options, allow verbal-only version
03 Echo Clapping	Auditory memory, fluency, expressive vocabulary	Vocabulary: build detail into spoken and written concepts	Model visually, offer non-verbal responses
04 Heartfelt Registration	Centring, self-awareness, emotional regulation	Spoken Language: spoken feedback, self-expression	Allow seated version, hand gestures
05 Daisy Chain Sentences	Concept development, sentence construction	Sentence structure, subject knowledge articulation	Provide cards with visuals or sentence starters

Quick Look

SUPPORT TABLE 2/2



Activity	What it Supports	Curriculum Link	SEND Considerations
06 The Flower Garden Walk	Imaginative movement, coordination, collaboration	Imaginative language, role-play	Clear physical path, consider balance aids
07 Team Time	Role-play, teamwork, descriptive language	Spoken Language: express and justify opinions	Encourage use of drama scaffolds
08 The Kindness Chorus	Appreciation, public speaking, social safety	Spoken Language: evaluate and present viewpoints	Use sentence frames, record responses if needed
09 Finger Drumming	Phoneme-grapheme awareness, rhythm in literacy tasks	Phonics: onset and rime blending	Allow drumming on alternative surfaces
10 The Stillness Game	Self-regulation, pulse awareness, reflection	Spoken Language: rhythm, sequencing, reflection	Offer guided options or reduced time frame

01 The magical breath

Unlock the door to their creativity. Improve calm, co-regulation and listening. Shared stillness is a skill that improves with practice.

“Sit very still and face me. Close your eyes...”

“LISTEN TO YOUR BREATH AND NOTICE THE SHAPE IT MAKES IN YOUR BODY...FEEL YOUR BREATH EXPAND LIKE A BALLOON....NOW NOTICE THE SPACE AROUND YOUR BREATH....LET’S LISTEN TO THE MAGIC SOUND IN THAT SPACE. IT’S CALLED THE MAGIC SILENCE.....THIS IS WHERE ALL THE BEST IDEAS COME FROM....”. [WAIT FOR A FEW MOMENTS] “NOW OPEN YOUR EYES. STAND, STRETCH UP TALL ..AND SIT.”

Try this when you begin to notice rising tension.

Observe which pupils need gentle reassurance.



02 Stamp and say

Bring their footwork into the classroom to deepen engagement and accuracy. Stamp and say the key words of your current topic. The feet can be hip width apart for precision.

Today we are talking about [condensation]

“STAND BEHIND YOUR CHAIRS AND HOLD THE BACK OF THE CHAIR. COUNT WITH ME: 1234. [CLASS REPEATS 1234] NOW SAY ‘LEFT RIGHT LEFT RIGHT’. [CLASS REPEATS LEFT RIGHT LEFT RIGHT] NOW LIFT YOUR FEET WHEN YOU SAY LEFT RIGHT LEFT RIGHT. [CLASS SAYS LEFT RIGHT LEFT RIGHT AND LIFTS FEET] NOW SAY CON-DEN-SA-TION WITH ME. [CLASS REPEATS CON-DEN-SA-TION] NOW LIFT YOUR FEET AND SAY IT THREE TIMES. READY GO. [CON-DEN-SA-TION ETC].

This approach works well with new vocabulary.

Observe the pupils who were not coordinated.



03 Echo clapping

Clap a simple rhythm and ask the class to echo it (quick rap beat) by clapping or using rhythm sticks. Layer it with target words to build multisensory detail into a concept.

We are using echoes to practise [grammar]

1. ***'COPY ME. [CLAP 7 TIMES AND WAIT FOR ECHO].***
2. ***SAY AND CLAP, "I CAN WRITE AN ADJECTIVE"***
3. ***GIVE EVERYONE TIME TO ECHO YOU***
4. ***GIVE EVERYONE A MOMENT TO WRITE AN ADJECTIVE***
5. ***REPEAT USING OTHER PARTS OF SPEECH***
6. ***WRITE ANSWERS ON THE BOARD AND REPEAT***

This is a playful way to revise 'abstract' concepts.

Observe pupils who responded out of time.



HEARTFELT REGISTRATION

04 Heartfelt registration

In the summer months, attention can seem more scattered. To help with centeredness, pupils can place their hands on their hearts. Affirm: “I am grateful for my beautiful heart.”

When taking the register, bring calm to the room.

“OUR HEARTS NEED SPECIAL ATTENTION IN THE SUMMERTIME. WHILE I TAKE THE REGISTER WE WILL ALL PLACE OUR HANDS ON OUR HEARTS GENTLY AND STAY JUST LIKE THIS [DEMONSTRATE] UNTIL WE REACH THE END. “

Try this when you sense they are unsettled.

Notice SEND / neurodivergent / anxious pupils.





DAISY CHAIN SENTENCES

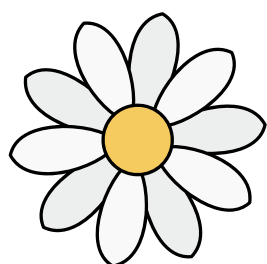
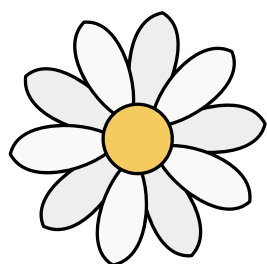
05 DAISY CHAIN SENTENCES

To deepen engagement with unfamiliar science words and develop articulation, pupils repeat the words, link them together & join the whole sentence using rhythm.

Can you link daisies in pile 1 with daisies in pile 2?

PLACE 2 PILES OF 'DAISIES' [TEXTURED CARDS] ON THE TABLE FOR SORTING. CHILDREN LINK THESE TO FORM SENTENCES.
DAISIES IN PILE 1: AN AXIS IS | NUCLEAR IS | THE SUN IS | THE SOLAR SYSTEM IS | NUCLEAR FUSION IS | ENERGY IS
DAISIES IN PILE 2: AN IMAGINARY LINE | TO DO WITH THE CENTRE OF AN ATOM | THE CAPACITY TO DO WORK | OUR NEAREST STAR | A REACTION | INVOLVING HYDROGEN | MADE UP OF PLANETS AND MOONS THAT ORBIT THE SUN

Try this for dates, facts and definitions.



Notice pupils who were more engaged than usual.

THE FLOWER GARDEN WALK

THE FLOWER GARDEN WALK

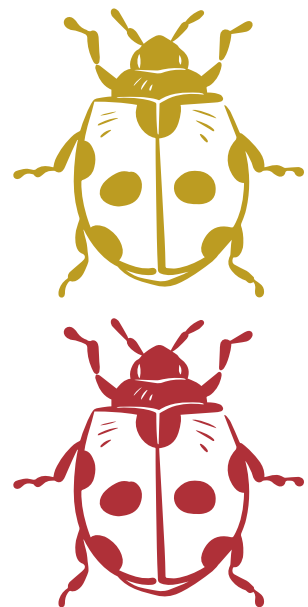
Set the scene: There are caterpillars, butterflies and ladybirds on the ground. On each side are rose bushes covered with sharp thorns.

Imagining... whilst walking in line back to class.

MAKE A DAISY CHAIN BY PLACING YOUR HAND ON THE SHOULDER OF THE PERSON IN FRONT OF YOU. SAY "TIPTOE" ON REPEAT WITH ME. WALK ON TIPTOES TO AVOID HURTING THE TINY CREATURES ON THE GROUND. STAY TOGETHER AS A TEAM AND WALK AROUND THE CLASSROOM WITHOUT TOUCHING THE CHAIRS OR TABLES, AS THESE ARE THE ROSEBUSHES AND THEY ARE COVERED IN SHARP THORNS. SIT DOWN WHEN YOU REACH YOUR CHAIR. [START CHANTING] "TIPTOE" OR AFFIRM: MY BALANCE KEEPS ME SAFE.

Try this approach to introduce a writing task.

Observe pupils who struggled with balance.





TEAM TIME

Team time

In role play as part of a drama lesson, we can use rhythm to build suspense. Imagining creeping through a haunted house....

We are exploring an old house. We hear a noise...

DIVIDE INTO TEAMS AND MOVE CLOSER TOGETHER AS IF YOU ARE SCARED. HOW DO YOU MOVE THROUGH THE DARK? HOW DO YOU MOVE WHEN YOU HEAR A STRANGE NOISE? SHOW HOW YOU CAN MOVE AS A TEAM IN TINY SLOW GRADUAL STEPS. THEN SHOW ME HOW YOU CAN MOVE SUDDENLY AND QUICKLY. USE ADJECTIVES TO DESCRIBE HOW YOU FEEL. EXPLORE COMPRESSED AND DELICATE MOVEMENTS.

Build a word bank of their physical experiences.

How do the children control rhythmic movement?



THE KINDNESS CHORUS

THE KINDNESS CHORUS

We can consider and evaluate different viewpoints, though receiving criticism can be tough. This exercise releases that tension.

Today we are using rhythm to build trust.

COPY ME AND SING 'THANK YOU' - [USE TWO PITCHES - LIKE A CUCKOO]. PICK SEVEN PUPILS TO SAY SOMETHING KIND ABOUT ONE OF THEIR CLASSMATES. EACH CHILD SPEAKS IN FRONT OF THE CLASS. THE WHOLE CLASS SINGS 'THANK YOU' BECAUSE EVERYONE LEARNS ABOUT KINDNESS TOGETHER. TAP A BEAT AS A CLASS USING PENCILS OR CLAPPING TO KEEP THIS MOVING ALONG.

Making this a weekly ritual to include everyone.

Observe the more 'challenging' pupils' responses.



THANK
YOU

Finger drumming

For children who need group support: Say, write and drum the onset & rime of word patterns. Playful writing gathers pace!

Let's say, write and drum these patterns.

ONSET AND **RIME** WITH A 'BOUNCY' RHYTHM.

SAY & WRITE **'ARK'**

WHAT DO WE GET IF WE START WITH **'B'**?

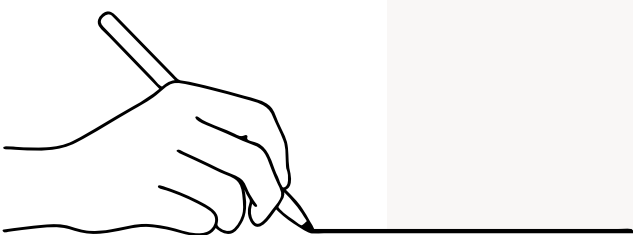
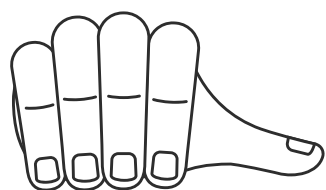
[SAY & WRITE BARK]

REPEAT FOR **'D', 'L', 'M', 'P', 'QU', 'SH', 'ST'**

DRUM THE PATTERN!! LEFT INDEX FINGER FOR **ONSET**, RIGHT INDEX FINGER FOR **RIME**. BOTH INDEX FINGERS FOR THE WHOLE WORD. (**LEFT**, **RIGHT**, **BOTH**).

To get started, affirm and drum: 'I am writing'

Observe pupils' responses to rhythm & patterns.



THE STILLNESS GAME

THE STILLNESS GAME

Circling back to our first task, and our heartfelt task, we now sit for a few moments to discover the peace of the pulse within us.

Place your hands in your lap and find your pulse.

WE ARE GOING TO SIT VERY STILL AND FEEL THE BOUNCINESS OF OUR PULSE. IT BEGAN WHEN WE WERE MADE OF JUST A FEW CELLS. THIS IS OUR PERSONAL RHYTHM. IT IS LIKE OUR VOICE - ONE OF A KIND. LET'S SPEND A FEW MOMENTS AS WE DISCOVER HOW PEACEFUL OUR PULSE CAN BE. LET'S FOCUS ON THE SPACE BETWEEN EACH BEAT AND NOTICE EVERY MOMENT. AFFIRM: "I AM PEACEFUL IN MY PULSE."

Practise this and apply it to calm them down.

Observe the effect on children with weak focus.





EMBEDDING RHYTHM

As you can tell, these exercises are not directed at a specific age group or curriculum area, rather they suggest light touch ways to develop rhythmic awareness.

As a SEND teacher in independent schools, I was fortunate enough to have the opportunity to support many children with a wide range of specific learning difficulties and mental health challenges. Recently, I've seen how important it is to find stillness and peace in 'rapid fire' learning environments. The strategies in this booklet are drawn from many types of schools.

The exercises support language development, fluency, vocabulary, collaborative discussion and confident expression, echoing the National Curriculum for English (2014). The focus on rhythm is helpful for self-regulation and auditory memory. These aspects of learning build concentration and focus.

Moments of playfulness and imagination are not trivial but rather are designed to bring ease, fluency and engagement to learning through creativity. Wishing you a very Joyful June!



Getting in touch...

Do let me know how these landed!
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