 

**Planning and delivery:**

Each phonics lesson is taught daily.

Each phonics lesson is short and snappy.

Each phonics lesson comprises of a learning routine eg calm hands, calm feet, sitting still, get in a space.

Each lesson should have a follow-up activity to revisit previous learning

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| *Example:* **Learning routine lesson** eg practising getting into a space, sitting with legs crossed | Approximately 5 minutes. |
| **Revisit previous learning lesson** | Approximately 5 minutes. |
|  **Phonological awareness lesson** | Approximately 8 minutes. |
|  **Book exploration** | Approximately 5-6 minutes. |

**It is an expectation that in FS1:**

*The children will be developing the following skills of*:

* Speaking and listening
* Attention and concentration
* Sound discrimination and rhythm
* Phonological awareness:
* an awareness of individual sound units within words
* manipulation of sounds within words
* rhyming
* breaking words apart into syllables

*This will be achieved through the use of*:

* Circle games
* Songs and music
* Phase 1 Letters and Sounds activities
* Book exploration

*The children will be preparing for phonics by*:

* Being taught classroom routines and learning behaviours so that children know what to do and what’s expected
* Knowing the importance of routine and pace

**Autumn Term**

Application

Application

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| **6.8 weeks** | **Autumn 1** |
| **06.09.22** | **12.09.22** | **19.09.22** | **28.09.22** | **03.10.22** | **10.10.22** | **17.10.22** |
| Settling in to new routines | Sitting in a space and getting up | Sitting in a space and getting up  | Calm hands and feet | Calm hands and feet | Picking up and putting down resources | Picking up and putting down resources |
| **Aspect 1: General Sound Discrimination – Environmental Sounds**• Develop listening skills and awareness of sounds in the environment• Identify and remember the differences between sounds• Talk about sounds in greater detail | **Aspect 2 General Sound Discrimination – Instrumental Sounds**• Develop awareness of sounds made with instruments• Listen to and appreciate the difference between sounds made with instruments• Use a wide vocabulary to talk about instrument sound | **Aspect 3 Body Percussion**• Develop awareness of sounds and rhythms• Distinguish between sounds and remember patterns of sound• Talk about sounds we make with our bodies and what the sounds mean | **Aspect 4 Rhythm and Rhyme**• Experience and appreciate rhythm and rhyme• Develop awareness of rhythm and rhyme in speech• Increase awareness of words that rhyme and develop knowledge about rhyme• Talk about words that rhyme and produce rhyming word | **Aspect 5 Alliteration**• Develop understanding of alliteration• Listen to sounds at the beginning of words and hear the differences between them• Explore how different sounds are articulated | **Aspect 6 Voice Sounds**• Distinguish between the differences in vocal sounds• Explore speech sounds• Talk about the different sounds that we can make with our voices |

**Half Term 24.10.22 - 28.10.22**

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| **7.5 weeks** | **Autumn 2** |  |
| **31.10.22** | **07.11.22** | **14.11.22** | **21.11.22** | **28.11.22** | **05.12.22** | **12.12.22** | **19.12.22** |
| Sitting still | Sitting still | Waiting a turn | Waiting a turn | Looking at the board | Looking at the board | Putting up hand/thinking thumb |   |
| **Aspect 7 Oral Blending and Segmenting**• Develop oral blending and segmenting of sounds in words• Listen to sounds within words and remember them in the order in which they occur• Talk about the different sounds that make up word | **Aspect 1: General Sound Discrimination – Environmental Sounds**• Develop listening skills and awareness of sounds in the environment• Identify and remember the differences between sounds• Talk about sounds in greater detail | **Aspect 2 General Sound Discrimination – Instrumental Sounds**• Develop awareness of sounds made with instruments• Listen to and appreciate the difference between sounds made with instruments• Use a wide vocabulary to talk about instrument sound | **Aspect 3 Body Percussion**• Develop awareness of sounds and rhythms• Distinguish between sounds and remember patterns of sound• Talk about sounds we make with our bodies and what the sounds mean | **Aspect 4 Rhythm and Rhyme**• Experience and appreciate rhythm and rhyme• Develop awareness of rhythm and rhyme in speech• Increase awareness of words that rhyme and develop knowledge about rhyme• Talk about words that rhyme and produce rhyming word | **Aspect 5 Alliteration**• Develop understanding of alliteration• Listen to sounds at the beginning of words and hear the differences between them• Explore how different sounds are articulated | **Aspect 6 Voice Sounds**• Distinguish between the differences in vocal sounds• Explore speech sounds• Talk about the different sounds that we can make with our voices | Assessment of Phase 1 skills |



**Spring Term**



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| **5.8 weeks** | **Spring 1** |
| **09.01.23** | **16.01.23** | **23.01.23** | **30.01.23** | **06.02.23** | **13.02.23** |  |
| Passing boards, pens and rubbers sideways, from end of one row and back again | Week 1 +Keeping boards, pens and rubbers on floor and hands on knees | Weeks 1, 2 +Holding a pen with correct grip. Putting lid on pen. | Weeks 1, 2, 3 +Drawing 2 lines on board.Cleaning the board. | Weeks 1, 2, 3 +Drawing 2 lines on board.Cleaning the board. | Weeks 1, 2, 3 +Drawing 2 lines on board.Cleaning the board. |  |
| **Aspect 7 Oral Blending and Segmenting**• Develop oral blending and segmenting of sounds in words• Listen to sounds within words and remember them in the order in which they occur• Talk about the different sounds that make up word | **Aspect 1: General Sound Discrimination – Environmental Sounds**• Develop listening skills and awareness of sounds in the environment• Identify and remember the differences between sounds• Talk about sounds in greater detail | **Aspect 2 General Sound Discrimination – Instrumental Sounds**• Develop awareness of sounds made with instruments• Listen to and appreciate the difference between sounds made with instruments• Use a wide vocabulary to talk about instrument sound | **Aspect 3 Body Percussion**• Develop awareness of sounds and rhythms• Distinguish between sounds and remember patterns of sound• Talk about sounds we make with our bodies and what the sounds mean | **Aspect 4 Rhythm and Rhyme**• Experience and appreciate rhythm and rhyme• Develop awareness of rhythm and rhyme in speech• Increase awareness of words that rhyme and develop knowledge about rhyme• Talk about words that rhyme and produce rhyming word | **Aspect 5 Alliteration**• Develop understanding of alliteration• Listen to sounds at the beginning of words and hear the differences between them• Explore how different sounds are articulated |  |

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**Half Term- 20.02.23- 24.02.23**

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| **5 weeks** | **Spring 2** |
| **27.02.23** | **06.03.23** | **13.03.23** | **20.03.23** | **27.03.23** |
| Weeks 1, 2, 3, 4 +Drawing 3 lines on board. Cleaning the board. | Weeks 1, 2, 3, 4 +Drawing 3 lines on board. Cleaning the board. | Weeks 1, 2, 3, 4 +Drawing 3 lines on board. Cleaning the board | Weeks 1, 2, 3, 4, and 5 consolidation | Weeks 1, 2, 3, 4, and 5 consolidation |
| **Aspect 6 Voice Sounds**• Distinguish between the differences in vocal sounds• Explore speech sounds• Talk about the different sounds that we can make with our voices | **Aspect 7 Oral Blending and Segmenting**• Develop oral blending and segmenting of sounds in words• Listen to sounds within words and remember them in the order in which they occur• Talk about the different sounds that make up word | **Aspect 4 Rhythm and Rhyme**• Experience and appreciate rhythm and rhyme• Develop awareness of rhythm and rhyme in speech• Increase awareness of words that rhyme and develop knowledge about rhyme• Talk about words that rhyme and produce rhyming word | **Aspect 5 Alliteration**• Develop understanding of alliteration• Listen to sounds at the beginning of words and hear the differences between them• Explore how different sounds are articulated | **Aspect 7 Oral Blending and Segmenting**• Develop oral blending and segmenting of sounds in words• Listen to sounds within words and remember them in the order in which they occur• Talk about the different sounds that make up word |

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**Summer Term**

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| **5.8 weeks** | **Summer 1-** |
| **17.04.23** | **24.04.23** | **01.05.23** | **08.05.23** | **15.05.23** | **22.05.23** |
| Holding a pen with correct grip. Putting lid on pen | Weeks 1, 2, 3, 4, and 5 consolidation | Holding a pen with correct grip. Putting lid on pen | Weeks 1, 2, 3, 4, and 5 consolidation | Holding a pen with correct grip. Putting lid on pen | Weeks 1, 2, 3, 4, and 5 consolidation |
| **Unit 1 – building words with the sounds** **‘m a s t i’** | **Unit 1 – building words with the sounds** **‘m a s t i’** | **Unit 1 – building words with the sounds** **‘m a s t i’** | **Unit 1 – building words with the sounds** **‘m a s t i’** | **Unit 1 – building words with the sounds** **‘m a s t i’** | **Unit 1 – building words with the sounds** **‘m a s t i’** |

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**Half Term 29.05.23-02.06.23**

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| **7 weeks** | **Summer 2** |
| **05.06.23**Weeks 1, 2, 3, 4, and 5 consolidation | **12.06.23**Holding a pen with correct grip. Putting lid on pen | **19.06.23**Weeks 1, 2, 3, 4, and 5 consolidation | **26.06.23**Holding a pen with correct grip. Putting lid on pen | **03.07.23** Weeks 1, 2, 3, 4, and 5 consolidation | **10.07.23**Holding a pen with correct grip. Putting lid on pen | **17.07.23**Weeks 1, 2, 3, 4, and 5 consolidation |
| **Unit 2 – building words with the sounds****‘n o p’****Sound Swap** | **Unit 2 – building words with the sounds****‘n o p’****Sound Swap** | **Unit 2 – building words with the sounds****‘n o p’****Sound Swap** | **Unit 2 – building words with the sounds****‘n o p’****Sound Swap** | **Unit 2 – building words with the sounds****‘n o p’****Sound Swap** | **Unit 2 – building words with the sounds****‘n o p’****Sound Swap** | **Unit 2 – building words with the sounds****‘n o p’****Sound Swap** |