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**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

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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** |