



FS1 Planning Overview



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

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

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.



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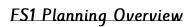
Autumn Term



Half Term 24.10.22 - 28.10.22

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	Percussion Develop awareness of sounds and rhythms Distinguish between sounds and remember	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	 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







7.5 weeks			Aut	umn 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	Aspect 1: General	Aspect 2 General	Aspect 3 Body	Aspect 4 Rhythm	Aspect 5	Aspect 6 Voice	Assessment of
Blending and	Sound	Sound	Percussion	and Rhyme	Alliteration	Sounds	Phase 1 skills
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	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	Sounds • Develop	 Distinguish between sounds and remember 	 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 	alliteration • Listen to sounds at the beginning of words and hear the differences between them • Explore how different sounds are articulated	 Distinguish between the differences in vocal sounds Explore speech sounds Talk about the different sounds that we can make with our voices 	



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Spring Term



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, 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	Aspect 1: General Sound	Aspect 2 General Sound	Aspect 3 Body	Aspect 4 Rhythm and	Aspect 5 Alliteration	
and Segmenting	Discrimination —	Discrimination —	Percussion	Rhyme	 Develop understanding of 	
Develop oral blending	Environmental Sounds	Instrumental Sounds	Develop awareness of	• Experience and	alliteration	
and segmenting of sounds	 Develop listening skills 	 Develop awareness of 	sounds and rhythms	appreciate rhythm and	• Listen to sounds at the	
in words	and awareness of sounds in	sounds made with	Distinguish between	rhyme	beginning of words and	
• Listen to sounds within	the environment	instruments	sounds and remember	• Develop awareness of	hear the differences	
words and remember	• Identify and remember	• Listen to and appreciate	patterns of sound	rhythm and rhyme in	between them	
them in the order in	the differences between	the difference between	• Talk about sounds we	speech	• Explore how different	
which they occur	sounds	sounds made with	make with our bodies and	• Increase awareness of	sounds are articulated	
• Talk about the different	• Talk about sounds in	instruments	what the sounds mean	words that rhyme and	3.000	
sounds that make up	greater detail	• Use a wide vocabulary		develop knowledge about		
word		to talk about instrument		rhyme		
		sound		 Talk about words that rhyme and produce rhyming word 		



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Half Term- 20.02.23- 24.02.23

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 	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	rhythm and rhyme in speech Increase awareness of words	 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			



FS1 Planning Overview



Summer Term

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



FS1 Planning Overview



Half Term 29.05.23-02.06.23

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