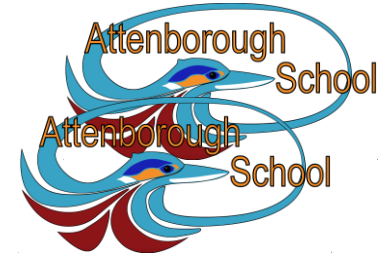




Sounds Write at Attenborough School

ES1 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.

Sounds Write at Attenborough School

ES1 Planning Overview

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
	<p>Aspect 1: General Sound Discrimination – Environmental Sounds</p> <ul style="list-style-type: none"> • Develop listening skills and awareness of sounds in the environment • Identify and remember the differences between sounds • Talk about sounds in greater detail 	<p>Aspect 2 General Sound Discrimination – Instrumental Sounds</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 3 Body Percussion</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 4 Rhythm and Rhyme</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 5 Alliteration</p> <ul style="list-style-type: none"> • Develop understanding of alliteration • Listen to sounds at the beginning of words and hear the differences between them • Explore how different sounds are articulated 	<p>Aspect 6 Voice Sounds</p> <ul style="list-style-type: none"> • Distinguish between the differences in vocal sounds • Explore speech sounds • Talk about the different sounds that we can make with our voices

ES1 Planning Overview

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	
<p>Aspect 7 Oral Blending and Segmenting</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 1: General Sound Discrimination – Environmental Sounds</p> <ul style="list-style-type: none"> • Develop listening skills and awareness of sounds in the environment • Identify and remember the differences between sounds • Talk about sounds in greater detail 	<p>Aspect 2 General Sound Discrimination – Instrumental Sounds</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 3 Body Percussion</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 4 Rhythm and Rhyme</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 5 Alliteration</p> <ul style="list-style-type: none"> • Develop understanding of alliteration • Listen to sounds at the beginning of words and hear the differences between them • Explore how different sounds are articulated 	<p>Aspect 6 Voice Sounds</p> <ul style="list-style-type: none"> • 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

Sounds Write at Attenborough School

ES1 Planning Overview

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	
<p>Passing boards, pens and rubbers sideways, from end of one row and back again</p>	<p>Week 1 + Keeping boards, pens and rubbers on floor and hands on knees</p>	<p>Weeks 1, 2 + Holding a pen with correct grip. Putting lid on pen.</p>	<p>Weeks 1, 2, 3 + Drawing 2 lines on board. Cleaning the board.</p>	<p>Weeks 1, 2, 3 + Drawing 2 lines on board. Cleaning the board.</p>	<p>Weeks 1, 2, 3 + Drawing 2 lines on board. Cleaning the board.</p>	
<p>Aspect 7 Oral Blending and Segmenting</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 1: General Sound Discrimination – Environmental Sounds</p> <ul style="list-style-type: none"> • Develop listening skills and awareness of sounds in the environment • Identify and remember the differences between sounds • Talk about sounds in greater detail 	<p>Aspect 2 General Sound Discrimination – Instrumental Sounds</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 3 Body Percussion</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 4 Rhythm and Rhyme</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 5 Alliteration</p> <ul style="list-style-type: none"> • Develop understanding of alliteration • Listen to sounds at the beginning of words and hear the differences between them • Explore how different sounds are articulated 	

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
<p>Aspect 6 Voice Sounds</p> <ul style="list-style-type: none"> • Distinguish between the differences in vocal sounds • Explore speech sounds • Talk about the different sounds that we can make with our voices 	<p>Aspect 7 Oral Blending and Segmenting</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 4 Rhythm and Rhyme</p> <ul style="list-style-type: none"> • 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 	<p>Aspect 5 Alliteration</p> <ul style="list-style-type: none"> • Develop understanding of alliteration • Listen to sounds at the beginning of words and hear the differences between them • Explore how different sounds are articulated 	<p>Aspect 7 Oral Blending and Segmenting</p> <ul style="list-style-type: none"> • 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

Sounds Write at Attenborough School

ES1 Planning Overview



Half Term 29.05.23-02.06.23

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