

# Phonics Programme of Study

## Nursery

This programme of study was written by Emily Angus in collaboration with the phonics leader to respond to the needs of our nursery intake and to ensure that we had a replicable programme which met the need of our youngest children.

Phase 1 with its focus on phonological awareness is **central** to our nursery phonics provision and runs throughout the year. Although we have planned for a key focus for each week phase 1, opportunities are also grasped throughout the weeks as they arise.

During Autumn 2 oral blending is used in a playful way to begin to encourage children to blend familiar cvc words eg 'Put your coat on your p-e-g.'

In the Spring term Fred is introduced as the key focal point for phase 1 oral blending and segmenting. The children become accustomed to hearing words spoken in their composite sounds and join in games such as 'Fred eye spy'

**Phase 1** activities continue to be embedded throughout the term with a rotational focus on each one.

**Phase 2** is introduced with the concept of 'letter of the week' The letter name and sound are introduced as we acknowledge that even our youngest children can learn the name of an animal and the sound it makes without feeling confused or overwhelmed.

WEEK	PHASE 1	Suggested Activities
1		
2	Environmental Sounds	Excellent resource for environmental sounds activities to run throughout the year <a href="http://www.pdst.ie/sites/default/files/exploring%20sounds%20environmental%20sounds.pdf">http://www.pdst.ie/sites/default/files/exploring%20sounds%20environmental%20sounds.pdf</a> <a href="#">link here</a>
3	Instrumental Sounds	Explore and play instruments, stating a preference for which sounds they like the best.
4	Body Percussion	Excellent resource for body percussion activities to run throughout the year <a href="http://www.pdst.ie/sites/default/files/Exploring%20sound%20body%20percussion.pdf">http://www.pdst.ie/sites/default/files/Exploring%20sound%20body%20percussion.pdf</a> <a href="#">link here</a>
5	Rhythm and Rhyme	Immersion. Exposure through shared reading, learning and reciting poems and nursery rhymes.
6	Alliteration and Voice Sounds	Immersion. Exposure through poetry and word play, silly sentences games.
7	Environmental sounds	<a href="http://www.pdst.ie/sites/default/files/exploring%20sounds%20environmental%20sounds.pdf">http://www.pdst.ie/sites/default/files/exploring%20sounds%20environmental%20sounds.pdf</a> <a href="#">.pdf</a>
8	Instrumental sounds	

9	Body percussion	<a href="http://www.pdst.ie/sites/default/files/Exploring%20sound%20body%20percussion.pdf">http://www.pdst.ie/sites/default/files/Exploring%20sound%20body%20percussion.pdf</a> <a href="#">link here</a>
10	Rhythm and Rhyme	'Where's my teddy' <a href="#">Jez Alborough</a> There's a wocket in my pocket Dr Seuss
11	Alliteration	
12	Voice Sounds	TONGUE DANCING Make our tongues dance to music; stretching, wiggling, in and out, side to side etc

WEEK	PHASE 1	PHASE 2	Suggested Activities
1	<b>Environmental sounds</b> Read 'the sound collector poem' Scribe a list of sounds that could be stolen from nursery. <a href="#">The Sound Collector</a>	Letter of the week s	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation Focus Rhyme Sing a Song of Sixpence Read 'San who went to sea' Paint sea pictures Spaghetti, spiders, sausages, snakes (in water tray)
2	<b>Instrumental sounds</b>	Letter of the week a	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation
3	<b>Body percussion</b> <i>tapping</i>	Letter of the week t	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation
4	<b>Rhythm and rhyme</b> Read 'one fish two fish red fish blue fish' Dr Seuss	Letter of the week p	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation The 3 Little Pigs Peter Peter Pumpkin Eater 2 Little Dicky Birds (Peter Paul) playdough
5	<b>Alliteration</b> Read 'Many Marvelous Monsters' Ed Heck	Blending to read s a t p	Words for reading sat, pat, as, at, tap, sap Interactive initial sounds game <a href="#">Phase 2</a>
6	<b>Voice sounds</b> Send a sound around the circle. (Chinese whispers style)	Blending to read s a t p	Words for reading sat, pat, as, at, tap, sap
7	<b>Environmental Sounds</b> <i>Inside sounds</i>	Letter of the week i	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation  Read <b>An Itch to Scratch</b> Lynne Chapman Treasure hunt – key phrase 'Is it in...' Picture/Table words igloo, India, ink, itch, insect, ill, Italy
8	<b>Body Percussion</b>	Letter of the week n	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation  Read ' <b>Not Now Bernard</b> ' David McKee Key word <b>NEXT</b> link to maths ordering and sequencing familiar events Write <b>Notes</b> multi coloured post-it notes  Picture/Table words nest, nest, nine, nurse, necklace, numbers, newspaper
9	<b>Instrumental Sounds</b>	Letter of the week m	Letter name and sound, JP action, objects on the sound table, opportunities for letter

		<b>Making Maracas</b>		formation Read 'The monkey with the bright blue bottom' Steve Smallman Read 'Meg and Mog' Simple pencil control <b>mazes</b>
10	<b>Rhythm and Rhyme</b> Steady rhythm on a <b>drum</b>	Letter of the week <b>d</b>		Letter name and sound, JP action, objects on the sound table, opportunities for letter formation  Read 'The Dirty Great Dinosaur' Dinosaur play  Picture/Table words dinosaur, dog, deer, doughnut, dress, drum, duck
11	<b>Alliteration</b> Read 'K Is For Kissing A Cool Kangaroo' Giles Andreae	Blending to read <b>s a t p i n m d</b>		Using sound buttons to blend and read simple cv and cvc words <i>It is in at and sat pat mad tap tip mat</i> Extending to Fred talking and writing words for children who ready.
12	<b>Voice Sounds</b> Make your voice.. Be a bouncing ball BOING BOING Be a jump in a pool SPLASH Be a dog Be a buzzing bumble bee Be a whoosh down a slide WHEEE	Blending to read <b>s a t p i n m d</b>		Use phonix cubes or magnetic letters for those whose fine motor control is not ready for accurate letter formation.

13	<b>Environmental sounds</b> Sound collecting in the <b>garden</b>	Letter of the week <b>g</b>		Letter name and sound, JP action, objects on the sound table, opportunities for letter formation  Read 'The 3 Billy <b>G</b> oats <b>G</b> ruff' Read 'Mr Gumpy's boat' Use black and white to mix <b>G</b> rey (Paint Elmer?) <b>G</b> ames table Pictures/table objects goat, gate, grapes, guitar, girl, gloves
14	<b>Instrumental sounds</b> Listening to <b>o</b> boe music Playing <b>o</b> dd one out Eg 2 drum beats and a tamborine	Letter of the week <b>o</b>		Letter name and sound, JP action, objects on the sound table, opportunities for letter formation  Read 'Oh Ostrich won't you help me please' Key words on and off Pictures/table objects octopus, oranges, ostrich,
15	<b>Body percussion</b> Clapping, clicking	Letter of the week <b>c/k</b>		Letter name and sound, JP action, objects on the sound table, opportunities for letter formation  Read 'Kiss the Cow' by Phyllis Root Make <b>c</b> arrot <b>c</b> ake (add candles) Can we <b>c</b> lick? (phase 1 and 2) <b>C</b> lapping rhymes (phase 1 and 2) Pictures/table objects candle, carrots, cars, cactus, coat
16	<b>Rhythm and rhyme</b>	Letter of the week <b>e</b>		Letter name and sound, JP action, objects on the sound table, opportunities for letter formation  Read 'Elmer the Elephant' Read 'Elephant' Petr Horacek Envelopes for letter writing Pictures/table objects egg, elephant, elf, exit sign
17	<b>Alliteration</b> Make an alliterative name display? Elegant Emily, Lively Lucy	Blending to read <b>s a t p i n m d g o c k e</b>		

	18	<b>Voice sounds</b> Read 'The Bear in the Cave' Michael Rosen. Children join in with vocal sound effects.	Letter of the week u	
	19	<b>Environmental sounds</b> Fred is lost. Use sound clues (outdoors and indoors) to help find him.	Letter of the week r	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation Sound lotto – match picture to a sound played or made
	20	<b>Instrumental music</b> Grandma's footsteps. Granny has a range of instruments. Which movement goes with each sound, e.g. tip toe – shaker.	Letter of the week h	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation Story sounds. As read a story, children make the sounds using an instrument of choice.
	21	<b>Body Percussion</b> Tell the story of the Pied Piper. Choose an instrument for the piper to play. Children follow in response, e.g. walking, shuffling, marching. Vary the pace and describe the action,	Letter of the week b	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation Noisy neighbour- Which noises could wake up the neighbour? Which noises would make him fall asleep?
	22	<b>Rhythm and Rhyme</b> Rhyming bingo Rhyming pairs	Letter of the week f	Letter name and sound, JP action, objects on the sound table, opportunities for letter formation
	23	<b>Alliteration</b> Digging for treasure. Group the objects by initial sounds. Each object found has to start with the same letter.	Letter of the week l	Blending to read s a t p i n m d g o c k e, u, r, h, b, f, l,
	24	<b>Voice Sounds</b> Mirror play - children make the sounds in the mirror whilst watching the movement of their tongue and mouth.	Letter of the week ss	Blending to read s a t p i n m d g o c k e, u, r, h, b, f, l, ss  Challenge (only for children who are ready for this): Can you speed read these words? a, is, it, in, at, and
	25+	<b>Chosen focus specific to the needs of the children</b>	Lots and lots of oral rehearsal, identifying letters in the environment, letter formation using sand, finger paint etc. as well as blending to read of all of the sounds learnt so far.	Differentiation: Assess and reinforce the sounds taught so far. Respond to the needs of the children. This may mean more phase 1 consolidation as a focus for specific children. <b>Children need to be able to hear and pronounce the sounds accurately as a primary focus by the end of Nursery.</b>  If all sounds are retained and the children are ready – selected children can move forward to the next set of sounds (outlined in Reception's POS)  Challenge: The, to, no, go, l

For children who are ready to progress, follow the order outlined in Reception's programme of study.