

## Phonics Weekly Planning - Phase 1

### Phase 1 Week 1: Environmental Sounds and Instrumental Sounds.

- To develop the children's listening skills and awareness of sounds in the environment
- Further development of vocabulary and children's identification and recollection of differences between sounds
- To make up simple sentences and talk in greater detail about sounds
- To experience and develop awareness of sounds made with instruments and noise makers
- To listen to and appreciate the difference between sounds made with instruments
- To use a wide vocabulary to talk about the sounds instruments make

|   | Monday   | Tuesday  | Wednesday   | Thursday   | Friday  |
|---|--|--|---|--|---|
| Tuning into sounds  | Listening walk p9 <b>R</b><br><b>Outdoors</b>  | Drum outdoors p9 <b>R</b><br><b>Outdoors</b>   | Which Instrument?<br>P15 <b>R</b>   | Adjust the volume<br>p15 <b>Outdoors</b>   | Grandmother's<br>Footsteps p15<br><b>Outdoors</b>   |
| Listening and remembering sounds  | Describe and find it<br>p11 <b>R</b>   | Mrs Browning has a<br>box p10 <b>R</b>   | Matching sound<br>makers p16 <b>R</b>   | Matching sounds p16<br><b>R</b>  | Matching sounds p16<br><b>R</b>   |
| Talking about sounds  | Favourite sounds p11   | Enlivening stories p<br>12   | Hidden Instruments<br><b>R</b> p17 <b>Outdoors</b>  | Story sounds p17   | Animal sounds p17 <b>R</b>  |
| Look, Listen and Note (Teacher/ TA notes)   | Recall sounds they have heard/<br>Discriminate between sounds/<br>Describe the sounds they hear/<br>Identify the animals and imitate the sounds<br>Add new words to their vocabulary | Identify different sounds and place them in context/<br>Make up sentences to talk about sounds/<br>Identify similar sounds/<br>Join in activities and take turns | Identify and name instruments being played/<br>Listen and respond to instrument sounds/<br>Express and opinion about what they have heard   | Remember and repeat a rhythm/<br>Discriminate and reproduce loud and quiet sounds/<br>Are able to start and stop playing at a given signal/<br>Use sounds imaginatively to represent a story | Match sounds to their sources/<br>Choose appropriate words to describe the sounds they hear (eg. Loud, fierce, rough, squeaky, high, low) |
| <b>Assessment</b>   |  |  | <ul style="list-style-type: none"> <li>• Recognise words that rhyme (some)</li> <li>• Provide a string of rhyming words (some)</li> <li>• Blend and segment orally (most children)</li> </ul> |  |   |
| <ul style="list-style-type: none"> <li>• Explore and experiment with sounds and words</li> <li>• Distinguish between speech sounds</li> </ul> |  |  |   |  |   |

**Phase 1 Week 2: Body Percussion and Rhythm and Rhyme**

- To develop awareness of sounds and rhythms
- To distinguish between sounds and to remember patterns of sound
- To talk about sounds we make with our bodies
- To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech
- To increase awareness of words that rhyme and to develop knowledge about rhyme
- To talk about words that rhyme and to produce rhyming words

|   | Monday   | Tuesday  | Wednesday   | Thursday   | Friday  |
|---|--|--|---|--|---|
| Tuning into sounds  | Action songs p20<br><b>Outdoors</b>  | Roly Poly p20  | Rhyming books p 25<br><b>Gingerbread Man</b><br><b>(act on playground)</b>  | Learning songs and rhymes and Rhyming soup p25 <b>R Outdoors</b>                                     | Listen to the beat p25 /Playing with words p26 <b>Outdoors</b>                        |
| Listening and remembering sounds  | Noisy Neighbour 1 p21  | Follow the sound p21<br><b>Outdoors</b>  | Rhyming pairs p27 <b>R</b>  | Songs and rhymes p27   | Finish the rhyme p27  |
| Talking about sounds  | Words about sounds p22   | Noisy Neighbour 2 p22  | Odd one out p28 <b>R</b>  | Rhyming puppets p28 <b>R</b>   | I know a word p 28  |
| Look, Listen and Note (Teacher/ TA notes)   | Join in with words and actions to familiar songs/ Keep in time with the beat/ Copy the sounds and actions/ Suggest ideas and create new sounds for a story/ Use a wide vocabulary to talk about sounds | Produce contrasts in rhythm, speed and loudness/ Make up patterns of sounds/ Use language to make different endings to the story/ Group sounds according to criteria (loud, quiet, fast) | Recognise that words rhyme/ Sing or chant a rhyming string along with an adult/ Recognise rhyming words   | Listen and attend to the rhyming songs/ Generate their own rhymes/ Make a series of words that rhyme | Copy the rhythm/ Keep to the beat Complete sentences using appropriate rhyming words/ |
| <b>Assessment</b>   |  |  | <ul style="list-style-type: none"> <li>• Recognise words that rhyme (some)</li> <li>• Provide a string of rhyming words (some)</li> <li>• Blend and segment orally (most children)</li> </ul> |  |   |
| <ul style="list-style-type: none"> <li>• Explore and experiment with sounds and words</li> <li>• Distinguish between speech sounds</li> </ul> |  |  |   |  |   |

**Phase 1 Week 3: Alliteration and Voice Sounds**

- To develop understanding of alliteration
- To listen to the sounds at the beginning of words and hear the differences between them.
- To explore how different sounds are articulated, and extend understanding of alliteration
- To distinguish between the differences in vocal sounds, including oral blending and segmenting.
- To explore speech sounds

|  | Monday  | Tuesday  | Wednesday   | Thursday   | Friday   |
|--|---|--|---|--|--|
| Tuning into sounds   | I spy names p31   | Bertha goes to the zoo p32 <b>Outdoors R</b>   | Making Aliens <b>R</b> p31<br><b>Painting</b>   | Mouth Movement p37 <b>R Use THRASS CD on the whiteboard</b>  | Voice sounds p37<br><b>Outdoors</b>  |
| Listening and remembering sounds   | Musical Corners p33<br><b>Play outdoors and use whistle not music</b> | Our sounds bag p33<br><b>R</b>   | Our sounds bag p33<br><b>R</b>  | Target sounds p38  | Sound lotto p39 <b>R</b>   |
| Talking about sounds   | Name Play p34   | Silly Soup p34 <b>R</b>  | Mirror Play p34 <b>R</b>  | Animal noises p40<br><b>Outdoors</b>   | Give me a sound p 39   |
| Look, Listen and Note (Teacher/ TA notes)  | Identify initial sounds of words/<br>Reproduce initial sounds clearly | Make up their own alliterative phrases/<br>Can recall objects beginning with the same sound/<br>Discriminate between sounds and match to the objects correctly | Can articulate speech sounds clearly/<br>Select an extended range of words that start with the same sound   | Distinguish between differences in vocal sounds/<br>Sustain their listening throughout a story/<br>Listen for a target word and respond with appropriate sound | Recognise their own and other's voices/<br>Remember the sound sequence and produce it when required/ |
| <b>Assessment</b><br>• Explore and experiment with sounds and words<br>• Distinguish between speech sounds |   |  | <ul style="list-style-type: none"> <li>• Recognise words that rhyme (some)</li> <li>• Provide a string of rhyming words (some)</li> <li>• Blend and segment orally (most children)</li> </ul> |  |  |

**Phase 1 Week 4: Voice Sounds and Oral Blending and Segmenting.**

- To talk about the different sounds we can make with our voices
- To develop the oral blending and segmenting of sounds in words
- To listen to phonemes within words and to remember them in the order in which they occur
- Talk about the different phonemes that make up words

|  | Monday  | Tuesday   | Wednesday   | Thursday                    | Friday  |
|--|---|---|---|-----------------------------|---|
| Tuning into sounds   | Metal Mike p 38 R<br>Paint robots   | Toy talk p42 R  | Clapping sounds p42<br>Outdoors   | Cross the River p43<br>R    | I spy p43<br>Outdoors                                     |
| Listening and remembering sounds   | Chain games p38<br>Outdoors   | Segmenting p43  | Segmenting p43  | Say the sounds p44          | Say the sounds p44  |
| Talking about sounds   | Singing songs p40   | Singing songs<br>Outdoors   | Introduce the idea of counting phonemes in words  | Count the phonemes in words | Count the phonemes in words                               |
| Look, Listen and Note (Teacher/ TA notes)  | Use appropriate vocabulary to talk about different voice and speech sounds. | Say the word and identify the object/ Blend phonemes and recognise the whole word | Blend words that begin with the same initial phoneme  | Segment words into phonemes | Identify the number of phonemes that make up a given word |
| <b>Assessment</b><br>• Explore and experiment with sounds and words<br>• Distinguish between speech sounds |   |   | <ul style="list-style-type: none"> <li>• Recognise words that rhyme (some)</li> <li>• Provide a string of rhyming words (some)</li> <li>• Blend and segment orally (most children)</li> </ul> |                             |   |