

## 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> <b>Outdoors</b>	Drum outdoors p9 <b>R</b> <b>Outdoors</b>	Which Instrument? P15 <b>R</b>	Adjust the volume p15 <b>Outdoors</b>	Grandmother's Footsteps p15 <b>Outdoors</b>
Listening and remembering sounds	Describe and find it p11 <b>R</b>	Mrs Browning has a box p10 <b>R</b>	Matching sound makers p16 <b>R</b>	Matching sounds p16 <b>R</b>	Matching sounds p16 <b>R</b>
Talking about sounds	Favourite sounds p11	Enlivening stories p 12	Hidden Instruments <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/ Discriminate between sounds/ Describe the sounds they hear/ Identify the animals and imitate the sounds Add new words to their vocabulary	Identify different sounds and place them in context/ Make up sentences to talk about sounds/ Identify similar sounds/ Join in activities and take turns	Identify and name instruments being played/ Listen and respond to instrument sounds/ Express and opinion about what they have heard	Remember and repeat a rhythm/ Discriminate and reproduce loud and quiet sounds/ Are able to start and stop playing at a given signal/ Use sounds imaginatively to represent a story	Match sounds to their sources/ Choose appropriate words to describe the sounds they hear (eg. Loud, fierce, rough, squeaky, high, low)
<b>Assessment</b> • Explore and experiment with sounds and words • Distinguish between speech sounds			• Recognise words that rhyme (some) • Provide a string of rhyming words (some) • Blend and segment orally (most children)		

**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 <b>Outdoors</b>	Roly Poly p20	Rhyming books p 25 <b>Gingerbread Man</b> <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 <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 <b>Painting</b>	Mouth Movement p37 <b>R Use THRASS CD on the whiteboard</b>	Voice sounds p37 <b>Outdoors</b>
Listening and remembering sounds	Musical Corners p33 <b>Play outdoors and use whistle not music</b>	Our sounds bag p33 <b>R</b>	Our sounds bag p33 <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 <b>Outdoors</b>	Give me a sound p 39
Look, Listen and Note (Teacher/ TA notes)	Identify initial sounds of words/ Reproduce initial sounds clearly	Make up their own alliterative phrases/ Can recall objects beginning with the same sound/ Discriminate between sounds and match to the objects correctly	Can articulate speech sounds clearly/ Select an extended range of words that start with the same sound	Distinguish between differences in vocal sounds/ Sustain their listening throughout a story/ Listen for a target word and respond with appropriate sound	Recognise their own and other's voices/ Remember the sound sequence and produce it when required/
<b>Assessment</b> • Explore and experiment with sounds and words • 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 Paint robots	Toy talk p42 R	Clapping sounds p42 Outdoors	Cross the River p43 R	I spy p43 Outdoors
Listening and remembering sounds	Chain games p38 Outdoors	Segmenting p43	Segmenting p43	Say the sounds p44	Say the sounds p44
Talking about sounds	Singing songs p40	Singing songs 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> • Explore and experiment with sounds and words • 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>		