

Bushfield Road Infant School Nursery Phonics Programme.

Foundations in Phonics



Foundations in Phonics develops children's ability to listen to, make, explore and talk about sounds. In Nursery these skills are embedded throughout our continuous provision and developed through adult led and independent play, as well as being taught discretely through weekly small group sessions. In the Summer term, as the children prepare to move into Reception, phonics is taught daily in whole class sessions.

In Nursery we are keen to develop a life-long love of reading for our pupils and make daily reading activities a priority. Books, both fiction and non-fiction, are shared in daily sessions and children are encouraged to look at books during free flow play, either independently or with an adult. A range of books are available throughout the Nursery continuous provision and high quality texts are used as a basis for our topic based planning. Children are able to choose a library book to take home to share with their parents once a week and we encourage these books to be re-read to develop comprehension skills. We promote the Imagination Library to all parents and share the books the children receive within school.

Autumn Term 1

Settling into Nursery.

Developing Listening and Attention skills.

Developing a repertoire of Nursery Rhymes.

No discrete phonics sessions taught.

Learning the rules and routines of Nursery.

Developing listening and attention skills through daily story sessions.

Introduce - I am a good listener - Listening rules/ Whole body listener.

Learning rhymes linked to routines as well as developing a repertoire of nursery rhymes through daily singing sessions.

Introduce the Nursery Phonics Puppet.

Autumn Term 2

General Sound

Discrimination:

Environmental Sounds

Tuning into sounds (auditory discrimination).

Listening and remembering sounds (auditory memory and sequencing).

Talking about sounds (developing vocabulary and language comprehension).

To develop children's listening skills and awareness of sounds in the environment

To develop vocabulary, identification and recollection of the difference between sounds.

To make up simple sentences and talk in greater detail about sounds.

Activities to include: Listening walks inside and outside, investigating animal sounds, kitchen sounds and transport sounds.

Nursery Rhyme Week	<p>To become more familiar with the language and sequence of Nursery rhymes.</p> <p>A week in November where all activities are focused on learning Nursery Rhymes.</p>
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Spring Term 1	
<p>General Sound Discrimination:</p> <p>Instrumental Sounds</p> <p><i>Tuning into sounds (auditory discrimination).</i></p> <p><i>Listening and remembering sounds (auditory memory and sequencing).</i></p> <p><i>Talking about sounds (developing vocabulary and language comprehension).</i></p>	<p>To experience and develop awareness of sounds made with instruments and noise makers.</p> <p>To listen and appreciate the difference between sounds made with instruments.</p> <p>To use a wide vocabulary to talk about the sounds instruments make.</p> <p><i>Activities include: listening to and playing different instruments, guess the instrument games, exploring tempo, volume and rhythm.</i></p>

Spring Term 2	
<p>General Sound Discrimination:</p> <p>Body Percussion</p> <p><i>Tuning into sounds:</i></p> <p><i>Listening and remembering sounds.</i></p>	<p>To develop awareness of sounds and rhythms.</p> <p>To distinguish between sounds. To remember patterns of sound and to distinguish musical instruments from voice sounds.</p> <p><i>Activities include: Using their mouths, hands and feet to make different sounds. Singing songs using different volumes, tempos and rhythms. Learning action songs involving body percussion. Copying games.</i></p>
<p>Speech Detection</p> <p><i>Talking about sounds</i></p> <p>Syllable Awareness</p> <p><i>(Pre rhyme and rhythm)</i></p> <p>Onset and rime.</p> <p><i>The 'onset' of a syllable is its initial consonant(s) and the 'rime' is the vowel and any following consonants</i></p>	<p>To understand speech sounds as distinct from other environmental sounds and to recognise that sentences are made up of individual words.</p> <p>To develop awareness of the syllable structure of words.</p> <ol style="list-style-type: none"> 1. My turn, together, your turn – the clapping/stamping/moving to mark the syllables in words are modelled by the adult, practised together and then given by the child. 2. Together, your turn – the adult and child mark the syllables together and the child then does this independently. 3. Child led – child marks the syllables using physical means e.g. clapping but independently. Syllable sorting – this is a separate skill which builds on level three. It involves counting skills, which need to be well established for the child to be successful. 4. Internalisation – the child can identify the number of syllables in a word without talking.

<i>in the syllable</i>	To identify a target onset when provided orally by the adult. <i>This activity is similar to initial sound recognition but comes before initial sound identification as the adult will be giving the child the word already broken into onset and rime.</i>
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Summer Term 1	
Rhythm and Rhyme <i>Tuning into sounds</i> <i>Listening and remembering sounds</i> <i>Talking about sounds</i>	To experience and appreciate rhythms and rhyme. 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. <i>Activities include: Exploring rhyming stories and poems, Singing Nursery Rhymes and changing rhyming words in familiar songs and rhymes. Rhyming soup, lotto and bingo. Rhyming odd one out, rhyming strings. Playing interactive rhyming games.</i>
Voice sounds <i>Tuning into sounds:</i> <i>Listening and remembering sounds</i> <i>Talking about sounds</i>	To distinguish between the differences in vocal sounds. To explore speech sounds. To talk about the different sounds that we can make with our voices. <i>Activities include: sound stories, making sound trumpets and exploring different voice sounds.</i>
Initial sounds.	To recognise an initial sound. To know that words can begin with the same sound. <i>Activities include: Sound buttons game, matching pairs, odd one out and interactive games.</i>

Summer Term 2	
Alliteration <i>Tuning into sounds.</i> <i>Listening and remembering sounds</i> <i>Talking about sounds</i>	To develop an understanding of Alliteration. To listen to sounds at the beginning of words and hear the differences between them. To explore how different sounds are articulated, and to extend understanding of alliteration and to generate words that begin with the same sound as the stimulus word. <i>Activities include: Sound box games, silly soup, I spy, musical corners and Name games.</i>
Oral Blending and Segmenting <i>Tuning into sounds</i> <i>Listening and remembering sounds</i>	To develop 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. To talk about the different phonemes that make up words.

Talking about sounds

Activities include: Blending and segmenting games, Robot voice games - Metal Mike, I spy, silly soup and clapping sounds.

***Oral blending** - It is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme-phoneme correspondences. For example, when giving children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend the sounds together to say the word (e.g. It's time to get your c-oo-t, coat! or Touch your t-oe-s, toes! Who can touch their f-ee-t, feet?) Use only single-syllable words for oral blending. Oral blending can also be modelled from time to time when books are being shared, particularly rhyming books where the last word in a rhyming couplet could be segmented into separate sounds and then blended by the adult.*