

Nursery Phonics Curriculum

PYBUS, K

Phonics will be taught twice a week through planned adult-led sessions and supported each day throughout children's play.

Daily Practise:

- Story time and Rhyme time – twice daily
- All aspects previously explored to be repeated throughout the term e.g. using our listening ears outside. What sound can you hear?
- Rhyme time spoons and resources to be available at all times in the reading area.
- Link aspects to the PoR text e.g The Everywhere Bear destinations, what sounds will you hear? The Gruffalo, using sticks to explore sounds in the woodland.

Aspect 1 – General sound discrimination – environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 – General sound discrimination – instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noisemakers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 – General sound discrimination – body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 – Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects that begin with the same sound.

Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 – Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills. (DfE)

Autumn 1 Phase 1 Aspect 1 – Environmental sounds	Autumn 2 Phase 1 Aspect 2 Instrumental Sounds	Spring 1 Phase 1 Aspect 3 Body Percussion	Spring 2 Phase 1 Aspect 4 Rhythm and Rhyme	Summer 1 Phase 1 Aspect 5 Alliteration	Summer 2 Phase 1 Aspect 6 Voice Sounds Aspect 7 Oral Blending and Segmenting
Week 1 – Rhymetime	Week 1 – Diwali and Bonfire Night. Story and rhyme time.	Week 1 – Rehearse the rhyme (with actions of Wind the Bobbin up). “R-o-l- y p-o-l-y ev-er sooooo sl-ow-ly, r-o-l-y poly Faster!” Stamp your feet. Say hello etc.	Week 1 – Rhyme Time. Discuss favourite nursery rhymes.	Week 1 – Play with sounds Using the children’s names, or objects that are particularly engrossing for them, make up alliterative phrases that the children will engage and enjoy experimenting with, Examples: Jackson’s jiggly jelly /Alana’s amazing apple/ Willow’s wonderful wave	Week 1 – Model making different voice sounds. Make your voice go down a slide – whreeee Make your voice bounce like a ball – boing, boing Sound really disappointed – oh Hiss like a snake – ssssss Keep everyone quiet – shhhhh Moo like a cow – mmmmooooo Make a noise like a steam train – ch-ch-ch Buzz like a bumble bee – zzzzz Be a clock – tick tock
Week 2 – Environmental sounds lotto 1, 2 and 3.	Week 2 – Phase 1 – Aspect 2 Instrumental Sounds	Week 2 – Listen, remember the sound to copy and	Week 2 – Rhyming Soup.	Week 2 – Sing - What have we got in the sound box?	Week 2 – Metal Mike.

	<p>Pass the instrument around the circle. Introduce the tambourine. Explain you can play the instrument by shaking or tapping. Tap the tambourine once, ask the children to copy and pass it around the circle. Increase difficulty by tapping twice, or one tap and one shake.</p>	<p>repeat a sound pattern. Pass a sound around the carpet. Begin with 2 claps. Increase with a clap, pat knees, clap. Clap, stamp, clap.</p>	<p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. Ask a small group to sit in a circle so they can see a selection of rhyming objects (e.g. rat, hat, cat) placed on the floor. Use a bowl and spoon as props to act out the song. Invite the children, in turn, to choose an object to put into the soup and place it in the bowl. After each turn, stir the soup and sing the following song to recite the growing list of things that end up in the soup. Sing the first part of the song to the tune of 'Pop Goes the Weasel': "I'm making lots of silly soup, I'm making soup that's silly. I'm going to cook it in the fridge, To make it</p>	<p>Let's have a look and see! Explain that all the objects begin/end with the same sound. Take out each object one by one and say what it is, emphasising the initial/end sound. Use the copy me method so the children say the sound and object. Check the children know what the object is.</p>	<p>Introduce Metal Mike's robot voice. Say each of the children's names and encourage them to say it back in their own robot voice. Now say the words for the objects or pictures using Metal Mike's voice "c-a-t." "p-e-g." Ask the children to listen carefully and blending the sounds together to work out what object Metal Mike is asking for. Once the child has identified the correct object, they can post it into Metal Mike's mouth.</p> <p>This activity will enhance initial sound awareness and introduce oral segmenting and blending.</p>
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			nice and chilly! In goes... a fox... a box... some socks..."		
Week 3 – Make listening ears. Listening Walk.	Week 3 – Which Instrument? Place pairs of identical instruments on the carpet. Hide one set, play each instrument and ask the children to match the sound.	Week 3 – Noisy Neighbour 1 2 adults required.	Week 3 – To talk about words that rhyme and to produce rhyming words. 'I know a word that rhymes with cat, you need to put one on your head and the word is... hat'. This can be used for all sorts of situations and also with some children's names: 'I know a girl who is holding a dolly, she is in the book corner and her name is... Molly.' As children become familiar with rhyme, they will supply the missing word themselves.	Week 3 – Bertha the bus goes to the zoo Chant the rhyme: Bertha the bus is going to the zoo. Who does she see as she passes through? Pull models or pictures of the animals she sees out of a bag, and say the name of the animal. At the end of the chant, briefly discuss with the children the initial sound of the animals and encourage them to enunciate it. • Repeat using animals with different initial sounds. • Extend by using alliterative phrases for some of the animals	Week 3 – I spy – segmenting words. To practise oral blending, say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects.
Week 4 –	Week 4 –	Week 4 – Noisy Neighbour 2	Week 4 – Rhyming Bingo	Week 4 –	Week 4 – Metal Mike

Listening walk indoors and outdoors. Environmental listening game – household objects.	Tuning into sounds. In pairs, ask the children to select an identical instrument and copy each other playing loud and quiet sounds. Use props of a lion (loud) and a mouse (quiet) to support.		Give each child in a small group a set of three pictures of objects with rhyming names. Hide in a bag a set of pictures or objects matching the pictures you have given to the children. The children take turns to draw out of the bag one object or picture at a time. Invite the children to call out when they see an object or picture that rhymes with theirs and to collect it from the child who has drawn it from the bag. After each rhyming set is completed chant together and list the rhyming names. As you name objects give emphasis to the rhyming pattern.	I spy with my little eye, someone beginning with Using initial sounds of names.	
Week 5 – Sound Box “Mrs Pybus has a box, ee, igh, ee, igh, oa.”	Week 5 – Grandmother’s Footsteps. Adult to play Grandmother initially.	Week 5 – Clapping syllables in names.	Week 5 – Rhyming Pairs In a pairs game, use pictures of objects with names that rhyme. The	Week 5 – Sound Box Sing - What have we got in the sound box?	Week 5 – I spy

<p>Sounds of keys, crisps, squeaky toy, zip etc</p> <p>Recap household objects listening game.</p>	<p>Choose movements for each instrument sounds – bells for tiptoe, long steps for a drum etc. Whoever reaches Grandmother first, takes over.</p>		<p>children take it in turns to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn. Start with a small core set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.</p>	<p>Let's have a look and see!</p> <p>Explain that all the objects begin with the same sound.</p> <p>Take out each object one by one and say what it is, emphasising the initial sound.</p> <p>Use the copy me method so the children say the sound and object.</p> <p>Check the children know what the object is.</p>	
<p>Week 6 – Socks and Shakers</p> <p>Ask the children to shake the bottle and identify what is inside. Encourage the children to talk about the feel and sound of the noisy objects. Extend by asking questions such</p>	<p>Week 6 – Singing/Rhyme time.</p> <p>Christmas songs.</p>	<p>Week 6 – Action rhymes.</p>	<p>Week 6 – Odd one out.</p> <p>Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the child to identify the 'odd one out': the name that does not</p>	<p>Week 6 – Sound Box</p> <p>Sing - What have we got in the sound box?</p> <p>Let's have a look and see!</p> <p>Explain that all the objects begin with the same sound.</p>	<p>Week 6 – Metal Mike</p>

<p>as, "Where will we find shells?"</p> <p>Sound Box</p> <p>"Mrs Pybus has a box, ee, igh, ee, igh, oa. And in that box she has a...."</p>			<p>rhyme. Start with a small set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.</p>	<p>Take out each object one by one and say what it is, emphasising the initial sound.</p> <p>Use the copy me method so the children say the sound and object.</p> <p>Check the children know what the object is.</p>	
<p>Week 7 – Listening Walk. Rhymetime.</p>	<p>Week 7 – Singing/Rhyme time. Christmas songs.</p>	<p>Week 7 - Action Rhymes</p>	<p>Week 7 – I know a word. Throughout the course of daily activities, encourage the children to think about and play with rhyming words. The adult begins with the prompt 'I know a word that rhymes with cat, you need to put one on your head and the word is... hat'. This can be used for all sorts of situations and also with some children's names: 'I know a girl who is holding a dolly, she is</p>		

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