

READING – PHONICS Nursery							
	Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<p>Aspect 1: General sound discrimination – environmental sounds Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p> <p>Aspect 2: – instrumental sounds Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, and shake the tambourine quietly.</p> <p>Aspect 4: Rhythm and rhyme Join in with songs and rhymes. Recognise familiar rhythms and rhymes</p>	<p>Aspect 1: environmental sounds Talk about environmental sounds, describing and comparing them.</p> <p>Aspect 3: General sound discrimination – body percussion Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion.</p> <p>Aspect 4: Rhythm and rhyme Join in with songs and rhymes.</p>	<p>Aspect 2: – instrumental sounds Revisit instrumental sounds. Build awareness of how to use instruments to make sounds. Identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, and shake the tambourine quietly.</p> <p>Aspect 5: Alliteration Explore initial sounds of words. Select objects with a given initial sound from a</p>	<p>Listening and remembering sounds; Aspect 7: Oral blending and segmenting</p> <p>Fred Talk-verbally segmenting and blending.</p> <p>Learning to acknowledge the pictures that represent RWI Set 1 & Aspect 5: Alliteration</p>	<p>Fred Talk-verbally segmenting and blending.</p> <p>Then introduce 2 sounds per week from Set 1 RWI-Speed sound lessons</p>	<p>Fred Talk-verbally segmenting and blending.</p> <p>Then introduce 2 sounds per week from Set 1 RWI-Speed sound lessons</p>	<p>Aspect 1: General sound discrimination – environmental sounds Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p> <p>Aspect 2: – instrumental sounds Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes.</p>

		<p>Recognise familiar rhythms and rhymes. Start to recognise that words rhyme.</p>	<p>choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration</p> <p>Aspect 6: Voice sounds Listening and remembering sounds;</p> <p>Aspect 7: Oral blending and segmenting Fred Talk-verbally segmenting and blending.</p>				<p>Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, and shake the tambourine quietly.</p> <p>Aspect 4: Rhythm and rhyme Join in with songs and rhymes. Recognise familiar rhythms and rhymes</p>
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