



Burford Primary and Nursery School
Our Nursery phonics curriculum



F1 phonics - Yearly overview - Progression



TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intended impact	To establish routines for teaching phonics. Our children will be able to sit on the carpet, looking at an adult and listening to instructions. By the end of this half term, children will have been exposed to a variety of activities that allow them to demonstrate their awareness of familiar sounds from their environment, from instruments and sounds that they can make with their bodies.	To ensure all children are exposed to a wide variety of texts that rhyme. They will explore rhyming strings and will be able to continue a rhyming string using both real and nonsense words. Children will be able to clap the syllables in words	To ensure all children can discriminate between sounds. Our children will be able to use their voices to make different sounds. They will notice how their mouths move, including when they change shape to make different sounds. They will begin to use this knowledge to blend and segment words orally.	Our children will continue develop their oral blending and segmenting skills in Spring 2. They will be beginning to demonstrate their ability to apply these skills through mark making activities. Our children will be learning new routines to prepare them for Sounds- Write lessons in the summer term. They will learn expectations for using whiteboards and pens, and what to do when they are not in use.	To continue to develop their segmenting and blending skills for reading and writing. They will be learning Sounds-Write Unit 1 sounds using lessons 1-3. This will ensure our children can recognise sounds, identify sounds that are incorrect in a word and build new words. They will be able to read and write a bank of CVC words with support.	In summer 2, our children will begin learning Sounds-Write unit 2 sounds. This will allow our children to recognise a wider variety of sounds, and build a number of new words. The children will become increasingly independent in reading a range or cvc words. Unit 1 and 2 will be taught as a bridging unit when the children move to F2 for retrieval before continuing with the Sounds- Write programme.
Teaching sequence	Phase 1- Letters & Sounds Aspect 1- Environmental sound discrimination Aspect 2- Instrumental sound discrimination Aspect 3- Body percussion sound discrimination	Phase 1- Letters & Sounds Aspect 4 - Rhythm and rhyme Aspect 5- Alliteration	Phase 1- Letters & Sounds Aspect 6 - Voice sounds Aspect 7 - Oral blending and segmenting	Phase 1 Letters and Sounds Aspect 6 - Voice sounds Aspect 7 - Oral blending and segmenting Establishing routines for Sounds- Write phonics lessons	Sounds- Write- Unit 1- a, i, m, s, t Lesson 1 - Word building Lesson 2 - Symbol search Lesson 3- Sound swap	Sounds- Write- Unit 2- n, o, p Lesson 1 - Word building Lesson 2 -Symbol search Lesson 3 - Sound swap Lesson 4 - Reading and spelling words

F1 phonics - Yearly overview - Progression



Autumn 1		Phase 1- Letters and Sounds
Day		Activity
Monday		Aspect 1- Environmental sounds Indoor or outdoor listening walk. Ask the children what could they hear? Adult to model "I could hear the ticking of the clock"
Tuesday		Aspect 2- instrumental sounds Which instrument game. The children will listen to a variety of instruments being played by the teacher. The instruments will then be hidden. The teacher will play one instrument whilst it is still hidden. Can the children guess which instrument it was?
Wednesday		Aspect 3- body percussion Follow the leader game. Adult to model using different parts of the body to make different sounds e.g. clapping. Children to mimic. As the children pick up the pattern of sounds, ask the children to take on the role of the teacher for their peers to copy.
Thursday		Aspect 2- instrumental sounds Provide a variety of animal puppets or toys and a range of instruments. Encourage the children to play with the instruments and the animals. Discuss matching sounds to the animals.
Friday		Aspect 1- Environmental sounds Hide familiar noisy object in a box without the children seeing e.g. keys. Sing the song, Mrs A has some...(touch object from the box) Can the children complete the song?

Spring 1		Phase 1- Letters and Sounds
Day		Activity
Monday		Aspect 4- rhythm and rhyme Clapping syllables. What's in the box? What is your name?
Tuesday		Aspect 6- voice sounds Using our voices to make different sounds to accompany a story.
Wednesday		Aspect 7- oral blending and segmenting A robot came to tea. Children wear a robot mask and have to talk like a robot to ask for things from the picnic.
Thursday		Aspect 1 and 2 - environmental and instrumental sounds Sound lotto games to promote listening and attention with an alternate focus on environmental sounds and instrumental sounds.
Friday		Aspect 7- oral blending and segmenting What's in the bag? Adult to segment and children to blend + find out what is in the bag.

Autumn 2		Phase 1- Letters and Sounds
Day		Activity
Monday		Aspect 4- rhythm and rhyme Clapping syllables. Whats in the box? What is your name?
Tuesday		Aspect 2- instrumental sounds Using instruments to play along with a nursery rhyme.
Wednesday		Aspect 3- body percussion Follow the leader game. Adult to model using different parts of the body to make different sounds e.g. clapping. Children to mimic. As the children pick up the pattern of sounds, ask the children to take on the role of the teacher for their peers to copy.
Thursday		Aspect 4- rhythm and rhyme Silly soup. Using different rhyming words to create the silly soup, adding them to the bowl and mixing.
Friday		Aspect 5- Alliteration Shopping game. "I went to the shop and I brought..." only things starting with the focus letter can go into the basket.

Spring 2		Phase 1- Letters and Sounds
Day		Activity
Monday		Aspect 7- oral blending and segmenting Whiteboard and pen practice with adult segmenting a word for the children to draw on their boards. Introductions to new songs to prepare for the Sounds- Write routine.
Tuesday		Aspect 4- rhythm and rhyme Rhyming words, and continuing a rhyming string with both real and nonsense words.
Wednesday		Aspect 7- oral blending and segmenting Whiteboard and pen practice with adult segmenting a word for the children to draw on their boards. Introductions to new songs to prepare for the Sounds- Write routine.
Thursday		Aspect 1/2- environmental and instrumental sounds Sound lotto games to promote listening and attention with an alternate focus on environmental sounds and instrumental sounds.
Friday		Aspect 7- oral blending and segmenting Whiteboard and pen practice with adult segmenting a word for the children to draw on their boards. Introductions to new songs to prepare for the Sounds- Write routine.

Summer: Begin Sounds-Write

