

# Phonics Programme of Study

## Nursery

Below is an overview of the Phonics Programme of Study for Nursery.

Phonological awareness is central to our nursery phonics provision and runs throughout the year. There is a key focus for each week and opportunities to review previous taught skills.

As the programme progresses, oral blending is used to begin to encourage children to blend familiar CVC (consonant-vowel-consonant) words eg 'Put your coat on your p-e-g.'

In the Spring term, Fred is introduced as the key focal point for Phase 1 oral blending and segmenting and the introduction of Phase 2 phonemes. The children become accustomed to hearing words spoken in their composite sounds whilst continuing to focus on environmental sounds, instrumental sounds, body percussion, rhythm, rhyme, alliteration and voice sounds.

### Phase 1

Phase 1 falls within the Communication and Language and Literacy areas of learning in the Early Years Foundation Stage. It will support the skill of linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. This phase focusses on environmental sounds, instrumental sounds, body percussion, rhythm, rhyme and alliteration.

The activities in Phase 1 are mainly adult-led with the intention of teaching young children important basic elements of phonological awareness in preparation for Phase 2.

### Phase 2

Phase 2 introduces a letter name and sound through the concept of 'sound of the week'. The new grapheme and phoneme are explored through independent learning activities and whole class teaching sessions. Children are provided with opportunities to experiment with the phonemes and graphemes taught within cross-curricular activities that are both child-initiated and adult led. Phase 1 activities continue to be embedded throughout the year with a rotational focus on each one.

[Click here](#) for suggested activities guidance.

WEEK	Skill	Learning Outcomes	Suggested Activities
1	Settling	Settling and Routines	
2	Assessment	Assessment	Teacher Led Assessment
3	Environmental Sounds	<b>Tuning into sounds</b> To develop children's listening skills and awareness of sounds in the environment	Sound walks, a listening moment, drum outdoors, teddy is lost in the jungle, sound lotto 1
4	Instrumental Sounds	<b>Tuning into sounds</b> To experience and develop awareness of sounds made with instruments and noise makers	New words to old songs, which instrument?, adjust the volume, grandmother's footsteps

	5	Body Percussion	<b>Tuning into sounds</b> To develop awareness of sounds and rhythms	Action songs, listen to the music, roly poly
	6	Rhythm and Rhyme	<b>Tuning into sounds</b> To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	Rhyming books, learning songs and rhymes, listen to the beat, our favourite rhymes, rhyming soup, rhyming bingo, playing with words
	7	Alliteration	<b>Tuning into sounds</b> To develop understanding of alliteration	I spy names, sounds around, making aliens, digging for treasure, Bertha goes to the zoo
	8	Voice Sounds	<b>Tuning into sounds</b> To distinguish between the differences in vocal sounds, including oral blending and segmenting	Mouth movements, voice sounds, making trumpets, metal Mike
	9	Environmental sounds	<b>Listening and remembering sounds</b> Further development of vocabulary and children's identification and recollection of the difference between sounds	Sound stories, Mrs Browning has a box, describe and find it
	10	Instrumental sounds	<b>Listening and remembering sounds</b> To listen to and appreciate the difference between sounds made with instruments	Matching sound makers, matching sounds
	11	Body percussion	<b>Listening and remembering sounds</b> To distinguish between sounds and to remember patterns of sound	Follow the sounds, noisy neighbour 1
	12	Rhythm and Rhyme	<b>Listening and remembering sounds</b> To increase awareness of words that rhyme and to develop knowledge about rhyme	Rhyming pairs, songs and rhymes, finish the rhyme
	13	Alliteration	<b>Listening and remembering sounds</b> To listen to sounds at the beginning of words and hear the differences between them	Tony the train's busy day, musical corners, our sound box/bag
	14	Voice Sounds	<b>Listening and remembering sounds</b> To explore speech sounds	Chain games, target sounds, Whose voice?, sound lotto 2
	15	Oral blending and segmenting	<b>Tuning into sounds</b> To develop oral blending and segmenting of sounds in words	Toy talk, clapping sounds, Which one?, cross the river, I spy

Update  
assessments

WEEK	Skill	Learning Outcomes	Activities
16	Environmental sounds	Sound of the week: s	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
		<b>Talking about sounds</b> To make up simple sentences and talk in greater detail about sounds	Socks and shakers, favourite sounds, enlivening stories
17	Instrumental sounds	Sound of the week: a	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
		<b>Talking about sounds</b> To use a wide vocabulary to talk about the sounds instruments make	Story sounds, hidden instruments, musical show and tell, animal sounds
18	Body percussion	Sound of the week: t	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
		<b>Talking about sounds</b> To talk about sounds we make with our bodies and what the sounds mean	Noisy neighbour 2, words about sounds, the pied piper
19	Rhythm and rhyme	Sound of the week: p	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
		<b>Talking about sounds</b> To talk about words that rhyme and to produce rhyming words	Rhyming puppets, odd one out, I know a word
20	Oral blending and segmenting Alliteration	<b>Listening and remembering sounds</b> To listen to phonemes within words and to remember them in the order in which they occur Sounds of the week: s a t p	Words for blending/segmenting: sat, pat, as, at, tap, sap Interactive initial sounds game  Segmenting, say the sounds
		<b>Talking about sounds</b> To explore how different sounds are articulated, and to extend understanding of alliteration	Name play, mirror play, silly play

21	Oral blending and segmenting Voice sounds Update assessments	<b>Listening and remembering sounds</b> To listen to phonemes within words and to remember them in the order in which they occur Sounds of the week: s a t p	Words for blending/segmenting: sat, pat, as, at, tap, sap Interactive initial sounds game  Segmenting, say the sounds
		<b>Talking about sounds</b> To talk about the different sounds that we can make with our voices	Give me a sound, sound story time, watch my sounds, animal noises, singing songs
22	Environmental Sounds	<b>Sound of the week: i</b>	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
		To develop children’s listening skills and awareness of sounds in the environment Further development of vocabulary and children’s identification and recollection of the difference between sounds To make up simple sentences and talk in greater detail about sounds	Sound walks, a listening moment, drum outdoors, teddy is lost in the jungle, sound lotto 1, sound stories, Mrs Browning has a box, describe and find it, socks and shakers, favourite sounds, enlivening stories
23	Instrumental Sounds	<b>Sound of the week: n</b>	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
		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	New words to old songs, which instrument?, adjust the volume, grandmother’s footsteps, matching sound makers, matching sounds, story sounds, hidden instruments, musical show and tell, animal sounds
24	Body Percussion	<b>Sound of the week: m</b>	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
		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 and what the sounds mean	Action songs, listen to the music, roly poly, follow the sounds, noisy neighbour 1, noisy neighbour 2, words about sounds, the pied piper

	25	Rhythm and Rhyme	<b>Sound of the week: d</b> 	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
			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	Rhyming books, learning songs and rhymes, listen to the beat, our favourite rhymes, rhyming soup, rhyming bingo, playing with words, rhyming pairs, songs and rhymes, finish the rhyme, rhyming puppets, odd one out, I know a word
	26	Oral blending and segmenting	<b>Talking about sounds</b> To talk about the different phonemes that make up words <b>Sounds of the week:</b> s a t p i n m d	Words for blending/segmenting: sat, pat, as, at, tap, sap, it pit, pin, dim, tin, man, tan, pan, din, dip, nit, mat, in, mad Interactive initial sounds game  Using sound buttons to blend and segment simple cv and cvc words Extending to Fred talking and writing words for children who are ready.  Toy talk, clapping sounds, Which one?, cross the river, I spy, segmenting, say the sounds
	27	Oral blending and segmenting <b>Update assessments</b>	<b>Talking about sounds</b> To talk about the different phonemes that make up words <b>Sounds of the week:</b> s a t p i n m d	Words for blending/segmenting: sat, pat, as, at, tap, sap, it pit, pin, dim, tin, man, tan, pan, din, dip, nit, mat, in, mad Interactive initial sounds game  Using sound buttons to blend and segment simple cv and cvc words Extending to Fred talking and writing words for children who are ready.  Toy talk, clapping sounds, Which one?, cross the river, I spy, segmenting, say the sounds

	28	Environmental sounds	<b>Sound of the week: g</b> To develop children's listening skills and	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
			awareness of sounds in the environment Further development of vocabulary and children's identification and recollection of the difference between sounds To make up simple sentences and talk in greater detail about sounds	Sound walks, a listening moment, drum outdoors, teddy is lost in the jungle, sound lotto 1, sound stories, Mrs Browning has a box, describe and find it, socks and shakers, favourite sounds, enlivening stories
	29	Instrumental sounds	<b>Sound of the week: o</b>	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition

		<p>To experience and develop awareness of sounds made with instruments and noise makers</p> <p>To listen to 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>New words to old songs, which instrument?, adjust the volume, grandmother's footsteps, matching sound makers, matching sounds, story sounds, hidden instruments, musical show and tell, animal sounds</p>
30	Body percussion	<p>Sound of the week: c/k</p>	<p>Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition</p>
		<p>To develop awareness of sounds and rhythms</p> <p>To distinguish between sounds and to remember patterns of sound</p> <p>To talk about sounds we make with our bodies and what the sounds mean</p>	<p>Action songs, listen to the music, roly poly, follow the sounds, noisy neighbour 1, noisy neighbour 2, words about sounds, the pied piper</p>
31	Rhythm and rhyme	<p>Sound of the week: e</p>	<p>Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition</p>
		<p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <p>To increase awareness of words that rhyme and to develop knowledge about rhyme</p> <p>To talk about words that rhyme and to produce rhyming words</p>	<p>Rhyming books, learning songs and rhymes, listen to the beat, our favourite rhymes, rhyming soup, rhyming bingo, playing with words, rhyming pairs, songs and rhymes, finish the rhyme, rhyming puppets, odd one out, I know a word</p>
32	Oral blending and segmenting	<p>Sounds of the week: s a t p i n m d g o c k e</p> <p>To develop oral blending and segmenting of sounds in words</p> <p>To listen to phonemes within words and to remember them in the order in which they occur</p> <p>To talk about the different phonemes that make up words</p>	<p>Words for blending/segmenting: sat, pat, as, at, tap, sap, it pit, pin, dim, tin, man, tan, pan, din, dip, nit, mat, in, got, dog, pot, mad, kit, cot, cod, pen, men, net, rag, cat</p> <p>Using sound buttons to blend and segment simple cv and cvc words</p> <p>Extending to Fred talking and writing words for children who are ready.</p> <p>Toy talk, clapping sounds, Which one?, cross the river, I spy, segmenting, say the sounds</p>

	33	Voice sounds Update assessments	Sound of the week: u	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
			To distinguish between the differences in vocal sounds, including oral blending and segmenting To explore speech sounds To talk about the different sounds that we can make with our voices	Mouth movements, voice sounds, making trumpets, metal Mike, chain games, target sounds, Whose voice?, sound lotto 2, give me a sound, sound story time, watch my sounds, animal noises, singing songs
	34	Environmental sounds	Sound of the week: r	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
			To develop children's listening skills and awareness of sounds in the environment Further development of vocabulary and children's identification and recollection of the difference between sounds To make up simple sentences and talk in greater detail about sounds	Sound walks, a listening moment, drum outdoors, teddy is lost in the jungle, sound lotto 1, sound stories, Mrs Browning has a box, describe and find it, socks and shakers, favourite sounds, enlivening stories
	35	Instrumental sounds	Sound of the week: h	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
			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	New words to old songs, which instrument?, adjust the volume, grandmother's footsteps, matching sound makers, matching sounds, story sounds, hidden instruments, musical show and tell, animal sounds
	36	Body Percussion	Sound of the week: b	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition
			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 and what the sounds mean	Action songs, listen to the music, roly poly, follow the sounds, noisy neighbour 1, noisy neighbour 2, words about sounds, the pied piper
	37	Rhythm and Rhyme	Sound of the week: f	Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition

			<p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech</p> <p>To increase awareness of words that rhyme and to develop knowledge about rhyme</p> <p>To talk about words that rhyme and to produce rhyming words</p>	<p>Rhyming books, learning songs and rhymes, listen to the beat, our favourite rhymes, rhyming soup, rhyming bingo, playing with words, rhyming pairs, songs and rhymes, finish the rhyme, rhyming puppets, odd one out, I know a word</p>
	38	Alliteration	<p>Sound of the week: l</p>	<p>Letter name and sound teaching, jollyphonics action, objects on the sound table, opportunities for letter formation, initial sound recognition</p>
			<p>To develop understanding of alliteration</p> <p>To listen to sounds at the beginning of words and hear the differences between them</p> <p>To explore how different sounds are articulated, and to extend understanding of alliteration</p>	<p>I spy names, sounds around, making aliens, digging for treasure, Bertha goes to the zoo, Tony the train's busy day, musical corners, our sound box/bag, name play, mirror play, silly play</p>
	39	<p>Oral blending and segmenting</p> <p>Update assessments</p>	<p>Sounds of the week: s a t p i n m d g o c k e u r h b f l</p> <p>To develop oral blending and segmenting of sounds in words</p> <p>To listen to phonemes within words and to remember them in the order in which they occur</p> <p>To talk about the different phonemes that make up words</p>	<p>Words for blending/segmenting: sat, pat, as, at, tap, sap, it pit, pin, dim, tin, man, tan, pan, din, dip, nit, mat, in, got, dog, pot, mad, kit, cot, cod, pen, men, fan, ham, mud, bun, net, bet, red, bun, rag, rug, cat, bag, log, bog</p> <p>Using sound buttons to blend and segment simple cv and cvc words Extending to Fred talking and writing words for children who are ready.</p> <p>Toy talk, clapping sounds, Which one?, cross the river, I spy, segmenting, say the sounds</p>