Nursery Phase 1 phonics

Phase One letters and sounds phonics falls largely within the Communication and Language area of learning in the Early Years Foundation Stage. In particular, it will support linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. It also draws on and promotes other areas of learning described in the Early Years Foundation Stage (EYFS), particularly Personal, Social and Emotional Development and Expressive Arts and Design, where, for example, music plays a key part in developing children’s language.

Phase One contributes to the provision for Communication and Language; it does not constitute the whole language provision. The activities in Phase One are mainly adult-led with the intention of teaching young children important basic elements such as oral segmenting and blending of familiar words. However, it is equally important to sustain and draw upon worthwhile, freely chosen activities that are provided for children in good early years settings.

The aim is to embed the Phase One adult-led activities in a language-rich provision that serves the best interests of the children by fully recognising their propensity for play and its importance in their development. It follows that the high-quality play activities which typify good provision will offer lots of opportunities to enrich children’s language across the seven areas of learning:

* Personal, Social and Emotional Development
* Communication and Language
* Literacy
* Maths
* Understanding the World
* Physical Development
* Expressive Arts and Design

Practitioners and teachers will need to be alert to the opportunities afforded for language development through children’s play, and link learning with all seven areas.

Phonics plan

The nursery phonics plan is for the Nursery 2 children who will join the reception the following academy year.

Nursery 1 children will engage in activities appropriate for their age and stage of development focusing on Communication and Language and building on their vocabulary. They may engage in these adult-led activities to be exposed to the content.

As always, through observations and assessments activities may change to meet the needs of the children. We plan according to children’s needs rather than coverage of the Phonics plan. Additional interventions through the use of PLODs will be ongoing.

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| Autumn 1 | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Aspect 4 - Rhyme | Aspect 4 - Rhyme | Aspect 1 – General sound discrimination, environmental | Aspect 1 – General sound discrimination, environmental | Aspect 2 - General sound discrimination, instrumental | Aspect 2 - General sound discrimination, instrumental | Aspect 4 – Rhyme |
| Autumn 2 | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Aspect 5 - Alliteration | Aspect 5 - Alliteration | Aspect 3 – General sound discrimination, body percussion | Aspect 3 – General sound discrimination, body percussion | Aspect 1 – General sound discrimination, environmental | Aspect 2 - General sound discrimination, instrumental |  |

Phonics plan – nursery 2

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| Spring 1 | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Aspect 3 – General sound discrimination, body percussion | Aspect 3 – General sound discrimination, body percussion | Aspect 4 - Rhyme | Aspect 4 - Rhyme | Aspect 5 - Alliteration | Aspect 5 - Alliteration | Aspect 2 - General sound discrimination, instrumental |
| Spring 2 | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Aspect 2 - General sound discrimination, instrumental | Aspect 6 - Voice sounds | Aspect 6 - Voice sounds | Aspect 7 – Oral segmenting and blending | Aspect 7 – Oral segmenting and blending | Aspect 1 – General sound discrimination, environmental |  |

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| Summer 1 | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Aspect 4 - Rhyme | Aspect 4 - Rhyme | Aspect 5 - Alliteration | Aspect 5 - Alliteration | Aspect 6 - Voice sounds | Aspect 6 - Voice sounds | Aspect 7 – Oral segmenting and blending |
| Summer 2 | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Aspect 7 – Oral segmenting and blending | Phase 2 – sounds-write | Phase 2 – sounds-write | Phase 2 – sounds-write | Phase 2 – sounds-write | Phase 2 – sounds-write |  |