**Phase 1 Rolling Phonics Planning**

**Class: Term:**

*Whole Group*/ *Continuous Provision activity -*

*1:1 Focus activities - to take place in a quiet area to focus and practise active listening skills*

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|  | **Aspect within the Phase** | **Learning Objective** *(Taken from Letter’s & Sounds)* | **Introduction** | **Whole group activity****1:1 Activity** |
| **Monday** | *Aspect 5 & 6* – Alliteration & Vocal sounds | To develop understanding of alliteration.To distinguish between the differences in vocal sounds. | Using a large bowl, wooden spoon and objects which all start with the same sound – sing the ‘silly soup’ song emphasising the starting sound. | Whole Group / Continuous Provision– Recordable pegs/sound buttons and objects from silly soup – all starting with the same sound, emphasising the same initial sound.1:1 Focus – Vocal sounds linked to story massage if appropriate – sit facing the child, begin with intensive interactions, model over exaggerated facial expressions and sounds (see resource). |
| **Tuesday** | *Aspect 2* – Instrumental Sounds | To experience and develop awareness of sounds made with instruments and noise makers. | Pass the instruments around the children encourage making a choice of the instrument – sing a song linked to the theme or book, encouraging children to play instruments along. | Whole Group/ Continuous Provision – Use the Phase 1 Aspect 2 power point, encourage the children to copy actions, use the instruments and listen to the sounds.1:1 Focus – Using matching instruments, provide the pupil with a set of instruments matching the set that the adult has, adult to hide their instrument and play, can the child match the sound, by interacting with their instrument? |
| **Wednesday** | *Aspect 3* – Body Percussion | To develop awareness of sounds and rhythms | Modelling clapping/stamping/tapping songs or rhymes such as ‘Roly Poly’ (Roly poly every so slowly, roly poly faster, stamp your feet ever so slowly stamp your feet faster). Or another chant involving body percussion. | Whole Group / Continuous Provision– Use the Phase 1 Aspect 3 Power point follow instructions for using different body parts to create sounds and copy actions.1:1 Focus – Phase 1 Aspect 7 Oral Blending and Segmenting, using a bag or basket with 4 objects which can be easily segmented and blended, adult to hide the objects and carefully and repeatedly sound out the object for the child to blend (in my basket I have a c-a-t) |
| **Thursday** | *Aspect 4* – Rhythm & Rhyme | To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech | Using the nursery rhyme finger puppet box – pass the box around encouraging the children to choose a puppet – sing and sign the nursery rhyme | Whole Group / Continuous Provision– Use the Phase 1 Aspect 4 power point, encourage children to use the resources and copy the actions to join in with the songs.1:1 Focus – Phase 1 Aspect 7 Oral Blending and Segmenting, using a bag or basket with 4 objects which can be easily segmented and blended, adult to hide the objects and carefully and repeatedly sound out the object for the child to blend (in my basket I have a c-a-t) |
| **Friday** | *Aspect 1* – Environmental Sounds | To develop children’s listening skills and awareness of sounds in the environment | Using sound recording devices – sound pegs, talking tin lids etc. encourage the children to practise active listening | Whole Group/ Continuous Provision - Adults to support small world play, making the sounds of the objects, encourage pupils to listen and copy the sounds.* Train and track – Train sounds.
* Car floor mat – cars, ambulances, police cars – car and transport noises.

1:1 Focus – environmental sound bingo (computer/you tube video bingo) with pictures/objects/bingo boards linked to the sounds. |
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| **Phase 1 Aspect 7***(1:1 for pupils preparing for Phase 2)* | *Aspect 7 – Oral Blending & Segmenting* | To develop oral blending and segmenting of sounds in words | What’s in the Box? – placing 3 to 5 objects in a box which can be easily orally segmented e.g. ‘Cat, dog, brick, pen etc. Model playing a guessing game, sound talking the objects in the box (Hidden from view). Encourage active listening to the sound talked words, repeat and model saying the object name, then showing the object and repeating the name. |
| **Observations and Next Steps** |  |