



Nursery

Term 1	Term 2	Term 3
<p>Baseline</p> <p>Aspect 1 - General sound discrimination - environmental The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.</p> <p>Aspect 2 - General sound discrimination - instrumental sounds This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.</p> <p>Aspect 3 - General sound discrimination - body percussion The aim of this aspect is to develop children's awareness of sounds and rhythms.</p>	<p>Aspect 4 - Rhythm and rhyme This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.</p> <p>Aspect 5 - Alliteration The focus is on initial sounds of words.</p> <p>Aspect 6 - Voice sounds The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.</p> <p>Aspect 7 - Oral blending and segmenting</p> <ol style="list-style-type: none"> 1. Recognition of production of syllables 2. Recognition and production of initial sounds 3. Recognition and production of final sounds 4. Blending phonemes 5. Phonemic segmentation 6. Phonemic manipulation (addition and deletion) 	<p>Teach one RWI pure sounds per day: m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x</p> <p>Follow this with a Fred game – to secure oral blending and segmenting</p> <p>By the end of Nursery, children are expected to be able to:</p> <p>Rhythm and rhyme Continue a rhyming string / identify words that rhyme</p> <p>Alliteration Identify words with the same initial sound</p> <p>Oral blending and segmenting Beginning to orally blend and segment cvc words</p> <p>Development Matters (2021) 3 and 4-year-olds will be learning to: Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
<p>Vocab focus: linked to topic / theme 1 word per day</p>		
<p>(Any children who attend for 4 / 5 terms – repeat and consolidate pure sounds including Fred games)</p>		



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<p>Baseline</p> <p>Aspect 1 - General sound discrimination - environmental</p> <p>Drumming outdoors - claves</p> <p>Listening walks</p> <p>Phonics play – animal noises</p> <p>Sound lotto (YouTube video)</p> <p>“Fred the frog has got a box e,l,e,l,o”</p> <p>Aspect 2 - General sound discrimination - instrumental sounds</p> <p>Instrument time – difference between wood/metal</p> <p>Instrument match – Modelling how to play each</p> <p>Socks / shakers – matching sounds</p> <p>Story sounds / vehicles / animals – e.g. Goldilocks – “Which one sounds like going up the stairs?” bang on drum</p> <p>Funky Fred – actions and movements to go with instruments e.g. loud drum, stomping, tambourine running on spot</p> <p>Aspect 3 - General sound discrimination - body percussion</p> <p>https://www.youtube.com/watch?v=kNjcdfZu3c0</p> <p>Charanga – use simple songs from Reception lessons to clap, pat, follow the beat</p> <p>Pat on the back of your partner</p> <p>Roly poly ever so slowly, roly poly faster / Wind the bobbin up – sing slow / fast</p>	<p>Aspect 4 - Rhythm and rhyme</p> <p>Nursery rhymes</p> <p>Rhyming stories – Monkey puzzle, Chocolate mousse for greedy goose, Duck in the truck</p> <p>Rhythm stories - Bear hunt, The train ride, Gruffalo</p> <p>Rhyming soup – silly soup</p> <p>What’s in the box? – match items in the box to rhyming item on carpet</p> <p>Aspect 5 - Alliteration</p> <p>Initial sounds in names – register / moving to and from carpet</p> <p>-Link to kagan structure game</p> <p>I spy</p> <p>Initial sound soup – silly soup</p> <p>What’s in the box? All things beginning with sound of day</p> <p>Sorting hoops – grapheme in middle, items beginning with</p> <p>Aspect 6 - Voice sounds</p> <p>Mouth movements – making noises linked to story. E.g. going down slide, “weeeeeee” (Have photos linked to real thing)</p> <p>Sound obstacle course – making noises previously practiced</p> <p>MTYT – silly voices (loud, quiet, funny, robot, soft)</p> <p>Animal sounds – identifying animals by sound they make</p> <p>Instruments – making tube trumpets</p> <p>Aspect 7 - Oral blending and segmenting</p> <p>Fred says – orally segmenting a word</p> <p>Fred I spy – orally segmenting a word</p> <p>Fred’s fridge – start simple with 2 picture / physical items e.g. jam and milk (tell them what it is first before orally segmenting the word)</p> <p>Fred’s wardrobe – items he wants to wear</p> <p>Feed Fred Frog – toy talk</p>	<p>Teach one RWI pure sounds per day: m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x</p> <p>Sound hunt – items beginning with sound of the day to secure learning</p> <p>Follow this with a Fred game in provision– to secure oral blending and segmenting</p> <p>By the end of Nursery, children are expected to be able to:</p> <p>Rhythm and rhyme</p> <p>Continue a rhyming string / identify words that rhyme</p> <p>Alliteration</p> <p>Identify words with the same initial sound</p> <p>Oral blending and segmenting</p> <p>Beginning to orally blend and segment cvc words</p> <p>Development Matters (2021)</p> <p>3 and 4-year-olds will be learning to:</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother