

Our Phonics (Word Wise) Curriculum

Nursery - Letters and Sounds Phase 1

When	Aspect and Strand	Outcome	Activity	Key vocabulary	Look listen note How well can the children...?
Nursery Autumn 1					
Week 1	Aspect 1 - Environmental sounds Strand 1,2,3	To listen and describe the sounds I hear.	<i>Noisy and Quiet</i> <i>Sort the Sounds</i> <i>Wind the Bobbin Up</i> <i>Introduce Beat Baby</i>	listen quiet noisy sit look	<ul style="list-style-type: none"> • identify different sounds • discriminate between the sounds • describe the sounds they hear
Week 2	Aspect 6 - Voice Sounds Strand 1,2,3	To hear and copy different voice sounds.	<i>Voice Sounds</i> <i>Copying Faces and Sounds</i> <i>Toy go round and round-Beat Baby</i> <i>5 Point Noise scale</i>	voice next your turn	<ul style="list-style-type: none"> • hear the differences between voice sounds • copy different mouth movements to create different voice sounds
Week 3	Aspect 6 - Voice Sounds Aspect 2 - Instrumental sounds Strand 1,2,3	To experience and develop awareness of sounds made with instruments To listen to the beginning sounds in words.	<i>Musical Statues</i> <i>Roll the Ball</i> <i>Ready Steady Go</i> <i>Gorilla in the Corner-Beat Baby</i> <i>I spy with my little eye</i> <i>someone beginning with...</i>	roll stop go Beginning phoneme	<ul style="list-style-type: none"> • identify an item's initial sound • listen carefully
Week 4	Aspect 3 - Body percussion Strand 1,2,3	To develop awareness of sounds and rhythms To make different body sounds	<i>Simon Says</i> <i>Actions Songs</i> <i>Stepping Stones</i> <i>Walk With Me – Beat Baby</i>	Hands, head, shoulders, knees, toes, feet, walk, jump, stamp	<ul style="list-style-type: none"> • copy the body percussion sounds and actions • suggest sounds and actions for each verse
Week 5	Aspect 3 - Body percussion Aspect 4 - Rhythm and rhyme Strand 1,2 3	To develop awareness of sounds and rhythms. To understand nouns and verbs.	<i>Songs and Rhymes</i> <i>Simon Says</i> <i>Here We Go Round the Mulberry Bush</i> <i>The Box of Tricks –Beat Baby</i>	Brush, wave, clean, walk, eat,	<ul style="list-style-type: none"> • copy the body percussion sounds and actions • suggest sounds and actions for each verse
Week 6	Aspect 1 - environmental sounds Strand 1,2,3	To develop an awareness of different sounds in the environment.	<i>Sound Lotto</i> <i>Matching Game</i> <i>Farmers Footsteps</i> <i>More Beat Baby Rhymes</i>	Same, matching, pig. sheep, cow, duck	<ul style="list-style-type: none"> • begin to recognise familiar sounds • hear differences between sounds

			<i>My Noisy Family</i>		
Week 7	Aspect 4 - Rhythm and Rhyme Strands 1,2	To hear words that rhyme.	<i>Goldilocks Movements</i> <i>Goldilocks Sound Lotto</i> <i>Lumpy Bumpy Porridge</i>	listen, hear, same, sound, rhyme	<ul style="list-style-type: none"> • chant a rhyme along with the adult • recognise words that rhyme
Nursery Autumn 2					
Week 1	Aspect 4 - Rhythm and Rhyme Strands 1,2	To hear words that rhyme.	<i>Goldilocks Movements</i> <i>Peace At Last sound lotto</i> <i>Lumpy Bumpy Porridge</i>	listen, hear, same, sound, rhyme	<ul style="list-style-type: none"> • chant a rhyme along with the adult • recognise words that rhyme
Week 2	Aspect 5- Alliteration Aspect 3 - Body percussion Strand 1,2,3	To listen to and identify phonemes at the beginning of words. To copy movements, making our body move in different ways.	<i>Odd Objects</i> <i>Move It</i> <i>Claves – Fast and Slow game</i>	same, phoneme, beginning listen, sound, move, skip, jump, hop, march, rock	<ul style="list-style-type: none"> • identify same phonemes at the beginning of words • listen to a rhythm • remember and copy a rhythm
Week 3	Aspect 4 - Rhythm and Rhyme Strands 1,2	To copy a simple rhythm.	<i>Syllables</i> <i>Copy the Sound</i> <i>Shake and Stamp</i>	listen, wait, drum, bang, copy	<ul style="list-style-type: none"> • listen to a rhythm • remember and copy a rhythm
Week 4	Aspect 5- Alliteration Aspect 7 - Oral blending and segmenting Strand 1,2,3	To hear initial sounds in words. To blend sounds to make short words.	<i>Woodland I Spy</i> <i>What has badger lost?</i> <i>Woodland Words</i> <i>Gorilla in the Corner-Beat</i> <i>Baby</i>	Grapheme, phoneme, hear, blend, sound out, words	<ul style="list-style-type: none"> • hear the initial phoneme in words • say the initial phoneme of a word clearly • notice that different words have different initial sound • blend phonemes to make a word • say the word correctly
Week 5	Aspect 2 - Instrumental sounds Strand 1,2,3	To develop auditory memory. To explore the sounds I can make with an instrument.	<i>Match the Sounds</i> <i>Find the Sounds</i> <i>Wild Music</i> <i>Walk With Me – Beat Baby</i>	noise, sound, shake, loud, quiet, soft, gentle, bang, rustle	<ul style="list-style-type: none"> • explore the sounds that instruments make • name the instruments • use a range of resources to make different sounds • choose appropriate modelled vocabulary to describe the sounds they hear
Week 6	Aspect 7 - Oral blending and segmenting Strand 1,2,3	To blend sounds to make short words. To develop auditory memory.	<i>Cross the River</i> <i>Feely bag</i> <i>Posting game</i> <i>The Box of Tricks –Beat</i> <i>Baby</i>	hear, blend, sound out, words	<ul style="list-style-type: none"> • hear phonemes in words •blend phonemes to make a word • say the word correctly
Week 7	Aspect 6 - Voice Sounds Strand 1,2,3	To blend two words to make a compound word To develop noun	<i>Christmas Crackers</i> <i>Fishing game</i> <i>Posting game</i>	Manger, Jesus, angel, star, fold,	<ul style="list-style-type: none"> • hear phonemes in words •blend phonemes to make a word • say the word correctly

		vocabulary related to Nativity Story.		frankincense, myrrh, cattle	
Nursery Spring 1					
Week 1	Aspect 2 - Instrumental sounds Aspect 3 - Body percussion Strand 1,2,3	To discriminate between different sounds.	<i>Where's the Bell?</i> <i>Match the Sound</i> <i>Musical Movement</i>	sound, listen, musical instrument names, stop	<ul style="list-style-type: none"> • hear the differences between different instrumental sounds
Week 2	Aspect 1 - Environmental sounds Aspect 5- Alliteration Strand 1,2,3	To talk about environmental sounds. To listen to the beginning sounds in words.	<i>I Heard...</i> <i>I Can Find</i> <i>Silly Soup</i> <i>Walk With Me – eat Baby</i>	sound, short, long, fast, slow, loud, quiet Same phoneme, listen, beginning	<ul style="list-style-type: none"> • listen carefully • identify different types of environmental sound • begin to use descriptive language to describe the sound
Week 3	Aspect 4 - Rhythm and Rhyme Strands 1,2,3	To recognise rhyming words.	<i>Rhyming pairs</i> <i>Whose Pet is This</i> <i>Clog the Dog</i> <i>Gorilla in the Corner-Beat</i> <i>Baby</i>	rhyme, sound, match	<ul style="list-style-type: none"> • recognise rhyming words • pick out the words that rhyme • think of another word to continue rhyming string
Week 4	Aspect 1 - Environmental sounds Aspect 6 - Voice Sounds Strand 1,2,3	To make sounds with my voice.	<i>Guess the pet</i> <i>Pet sounds</i>	sound, meow, bark, purr, oink, neigh, squeak	<ul style="list-style-type: none"> copy voice sounds • remember sounds they hear • suggest voice sound
Week 5	Aspect 5- Alliteration	To begin to recognise words with the same sound. To find words that begin with a given sound.	<i>Pets at the vets</i> <i>Playful Pets</i> <i>Name that Pet</i>	sound, same, initial, repeat, alliteration	<ul style="list-style-type: none"> • identify initial sounds • reproduce the initial sounds clearly • identify words with the same initial sound • suggest an alliterative name
Week 6	Aspect 2 - Instrumental sounds Aspect 3 - Body percussion Strand 1,2,3	To copy and perform a pattern of sounds.	<i>Copy Cats</i> <i>Visit to the Vets</i> <i>The Box of Tricks –Beat</i> <i>Baby</i>	copy, same, faster, slower, louder, quieter	<ul style="list-style-type: none"> • copy sounds and actions • copy a pattern of sounds • make up a patterns of sounds • produce contrasts in rhythm, speed and loudness
Week 6	Aspect 7 - Oral blending and segmenting Strand 1,2,3 Aspect 4 -	To hear initial sounds in words To blend sounds to make short words	<i>Metal Mickey-using a parrot</i> <i>Cross the River</i> <i>Animal syllables</i>	listen, phoneme, blend, word	<ul style="list-style-type: none"> • blend phonemes to make a word • say the word correctly • identify syllables in words

	Rhythm and Rhyme Strands 1,2,3				
Nursery Spring 2					
Week 1	Aspect 7 - Oral blending and segmenting Strand 1,2,3 Aspect 4 - Rhythm and Rhyme Strands 1,2,3	To hear initial sounds in words To blend sounds to make short words	<i>Metal Mickey-using a parrot</i> <i>Cross the River</i> <i>Animal syllables</i>	listen, phoneme, blend, word	<ul style="list-style-type: none"> • blend phonemes to make a word • say the word correctly • identify syllables in words
Week 2	Aspect 1 - Environmental sounds Aspect 2 - Instrumental sounds Strand 1,2,3	To name and describe sounds in the environment. To name and describe instrumental sounds.	<i>Earwiggling</i> <i>Bug in a Rug</i>	sounds, listen, silent, loud, quiet, high, low, soft, rustle, thud, birdsong	<ul style="list-style-type: none"> • listen and name environmental sounds • use keywords to describe sounds they have heard • identify different instruments and describe the sounds made by an instrument • name familiar instruments • differentiate between different musical instruments
Week 3	Aspect 3 - Body percussion	To copy a sequence of body percussion sounds	<i>Caterpillar Capers</i>	body, sounds, sequence, pattern, clap, shuffle, click, tap snail, beetle, butterfly, caterpillar, beats,	<ul style="list-style-type: none"> • copy different percussion sounds • join in with a short pattern of body percussion sounds • perform a body percussion sequence with three or more sound
Week 4	Aspect 4 - Rhythm and Rhyme Strands 1,2,3	To hear syllables in words To keep time with a simple beat	<i>Move Like a Minibeast</i> <i>Incy Wincy Spider</i>	beat, in time, actions, music, fast, slow	<ul style="list-style-type: none"> • join in clapping the syllables in a word • hear that there are different numbers of syllables in different words • match syllables to word • sing in time to music • copy actions to a beat
Week 5	Aspect 5- Alliteration Strand 1,2,3	To hear initial sounds in words.	<i>Spiders Web</i> <i>Playdough Bugs</i>	first, phoneme, begin, initial, same, a, b, c, d, f, l, s, w	<ul style="list-style-type: none"> • hear the initial phonemes in words • identify an initial phoneme in a word • recognise words that begin with the same phoneme
Week 6	Aspect 6 - Voice Sounds Strand 1,2,3	To make different voice sounds.	<i>Busy Bees</i>	voice, sounds, high, low, listen, music	<ul style="list-style-type: none"> • make a voice sound • remember and make a range of different voice sounds • produce clear voice sounds that show awareness of pitch

Nursery Summer 1					
Week 1	Aspect 7 - Oral blending and segmenting Strand 1,2,3	To blend sounds to make a word.	<i>Spiders Everywhere</i> <i>Cross the web – (Bug version of cross the river)</i>	b-e-d, m-u-d, l-o-g, b-o-x, listen, phoneme, blend, word	<ul style="list-style-type: none"> • hear the phonemes in a word • blend phonemes to make a word • say the word aloud
Week 2	Aspect 7 - Oral blending and segmenting Strand 1,2,3	To blend sounds to make a word. To break short words into phonemes.	<i>Flower Fun</i> <i>What's in the Basket?</i>	blend, phonemes, word	<ul style="list-style-type: none"> • blend phonemes to make a short word • recognise the whole word • say the word aloud • hear the individual phonemes in words • orally segment a whole word • articulate the speech sounds clearly
Week 3	Aspect 5- Alliteration Strand 1,2,3	To match objects with the same initial phonemes To explore alliteration	<i>Tidy Up</i> <i>Silly Plants</i>	Beginning phoneme, initial phoneme, same, match, s, b, w, r, g	<ul style="list-style-type: none"> • hear the initial phonemes in words • reproduce the initial phonemes clearly and recognisably • discriminate between initial phonemes • identify words with the same initial phonemes
Week 4	Aspect 4 - Rhythm and Rhyme Strands 1,2,3	To identify words that rhyme. To count the syllables in words.	<i>Rhyming Roses</i> <i>Bag it Up</i>	rhyme, same, end, nonsense words syllable, beat, clap, count	<ul style="list-style-type: none"> • listen and attend to rhyming strings • identify words that do not fit with a rhyming string • understand that different words have different numbers of syllables
Week 5	GPCs s,a,t	To hear phoneme and match to grapheme		sat, at	<ul style="list-style-type: none"> • hear the initial phonemes in words • reproduce the initial phonemes clearly
Week 6	GPCs i,p,n	To blend sounds to make a word. To break short words into phonemes. To blend sounds to make a word.		pin, pan, pit, tip, tap, nip, tan, sit	<ul style="list-style-type: none"> • discriminate between initial phonemes • identify words with the same initial phonemes • blend phonemes to make a short word • hear the individual phonemes in words • orally blend and segment a whole word
Nursery Summer 2					
Week 1	GPCs m,d,g	To hear phoneme and match to grapheme To blend sounds to make a word.		man, map, mat mad, pad, dig, tag, sag, sing,	
Week 2	GPCs o,c,k	To break short words into phonemes.		dog, mop, pot, top, cat, pink, sink,	<ul style="list-style-type: none"> • hear the initial phonemes in words • reproduce the initial phonemes clearly and recognisably
Week 3	GPCs ck, e, u	To blend sounds to make a word.		sock, tock, tick, dock, met, set, mud, pug, mug, sun,	<ul style="list-style-type: none"> • discriminate between initial phonemes • identify words with the same initial phonemes • blend phonemes to make a short word • hear the individual phonemes in words

Week	GPCs r,h,b			rug, rock, ran, run, rat, hat, hug, hit, bat, tub, rub,	• orally blend and segment a whole word
Week 5	GPCs f,l			fit, fat, frog, fog lit, plug, log, let,	
Week 6					