

Phase 1 Week 1: Aspect 1: General Sound Discrimination – Environmental Sounds (pages 9 – 13) Main Purpose: To develop children's listening skills and awareness of sounds in the environment					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Introduce sitting skills and explain that we are going to do some investigation in to sounds. What sense/part of our body do we need to use?	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.
Teach	Demonstrate sitting skills and listen quietly for sounds in the classroom. What can you hear?	Listening Moment Sit in the reading corner use a sand timer and get children to listen to sounds in the room. Talk about the sounds you can hear.	Drum Indoors Take children to the quiet area and sit in a circle. Demonstrate hitting the big drum and listening for the sounds.	Drum Outdoors Repeat Wednesday's activity but show children how to drum the outdoor equipment.	Sound Lotto Introduce sound lotto tape to the group and show children how to match the card to the sound.
Practise	Listening Walk Go on a walk around your setting and listen for sounds. What can we hear outside the office?	Repeat activity and children listen for sounds in the classroom.	Children take it in turns to beat the big drum. Could incorporate counting.	Let children explore the sounds made by beating the trees, container, walls, etc.	All children listen together and try to match the cards to the sound.

Apply	Return to your room and talk about what they have heard on their walk.	Demonstrate activity to the remainder of the class.	Let children drum equipment in the hall. Then come together as a group to talk about the different sounds made on the equipment.	Sit in a circle and review activity. Each child talks about and demonstrates their sound drumming.	Repeat activity and review. Correct misconceptions. <i>Some children may not know what the pictures are - bear this in mind.</i>
Assessment <ul style="list-style-type: none"> Start to show the skills needed for listening. Show increasing body control (not rolling about and sitting properly). 			<ul style="list-style-type: none"> 		

Child's Name	Comment

Link to Letters and Sounds Document

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

Phase 1 Week 2: Aspect 2: General Sound Discrimination - Instrumental Sounds (pages 15 - 18)

Main Purpose: 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.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.
Teach	Tuning into sounds Show children two sets of musical instruments and name them. Play each instrument, whilst children listen. Then hide one set. Demonstrate playing a hidden instrument and the children say the instruments name.	Matching Sound Makers Show children some musical instruments (2 of each) and place one set in a feely bag. Adult selects one instrument from the bag, makes the sound and matches it to the other instrument not in the bag. Repeat.	Matching Sounds Sitting in a circle the adult demonstrates playing a percussion instrument. Then explain that we are going to pass the instrument and try to copy the sounds made.	Hidden Instruments Outside hide some musical instruments for the children to find. Demonstrate finding one instrument, play it and the children gather round you.	Animal Sounds Choose an animal puppet and instrument to match. Demonstrate playing all the musical instruments until one is found to match the puppet.
Practise	Repeat activity to reaffirm and consolidate learning.	Then children, one by one, attempt the activity.	Practise this activity, taking it in turns to have a go.	The children find the instruments, play it and run to the finder.	In turn children choose an instrument to match their chosen puppet.
Apply	Children take it in turns to do the activity.	Repeat and discuss sounds made. Correct any misconceptions.	Repeat and support children who are struggling.	Repeat until all instruments found.	Practice playing their musical instrument to the group.

Phase 1 Week 3: Aspect 3: General Sound Discrimination - Body Percussion (pages 20 - 23)

Main Purpose: 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.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.
Teach	Body Parts Demonstrate using the body to make different sounds (clap hands, stamp feet, click fingers)	Listen to the music Play one percussion instrument and pass it around the circle for each child to play. Can they think of a body sounds to play and match the instrument? E.g. banging a drum - stamp feet.	Follow the sound Sitting in a circle the adult makes a body sound to pass around the circle (click fingers, clap hands etc).	Words about sounds Play a selection of instruments to make slow, fast, quiet, loud, long and short sounds. Can the children tell which one you are doing? If children unsure, name each action and repeat until understanding more secure.	The Pied Piper Introduce the story and explain that the piper played an instrument to lead the children. Choose an instrument and ask the leading child to choose a movement (walk, skip etc) whilst the adult plays the instrument.
Practise	Children take it in turn to practise making body sounds.	Choose a leader to make a body sound to the music for the other children to follow.	Practise and repeat the activity.	In turn let each child play an instrument and the remaining children have to say whether it is fast, slow etc.	Practise the activity using different movements.
Apply	Then the adult performs a pattern of body	Repeat with different leaders doing different actions.	Make activity a little harder by introducing a sequence of body	Repeat activity.	Vary pace and describe actions as children move. Model

Phase 1 Week 4: Aspect 4: Rhythm and rhyme (pages 25 – 29)

Main Purpose: 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.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.
Teach	Rhyming Books Share a book that has a familiar repeating/rhyming pattern (The Gingerbread Man).	Rhyming soup Using a bowl and spoon say the rhyming soup song and introduce objects/picture cards that rhyme. Place objects/pictures in the bowl, stir the soup and sing the rhyme.	Songs and rhymes Sing Hickory, Dickory, Dock, and encourage children to join in. Substitute some of the rhyming words with new rhyming words. Can they hear and say the new rhyming words?	Rhyming Puppets Give silly names to 2 puppets (Fizzy, Wizzy, Lizzy and Hob Tob). Talk to the puppets and miss out the silly words or rhyming words. Encourage children to join in saying the silly words.	Odd one out Select three objects or pictures from a bag (2 must rhyme cat and bat). Say the name of the objects/cards and ask children to find the one that does not rhyme.
Practise	Repeat the book and children practise the repeating words.	Repeat - encouraging children to sing the rhyme.	Repeat with other rhymes.	Repeat activity.	Repeat until children are secure with all objects/cards in the bag.
Apply	Add actions to the story (run, run, etc).	In turn let each child place an object/picture in the bowl and sing the rhyme.	Encourage children (one, by, one) to sing their own favourite rhyme with different rhyming words.	Pass the puppets around the circle and children make up silly stories with missing words.	In turn, children find 3 cards/objects from the bag to find the odd one out.

Phase 1 Week 5: Aspect 5: Alliteration (pages 31 – 34)

Main Purpose: To develop understanding of alliteration. To listen to sounds at the beginning of words and hear the differences between them. To explore how different sounds are articulated, and to extend understanding of alliteration.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.
Teach	<p>I spy names Sit in a circle and play 'I spy names'. "I spy someone's name beginning with 's'. Who can it be"</p> <p>The child with the name beginning with 's' stands up and all the children say his name.</p>	<p>Digging for Treasure Collect two sets of objects for the sand trough. Place these in the trough and demonstrate finding them. Say the initial sound. Match more objects to the sounds and recite them. "Wow! You've found a car. Now we have a cow, a candle and a car".</p>	<p>Tony the Train's busy day. See page 32 Letters and sounds. Take the train along the carpet saying a story about Tony's busy day. Say train sounds (clickety clack) and then s-t-o-p. Something is in the way. Say what is in the way (big brown bear) and then Tony returns to the other trains.</p>	<p>Sound bag Place objects with the same initial sound in a bag and pull them out one at a time, saying the initial sound.</p>	<p>Mirror Play Show the children how to hold a mirror sensibly and explain that we are going to look at our mouths when we make sounds. Model saying initial sounds and use Jolly Phonics DVD if necessary.</p>
Practise	Take it in turns to say the next person's name sound and repeat.	Repeat activity and let children take it in turn to find objects and say the initial sound.	Repeat the activity and add one extra object each time. Saying the list of objects.	Children practise saying the initial sound, sssssssss for snake etc. after the adult has removed an object.	Children practise making mouth shapes whilst looking at the mirror.

Phase 1 Week 6: Aspect 6: Voice Sounds (pages 37 – 40)

Main Purpose: 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.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.
Teach	<p>Mouth movements Show the children how to make different mouth movements (blowing, sucking, tongue stretching and wiggling)</p> <p>Use a mirror to look at the mouth movement and encourage children to make the movements in the adult's mirror.</p>	<p>Voice Sounds Show the children how to make sounds with their voices (pg 37).</p> <p>(whee, boing, oh, ssss, shshsh, mmmooo, oooooo, chchchch, zzzz, and tick tock.</p>	<p>Magic Microphone (own resource) or Metal Mike (pg 38) Have a collection of objects/pictures in a bag and sound out and blend the sounds. Say some of them wrong to encourage the children to join in</p>	<p>Whose voice? Play a tape of children's recorded voices. Can they recognise the child's voice?</p>	<p>Sound story time Read a familiar story book (The Three Billy Goats Gruff) and change voice for different characters. Use loud, quiet, soft, hard intonation etc.</p>
Practise	Children practise making mouth movements using a mirror.	The children practise making the voice sounds.	Each child takes in turn to find an object/picture and say the sounds.	Re-play the tape and encourage children to listen.	Encourage children to join in with the story and change their voice to match the different characters.

Phase 1 Week 7: Aspect 7: Oral blending and segmenting (pages 42 - 44)

Main Purpose: To develop oral blending and segmenting of sounds in words. To listen to phonemes within words and to remember them in order in which they occur. To talk about the different phonemes that make up words.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.	Revise sitting and listening skills.
Teach	Oral blending Play touch your body game. Explain to the children that they are going to touch parts of their body when asked to do so but they must listen for the body part. Say the body part name in sound speak, touch your f-ee-t, feet, t-oe-s toes etc.	Clapping sounds Think of the words that use the sounds s,a,t,p,i,n and sound them out. Sat Tap Pin Sin Tin Pit Clap each phoneme for the word and then blend them to make the word.	Toy talk Introduce the soft toy and say that he can only speak in sound talk. The toy whispers the word in the adult's ear and the adult says it to the group. Talk to the puppet and repeat what he says. Use picture card clues to aid visual representation but remove during the apply stage to make activity harder. Repeat and make some errors (say skim instead of skip).	Say the sounds Place objects/pictures of cvc words in a bag. Take one object out of the bag and say the word using sound talk (c-a-t) and the toy. Encourage the children to blend the sounds.	Talking about sounds When used to oral blending start to introduce 2 and 3 phoneme words. Write the word on a phoneme frame and sound it out. Count each sound using fingers (cat, dog, on, to, peg etc).

Practise	Children touch body parts and then in turn say a body part name for the other children.	Encourage children to join in and clap the sounds and blend them to make cvc words.	Children practise saying the segmented words.	Pass the bag around the group and encourage each child to say the sound word.	Encourage children to join in with saying each sound and counting on their fingers.
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Apply	Read big book Rhyme Time and say one of the rhymes that has rhyming couplets. Encourage children to join in with the rhyme and the adult demonstrates segmenting and blending the rhyming couplets. Children repeat the rhyme to segment and blend the rhyming couplets.	Game Adult repeats the activity but says some words wrong. The children have to segment and blend the word and the one fastest gets a point.	Encourage children to ask questions and the toy and adult segments the words for the children to blend.	Game Repeat the activity but the first child to blend the segmented word gets a point. The first player with 3 points wins. Repeat if time.	Adult says the word without sounding out and writes it on the board. Children then sound it out and count the sounds, showing their fingers to the adult.
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Assessment <ul style="list-style-type: none"> Blend phonemes and recognise the whole word. Say the word and identify the object Blend words that begin with the same initial phoneme. 	<ul style="list-style-type: none"> Segment words into phonemes. Identify the number of phonemes that make up a given word.
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Child's Name	Comment