



Skills and knowledge components: **Phonics**

Subject Non- Negotiables

Environmental Sounds	Instrumental Sounds	Body Percussion	Rhythm and Rhyme
<ul style="list-style-type: none"> • Notice sounds around them. • Recognise that different objects make different sounds. • Start to identify and name sounds. • Talk about environmental sounds, describing and comparing them 	<ul style="list-style-type: none"> • Explore instrumental sounds. • Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. • Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. • Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly. 	<ul style="list-style-type: none"> • Explore the sounds their bodies can make. • Join in and copy actions of familiar songs. • Join in and copy body percussion patterns and sequences. • Build awareness of how they can change body percussion sounds. • Create their own sequences of body percussions. • Join in with longer sequences of body percussion. • Describe body percussion. • Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly. 	<ul style="list-style-type: none"> • Join in with songs and rhymes. • Recognise familiar rhythms and rhymes. • Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. • Play with rhyme. • Make up their own rhyming words. • Complete sentences with their own rhymes orally. Break words down into syllables with a beat. • Create their own beat.
Alliteration	Voice Sounds	Oral blending and segmenting	
<ul style="list-style-type: none"> • Explore initial sounds of words. • Select objects with a given initial sound from a choice of two. • Identify initial sounds of words. • Match to objects with the same initial sound. • Play with alliteration 	<ul style="list-style-type: none"> • Explore different mouth movements and sounds. • Copy different voice sounds and mouth movements. Recognise different voice sounds. • Make a variety of different voice sounds, including animal sounds. • Say speech sounds clearly. • Talk about voice sounds. Describe and compare voice sounds. • Create their own ideas for voices of characters/ imitating voices. 	<ul style="list-style-type: none"> • Identify the initial sounds of words. • Build awareness that words can be broken up into sounds. • Choose the correct object when hearing the word broken into single sounds. • Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. • Segment CVC and VC words into their individual sounds. • Start to blend the sounds of longer words. • Identify how many sounds are in a CVC or VC word 	

In Nursery		
Practise using 'pure sounds' Use Fred Talk to teach oral blending Teach children to name the pictures Introduce single letter sounds		
Set 1 Sounds Group A	Set 1 Sounds Group B	Set 1 Sounds Group C
<ul style="list-style-type: none"> Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers 	<ul style="list-style-type: none"> Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers 	<ul style="list-style-type: none"> Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers
Ditties	Red Ditty Books	Green
<ul style="list-style-type: none"> Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers 	<ul style="list-style-type: none"> Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers 	<ul style="list-style-type: none"> Read Set 2 Sounds Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers
Purple	Pink	Orange
<ul style="list-style-type: none"> Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers 	<ul style="list-style-type: none"> Read Set 2 Sounds and matching Phonics Green Words Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words 	<ul style="list-style-type: none"> Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words



Blending and segmenting

Reading initial sounds, individual letters	Blend words to read- nonsense words with 3 sounds	Read first 6 set 2 digraphs
Oral blending. Blending sounds into words	CCVC words (4 sounds)	Read these sounds in green words and nonsense words
Blend words to read-3 letter words	CVCC words (4 sounds)	Say a sound for each letter in the alphabet and at least 10 digraphs
Read a few common exception words	Blend words to read- nonsense words with 4 or 5 sounds	Read words consistent with their phonic knowledge by sound-blending
CVC digraphs 3 sounds including gg ss ll zz	More complex formations – CCVC/CVCC digraphs (4 sounds); 5 sounds including set 1 special friends	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
CVC digraphs 3 sounds including sh ck	Read polysyllabic words (1.) such as lunchbox, rabbit, rocket, robin, cannot etc.	Read all set 2 digraphs and green words and nonsense words containing these sounds
CVC digraphs 3 sounds including th, ch, ng, nk qu	Read further common exception words	