





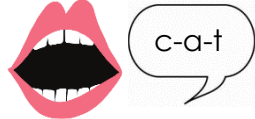


At Highfield, we aim to provide our pupils with the firm foundations needed to access phonics teaching when they enter reception. We focus on the following areas throughout the academic year, constantly revisiting each area to ensure our children get to practise and consolidate their learning in each aspect during both adult-led and child-led activities. During carpet time we may look at games such as Kim’s Game or Cross the River, linking to one of the aspects below. During continuous provision, we carefully observe children’s play and teach in the moment to further their phonetic development. This could be singing rhymes, exploring instruments, listening to the sounds around us, thinking of rhyming or alliterating names or recreating familiar stories.

<p><b>Aspect 1</b> <b>Environmental Sounds</b></p>  <ul style="list-style-type: none"> <li>- Listening to the sounds around us</li> <li>- Identifying sounds within our environment</li> <li>- Recreating sounds orally</li> <li>- Using sounds within imaginative play (like saying ‘Oink’ when playing with a toy pig)</li> </ul>	<p><b>Aspect 2</b> <b>Instrumental Sounds</b></p>  <ul style="list-style-type: none"> <li>- Exploring the sounds of percussion instruments</li> <li>- Exploring the sounds of tuned instruments</li> <li>- Identifying instruments by sound</li> <li>- Describing the sounds instruments make</li> <li>- Recreating sounds orally</li> </ul>	<p><b>Aspect 3</b> <b>Body Percussion</b></p>  <ul style="list-style-type: none"> <li>- Joining in with clapping and tapping activities, using different dynamics and tempos</li> <li>- Singing rhymes along to a rhythmic pulse</li> <li>- Copying simple repeated rhythms</li> </ul>	<p><b>Aspect 4</b> <b>Rhythm and Rhyme</b></p>  <ul style="list-style-type: none"> <li>- Learning songs and rhymes</li> <li>- Making rhyming strings (cat, <b>mat</b>, <b>rat</b>, <b>sat</b>, <b>bat</b>...)</li> <li>- Reading stories with rhyming words</li> <li>- Reciting poems with interesting rhythms and refrains</li> <li>- Finding the odd one out (pig, <b>net</b>, dig)</li> </ul>
<p><b>Aspect 5</b> <b>Alliteration</b></p>  <ul style="list-style-type: none"> <li>- Reading books and rhymes that feature words beginning with the same sound (<b>n</b>osy <b>k</b>night, <b>f</b>antastic <b>f</b>ox)</li> <li>- Pairing objects that begin with the same sound</li> <li>- Building a repertoire of rhymes and songs</li> </ul>	<p><b>Aspect 6</b> <b>Voice Sounds</b></p>  <ul style="list-style-type: none"> <li>- Recreating sounds with our voices (hissing like snakes, ticking like a clock)</li> <li>- Starting to listen for the different sounds that make up words (c-a-t... cat)</li> <li>- Adding sound effects to stories</li> </ul>	<p><b>Aspect 7</b> <b>Oral Blending and Segmenting</b></p>  <ul style="list-style-type: none"> <li>- Modelling segmenting the sounds in words for children to blend back together (pass me the p-e-n)</li> <li>- ‘Sound talk’ – saying each sound in a word</li> <li>- Playing games, like Cross the River and Kim’s Game</li> </ul>	

Below is an overview of the skills and knowledge that is needed to successfully access phase two phonics (learning the sounds that are associated with letters).

## A progression in pre-phonics learning

Pre-Phonic Progression	Auditory Discrimination and memory		Visual discrimination and memory		Key reading behaviours	Vocabulary
	Recognise, remember and talk about the similarities and differences in....		Recognise, remember and talk about the similarities and differences in....			
	The sounds that we hear The sounds that we say		The shapes that we see			
<b>Listening and Attention</b>	Familiar Sounds Musical Sounds		Matching familiar shape / object Copying and matching noises and sounds		Handle books with care, engage in storytelling / music making activities	Developing the language of  Naming Describing Reasoning
<b>Phonological Awareness</b>	Rhythm, beat and movement		Copying, matching and sequencing patterns of actions and sounds matched to visual images.		Join in with stories songs and rhymes and can turn the pages from front to back	
	Rhyme					
<b>Phonemic Awareness</b>	Alliteration		Reading and recognise the letters in own name and in other situations. Creating own patterns and symbols matched to words and actions.		Find the beginning, end in a book and talk about a known story	
	Oral blending	Oral segmenting				
<b>Early Reading</b>	Blending	Segmenting	Recognising Letter-sound correspondences	Recognising some common exception words	Pointing to words with 1-1 correspondence	

In our Adventurers Room (preschool) we use a range of books and authors recommended by our accredited phonics scheme, Supersonic Phonics Friends. Here is a selection of the books and authors we share during the year.



Our Focus Authors are:

**Jill Murphy**

**Emma Garcia**

**Julia Donaldson**

**Nick Sharratt**

**Giles Andreae**

**Lucy Cousins**

**Michael Rosen**

**Eric Carle**

**Jez Alborough**

**David Mckee**

**Trish Cooke**

## Early Years Outcomes from Supersonic Phonic Friends Scheme of Work

Communication and Language	Literacy	Expressive Art and Design
<ul style="list-style-type: none"><li>- Recognises and responds to familiar sounds</li><li>- Shows an interest in play with sounds and songs</li><li>- Understands more complex sentences</li><li>- Shows increasing attention and recall</li><li>- Maintains attention, concentrates and sits quietly during appropriate activity</li></ul>	<ul style="list-style-type: none"><li>- Fills in the missing word or phrase in a known rhyme, story or game</li><li>- Enjoys rhyming and rhythmic activities</li><li>- Recognises rhythm in spoken words</li><li>- Shows awareness of rhyme</li><li>- Has some favourite rhymes, songs, poems and jingles</li><li>- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li><li>- Continues a rhyming string</li><li>- Shows an awareness of alliteration</li><li>- Hears and says the initial sound in words</li><li>- Segments the sounds in simple words and blends them together (orally)</li></ul>	<ul style="list-style-type: none"><li>- Joins in with singing favourite songs</li><li>- Creates sounds by tapping, singing, using voice sounds, humming or clapping</li><li>- Shows an interest in the way musical instruments sound</li><li>- Taps out simple repeated rhythms</li><li>- Explores and learns how sounds can be changed</li><li>- Joins in with dancing and ring games</li><li>- Sings a few familiar songs</li></ul>