

# Foundations for phonics: Tuning into sounds

## Progression and planning overview

Teach phonemic awareness and oral blending every day to build children's focused listening and attention. These games will help children to grow these skills in a fun and age-appropriate way. We have curated a limited number of games that we know are the most effective and give children the widest experiences. In this way, children don't waste time learning lots of different activities; instead, they can focus on what they are learning.

- Plan to do the activities on the carpet or outside.
- The activities should be carried out in short, engaging sessions with small groups of children. Consider using all of your staff to run these groups at the same time.
- Choose one phonemic awareness focus and one oral blending focus each day.
- Timetable these sessions so all children get this provision every day.

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Progression of sounds</b>	s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
<b>Use these Reception picture cards:</b>	snake astronaut tiger penguin iguana net	mouse duck goat octopus cat kite elephant	umbrella rainbow helicopter bear flamingo kite lollipop jellyfish	volcano wave yo-yo zebra queen cherries	<b>sock</b> (sound at the end) <b>box</b> (sound at the end) shells <b>ring</b> (sound at the end) <b>pink</b> (panda) (sound at the end) thumb/ <b>teeth</b> (sound at the end)
<b>Phonemic awareness focus</b>	Teach children to <b>hear</b> the same initial sound for words and names of objects.	Teach children to <b>identify</b> initial sounds of words and names of objects.  Teach children to <b>distinguish</b> different sounds.	Teach children to <b>identify</b> initial sounds of words and names of objects.  Teach children to <b>articulate</b> sounds correctly – including playing with voice sounds.	Teach children to <b>identify</b> initial sounds of words and objects.	Teach children to <b>identify</b> the final sounds of words and objects.
<b>Play these games:</b>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>What's in the box? – with objects that start with different sounds</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul>	<ul style="list-style-type: none"> <li>Play with sounds</li> <li>Bertha the bus</li> <li>Name play</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>What's in the box?*</li> </ul> <p>Teach sounds that are at the end of words for /c/ck, /x/, /ng/, /nk/.</p> <p>Then teach children to distinguish other sounds at the end of words.</p>

\*A list of suggested objects for 'What's in the box?' for each sound can be found in the Weekly lesson content: Foundations for phonics area of the website.

	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Oral blending focus</b>	Teach children to blend CVC words using oral blending and objects.	Teach children to blend a wider range of CVC words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wider range of words using oral blending.	Teach children to blend a wide range of words using oral blending when playing:
<b>Play these games:</b>	<p>For each new sound play:</p> <ul style="list-style-type: none"> <li>Blend from the box.</li> </ul> <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Encourage children to join in and blend aloud.</p>	<ul style="list-style-type: none"> <li>Can you touch your ...?</li> <li>What's that noise?</li> <li>Can you do the actions?</li> <li>Blend from the box, with objects that start with different sounds.</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>Blend from the box.</li> </ul> <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Encourage children to join in and blend aloud.</p>	<ul style="list-style-type: none"> <li>Can you touch your ...?</li> <li>What's that noise?</li> <li>Can you do the actions?</li> <li>Blend from the box, with objects that start with different sounds.</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>Blend from the box.</li> </ul> <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Pause before you blend the words - and see if children can jump in and blend the words.</p>	<ul style="list-style-type: none"> <li>Can you touch your ...?</li> <li>What's that noise?</li> <li>Can you do the actions?</li> <li>Blend from the box, with objects that start with different sounds.</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>Blend from the box.</li> </ul> <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Do not blend the words for the children.</p>	<ul style="list-style-type: none"> <li>Can you touch your ...?</li> <li>What's that noise?</li> <li>Can you do the actions?</li> <li>Blend from the box, with objects that start with different sounds.</li> </ul> <p>For each new sound play:</p> <ul style="list-style-type: none"> <li>Blend from the box.</li> </ul> <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>Do not blend the words for the children.</p>
<b>Suggested words for Blend from the box</b>	Blend from the box words: <b>s:</b> s-o-ck s-u-n s-oa-p s-a-ck a-n-t <b>t:</b> t-ee-th t-i-n t-a-p t-o-p <b>p:</b> p-e-n p-e-g p-i-n p-a-n <b>i:</b> i-m-p <b>n:</b> n-e-t n-oa-z (nose) n-e-ck n-u-t	Blend from the box words: <b>m:</b> m-oo-n m-ou-se m-a-p m-a-n <b>d:</b> d-o-g d-u-ck d-o-ll d-e-n <b>g:</b> g-oa-t g-ai-t (gate) g-oo-se g-ir-l <b>c/k:</b> c-a-t c-u-p c-a-p c-oi-n k-igh-t (kite) k-i-d k-i-t <b>e:</b> e-gg	Blend from the box words: <b>r:</b> r-a-t r-e-d r-oa-d r-i-ng <b>h:</b> h-a-t h-ou-se h-or-se h-ea-d <b>b:</b> b-oo-k b-u-s b-ir-d b-a-g <b>f:</b> f-i-sh f-a-n f-oo-t f-ar-m <b>l:</b> l-ea-f l-i-d l-o-ck l-o-g <b>j:</b> j-a-m j-u-g j-e-t j-ee-p	Blend from the box words: <b>v:</b> v-a-n v-e-t <b>w:</b> w-i-g w-e-b w-ai-v (wave) <b>y:</b> y-a-p [dog] <b>z:</b> z-i-p z-oo <b>qu:</b> qu-ee-n qu-a-ck [duck] <b>qu-i-ck</b> [action] <b>ch:</b> ch-i-p ch-i-ck ch-i-n ch-o-p [action]	Blend from the box words: <b>ck:</b> s-o-ck d-u-ck n-e-ck r-o-ck <b>x:</b> f-o-x b-o-x w-a-x s-i-x <b>sh:</b> sh-e-ll sh-ir-t sh-o-p sh-e-d <b>th:</b> th-u-mb t-ee-th m-o-th, th-i-gh <b>ng:</b> r-i-ng w-i-ng k-i-ng <b>nk:</b> p-i-nk t-a-nk w-i-nk s-i-nk
<b>Oral blending</b>	Words with sounds the children know:	Words with sounds the children know:	Words with sounds the children know:	Words with sounds the children know:	Words with sounds the children know:
<b>Never use graphemes cards/words.</b>	s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p	d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n	m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g	y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz	th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x
<b>Recognising their name</b>	Teach children to find their name using their picture.	Teach children to recognise the initial sound of their name.	Teach children to recognise the capital letter that starts their name.	Teach children to match their name to their picture.	

# Words for oral blending games

Choose three or four words from the lists below when you plan oral blending games.

## Can you touch your ...?

### CVC

h-ea-d  
n-oa-z [nose]  
ch-i-n  
m-ou-th  
h-air  
ch-ee-k  
l-e-g  
f-oo-t  
sh-i-n  
b-a-ck  
b-u-m  
n-ai-l

### VC/CV

ear  
ar-m  
kn-ee  
t-oe

### CVCC

h-a-n-d  
w-ai-s-t

## Can you do the actions?

### CVC

- n-o-d your head
- t-a-p your foot
- r-u-b your tummy
- p-a-t your arm
- m-ar-ch like the Grand Old Duke of York
- h-o-p
- r-o-ll the bobbin up
- p-a-t your shoulders
- r-ea-ch up high

### CCV/CCVC/CCVCC

- c-l-a-p your hands
- s-t-ir the pot
- f-l-a-p your arms (like the chicken dance)
- s-t-a-n-d on one leg

## What's that noise?

### CVC

#### Animals

What sound does:

- a d-u-ck make?
- a d-o-g make?
- a c-a-t make?
- a h-e-n make?
- a sh-ee-p make?
- a m-ou-s-e make?

#### Vehicles

What sound does:

- a b-u-s make?

### VC/CV

#### Animals

What sound does:

- an ow-l make?
- a c-ow make?
- a b-ear make?
- a b-ee make?

#### Vehicles

What sound does:

- a c-ar make?

### CCVC

#### Animals

What sound does:

- a s-n-ai-k (snake) make?
- a f-r-o-g make?

#### Vehicles

What sound does:

- a t-r-ai-n make?
- a p-l-ai-n (plane) make?