



Meadow View Primary School

Foundation 1: Long Term Phonics Plan

Week	Autumn 1 Listening and Attention Skills	Autumn 2 Listening and Attention Skills	Spring 1 Developing Phonological Awareness	Spring 2 Developing Phonological Awareness	Summer 1 Phonemic Awareness	Summer 2 Phonemic Awareness
	<p>Learning Intentions Listen and join in with songs, stories, and games Make sounds as I join in with stories and songs Match the sounds that I've hear with a picture Copy the sounds I've heard Name some animals/objects and make their sounds</p>	<p>Learning Intentions Listen and join in with songs, stories, and games Take turns to explore different musical instruments Play musical instruments to make different sorts of sounds eg fast/slow loud/quiet. Match the way I play an instrument with a symbol or instruction I can name some instruments Clap a steady beat as I join in with musical activities Teach children to blend CVC words using oral blending and objects.</p>	<p>Learning Intentions Learn simple songs and sing from memory Join in with repeated refrains from stories Copy a rhythm by clapping or using an instrument Repeat a rhythm by clapping or using an instrument Make up our own rhythmic patterns Clap the syllables in our names Clap the syllables in everyday words Count the syllables in words to sort objects Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</p>	<p>Learning Intentions Join in with repeated refrains from stories and songs Fill in the rhyming gaps in stories Match rhyming objects from small sets of 6 objects Continue a rhyming string using props/pictures Identify objects in a set which don't rhyme Say a rhyming list from memory Makes up our own rhymes Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.</p>	<p>Learning Intentions Hear the similarities in the first spoken sounds in words Say the first spoken sounds in words Find two objects beginning with the same sound from a set of objects Sort objects which don't begin with the same spoken sound as others Say a four word tongue twister from memory Sort similarities and differences in letter shapes Teach children to identify initial sounds of words and objects.</p>	<p>Learning Intentions Hear the separate sounds in a spoken CVC word. Say all the spoken sounds in a CVC word Orally blend spoken sounds to say the full CVC word Match orally blended words to corresponding objects/actions Orally segment words to say each spoken sound separately Retell a simple familiar story from memory Teach children to identify the final sounds of words and objects</p>
	<p>Provision Enhancements Collection of Noisy/sound making books in book corner Small world-farm/jungle Objects in home corner that make different sounds – a packet of cereal to shake, an alarm clock, metal spoons, wooden spoons Bubble blowing and painting for developing mouth control Shape sorters and puzzles in provision</p>	<p>Provision Enhancements Musical instrument exploration Junk model sound maker resources Blowing light objects (feathers, pom poms, sequins) with straws to increase control of air through lips Spot the difference / look and find books in the reading area</p>	<p>Provision Enhancements Musical instrument exploration A collection of rhythm and rhyme books and matching props/puppets Real life rhyming objects in the role play home corner eg a cat and a mat, a tin and a bin, a jug and a mug, a can and fan 8-12 piece puzzles</p>	<p>Provision Enhancements A collection of rhythm and rhyme books and matching props/puppets Real life rhyming objects in the role play home corner eg a cat and a mat, a tin and a bin, a jug and a mug, a can and fan Independent use of resources introduced during focused activities Large floor puzzles</p>	<p>Provision Enhancements Magnetic letters to explore with name cards (capital and lower case) – adult led only Real life packaging in the role play eg packets, tins, magazines, to draw awareness. Sometimes include alliterative items eg a prickly pineapple straight spaghetti snugly slippers Independent use of resources introduced during focused activities 16-piece puzzles</p>	<p>Provision Enhancements Everyday CVC objects in the role play eg cup, bag, hat, rug, cap, pop Independent use of resources introduced during focused activities</p>
1	<p>Input Noisy Farm by Rod Campbell – Read the story everyday with increasing participation. Sing Humpty Dumpty everyday with increasing participation.</p> <p>Small Group Activity Noisy Dice Game (using Farm animals) Play several times a week in quiet space, group no larger than 6.</p>	<p>Input I want to be a Duck by Oxford Children's books – Read the story everyday with increasing participation. Sing The Drummers in the ring (Loud and quiet) everyday with increasing participation.</p> <p>Small Group Activity Noisy dice game with firework symbols.</p>	<p>Input We-re Going on a Bear Hunt – Read the story everyday with increasing participation. Sing Little Drummers Drumming everyday with increasing participation.</p> <p><i>(Sing to tune of the bear went over the mountain)</i> Molly is the Drummer, Molly is the Drummer, Molly is the Drummer, Let's hear her play her name. <i>(bang drum for syllables in name)</i></p> <p>Small Group Activity Which animal is hiding game. Choose animals with varying syllables. Eg snake, zebra, crocodile, chameleon. Check chn can name the animals. Practise saying the claps for the animals. Hide the animals and give the chn a clapping clue. Chn guess which animal you are hiding.</p>	<p>Input The Cat and the Rat and the Hat by Ems Lymas. Read the story everyday with increasing participation.</p> <p>Small Group Activity Noisy dice game (with rhyming pictures).</p> <p>Little Wandle planning-Initial sounds</p> <p>Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn Pause before you blend the words – and see if children can jump in and blend the words.</p> <p>Blend from the box words: r: r-a-t r-e-d r-oa-d r-i-ng</p> <p>Oral Blending: m-u-m r-a-n b-i-g r-u-b</p>	<p>Input Row, Row Pirate Boat. Read the story everyday with increasing participation. Sing I'm a Pirate with increasing participation.</p> <p>Small Group Activity Pirates rhyming treasure game. Pg 125</p> <p>Little Wandle planning-Initial sounds</p> <p>Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</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>	<p>Input Monkey Puzzle – read story with increasing participation. Sing 1 finger, 1 thumb keep moving each day with increasing participation. Small Group Activity I Hear with my Little Ear game</p> <p>Little Wandle planning-Final sounds</p> <p>Play with sounds •Bertha the bus •Name play</p> <p>For each new sound play: •What's in the box?</p> <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> <p>*Use oral blending to blend words aloud with the new sounds the children have learned.</p>
		<p>Little Wandle planning Focus sound – s</p> <p>For each new sound play: Blend from the box. Encourage children to join in and blend aloud.</p> <p>Blend from the box words: s: s-o-ck s-u-n s-oa-p s-a-ck</p>	<p>Little Wandle planning-Initial sounds What's in the box? – with objects that start with different sounds For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</p> <p>Blend from the box words: m: m-oo-n m-ou-se m-a-p m-a-n</p>	<p>Little Wandle planning-Initial sounds</p> <p>Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn Pause before you blend the words – and see if children can jump in and blend the words.</p> <p>Blend from the box words: h: h-a-t h-ou-se h-or-se h-ea-d</p> <p>Oral Blending: m-u-m r-a-n b-i-g r-u-b</p>	<p>Blend from the box words: v: v-a-n v-e-t</p> <p>Oral Blending: m-e-ss b-e-ll s-a-d h-i-ss</p>	<p>* 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> <p>Blend from the box words: ck: s-o-ck d-u-ck n-e-ck r-o-ck</p> <p>Oral Blending: p-e-ck r-o-ck b-a-ck</p>
2	<p>Input Dear Zoo by Rod Campbell – Read the story everyday with increasing participation. Sing Wind the Bobbin everyday with increasing participation.</p> <p>Small Group Activity Noisy Dice Game (using Jungle animals) Play several times a week in quiet space, group no larger than 6. Roll the dice – make the sound</p>	<p>Input A Busy Day for Birds by Lucy Cousins – Read the story everyday with increasing participation. The Drummers in the Ring (fast and slow) everyday with increasing participation.</p> <p>Small Group Activity Super sound sequences (using bird pictures, animal pictures or instruments. Share musical instruments. Practise naming the instruments. Model description of each sound, eg This is a drum, it makes a banging sound. This is a tambourine, it makes a rattling sound. Put in middle of circle. Model playing a simple pattern. Eg. Tambourine, drum, tambourine, drum. Share instruments out. Children only play their instrument when theirs is being pointed to on the pattern.</p>	<p>Input The Bus is For Us by Michael Rosen – Read the story everyday with increasing participation. Sing Down at the station everyday with increasing participation.</p> <p>Small Group Activity In a Jam Activity.</p>	<p>Input Read Oi Frog! Read everyday with increasing participation. Sing Five little speckled frogs with increasing participation.</p> <p>Small Group Activity Magical Words Game. Sat the name of each object. Over emphasise the rhyming ending of each word. Eg b-ug, j-ug, m-ug, pl-ug. Remind them that these are rhyming objects because the end of these words sound the same. Chn need to look carefully at the objects as the magic will make something disappear. Say the words 4 times altogether in a rhyming string. Pointing to each object as you say them. Lay the magic cloth over the items and say the magic words. Remove the cloth and grab an item as you do. Chant the list of words all</p>	<p>Input Read Hippo Has a Hat. Read everyday with increasing participation. Sing This is the way we lay the bricks with increasing participation.</p> <p>Small Group Activity Animal outfits pg 145.</p>	<p>Input Read. Read everyday A Squash and a Squeeze with increasing participation. Sing Ten in a Bed with increasing participation.</p> <p>Small Group Activity What game is it</p>

				together and work out the missing object. Eg bug, jug,, plug, bug, jug,, plug.Repeat with other items.		
	<p>Little Wandle planning Focus sound – a</p> <p>For each new sound play: Blend from the box. Encourage children to join in and blend aloud.</p> <p>Blend from the box words: a-n-t</p>	<p>Little Wandle planning-Initial sounds What's in the box? – with objects that start with different sounds For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</p> <p>Blend from the box words: d: d-o-g d-u-ck d-o-ll d-e-n</p> <p>Oral Blending: s-i-t m-a-p n-o-d d-a-d</p>	<p>Little Wandle planning-Initial sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn Pause before you blend the words – and see if children can jump in and blend the words.</p> <p>Blend from the box words: b: b-oo-k b-u-s b-ir-d b-a-g</p> <p>Oral Blending: m-u-m r-a-n h-u-g b-i-g r-u-b h-o-t</p>	<p>Little Wandle planning-Initial sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</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> <p>Blend from the box words: w: w-i-g w-e-b w-ai-v (wave)</p> <p>Oral Blending: m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss</p>	<p>Little Wandle planning-Initial sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</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> <p>Blend from the box words: w: w-i-g w-e-b w-ai-v (wave)</p> <p>Oral Blending: m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss</p>	<p>Little Wandle planning-Final sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: •What's in the box?</p> <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> <p>*Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>* 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> <p>Blend from the box words: x: f-o-x b-o-x w-a-x s-i-x</p> <p>Oral Blending: p-e-ck r-o-ck b-a-ck f-i-x</p>
3	<p><u>Input</u> Walking through the Jungle – Read the story everyday with increasing participation. Sing Incy Wincy Spider everyday with increasing participation.</p> <p><u>Small Group Activity</u> Pass the Box using zoo animals. Make the sounds of the objects and add them into the box. Pass the box around. Children peep in and make the sound of the animal. Other children identify the name of the animal making the sound.</p>	<p><u>Input</u> Brown Bear, Brown Bear, What do you see? – Read the story everyday with increasing participation. Sing Pass the tambourine everyday with increasing participation.</p> <p><u>Small Group Activity</u> Play Copy my claps game (using the animals from the story). Play several times a week in quiet space, group no larger than 6. Children listen to T's pattern and copy it back like an echo. Use animals from story... bear, goldfish, bear, goldfish (the syllables are claps). Green frog, purple cat, green frog purple cat. Dog, dog, black sheep, dog, sog, black sheep.</p>	<p><u>Input</u> The Train Ride by June Crebbin – Read the story everyday with increasing participation. Sing Row, row, row your boat everyday with increasing participation.</p> <p><u>Small Group Activity</u> All Aboard! Activity.</p>	<p><u>Input</u> Chocolate Mousse for Greedy Goose by Julia Donaldson and Nick Sharrat – Read the story everyday with increasing participation. Sing We're marching in our wellingtons everyday with increasing participation.</p> <p><u>Small Group Activity</u> Magical Words Game with different rhyming objects.</p>	<p><u>Input</u> Read The Wonky Donkey by Craig Smith. Read everyday with increasing participation. Sing the wheels on the bus with increasing participation.</p> <p><u>Small Group Activity</u> Twizzle my tongue pg 142</p>	<p><u>Input</u> Read The Koala Bear Who Could by Rachel Bright. Read everyday with increasing participation.</p> <p><u>Small Group Activity</u> The Pirate Captain says... oral blending version</p>
	<p>Little Wandle planning Focus sound – t</p> <p>For each new sound play: Blend from the box. Encourage children to join in and blend aloud.</p> <p>Blend from the box words: t: t-ee-th t-i-n t-a-p t-o-p</p>	<p>Little Wandle planning-Initial sounds What's in the box? – with objects that start with different sounds For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</p> <p>Blend from the box words: g: g-oo-t g-ai-t (gate) g-oo-se g-ir-l</p> <p>Oral Blending: d-i-g m-a-p n-o-d d-a-d p-i-g</p>	<p>Little Wandle planning-Initial sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn Pause before you blend the words – and see if children can jump in and blend the words.</p> <p>Blend from the box words: f: f-i-sh f-a-n f-oo-t f-ar-m</p> <p>Oral Blending: m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t</p>	<p>Little Wandle planning-Initial sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</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> <p>Blend from the box words: y: y-a-p [dog]</p> <p>Oral Blending: y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll</p>	<p>Little Wandle planning-Initial sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</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> <p>Blend from the box words: sh: sh-e-ll sh-ir-t sh-o-p sh-e-d</p> <p>Oral Blending: r-u-sh sh-u-t p-e-ck r-o-ck b-a-ck f-i-x</p>	<p>Little Wandle planning-Final sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: •What's in the box?</p> <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> <p>*Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>* 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> <p>Blend from the box words: sh: sh-e-ll sh-ir-t sh-o-p sh-e-d</p> <p>Oral Blending: r-u-sh sh-u-t p-e-ck r-o-ck b-a-ck f-i-x</p>
4	<p><u>Input</u> Car, Car, Truck, Jeep by Nick Sharratt – Read the story everyday with increasing participation. Sing The Wheels on the bus everyday with increasing participation.</p> <p><u>Small Group Activity</u> Pass the Box using vehicles. Make the sounds of the vehicles and add them into the box. Pass the box around. Children peep in and make the sound of the vehicle. Other children identify the name of the vehicle making the sound.</p>	<p><u>Input</u> Dinosaur Roar by Paul Strickland – Read the story everyday with increasing participation. Sing Feel the Beat everyday with increasing participation. (see page 76)</p> <p><u>Small Group Activity</u> Musical Hide and Seek game (using a toy Dinosaur). Play several times a week in quiet space, group no larger than 6.</p>	<p><u>Input</u> Pants by Giles Andrea and Nick Sharratt – Read the story everyday with increasing participation. Sing Pass the tambourine around everyday with increasing participation.</p> <p><u>Small Group Activity</u> Noisy dice game with pictures of different pants from the story, clapping the syllables as you roll.</p>	<p><u>Input</u> Read Shark in the Park by Nick Sharratt – Read the story everyday with increasing participation. Sing Down in the Jungle everyday with increasing participation.</p> <p><u>Small Group Activity</u> Bags of Fun game. Explain that the chn are going to sort out the objects in the bags by finding the objects that rhyme. Show chn the objects to check that they can name them. Put the objects from each rhyming pair back into bags A and B, emphasising the rhyme as you do. Remind chn that two words rhyme when the ending sounds the same. Eg d-og, and fr-og. Take it in turns to take 1 object from bag a and 1 from bag B. Encourage chn to try work out if it is a rhyming pair by emphasising the ending of the words.If a pair rhymes, these can be removed from the bags and set aside in the middle. If they do not rhyme, put them back in the bag. Continue playing until all of the pairs have been matched. To end, everyone say the rhyming pairs we have found.</p>	<p><u>Input</u> The Dinky Donkey by Craig Smith – Read the story everyday with increasing participation. Sing A sailor went to sea, sea, sea everyday with increasing participation.</p> <p><u>Small Group Activity</u> The Magical words game with alliterative items pg 118</p>	<p><u>Input</u> The Squirrels Who Squabbled by Rachel Bright – Read the story everyday with increasing participation.</p> <p><u>Small Group Activity</u> Noisy Dice game (oral blending version)</p>
	<p>Little Wandle planning</p>		<p>Little Wandle planning-Initial sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</p>	<p>Little Wandle planning-Initial sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</p>	<p>Little Wandle planning-Initial sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</p>	<p>Little Wandle planning-Final sounds Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: •What's in the box?</p>

		<p>Focus sound – p</p> <p>For each new sound play: Blend from the box. Encourage children to join in and blend aloud.</p> <p>Blend from the box words: p: p-e-n p-e-g p-i-n p-a-n</p>	<p>Little Wandle planning-Initial sounds What's in the box? – with objects that start with different sounds</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</p> <p>Blend from the box words: c/k: c-a-t c-u-p c-a-p c-o-i-n k-igh-t (kite) k-i-d k-i-t</p> <p>Oral Blending: d-i-g m-a-p n-o-d c-o-t d-a-d p-i-g</p>	<p>Pause before you blend the words – and see if children can jump in and blend the words.</p> <p>Blend from the box words: l: l-ea-f l-i-d l-o-ck l-o-g</p> <p>Oral Blending: 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</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> <p>Blend from the box words: z: z-i-p z-oo</p> <p>Oral Blending: y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll z-a-p b-u-zz</p>	<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> <p>*Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>* 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> <p>Blend from the box words: th: th-u-mb t-ee-th m-o-th, th-i-gh</p> <p>Oral Blending: th-u-d r-u-sh sh-u-t p-e-ck r-o-ck b-a-ck f-i-x</p>
5	<p>Input Farmer Duck by Martin Waddell – Read the story everyday with increasing participation. Sing Old MacDonald had a Farm everyday with increasing participation.</p> <p>Small Group Activity Musical Sounds using farm animals. Show children two farm animals at either side of the room and make the sound. Children then dance in the middle of room. When music stops, children listen to T make sound effect. Chn run to corresponding picture. Repeat. Start with two animals build up to 4.</p>	<p>Input The Dinky Donkey by Craig Smith – Read the story everyday with increasing participation. Sing A sailor went to Sea, Sea, Sea everyday with increasing participation.</p> <p>Small Group Activity Twizzle my Tongue game. Play several times a week in quiet space, group no larger than 6. Have fun practising saying some of the following (use a microphone for fun!) <i>Sam Saw Six Swans</i> <i>Cheeky chimps chomp chocolate</i> <i>Baker Bob bake biscuits</i> <i>Scary snakes slither slowly</i> <i>Mo munches mini marshmallows</i> <i>Clever Cleo cleans cars</i> <i>A happy hippo has hiccups</i> <i>Five fireworks flash and flicker</i> <i>Sequins sparkle on silver suits</i> <i>Ten tigers try terrible tricks</i></p> <p>Emphasise the initial sound in the words. Explain you will say the tongue twister again but you will miss out a word eg sam saw ... swans. Can the chn work out the missing word?</p>	<p>Input Kitchen Disco by Clare Foges – Read the story everyday with increasing participation. Sing The Grand Old Duke of York with increasing participation.</p> <p>Small Group Activity Syllable Scramble (using kitchen items or food). Show objects, name them. Practise clapping the syllables in each word all together. Place objects around the room. Explain that the chn are going to listen out for clapping clues then go to the object with the matching number of syllables. Return to the centre and try again. Guide their choices eg could it be the cup (1 clap) or the toilet roll (3 claps)</p>	<p>Input Super Duck by Jez Alborough – Read the story everyday with increasing participation. Sing We're Driving in our car everyday with increasing participation.</p> <p>Small Group Activity Bags of Fun game with different rhyming objects</p>	<p>Input The Bathroom Boogie by Clare Foges – Read the story everyday with increasing participation. Sing The Bear went over the Mountain everyday with increasing participation.</p> <p>Small Group Activity Simple Stories: the getting ready for bed version</p>	<p>Input Mrs Blackhat by Mick and Chloe Inkpen – Read the story everyday with increasing participation. Sing Hokey Cokey everyday with increasing participation.</p> <p>Small Group Activity Pass the Box game (oral blending version)</p>
		<p>Little Wandle planning Focus sound – i</p> <p>For each new sound play: Blend from the box. Encourage children to join in and blend aloud.</p> <p>Blend from the box words:</p>	<p>Little Wandle planning-Initial sounds What's in the box? – with objects that start with different sounds</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</p> <p>Blend from the box words: e: e-gg</p> <p>Oral Blending: 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</p>	<p>Little Wandle planning-Initial sounds</p> <p>Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn Pause before you blend the words – and see if children can jump in and blend the words.</p> <p>Blend from the box words: j: j-a-m j-u-g j-e-t j-ee-p</p> <p>Oral Blending: 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</p>	<p>Little Wandle planning-Initial sounds</p> <p>Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn Our turn/your turn</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> <p>Blend from the box words: qu: qu-ee-n qu-a-ck [duck] qu-i-ck (action)</p> <p>Oral Blending: y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll qu-i-t z-a-p b-u-zz</p>	<p>Little Wandle planning-Final sounds</p> <p>Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: •What's in the box?</p> <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> <p>*Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>* 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> <p>Blend from the box words: ng: r-i-ng w-i-ng k-i-ng</p> <p>Oral Blending: 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</p>
6	<p>Input The Shopping List by John Burningham – Read the story everyday with increasing participation. Sing 1, 2, 3, 4, 5 Once I caught a fish alive everyday with increasing participation.</p> <p>Small Group Activity Listen to the shopping game. Large shopping bag with noisy items (crisp packet, coins in a purse, cereal to shake, mobile phone with ring tone, bottle of fizzy drink – lots of everyday items) -talk about shops/shopping (experiences). Tell chn you have been shopping. Look in bag. Model using objects to make noises. Eg in goes the cereal, that makes a shaking sound. In goes the drink, that makes a fizzing sound. Explain we will play a guessing game just by listening. <i>Sing (to the sound of im a little teapot)</i> <i>"Listen to the shopping, what's that sound?</i> <i>Guess what shopping I have found</i> <i>Listen very carefully with your ears,</i> <i>What's the noise thar you will hear?"</i></p> <p>Make the noise in the bag. Name the object describe the sound.</p>	<p>Input The Bathroom Boogie by Clare Foges – Read the story everyday with increasing participation. Sing The Bear went over the mountain everyday with increasing participation.</p> <p>Small Group Activity Simple stories: Getting ready for bed version. Explain to chn you have some bedtime objects in your overnight bag (bubble bath, blue brush, pink pyjamas, big brown bear, snuggly slippers, tasty toothbrush). Intro objects and check vocab. Start the story by saying aloud: "When I get ready for bed, I need my..." Choose object, name it and put it in bag. Encourage chn to repeat your sentence. Choose a child to complete the next sentence. "When I get ready for bed, I need my snuggly slipper and tasty toothpaste". Repeat by adding on each object.</p>	<p>Input Veg Patch Party by Clare Foges – Read the story everyday with increasing participation. Sing If you're happy and you know it everyday with increasing participation.</p> <p>Small Group Activity Copy my claps game (using vegetables from the story). Play several times a week in quiet space, group no larger than 6. Chn listen to a pattern clapped by adult then clap it back like an echo. Think of objects to clap out in patterns (to make it easier). Eg. App-le, pear, app-le, pear. Pine-app-le, or-ange, Pine-app-le, or-ange, Can use pictures or objects to support the game initially, removing these as the children become more confident.</p>		<p>Input Hooray for Fish by Lucy Cousins – Read the story everyday with increasing participation. Sing Heads, Shoulders, Knees and Toes everyday with increasing participation.</p> <p>Small Group Activity The Magical Words game with different alliterative items</p>	<p>Input Mrs Blackhat and the Zoom Broom by Chloe ad Mick Inkpen – Read the story everyday with increasing participation. Sing One Man Went to Mow everyday with increasing participation.</p> <p>Small Group Activity What's the Word Mr Wolf</p>
		<p>Little Wandle planning Focus sound – n</p> <p>For each new sound play: Blend from the box. Encourage children to join in and blend aloud.</p> <p>Blend from the box words: n: n-e-t n-oa-z (nose) n-e-ck n-u-t</p>	<p>Little Wandle planning-Oral Blending</p> <p>Oral Blending: 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</p>		<p>Little Wandle planning-Initial sounds</p> <p>Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: What's in the box? Sing what's in the box, what's in the box, what's in the box today? Hide the object from the children, my turn/Our turn/your turn</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> <p>Blend from the box words: ch: ch-i-p ch-i-ck ch-i-n ch-o-p (action)</p> <p>Oral Blending: 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</p>	<p>Little Wandle planning-Final sounds</p> <p>Play with sounds • Bertha the bus • Name play</p> <p>For each new sound play: •What's in the box?</p> <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> <p>*Use oral blending to blend words aloud with the new sounds the children have learned.</p> <p>* 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> <p>Blend from the box words: nk: p-i-nk t-a-nk w-i-nk s-i-nk</p> <p>Oral Blending: th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck</p>

						b-a-ck f-i-x
7		<p>Little Wandle planning</p> <p>Oral Blending: s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p</p>			<p>Input Pete the cat and the perfect pizza party – Read the story everyday with increasing participation. Sing Here we go around the mulberry bush everyday with increasing participation.</p> <p>Small Group Activity Simple Stories: I went to the Supermarket, and I bought... version</p>	
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