

Progression in Phonics – FOXFIELD SCHOOL

| Word Level: Phonological Awareness, Phonics and Spelling | | | |
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| Level | Learning Objectives/Aims | Suggested Ideas/Activities | Resources |
| P1 | To encounter activities based around sounds | Record responses to a variety of sounds and stimuli | Music, sounds in the environment, voices |
| | To experience sounds and stimuli connected to a given 'book box' or text | Have experience of different texts and objects/sounds related to it. | Book boxes, variety of everyday sounds and items |
| P2 | To be aware of adults and imitate actions | Clapping, stamping feet, playing an instrument to familiar songs or rhymes with prompts | Musical instruments, songs etc. |
| | To show an awareness and preference to familiar or new sounds | Using faces (happy/sad) express a preference for sounds generated | Pupil photographs – depicting happy, sad, angry etc Paper plate faces – happy and sad |
| | To focus attention when prompted on sensory aspects of stories and rhymes | Using a multi-sensory approach prompt to participate in key areas of a familiar story or rhyme Visits into the community/educational outings, create own books relating to experiences. | Velcro, splash water, zips, scrunch paper etc. Book boxes – school made resources. Music/sound tapes Musical instruments Blank big books, digital camera. |
| P3 | To communicate intentionally | Gesture, sign, eye point or action to a familiar sound, voice or smell | Musical instruments, air fresheners, individual scent smells (for visually impaired pupils) |
| | To anticipate or show memory of familiar sounds/songs | Use a 'big mac' for a repeated refrain or appropriate place in a familiar story | Musical instruments, 'big mac', |
| P4 | To become aware of sounds in the environment | Match picture to recorded sounds Visits into the community | Pictures and recorded sounds, digital camera. |
| | To relate objects to their function | Sort objects according to their function (e.g. "What would you eat?" etc. from a given selection | Selection of items with 'an odd one out' e.g. fruit bowl with fruit and non-edible objects. |
| | To identify familiar sounds | Match sounds of instruments (2 sets required) | Musical instruments, tapes of everyday sounds |
| P5 Step 1 | To become more aware of sounds in speech | Identify a variety of animal sounds Identify familiar voices | Animal sounds and pictures, familiar voices |