



# Boyne Hill Infant and Nursery School – Knowledge & Skills Progression Overview

## Phonics

### Foundation Stage 1 (Nursery)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Developing early language - learning activities</b>	<b>Environmental sounds</b> <ul style="list-style-type: none"> <li>Listen to and identify environmental sounds</li> <li>Use the voice to sing at different volumes</li> <li>Guess and make animal noises</li> </ul>	<b>Instrumental sounds</b> <ul style="list-style-type: none"> <li>Listen to and identify instrumental sounds</li> <li>Remember and repeat rhythms</li> <li>Copy loud and quiet sounds</li> </ul>	<b>Body percussion</b> <ul style="list-style-type: none"> <li>Perform songs with actions</li> <li>Identify body sounds</li> <li>Use the voice to make sounds</li> <li>Move the body in response to an instrument</li> </ul>	<b>Rhythm, rhyme &amp; alliteration</b> <ul style="list-style-type: none"> <li>Join in with story phrases and perform actions</li> <li>Move in time to a beat</li> <li>Continue a rhyming string</li> <li>Recognise some initial sounds, e.g. box /b/</li> <li>Identify people or objects beginning with a given sound</li> </ul>	<b>Voice sounds</b> <ul style="list-style-type: none"> <li>Make sounds with the voice and practise robot talk, e.g. c-a-t</li> <li>Describe voice sounds, e.g. loud, quiet, high, low</li> <li>Use the voice to add sounds to a story</li> </ul>	<b>Oral segmenting &amp; blending</b> <ul style="list-style-type: none"> <li>Understand 'sound talk' words that are segmented, e.g. c-oa-t</li> <li>Sound out and clap CVC words</li> <li>Count phonemes in a word, e.g. b-i-g (1, 2, 3)</li> <li>Identify objects with 3 phonemes, e.g. f-i-sh</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Listening attentively.</li> <li>Exploring and experimenting with sounds and words.</li> <li>Distinguishing between different sounds in the environment and sounds in words (phonemes).</li> </ul>		<ul style="list-style-type: none"> <li>Developing understanding of rhyme and alliteration and the rich rhythm of stories.</li> <li>Discriminating phonemes.</li> <li>Talking about and joining in with stories, poems, rhymes and new vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Showing an awareness of rhyme and alliteration.</li> <li>Reproducing audibly, the phonemes they hear, in order, all through the word.</li> <li>Using sound-talk to segment words into phonemes.</li> <li>Beginning to orally blend phonemes.</li> </ul>	
<b>Phoneme /grapheme correspondences</b>	/m/ as in <b>m</b> ouse /p/ as in <b>p</b> an /b/ as in <b>b</b> at /n/ as in <b>n</b> et /t/ as in <b>t</b> ap /d/ as in <b>d</b> og	/w/ as in <b>w</b> eb /h/ as in <b>h</b> at /k/ as in <b>c</b> at and <b>k</b> ite /g/ as in <b>g</b> oat /f/ as in <b>f</b> rog /s/ as in <b>s</b> un	/a/ as in <b>a</b> pple /i/ as in <b>i</b> nsect /e/ as in <b>e</b> lephant /o/ as in <b>o</b> ctopus /u/ as in <b>u</b> mbrella /ai/ as in <b>t</b> rain	/ee/ as in <b>bee</b> /igh/ as in <b>l</b> ight /oa/ as in <b>b</b> oat /or/ as in <b>f</b> ork /oo/ as in <b>b</b> ook /oo/ as in <b>m</b> oon	/y/ as in <b>y</b> ellow /ng/ as in <b>r</b> ing /v/ as in <b>v</b> an /l/ as in <b>l</b> adder /ch/ as in <b>ch</b> ick /sh/ as in <b>s</b> heep	/z/ as in <b>z</b> ebra /r/ as in <b>r</b> abbit /j/ as in <b>j</b> ug /th/ as in <b>th</b> umb and <b>fe</b> ather /k+w/ as in <b>q</b> ueen /k+s/ as in <b>f</b> ox

<b>Reading Practice Book</b>	A Walk in the Park In My Den The Happy Whistle Making Music Obi's Party Stamp and Clap!	Wibble, Wobble One, Two... Sharing with You! Bouncy Balloons I Spy... Goal! Big Voice, Little Voice	Town Mouse and Country Mouse The City Farm The Pied Piper Hip-Hop! Cinderella Monkey Says...	The Gingerbread Man Popcorn Tom Thumb Double-Decker The Hare and the Tortoise Big Adventure	Tom Cat / Cats Pen Pot / Spot a Pot Fun Hats / Hats Buh Hug / Bugs and Slugs Red Hen / Hens Sun Fun / In the Sun	Stop the Dog / Cups Hot Frogs / Help Odd Socks / Lots of Socks The Big Dip / Dig and Tip Bags and Buns / Bags The Pet Den / Tin
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