

Nursery Phonics Skills Overview

ASPECT 1	ASPECT 2	ASPECT 3
<p>Environmental Sounds</p> <ul style="list-style-type: none"> • I can notice sounds around me. • I can recognise that different objects make different sounds. • I can start to identify and name sounds. • I can talk about environmental sounds, describing and comparing them. 	<p>Instrumental Sounds</p> <ul style="list-style-type: none"> • I can explore instrumental sounds. • I can begin to know how to use instruments to make sounds. • I can start to identify the sounds of familiar instruments and naming some of them. • I can begin to understand how I can change the sound and instrument makes. • I can talk about instrumental sounds, describing and comparing them. • I can use instruments to recreate a sound from a given instruction, e.g., tap the drum loudly, shake the tambourine quietly. 	<p>Body Percussion</p> <ul style="list-style-type: none"> • I can explore the sounds my body can make. • I can join in and copy actions of familiar songs. • I can join in and copy body percussion patterns and sequences. • I can change how my body can make sounds. • I can create their own sequences of body percussions. • I can join in with longer sequences of body percussion. • I can describe body percussion. • I can follow instructions to recreate body percussion sounds, e.g., stamp feet loudly, clap hands softly.
ASPECT 4	ASPECT 5	ASPECT 6
<p>Rhythm and Rhyme</p> <ul style="list-style-type: none"> • I can join in with songs and rhymes. • I can recognise familiar rhythms and rhymes. • I can recognise that words rhyme. • I can copy and keep a simple beat. • I can join in and copy breaking words into syllables with a beat. • I can play with rhyme and make up my own rhyming words. • I can complete sentences with my own rhymes orally. • I can break words down into syllables with a beat. • I can create my own beat. 	<p>Alliteration</p> <ul style="list-style-type: none"> • I can explore initial sounds of words. • I can select objects with a given initial sound from a choice of two. • I can identify initial sounds of words. • I can match two objects with the same initial sound. • I can play with alliteration. 	<p>Voice Sounds</p> <ul style="list-style-type: none"> • I can explore different mouth movements and sounds. • I can copy different voice sounds and mouth movements. • I can recognise different voice sounds. • I can make a variety of different voice sounds, including animal sounds. • I can say speech sounds clearly. • I can talk about voice sounds. • Describe and compare voice sounds. • I can create my own ideas for voices of characters/ imitating voices.
ASPECT 7		
<p>Aspect 7 – Oral Blending and Segmenting</p> <ul style="list-style-type: none"> • I can identify the initial sounds of words. • I am beginning to know that words can be broken up into sounds. • I can choose the correct object when hearing the word broken into single sounds. 		
<ul style="list-style-type: none"> • I can blend and say a simple two and three letter word after hearing it broken down into its individual sounds. • I can segment two and three letter words into their individual sounds. • I can start to orally blend the sounds of longer words. • I can identify how many sounds are in a two and three letter word. 		
<p>Before they can learn to read, children need to develop their listening and visual skills; they need to develop certain physical and sensory skills before they are ready to begin the formal learning process. While sensory skills include both visual perception and listening ability, our systematic synthetic phonics programme emphasises listening skills and auditory discrimination, the ability to discriminate between different sounds. In Nursery the children will experience a wealth of speaking and listening activities which will help lay the foundations for learning the letter sounds to read and write.</p>		