



Pre-Phonics Progression








As children begin Primary school (Reception year) they will start a synthetic phonics scheme that will give them the early skills they need to be able to read.

Before children begin these phonics schemes, they need to learn and understand a wide range of pre-phonics skills. These skills are taught here at Hadfield Nursery School.

Pre-phonics skills give children the early building blocks of listening, recognising and identifying sounds that they hear. It also enables them to make their own sounds that they can name and describe.

These pre-phonics skills are vital in supporting children to 'tune in' to sounds that they hear so that they have all the skills they need to successfully begin a synthetic phonics scheme when they start Primary School.

This progression document outlines the steps a typical child may make when learning pre-phonics skills.

2 Year Old	Nursery 1	Nursery 2	Nursery 3	Nursery 4	Nursery 5	Nursery 6
<p>Phase 1 Aspect 1 Environment sounds</p>  <p>I can listen to and identify outdoor sounds</p> <p>I can listen to and identify indoor sounds</p> <p>I can use drumsticks (stroke, beat, tap) to make different sounds</p> <p>I can use my voice to sing at different volumes</p> <p>I can identify the sounds in a sounds lotto game</p> <p>I can identify sounds made behind a screen (keys, bells)</p>	<p>Phase 1 Aspect 2 Instrumental sounds</p>  <p>I can identify and name the instruments being played</p> <p>I can remember and repeat a rhythm</p> <p>I can discriminate and copy loud and quiet sounds</p> <p>I can stop and start playing my instrument at a signal</p> <p>I can play my instrument to describe an action (fairy footsteps)</p>	<p>Phase 1 Aspect 3 Body Percussion</p>  <p>I can perform a song with actions</p> <p>I can perform an action to match a musical instrument</p> <p>I can perform actions increasing and decreasing my speed as necessary</p> <p>I can copy a body sound</p> <p>I can copy a sequence of body sounds</p> <p>I can identify a body sound (snoring, eating)</p>	<p>Phase 1 Aspect 4 Rhyme and Rhythm</p>  <p>I can join in with repetitive story phrases</p> <p>I can perform actions to a nursery rhyme</p> <p>I can move in time to the beat fast, slow, skipping marching</p> <p>I can put rhyming objects in the soup</p> <p>I can play rhyming bingo</p> <p>I can continue a rhyming string</p>	<p>Phase 1 Aspect 5 Alliteration</p>  <p>Beezy buzzing, the bee behaved beautifully.</p> <p>I can suggest a person who has a name beginning with a given letter</p> <p>I can suggest an object that begins with the same sound as a name</p> <p>I can suggest non-words that begin with the same sound</p> <p>I can sort objects that begin with the same sound</p> <p>I can suggest animals that begin with the same sound</p> <p>I can join in with an alliterative story</p>	<p>Phase 1 Aspect 6 Voice Sounds</p>  <p>I can make sounds with my voice – be a clock, tick tock</p> <p>I can share my favourite sound with a group</p> <p>I can talk like a robot – c-a-t ‘Metal Mike’</p> <p>I can continue a sound pattern with my voice and vary the pitch</p> <p>I can add a target sound to a story when I hear a buzz word or character</p> <p>I can listen to a recorded voice and</p>	<p>Phase 1 Aspect 7 Oral Blending and Segmenting</p>  <p>I can understand ‘sound talk’ words that are segmented like c-oa-t</p> <p>I can sound out and clap CVC words from the set of letters s,a,t,p,i,n</p> <p>I can identify objects with three phonemes from ‘sound talk’ like f-i-sh</p> <p>I can blend 2 or 3 phonemes from ‘sound talk’ to make a word</p> <p>I can play eye spy by blending sounds</p>

<p>I can make the correct animal noise from a set of clues</p> <p>I can give others a set of clues to guess an animal</p> <p>I can guess what is inside the container by the sound it makes</p>	<p>I can perform a short instrumental piece for others</p> <p>I can play an instrument to match the sound an animal might make</p>	<p>I can suggest times when I can be noisy or quiet</p> <p>I can use my voice to make slow, fast, quiet, loud, long, short sounds</p> <p>I can move my body in response to an instrument sound</p>		<p>and make suggestions</p> <p>I can look at an object and recognise the initial sound</p> <p>I can think of an alliterative sentence for the names of children in my group</p> <p>I can make the right movements with my mouth to say some sounds</p> <p>I can select a set of objects for alliterative 'silly soup'</p>	<p>identify the speaker</p> <p>I can record sounds for a lotto game and then match my sounds to pictures</p> <p>I can describe a voice sound using words like long, short, loud, high, low</p> <p>I can use my voice to add sounds to a story by whispering, growling</p> <p>I can use a megaphone to make sounds with my voice</p> <p>I can listen to and sing a variety of songs</p>	<p>I can copy 'sound talk'</p> <p>I can speak in 'sound talk'</p> <p>I can say how many phonemes I can hear</p>
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