

Intent What am I learning to do?	Implementation
<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Discriminate between sounds, develop my auditory memory, copy a sequence of sounds.</li> <li>• Recognise that some words sound the same (rhyming words).</li> <li>• Recognise that some words start with the same sound.</li> <li>• Identify syllables in a word, keep in time to a beat.</li> <li>• Join in rhythmically with songs and rhymes.</li> <li>• Recognise familiar words and signs.</li> <li>• Work from left to right and top to bottom.</li> <li>• Hold a book the right way up and turn pages in order.</li> </ul> <ul style="list-style-type: none"> <li>• Continue a rhyming string.</li> <li>• Copy a simple rhythm.</li> <li>• Link graphemes to phonemes.</li> <li>• Hear and say initial sounds in words.</li> <li>• Identify initial, middle and end sounds.</li> <li>• Know which letter shapes represent sounds.</li> <li>• Know names and sounds of letters of the alphabet.</li> <li>• Read and understand simple sentences.</li> <li>• Read some common irregular words.</li> </ul> <p><b><u>Early Learning Goal:</u></b></p> <ul style="list-style-type: none"> <li>• Children say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Children read words consistent with their phonic knowledge by sound-blending.</li> <li>• Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b><u>CP Enabling environments</u></b></p> <p>Daily phonics sessions are planned for and taught using the Twinkl phonic scheme to support the children's reading and writing development.</p> <p><b>Cosy Den:</b> selection of books that children are able apply their phonic skills to. Rhyming books, nursery rhymes. Tricky words and sounds displayed. Selection of reading games/rhyming games/puzzles on shelving for children to readily access. Photo books – words and captions to accompany the children's photos.</p> <p><b>Message centre:</b> sound and word mats. Tricky word mats. Writing equipment.</p> <p><b>Carpet Kingdom:</b> class stories/rhymes. Performing helicopter stories. Musical instruments to use in keeping the beat syllable activities. Daily phonics sessions. Circle time – auditory games. Songs. CDs with songs. Charanga music scheme.</p> <p><b>Far away Kingdom:</b> chalking sounds, words. Marked alphabet snake on the playground. Words and alphabet class games in the outdoor area.</p> <p><b><u>Vocabulary</u></b></p> <p>Phoneme, blend, rhyme, word, sentence, letters, initial, letter name, letter sound, capital, upper case, lower case.</p> <p><b><u>Impact</u></b></p> <p><b><u>By the end of Foundation Stage I can...</u></b></p> <ul style="list-style-type: none"> <li>• Make a link between graphemes and phonemes.</li> <li>• Segment and blend.</li> <li>• Read some common regular and irregular words.</li> <li>• Read sentences by applying phonic skills and reading some words by sight.</li> </ul>