

Intent What am I learning to do?	Implementation
<u>Reading</u> - Discriminate between sounds, develop my auditory memory, copy a sequence of sounds. - Recognise that some words sound the same (rhyming words). - Recognise that some words start with the same sound. - Identify syllables in a word, keep in time to a beat. - Join in rhythmically with songs and rhymes. - Recognise familiar words and signs. - Work from left to right and top to bottom. - Hold a book the right way up and turn pages in order. - Continue a rhyming string. - Copy a simple rhythm. - Link graphemes to phonemes. - Hear and say initial sounds in words. - Identify initial, middle and end sounds. - Know which letter shapes represent sounds. - Know names and sounds of letters of the alphabet. - Read and understand simple sentences. - Read some common irregular words. <u>Early Learning Goal:</u> - Children say a sound for each letter in the alphabet and at least 10 digraphs. - Children read words consistent with their phonic knowledge by sound-blending. - Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<u>CP Enabling environments</u> Daily phonics sessions are planned for and taught using the Twinkl phonic scheme to support the children's reading and writing development. Cosy Den: 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. Message centre: sound and word mats. Tricky word mats. Writing equipment. Carpet Kingdom: 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. Far away Kingdom: chalking sounds, words. Marked alphabet snake on the playground. Words and alphabet class games in the outdoor area. <u>Vocabulary</u> Phoneme, blend, rhyme, word, sentence, letters, initial, letter name, letter sound, capital, upper case, lower case. <u>Impact</u> <u>By the end of Foundation Stage I can...</u> - Make a link between graphemes and phonemes. - Segment and blend. - Read some common regular and irregular words. - Read sentences by applying phonic skills and reading some words by sight.